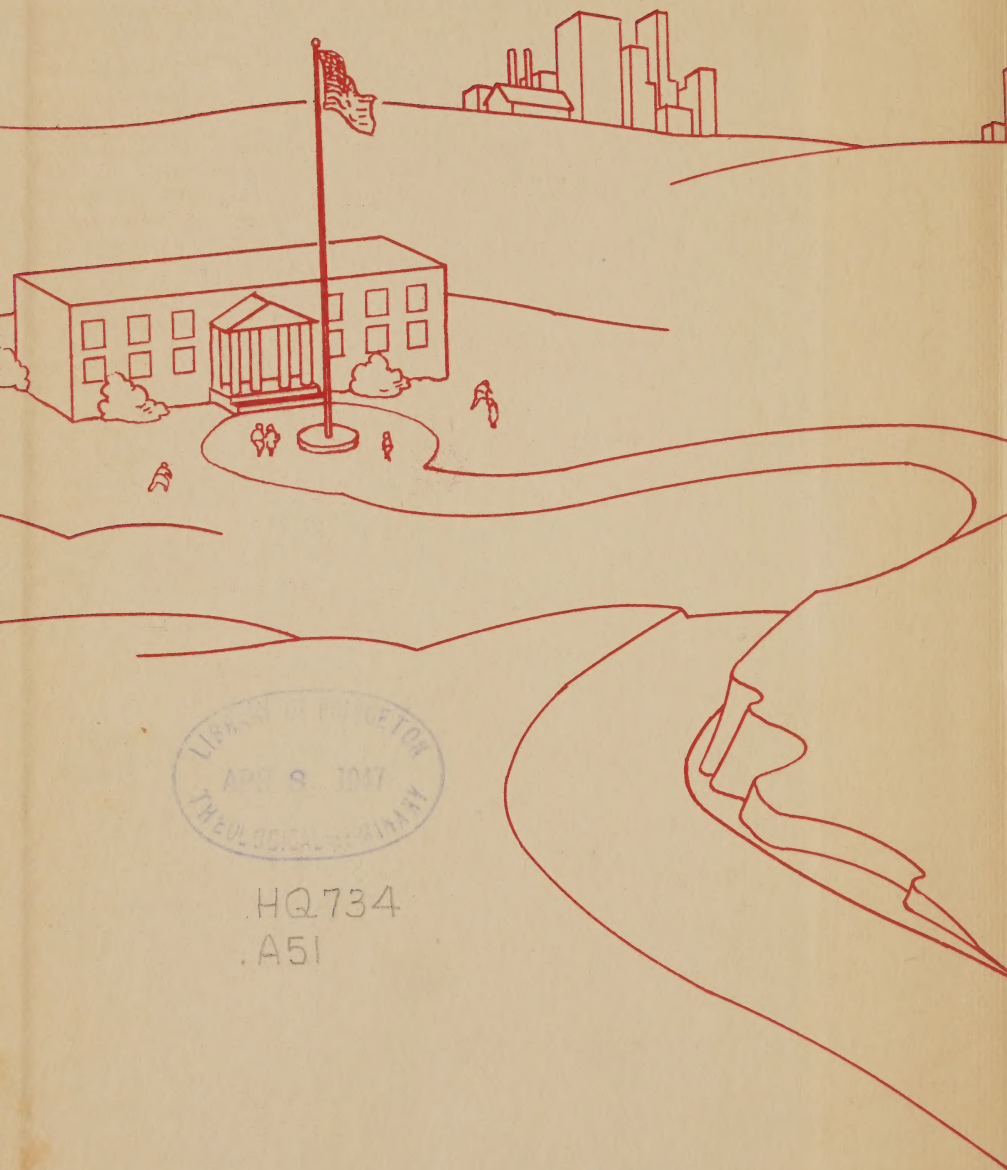


EDUCATION *for* FAMILY LIFE





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*No genuine observer can decide otherwise
than that the homes of a nation are the bul-
warks of personal and national safety.—J. G.
Holland*





EDUCATION for FAMILY LIFE

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NINETEENTH YEARBOOK

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✓ AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

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AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Commission on Education for Family Life

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Foreword

The security and elevation of the family and of family life are the prime objects of civilization.—Charles W. Eliot.

THE FIRST SCHOOL was the home. The first teacher was the mother. In time, as the state and the church assumed educational responsibilities, the gap between the school and the home widened. But in America this separation has been bridged in many ways. Prior to the turn of the century most schools were small units, each usually located in the center of its community. The school teacher often boarded in the homes of his pupils. The development of parent-teacher associations has promoted close cooperation. Recently the child-study movement has made parents and teachers students of a common curriculum and workers in a common cause.

Awareness of the obligation of education to the homes of America is the basis of this yearbook. In 1938 the Executive Committee selected the topic "Education for Family Life." President John A. Sexson appointed the original members of the Commission. At a meeting held in Chicago in May 1939, the Commission outlined its policies and plan of work. Three other meetings were held in 1939 and 1940 to review manuscripts and to plan next steps. Revised chapters were circulated among members of the Commission for further criticism. The final report represents the point of view of the Commission as a whole.

The present volume has been adapted to certain past and current developments. It seemed unnecessary, for example, to devote large sections of chapters to the economic and social inadequacies of American life. These have been recently explored in publications sponsored by the federal government and by many private groups and individuals. Numerous studies have been made of human relationships, such as those recently issued by the Progressive Education Association and the American Youth Commission. The Yearbook Commission also has taken into account the volume on the curriculum aspects of education for family life now being prepared by a joint committee of the Society for Curriculum Study and the Home Economics Department of the National Education Association. All these publications have a place in helping to improve the human and democratic relationships between schools and homes.

The Commission is aware of many excellent contributions that

schools now are making to home life. Thru the social studies, health instruction, home economics, and dozens of other activities schools are building wholesome understandings and attitudes. There is no suggestion in this volume that these effective efforts should be discontinued or replaced; nor does the Commission wish to see the development of many superficial "courses on home life." It is true that some new courses are needed but much can be done by improvements in the purposes and emphases of present educational programs. Changes are needed also in the spirit and the attitudes of both parents and teachers.

A plea is made for educators to rethink school activities with the needs and aspirations of home life in mind. As we help to strengthen family life we help to build national unity and morale. A nation of wholesome homes will solve its internal economic and social problems. This is the basis of national defense against disintegrating forces from within and untrustworthy ideologies from the outside. In magnifying the family life aspects of education, teachers may expect and should avail themselves of the cooperation of parents, religious leaders, social workers, and others who believe in the improvability of mankind.

In preparing this yearbook members of the Commission have availed themselves of the published and unpublished contributions of many persons. Superintendents of schools provided illustrations of programs now in operation. A number of individuals read the early drafts of manuscripts and offered useful suggestions. To all who have participated in the work the Commission expresses its appreciation. Attention is called to the bibliography and directory in the Appendix suggesting sources of areas which necessarily have been omitted or given relatively little attention in the present volume.

Special acknowledgment is made to the staff in Washington for successfully executing many of the responsibilities associated with the preparation of the yearbook. S. D. Shankland, executive secretary of the American Association of School Administrators, not only handled the business details but participated helpfully in all deliberations. Frank W. Hubbard, director of the Research Division of the National Education Association, served as coordinator and edited the volume for publication. He was ably assisted by Josephine Sullivan of the Research Division and Marjorie Starr of the Division of Publications. The full-page illustrations were prepared by Burns Price. Chapter illustrations were made by Kathleen Bruskin.

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WE make the assumption that a happy child should live in a home where he will find warmth and food and affection; that his parents will take care of him should he fall ill; that at school he will find the teachers and tools needed for an education; that when he grows up there will be a job for him and that he will some day establish his own home.—*President Roosevelt at the White House Conference on Children in a Democracy, 1939.*

CHAPTER I

Let Us Face the Issue

WE thought that, perhaps, it is right to begin with the obligations of home, sir; and that, perhaps, while those are overlooked and neglected, no other duties can possibly be substituted for them." Thus wrote Charles Dickens in his book, *Bleak House*, and thus should begin the introductory chapter of the present yearbook.



Increasing Awareness of Family Life Problems

During the past two decades, America has become vitally interested in its responsibilities to children and youth. Evidence of this interest has been the series of White House Conferences on Child Health and Protection. From these activities has developed a phenomenal growth of constructive programs of social action. Youth-serving organizations have enlisted the financial support and personal services of many adults. Civic clubs and college groups have their standing committees for the improvement of the status of underprivileged children. Such activities have been directly or indirectly concerned with providing wholesome conditions wherein boys and girls might grow to useful adulthood.

These widening interests led naturally to studies of home conditions. Inquiries revealed a state of parenthood for which it was evident better preparation was needed. As a consequence, churches of all faiths have been undertaking a positive approach to solving the problems of marriage and parenthood. Parent-teacher groups have developed effective programs of family life education. College groups have sponsored conferences on the American family in a changing society. The subject has challenged the interest of the reading public. Popular as well as professional magazines are presenting leading articles about problems faced by husbands and wives, fathers

and mothers. The radio has made a place for lectures on parent education. Quite evidently the public, in becoming conscious of childhood and youth problems, has become conscious also of the need for preparation for marriage, parenthood, and home life.

The purposes and procedures of education have steadily broadened to include systematic attention to family life education. As early as 1918 "worthy home membership" was recognized as one of the seven cardinal principles of secondary education.¹ The junior high school, with its emphasis on education for the individual and social needs of adolescents, was already under way. Increasing high-school enrolments brought a wide diversity of student abilities and accelerated the growing interest in vocational, educational, and social guidance. Home economics and industrial arts courses became more common. The recognition of a person's education as his total experience in school and out of school, the necessity of educating thru activity, and a consciousness of the responsibility of educating the whole child physically and spiritually as well as mentally have all emerged as phases of a growing educational philosophy. It is evident therefore that American educators were thinking in the right direction and had made a start when they were confronted with increased enrolments resulting from depression conditions.

Recently the defense program has placed new responsibilities upon the schools. Never before has there been such a demand for vocational training. But even more significant has been the emphasis upon morale. Public stability and intelligent participation in democratic processes are important today as never before. These qualities are nurtured by civic education, the worthy use of leisure hours, and the enrichment of home life. For those who wish to help build the morale of the American people, this yearbook on education for family life offers a timely and constructive program.

There are many educators who believe that the public schools can make a contribution to home life. Every child brings his home to school. His behavior in school reflects the hopes and fears of his parents. It is difficult to overemphasize the teacher's responsibility. For this reason parents, clergy, and other laymen have joined with teachers in demanding that systematic attention be given to edu-

¹ National Education Association, Commission on the Reorganization of Secondary Education. *Cardinal Principles of Secondary Education*. U. S. Department of the Interior, Bureau of Education, Bulletin, 1918, No. 35. Washington, D. C.: Government Printing Office, 1918. 32 p.

cation for family living. This yearbook seeks to give impetus to a movement already begun, to develop a more general consciousness of the importance of training for family life as a responsibility of public education, and to provide a broad understanding of the problems involved which will serve as a basis for developing a comprehensive and sound program in the public schools.

A Preview

Believing that the training and initiative of public-school people will enable them to contrive devices and prepare plans appropriate to each community, the Commission in this report has laid greater emphasis on problems and principles.

Chapter II evaluates the real worth of the family in terms of the needs of the individual as well as the needs of society, thus giving concrete expression to the oft quoted phrase, "The family is the bed-rock of society." It attempts to point out what the family is doing for this country in four basic fundamental areas and to suggest where, and to a certain extent how, education may make a large contribution to our society by modifying and in some cases redirecting what the family is now attempting to do. The four areas are: satisfying individual needs and aspirations, race perpetuation, transmission of cultural patterns, and development of personalities.

Acknowledging undesirable conditions which exist in many families, Chapter III calls attention to the importance of considering the family as an institution in the process of adaption to a changing civilization, an adaption requiring all the help education can give.

Chapter IV presents a parent's point of view with regard to education and school-home relationships. Emphasis is laid upon the characteristics of American home life which, tho often neglected today, deserve cultivation both by parents and by teachers. Again and again this chapter reminds the reader that modern ways are not good because they are new, nor the past bad because it is old.

Chapter V states that there is a natural need for specific education in family living. College students particularly ask for it. The home and school are so allied in their function that education in one should complement the other. The home is constantly confronted with problems which make it conscious of its need for help.

Chapter VI suggests opportunities for biological, cultural, psy-

chological, and spiritual contributions in education for family life. Special emphasis is placed on developing in the home and in the school a complete understanding of child nature and a sympathetic attitude.

Concrete suggestions for a program are contained in Chapters VII and VIII. These chapters express the position that it is necessary to consider this problem from the broadest point of view. Tho there is need for specific courses on family living and on parent education for both adolescents and adults, the school has a real opportunity for considering family living as a major objective at every point in the curriculum. During the entire period of the child's growth, schools and homes have a joint responsibility. It is clearly recognized that the development of the consciousness of a partnership interest in the growth of the whole child—the child of the school and the child of the home—individually and socially, physically, mentally, and spiritually is a major step in establishing a program of education for family living. In doing this, the school has an opportunity for leadership. Some definite suggestions are made for exercising this leadership in a most common sense way. In the review of the type of activity now in existence, curriculum provision in the elementary as well as the secondary program is noted. Special recognition is given to the importance of helping adolescents to meet problems of personal adjustment in school and at home. The broadening of home-planning courses to give major emphasis to this problem of personal adjustment is noteworthy. Again, education for family living is seen to be a matter of consideration for all members of the faculty. This does not in any way detract from the importance of giving consideration to developing specific courses in preparation for marriage and parenthood.

In initiating or expanding a program for so important a purpose as educating for family living, leadership is a major consideration. In Chapter IX leadership is considered, in the democratic sense, as ability to free effort rather than as power to control. The development of this ability in growing youth is essential. Vision, insight, and courage on the part of the superintendent and his staff are required. Suggestions are made for the training and selection of leaders for classes of adults in parent education.

Chapter X restates some of the major conclusions of the report and proposes a checklist by which educators at all school levels can evaluate programs and plan future improvements.

For the further help of those interested in doing something about this important problem, an Appendix has been prepared containing a list of organizations with the materials or services they furnish for education for family living, references on education for family living, and a list of fiction and nonfiction relating to family life problems.

A Challenge

The purpose of this yearbook will be realized just to the extent that it actually affects practice in the public schools. During the year 1939 the Commission on Education for Family Life sent a questionnaire to 3374 city school systems and 420 county systems. The fact that the total number of replies was only 21 percent of the questionnaires distributed may indicate the extent to which programs have been adopted or it may indicate a lack of understanding of the urgency of the problem. Of course the questionnaire did not conceive education for family life in as broad a sense as finally proposed in this book. Nevertheless the response may be significant as evidence that a great deal more needs to be done in the public schools of America to give education for family life adequate recognition as a major objective of public education. Probably the programs which have been reported represent efforts on a frontier of activity, attempts of the boldest to reform our program of education for more useful ends.

It is to be hoped that this yearbook will challenge all to greater endeavor—those who have done something to do more, those who have done nothing to do something. Attention is called particularly to the following practical proposals for the consideration of every superintendent and his staff:

(1) That the school in its program and practice shall recognize and respect the developing personality of the individual as well as the needs of society and give guidance to the home in the same direction.

(2) That the school at every point shall take the home into account as a coordinate educational agent, a partner, whose cooperation is not only desirable but necessary.

(3) That the content of the elementary curriculum as it becomes integrated around social studies shall include the family as a basic social institution.

(4) That the secondary program which increasingly is being

adapted to the needs of adolescent boys and girls shall make specific and adequate provision for their present and future needs as members of families.²

(5) That the adult education program as it expands for the good of the community shall assume responsibility for helping husbands and wives, fathers and mothers, as they strive to make the American home realize its fullest possibilities.

² Within the next few weeks two volumes will be published which are important for all persons interested in education for family life:

Folsom, Joseph K. *Youth, Family, and Education*. Prepared for the American Youth Commission. Washington, D. C.: American Council on Education, 1941. 275 p. (approx.)

Goodykoontz, Bess, and Coon, Beulah I., co-chairmen. *Educating for Home and Family Life*. Sponsored by the Department of Home Economics of the N.E.A., the Society for Curriculum Study, and the United States Office of Education. New York: D. Appleton-Century Co., 1941. 450 p. (approx.) \$2.50.

CHAPTER II

Be It Ever So Humble

TO PRESENT any adequate picture of what families are doing would necessitate a survey of the many diverse duties, responsibilities, and functions that are performed by the family in almost every aspect of life. Out of this wide array of activities in which the family is engaged, we can focus upon a few of the more fundamental functions which, despite changing technology and shifting social and economic conditions, continue to be the primary, inescapable responsibilities and opportunities of the family. Any such selection will, of course, be incomplete because each individual will be inclined to see the family with different emphasis and in a different context, depending upon his professional preoccupations and personal bias or predilections.



This chapter is offered not as a complete, exhaustive statement of all the activities in which families are engaged but rather as an attempt to point out what the family is doing for this country in these basic fundamental areas of significance and to suggest *where*, and to a certain extent *how*, education may make a large contribution to our society by modifying and in some cases redirecting what the family is now attempting to do.

Satisfying Individual Needs and Aspirations

We are so accustomed to thinking of the family as a social institution engaged in the fulfilment of the many responsibilities and duties that are laid upon it that we forget how the family, in this social sense, only slowly and gradually arises out of the interaction and relationship of two individuals who, initially at least, are seeking to fulfil their own personal hopes and desires.

Young men and women approaching maturity begin to seek one another, hoping to find someone who will meet their needs and bring

realization to all their desires and expectations. It is these personal aims and interests that impel them toward one another in marriage; to a lesser degree do they deliberately foresee and plan ahead for family life, altho it is clear that many young men are worried today by the uncertainty of jobs and so are inclined to renounce marriage as a possibility. To understand what the family means to young people we should try to see what they are seeking and hoping for in marriage and how they blunder and grope about because they have so little insight and awareness about themselves or those whom they wish to marry.

Perhaps we can throw some light on this question by remembering that each individual has had a life experience, a childhood and an adolescence, wherein he has undergone a variety of experiences that have created what we call the personality—that persistent way of acting, speaking, and believing, and strong feelings toward life and his own self. Since we will discuss this fascinating process of personality development later, we must be content to point out here that these life experiences from early infancy on have been built into the individual so that they continue to operate in his life long after infancy and childhood.

It is important to realize that as the individual has grown up, usually within a family circle, he has had many experiences of frustration and disappointment, grief and despair, and all the other feelings that we have all had during the inevitable mistakes and blunderings of our childhood. Some children have had uneventful lives with an affectionate, cherishing family in which they have developed an outgoing, friendly confidence in the world and in themselves. But for others, life has been colored by anxiety, guilt, resentment, and shame and they have grown to maturity unsure of themselves and of others, fearful of intimacy and yet hungry for affection and reassurance.

If we recognize this past experience of each individual operating in his adult life we can gain some insight into these blind, groping efforts and hopes that bring young people to marriage wherein they expect to find so much. Each person will have an image of himself as a certain kind of person and of his physical self which rarely reflects how he actually looks or appears to others. This image expresses what the individual has learned to think and believe about

himself from the teachings, criticisms, and humiliations received during his childhood.

Each individual also has set up certain ideals of what he or she wants to be—the role he or she wishes to play as a man or as a woman. These aspirations and the persistent hopes for their achievement, despite failure and disappointments, actively direct the individual's life, especially his attitudes and expectations toward marriage. Wishing and striving to be what he can only partially attain, if at all, each person seeks someone who "understands," who will recognize and foster these aspirations and treat him for what he hopes to be even if he falls far short now.

This acute need for someone who will have faith in our ideals and aspirations and will reinforce our stumbling efforts toward their attainment is probably the strongest need of young men and women, and so it largely governs their approach to marriage wherein they hope to find someone who will give the much needed reinforcement and reassurance. Often an individual has been so treated in childhood and adolescence that he can cherish few hopes and aspirations; he seeks only for tolerance and safety, for someone who will make few demands upon him and expect little intimacy or response. There are many different kinds of personalities, as there are many different life experiences, and each will approach marriage seeking fulfilment, protection, defense, and the various relationships which his personality requires, altho rarely aware of these.

Young men and women also look to marriage for fulfilment of their emotional and sex needs and desires which also express their life experience and the ideals and aspirations they cherish. If as a child the individual has had love, affection, and warm intimacy, he will grow up expecting to find in marriage opportunities for such relationships. The person who, as a child, has learned to accept the male or female role, with all the functional and other aspects of maleness and femaleness, may look forward with confidence to adult living and full mating in marriage. If as an adolescent he has freed himself from childish attachment to and dependence upon his parents he can eagerly and hopefully approach marriage as an opportunity to create an adult relationship in which he can give and receive intimacy, affection, and personal loyalty, unhampered by too strong parental ties and devotion to the past.

Successful marriage requires maturity and personal integration. These qualities cannot be expected in the individual who has been deprived of affection and the giving and receiving of love in childhood, has been unable emotionally to accept his own body and sex and its functions, and has failed to achieve emancipation from childish dependence upon and emotional attachment to the mother or father.

Few young people have any awareness of how their past experience is operating in their lives today, giving them all manner of interests and concerns, curious susceptibilities and antipathies, all of which make them seek out certain kinds of individuals as prospective mates and look to marriage for realization of their peculiar expectations and requirements. Ordinarily neither the one who seeks nor the one who is sought is aware of these impelling feelings and desires or the often unreal picture in which each appears to the other. Thus the young man and woman are liable to be misled by these images of self and ideas of roles—masculine and feminine, husband and wife—which each cherishes and hopes to achieve and also to find in the other. Often these ideals and roles are unsuited to life today. Only after marriage do the husband and wife begin to discover the real person they have married, who is often quite different from their expectations.

It cannot be too strongly emphasized that men and women usually enter marriage hopeful and confident of the future. When, as often happens today, they find their marriage brings them bitterness, unhappiness, and disaster, they blame each other, rarely realizing how much their own immaturity, inadequacy, lack of understanding, and personality defects are responsible for their disasters.

It is important to remember that we all must look to our social experiences and cultural traditions for guidance and direction of our personal lives. But within recent years the older traditions and beliefs have become confused by social changes, by the influx of so many people coming from different cultures, and by newer ideas and higher aspirations. In addition to this confusion, there are the incessant pressures of commercial advertising, of radio programs, and of moving pictures urging us or subtly influencing us to accept their widely divergent patterns, practices, and standards. Formerly the young man and woman had commonly accepted goals and standards for marriage and family life by which to guide their lives, but today

they must select, choose, and try to fit the many varieties of possible activities into some kind of coherent, integrated pattern that they can actually live. This situation has created uncertainty and confusion for both men and women, but it should be noted that it also offers a challenging opportunity to work out new designs for living more compatible with the presentday social situation and more fulfilling of their needs and aspirations than some of the older patterns. For example, young couples today may marry earlier if the wife is gainfully employed instead of waiting until the husband alone can support both. It requires courage and faith, however, to make such choices and to pursue such self-selected goals despite social pressures, obstacles, and uncertainties.

Another aspect of this situation is also to be noted. An organized, industrial society necessitates a high degree of uniformity, regularity, and conformity if the common life is to be carried on, especially in cities, and it is likely that our industrialized, technological society will require ever more uniformity and even "regimentation" in many phases of life. The family then will become the major, if not exclusive, area in which the individual may live in his own highly individualized, idiomatic way. Indeed, we already recognize this in our customary way of expecting from different members of the family the peculiar conduct and relationship which they show, as we say, "That's just like Uncle John" or "You must expect that in our family."

The family then is especially important as offering much needed opportunities for this individual development and expression: but we should not forget that within this family area for individual expression many people exhibit conduct and emotional reactions that not only are disturbing or destructive to their mates and their children but are often self-defeating. This points to the critical importance of the personality in marriage and emphasizes the necessity of sane, integrated, wholesome men and women for stable, enduring marriage in which individuals can be trusted to express their individuality.

The opportunities in education to help young people find their way to marriage with the appropriate mate and to build a design for living compatible with their needs and capacities and productive of the fulfilment they seek are many and varied. It must be clear that a program of education should not attempt to teach a set of uniform,

rigid rules and standardized practices or urge unthinking adherence to traditions. The unhappy and broken marriages of today are not due primarily to willful disregard of the rules or violation of legal and ethical standards but more often to the emotional instability and personality characteristics that neither husband nor wife can understand or endure. If we want to help young people toward marriage that will be rewarding and fulfilling to them and therefore to society, we should help them to clarify their own unique personal aspirations and goals, their conception of the roles they want to play and want their mates to play, emphasizing that it is this internal harmony of expectations, capacities, and needs which enables two persons to build a unique, highly personalized relationship in marriage. We may also help by giving them some insight into personality make-up and the peculiar feelings and emotional reactions, carried over from their childhood, which so often create havoc in marriage because neither husband nor wife can understand their meaning or realize that they are symptomatic of acute needs and anxieties.

In addition to the purely formal, conventionalized teaching that touches only the externals of overt actions in marriage, education for marriage should strive to give young people understanding of human relations, insight into their own personality and emotional expression, and sympathetic awareness of the unspoken desires and needs that each person brings from his childhood and adolescence to adult life and especially to marriage. To a larger extent than we may realize, young people who come from unhappy, broken, or incompetent homes of today need to be helped to build or rebuild a faith in the possibility of happy marriage; their images of the wife-mother and husband-father have been distorted and warped by the conflicts of their own parents so that they may not be able to conceive of any other life or believe it possible to find loyalty, fidelity, and tenderness. Often they hide their bitterness and despair behind a mask of indifference, callousness, or cynicism that is pathetic to observe. Girls especially find marriage difficult when their own parents have been separated or divorced because they lack the images of wife-mother for their own emulation and of husband-father for guiding their mating.

Many of these bewildered, perplexed, and deeply unhappy adolescents need personal guidance and reassuring relationships with mature, sane, and understanding adults who, without prying into

others' lives or inviting reluctant confidences, can give much help by the way they live and conduct their own human relationships. Example is more compelling than words in this area and contact with a sane, wholesome, mature, happily married man or woman can often do more to help a young man or woman than the most professional diagnosis and therapy. Still, there are young people and adults in acute need of expert psychiatric help because they have been too deeply wounded and disturbed to respond to the most favorable situations and contacts. It must be emphasized, however, that *all* adolescents face the same persistent life tasks—releasing themselves from childish clinging to their family; clarifying, accepting, and working out their masculine or feminine roles; and coming to terms with life and themselves on a basis of more realistic thinking and action than their immature childhood ideas and fantasies would afford.

It is possible to organize educational programs that will attempt to clarify the common ideas and beliefs about marriage, the traditional patterns and roles, the folklore about male and female differences, capacities, and needs, and give some understanding of what human relations require of men and women. There is an especial need for a program that will help young people to work out wiser, saner, and ethically higher sex ethics than the prevalent beliefs and ideas of sex as something obscene and unclean. With such degrading beliefs it is not difficult to see how so many young men and women ruin their marriages, especially today when women are asking for a recognition of their personal integrity and dignity in marriage. If sex relations are to be cleansed and lifted from the barnyard level of thinking and conduct, they should be given a reformulation as a mode of communication, "another language" thru which man and woman can express their love, affection, and admiration for each other, making sex a more altruistic relationship. This is what young men and women are groping for today, looking for some guidance and clarification in this most important and critical area of human relations, for which they are seeking a better ethical formulation. The ideas and beliefs on these questions and the goals and values they provide are interwoven, often implied, thruout the whole content of academic education, especially in the courses in literature, history, home economics, physical education, biology, and other subjectmatter areas. These ideas and beliefs need to be made

explicit, critically examined in the light of presentday scientific knowledge and more recent sensibilities and ethical aspirations, and so brought into awareness and scrutiny to see if they may not be responsible for intensifying the confusion and conflicts of youth.

The primary and perhaps the most important answer to the question, "What are families doing for America?" may be stated as providing in marriage an opportunity for the individual to seek fulfillment of his basic needs, desires, hopes, and aspirations, the achievement of which is conditioned by the personality, patterns, beliefs, and feelings that each individual brings to marriage from his childhood experiences and education.

Perpetuating the Race

While continued association between one male and one female during the period of infancy of their young is not uncommon in other species, the human situation is noteworthy because of all species man has the longest period of infancy and adolescence. It must also be recalled that childbearing among humans takes place thruout the whole year, unlike the other mammals who produce young at a definite seasonal period that is more or less correlated with their mode of life, functional variations, and the demands and resources of their life zones. No one can speak with surety in this matter, but it seems highly probable that the human family, found thruout the world in so many different societies and cultures, is an outgrowth of this year-round reproduction and the prolonged infancy of the human child. A helpless child must be nurtured and protected for so many years that the parents are obligated to watch over and protect their offspring.

When we pause to reflect on this situation we will see that it is fraught with great significance, offering immense possibilities and yet carrying hazards that are becoming increasingly threatening as we have moved away from the more primitive modes of life to so-called civilized existence.

In a very real sense the survival of the race is dependent upon the procreation of children by men and women who are not only permitted but encouraged to enter upon that form of relationship with all the major sanctions of our culture. As long as this mating and procreation took place with little or no reflection or interference,

the primitive pattern of life guided men and women, subject always to the threats and dangers that surround the newborn of all species. Looking back upon our own history and glancing at the situation among so-called primitive peoples it is evident that the human race has survived despite an appalling infant mortality. Today, however, there is an accumulating body of knowledge about the conditions affecting childbearing and early infancy which is being systematically applied for the protection of mothers and children. Despite these advances there is, even where medicine and public health have done their utmost, a high mortality for mothers and for the newborn. The great advances that have been made in reducing infant mortality have largely been confined to the periods following the first two weeks of life; relatively little advance has been achieved in protecting newborn babies.

To see the family as a more or less voluntary agency for propagation, courageously undertaking the responsibilities of childbearing and rearing, gives a picture that presents both a bright, encouraging side and also another aspect that those seriously interested in family life must recognize and ponder upon more carefully.

What we are likely to forget is that with frequent childbearing and high infant mortality families in the past could and did produce and rear children, sustained by a body of traditions and beliefs derived from the old folklife that had evolved from centuries of meeting this situation with the limited resources of rural life. During the nineteenth century, there was an accelerated abandonment of the old, rural farm life. People moved into towns and cities and attempted to carry on their lives in the face of changed conditions and circumstances, for which the old folkways and traditions were progressively inadequate or destructive. We have been so intrigued and almost childishly delighted by the development of the many conveniences and comforts in city life that we have scarcely realized how great is the chasm between the older ways of life and the urban situations in which we have been trying to live. The evidence of this discrepancy and inadequacy is plainly to be seen in families and individuals, men and women who have been attempting to bridge these gaps and find some way of carrying on their lives, either with the old traditions or thru various expedients improvised to meet the new circumstances. The children present the most sensitive indicators of how inadequate and destructive urban life has been, as

shown by the distortions and the thousand and one other symptoms of unhappiness, maladjustment, and defeat, of which delinquency is only the more dramatic expression.

When we come to reflect upon the family as the socially sanctioned agency for childbearing and rearing and recognize the terrific burdens placed upon the family today, we may say that the family is expected to make all the adjustments and concessions necessary to permit other agencies, institutions, and organizations, such as business, industry, schools, government, and church, to operate. We have only to recall how families must accommodate themselves to the limitations imposed by housing, uncertainty of employment, inadequate incomes, peculiar requirements of various jobs such as night work, and the exactions of educational institutions which rarely consider what their programs and requirements are doing to the family life of their pupils. Any serious effort to recognize the family as the agency for childbearing and child rearing would involve a critical examination of every other aspect of our social life. We are scarcely prepared for such an examination because it would be very far-reaching in its revelation of what family life must endure.

Except among a limited group, any discussion of these questions is usually shrugged off as of minor importance compared with the larger social questions of economics and politics. This complacent attitude toward the family may not persist when we begin to realize what is happening to our population. There has been for the past two or three decades a progressive decline in the birth-rate. Already in the larger cities this change has been reflected in the diminishing enrolment in the schools. Those who are studying our population and its trends are in agreement that we are approaching a period of population stability when that explosive outburst of population growth of the nineteenth century will have run its course. There are some who forecast a period of declining population as they project ahead the present falling birth-rate and show the radically altered situation we face with respect to other characteristics of our population.

Few of us are inclined to think in terms of this large group of people to which we belong, and therefore we may not realize that heretofore there has always been a larger number of young children forming the base of a population pyramid that tapered toward the top where only a few older men and women were to be found. With the decreasing number of children, a progressive lengthening of the

span of life has taken place, so that the proportion of older men and women in our population is rapidly increasing. Within a generation there will probably be as many (or more) older people as there are children and adolescents. Our society has always carried the burden of a large dependent child population for whom it must supply the necessary care, nurture, and education. But now we are beginning to assume another burden, the care of the aged. While at first sight it might seem that what is saved on the care of the decreased child population will be sufficient to carry this new burden of caring for the aged, it is probable that there will be no such saving. It will be necessary to spend more to rear, protect, and educate adequately that smaller group of children upon whom will rest the responsibility not only of continuing the social life but of perpetuating the race.

It is not too early to bespeak a more serious consideration of this impending situation by all groups concerned with human welfare and especially education. Today it has been shown that the only areas in the country that are replacing themselves thru childbearing are the less favored, rural areas with the minimum of health, education, and other facilities and resources for adequate child nurture. Here we see the children who will make up our society of tomorrow being raised by families living on the very margin of existence, with all the defects and inadequacies that this meager family existence and the lack of professional, educational, and social agencies involve.

When we stress what families are doing for America in perpetuating the race and taking care of the children we can no longer do so with a fine gesture and the confidence that the traditional historic processes will continue to operate as before; we can no longer assume that families can and will perform this service for the country.

The question of whether a family will or will not have a child or, having had one, will have one, two, or three more, has become an issue that is being decided by families in terms of a wide variety of conditions, circumstances, aspirations, and beliefs that go far beyond the facile formulations with which we have ordinarily considered such questions. In this discussion it is sufficient to point out that sooner or later we must begin to ask with increasing urgency, What is the country doing for its own future welfare thru the families who are to bear and rear the children of tomorrow?

This is no local issue. It is a question that faces every Western

country. Abroad we find the most extraordinary programs and devices used to persuade, cajole, bribe, and even to coerce families into producing children, only too frequently to meet the demands of military organizations. It is believed by more thoughtful students that in the long run none of these methods will be effective; unless families believe that the world of tomorrow will be a decent place in which their children can live, they will be reluctant, if not unwilling, to have children. Until the basic social-economic conditions surrounding family life can be made conducive to childbearing and wholesome, sane child rearing, our many scattered efforts at child welfare will be of little effect.

This does not mean cash subsidies for each additional child born in a family, which may encourage reckless breeding by the less desirable and more irresponsible parents, but rather provision of the essentials for adequate child care and nurture. These essentials include additional nutrition, medical supervision, and care for mothers and children; nursery schools; parent consultation centers; housing designed and equipped for families with children; and similar help for the family engaged in rearing children, as has been attempted in Sweden. It should be pointed out here that preventive medicine and mental hygiene find their fullest possibilities in aiding better nurture and saner rearing of children so that they can grow, develop, and mature into healthy, sane, and wholesome adolescents and so achieve full adult healthy living. But this newer knowledge of child rearing and child development must be integrated into a coherent program of child nurture that parents can accept and apply to their individual children. It must not be a uniform, rigid prescription, but basic knowledge, understanding, and professional help to guide parental care and rearing. Many of these recently developed concepts and ideas of child development can and should be provided in high schools and colleges so that young people will gain a new understanding and reorientation in the meaning and significance of human development. This they need and can learn long before they begin to rear their own children.

It must be emphasized that this question applies not merely to underprivileged families but with even greater force concerns families who, possessing physical, mental, social, and economic advantages, are today contributing a more rapidly diminishing proportion of the children of tomorrow than any other group. It is well to

emphasize this point because it will remind us that something more than economics is involved, and that the middle and upper class families, more than almost any other group, may perhaps be caught in a situation that is more disturbing and frustrating.

Since family life and child rearing take place usually in a home, education has an extraordinarily rich opportunity to contribute to better family life and wiser child nurture thru more adequate programs of homemaking education. Of necessity, family life has been a byproduct of housekeeping, receiving only the slender margin of time and energy possible after housework and chores are done. With the progressive transfer of home functions to industry and the use of power equipment in the home, family life as an end and purpose of homemaking can be taught today as never before.

It is evident that no rigid program of standardized home management is desirable. Family life is conducted in a wide variety of homes and working conditions for which young people need the most flexible preparation. Instead of the emphasis upon standardized methods and technics of housekeeping, educational programs in homemaking can and should stress the values and purposes of family life and the development of rich and satisfying human relations for which the actual housekeeping is purely instrumental. Young people today are especially in need of help and guidance to withstand the commercial and social pressures for elaboration and multiplication of housekeeping equipment and practices that engross their time and funds and by so much may impoverish their actual family living and enjoyment of what family life and children might offer. As Thornton Wilder, in *The Woman of Andros*, has so wisely remarked, "We can only be said to be alive in those moments when our hearts are conscious of our treasures."

In that direction and to that purpose the schools can help by a broader program that will show how housekeeping, nutrition, budgeting, and all the other phases of homemaking may be utilized to attain the goals and fulfilment sought in marriage and family life. Such a conception of homemaking education would serve the needs of young people in creating the designs for living that are now possible with the newer knowledge, technics, and equipment. For such a program the teachers of home economics will need to collaborate with all other departments in building a coordinated plan that will utilize the wide variety of subjectmatter, skill, understanding, and

awareness. Above all, such a program must utilize the arts to communicate insights and faith in the human relations and values to be served by homemaking and family life. Every aspect of homemaking needs to be evaluated in terms of what it can contribute to living, to the enjoyment of the intimacy and richness of human relations, and to the fostering of the basic functions of the family as cultural agent and creator of personality.

Let us always remember when we discuss family life, and especially what families are doing for this country, that families as the source of children and the agency for their rearing are the builders of tomorrow.

Transmitting the Cultural Patterns

In discussing the family as providing the opportunity for individual men and women to seek fulfilment of their needs and aspirations and for childbearing and rearing, we are but recognizing anew what has long been said about the family. These statements, however, must be reiterated again and again to remind us of these persistent functions of the family and to enable us to view these aspects of family life with newer sensibilities and awarenesses now emerging.

There is another function of the family, a service rendered by the family for the country, which is less clearly recognized and understood. It is true that the home has long been regarded as the place where the major lessons in morals, ethics, and social conformity are taught. Indeed, the responsibility of the family for inculcating right conduct in the child is expressly declared by the law and by the church. These formulations do not give us a clear picture of when and how the family functions in this area, nor do they help us to understand the larger significance of this family teaching. It may be helpful to look at the family in a somewhat larger context, seeing it as the primary cultural agent. To do so we should first inquire what culture does to and for human life.

It is obvious that as organisms we exist in geographical space or what we call nature, subject to gravitation, heat, cold, and physical, chemical, and biological events, to which we are continually reacting with innumerable responses and readjustments about which we may have little or no awareness. But unlike all other species that have adapted to nature thru organic differentiation and specialization,

man has rejected a purely biological existence, on the level of organic functioning and impulse, and has attempted to live in terms of ideas, values, and tools. All over the world we find different groups of people existing in this same geographical space or nature upon which they have imposed their chosen ideas, beliefs, meanings, and significances, and their technics and tools. All groups of people have constructed cultural worlds which, like a screen, they have interposed between themselves and the geographical environment of nature, so that they see, hear, feel, are aware of, and believe only that which their cultural world permits or requires of them.

Thus we find that different peoples conceive of the world as having been created in wholly different ways, and as being operated or controlled by wholly different powers, authorities, forces, or processes. The ongoing processes of natural events, the wide diversity of structures and organisms, indeed the whole cosmos, are viewed in the framework of the ideas and beliefs cherished by each group as the only true and valid interpretation. In addition to this screen imposed upon nature, each group has developed patterns of conduct, of what its members may and must do and what they are forbidden to do in the many and varied activities of living and human functioning.

What is of special significance is that nature does not make any one of these cultural formulations and beliefs necessary or inevitable. The ongoing natural processes and events submit to all these extraordinarily diverse patternings and formulations which are sometimes contradictory and often antagonistic to the structures and events to which they pertain. Moreover, nothing in nature or in biological processes makes necessary or inevitable the peculiar patterns of conduct, prohibitions, and compulsions which different groups impose upon their own behavior; these are essentially the inhibitions, aspirations, and goals which each group has set as its design for living.

If we try to find some order and meaning in this great diversity and complexity of culture, we can gain some insight by recognizing that each culture may be viewed as a response to the persistent life tasks that have faced all people. First, in order to exist and perpetuate his kind, man had to come to terms with the environment and work out some way of dealing with the precarious and problematic world for sustenance, protection, and survival. In the second place, in order to live in a social group he had to organize the group life so

that individual members would carry on their life activities within a framework of accepted patterns of conduct, meanings, and sanctions that would make the group life orderly, regular, and more or less uniform. Third, the impulsive behavior of each individual had to be transformed into the patterned conduct of the group life by building within the individual the prohibitions and compulsions, the ideas and beliefs, and the feelings that would guide his conduct and direct his relationships to all other individuals, thereby fostering the conformity of group life.

In response to these persistent life tasks, each culture has developed a way of ordering or explaining and dealing with events, of organizing and interpreting experience, and of regulating individual conduct. For this purpose each culture has created a number of basic organizing concepts and beliefs to define situations and to give its preferred meanings and significances to life. These basic concepts may be described briefly as follows:

A conception of the universe; how it was created or evolved; what power, authority, or control governs its operations; and how events are directed and related

A conception of man's place in that universe; how he originated and is related to the cosmos; whether a part of nature or outside nature; and how related to natural events and processes

A conception of the individual's place in, and relation to, the group life or society of which he is a member, as expressed in caste, class, rank, sovereignty, social, political, and economic rights and duties; who shall be sacrificed for whom

A conception of human nature, conduct, and beliefs about motivation, the self, and the sanctions for conduct.

These four conceptions are usually expressed in the religion of the group and in the law and customary beliefs which reinforce, complement, and provide sanctions for one another. These conceptions and beliefs guide the individual to meet the major problems of understanding the world and events, participating in the group life and regulating his own conduct, and thereby they provide the basis of common understandings and beliefs for the institutional life of the group. Here we must pause to remember that socialized conduct, for example, what we call private property and the sanctity of the person, is not natural biological behavior. It is, rather, learned patterns of conduct, of respecting the inviolability of things and persons, approachable only thru the group-sanctioned, institutional patterns



*If there is anything that will endure
The eye of God, because it still is pure,
It is the spirit of a little child,
Fresh from his hand, and therefore undefiled.*
—R. H. Stoddard

of contract, barter, buying and selling, courtship and marriage, employment, and the like.

It would require much more space than is now available to present the many different aspects and phases of this cultural approach. It must suffice here to point out that what we call culture and the social life to which it gives rise are not fixed, unchanging cosmic processes that operate like physical, chemical, and biological events, but rather are the historically developed patterns of belief, action, speech, and feelings that guide and direct human conduct. They are human creations expressing the beliefs, selective awareness, esthetic preferences, sensibilities, and ethical aspirations of each cultural group—what may be called their design for living. It is evident that the continuity of these cultural traditions and social life depends upon the inculcation into each generation of children of these basic conceptions and beliefs, and patterns of conduct and feeling.

The significance of the foregoing appears when we contrast this viewpoint with the traditional beliefs about culture as something superorganic and superhuman, operating in and thru mysterious processes beyond human reach, and also the widely accepted belief that social life is a superorganic, superhuman organization or system, a part of the cosmic processes, operating thru large-scale social forces, like gravitation, to which man must obediently submit. In contrast to those beliefs is the growing realization that culture is not out there somewhere between earth and sky, but is in us, in our selective awareness, our patterned conduct, and our ideas and beliefs about nature and man and human life. Culture exists in each of us because it was built into our growing organisms in infancy and childhood and youth when we were taught to believe, to see, to act, and *to feel* as required of members of our culture. Likewise, what we call organized society is in us, in the patterned conduct, speech, belief, and sensibilities which direct our lives in and thru the group-sanctioned institutional practices of contract, sale, marriage, and voting. All the immense array of symbols and rituals, of tools and technics, of records, agreements, and formulas, derive their significance and potentialities from the conduct of individuals who have been taught to recognize their meanings, to utilize their potencies, and to apply them to the business of living.

By this devious path we come then to the family as the primary cultural agent, recognizing that each individual child must be in-

ducted into our culture and must be socialized if cultural and social life are to continue. The child must learn to give up and forego his naive biological impulses and physiological functioning and accept the socially sanctioned conduct and physiological regulation of his group.¹ The regularization of hunger and its transformation into appetite for the specific foods our group prefers at the prescribed intervals, the surrender of physiological autonomy of eliminations and acceptance of group-prescribed practices of modesty and cleanliness, the regularization and restrained expression of emotional reactions—all these must be taught to the infant. Then he must be further socialized by learning to observe the inviolabilities of things and persons, which require him to refrain from taking or approaching accessible objects and people. Even the characteristic roles of masculine and feminine conduct must be learned as the preferred patterns for boys and girls, youths and maidens. Along with these lessons in conduct are given the basic orientations in the conceptual picture of our culture, in answer to the childish questions: Who made the world? Who made man? How and why did this or that occur? What makes people do this and that? The growing child is also instructed in the use of and response to language, symbols, the institutional practices of money and credit, of voting and litigation, and all the other conventional patterns that make up our social life.

The pictures of the world, man, social life, and human nature, and the innumerable socially sanctioned practices of our group life, are transmitted to and built in the child by the family, guided usually by the church and the school. But in rearing the child and teaching these many and difficult lessons, each family presents its own peculiar version or interpretation of the official culture, placing different emphasis and using different sanctions and explanations, often stressing some portions and neglecting others. Each family, being composed of individual personalities, each with his peculiar emotional bias and feeling toward the world and especially toward each child, gives this teaching an affective meaning or emotional significance that makes these lessons even more distinctive for each individual child. More important, it must be recognized that this special family version of culture and of the social patterns and way of teaching them is received by a child who will learn from this

¹ Frank, Lawrence K. "The Fundamental Needs of the Child." *Mental Hygiene* 22: 353-79; July 1938.

family tuition only what it means to him individually, especially as he *feels* toward the parents and their teachings.

Thus we face a situation which is indeed amazing. As organisms we exist in the natural world of geographical space; as members of society we carry on our activities in the cultural world we have been taught to recognize and accept as essential to participation in that group life. But as individual personalities we *live* in a private world of the idiomatic meanings, significances, ideas, beliefs, and above all, of the peculiar personal feelings and emotional reactions which each of us during childhood has developed toward people and situations. Just as the social and cultural world is organized according to the traditional patterns imposed upon each new generation by its predecessors, so the private world of each personality is organized out of the experiences of being culturized, socialized, and disciplined by the family. The amazing variety of human personalities and the conduct and feelings that each individual exhibits arise from these personal "private worlds" in which each one lives.

As we reflect upon the process of cultururation wherein the child is inducted into our culture so that he sees, believes, thinks, acts, and feels in his own highly individualized manner but always according to the way our culture has interpreted the world of events and of people, we begin to get a clearer recognition of the immense responsibilities of the family. We may say that the family creates anew the cultural world in and thru each generation of children which it rears, and likewise it creates anew the social life that persists only because each generation has been taught to observe all the required patterns of conduct and to use the symbols and rituals and the socially sanctioned patterns for living.

When we do recognize how the family operates as the primary agent for culturizing and socializing the child, we are faced with some far-reaching implications of what that realization means. That point of view will lead us to revise many of our older ideas and beliefs and seek in new directions for answers to some of our more serious and perplexing individual and social problems.

For a long time we have been accustomed to think of our social difficulties as problems arising from interference with the social forces and events supposedly controlling social life or from ignorance of their operation. Our interest then has been upon studies like astronomy that look into space outside man for clues to his social

problems. Now we must begin to focus our attention upon individual conduct and personality expressions in order to see that these baffling social problems are the large-scale expression in human conduct of what children have learned during the process of acquiring the socially sanctioned ways of living.

While at first it may sound somewhat absurd and fantastic, we may assert with considerable confidence that culture and social life are actually in each of us, having been built or established in us during our childhood by what we learned from our families. As we begin to think of culture and society as in us, in the ideas and beliefs, in the conduct and feelings we have learned in childhood, we can view our social problems as also in us, or rather as the large-scale expression of what is in all of us. If we will pursue this point of view a little further, we will see that the most direct and effective approach to social problems may be thru the family because, according to this viewpoint, the fundamental way to deal with our social problems is to modify the rearing and early education of children and thereby to change the way children will, as adults, collectively carry on our culture and our society.

Without attempting to pursue this point further, since it leads into a great many questions that cannot be discussed on this occasion, it is sufficient to indicate that the recognition of the family as the primary cultural agent must be followed by a further recognition of the large responsibilities the family carries and of the little help it receives in meeting those obligations.

As we realize more clearly the larger significance of this situation and the implications of this cultural approach, the importance of parent education and of education for home and family life will be enhanced. If we could give young people a realization that each one in his own personal beliefs, conduct, and feelings, and especially in what he does to and for his children, can participate in the reorganization of our culture, we might give them that sense of personal significance and value which they so greatly need today. We can now point out that the prevalent social disorder, confusion, and defeat of human needs and values are not the results of a superhuman, cosmic social system but the direct outcome of the cultural traditions that guide and direct human conduct. These traditions can be changed and are being changed whenever a family in its daily life and its rearing of children reaffirms the persistent human needs and

values and rejects the ideas, beliefs, and patterns of conduct that defeat those needs and destroy or distort those values. Young people ordinarily are altruistic, eager to help make the world a better place in which to live, often ready to sacrifice themselves gladly to causes and for goals that will make their own lives more significant and worthwhile. In Europe we have seen how youth have been led by dictators who have recklessly sacrificed them to power-seeking and destruction. We need especially today in our democratic society something to which we can summon youth to give their devotion and loyalty as constructive and conserving of human values. Perhaps in family living and child rearing we can offer such a program as young people are seeking, to make their lives more significant and socially useful.

Seeing the family as the primary cultural agent, with these immense responsibilities and potentialities, what is especially needed is help in clarifying the major issues that are being decided in the home today so that the family can begin to act consciously and deliberately in discharging its duties of socializing and culturating the child. The family as a cultural agent needs to be guided and reassured as never before, and the young men and women who are to marry and have children especially need all the help and encouragement the schools can offer. Youth not only need information and skills, important as they are, but more especially an understanding of the *meaning* of modern scientific discoveries, insights into human nature and conduct, and above all, an awareness of and sensitivity to the persistent human needs and enduring values that a culture must serve and that human relations must express.

As pointed out earlier, childbearing is becoming increasingly an active affirmation, as families are beginning to regard this as a voluntary act expressive of their basic aspirations, values, and convictions. Many families today are finding it difficult to make such affirmations because they cannot see ahead to an orderly, decent society in which their children can live, nor can they find the kind of enlightened counsel and guidance for the rearing of children that is acceptable to their intelligence and sensibilities. It is indeed a tragic mistake to misinterpret this search for more acceptable ideas, beliefs, and aspirations as subversive or as moral disintegration if it arises from aspirations toward human dignity and a higher and finer standard of ethics than the older patterns that have fostered the

kind of disorderly social life and personality distortions from which we all suffer today. Those who are inclined to scold the family and bid it look to the past as the only guidance to the future are not only blind to these newer aspirations and gropings toward a fuller way of life but are helping to create the defeatism about the family and human conduct that is so frequently heard.

The family can fulfil its cultural responsibilities only if it has faith in the persistent human values sought by culture, to be achieved by the rearing of children who can and will help to create a humanly desirable social life.

Molding the Personality

If we see the family transmitting the basic cultural patterns and socializing the child, we can gain some clues to the understanding of human personality and processes of personality development. The human personality has been one of the most baffling problems thruout the ages. In all our literature, both secular and sacred, this question is predominant, Why do individuals act as they do? So often men exhibit cruelty, perversity, and inhumanity, and again reveal quite the opposite traits. The many answers offered to the question are expressed in the traditional conceptions of human nature upon which are based the dominant theories of human conduct and of human motivation. Today we are being offered newer insights into human conduct and personality which have a profound significance in discussing the family and its functions.

As indicated earlier, the young child is made a participating member of our culture and society by the process of child rearing, wherein the family teaches him to believe, think, act, and feel according to the traditional patterns it cherishes. If we will look at this process carefully, we will see that in the homely practices of feeding and weaning the baby, of toilet training, and in the management of emotional reactions, the baby is subjected to a severe tuition involving interference with many of his physiological functions that are of primary significance. These lessons involve not only deprivations that are often premature and unnecessary, such as prolonged hunger, but also coercive treatment to compel the child to conform to what the family requires as its standards of conduct.

Likewise, in learning to observe the inviolabilities of private property and the sanctity of the person, and in learning to perform those

required actions which make up the socially sanctioned roles assigned to men and women and to each individual according to his many different kinds of relations to others, the child is subject to further pressures and coercions and the exercise of adult parental authority. We are so familiar with these practices thru which we have all passed during our childhood that we have rarely accorded them much significance, but now we are beginning to discover that these early and often premature interferences with the normal, physiological functioning of the child, these unnecessary deprivations, coercions, and authoritative teachings are sometimes profoundly disturbing experiences for the child.

If we ask the child to surrender his own physiological autonomy and to accept the regulations and prescriptions of our culture with regard to nutrition, elimination, and emotional expression, and if we compel him to inhibit his naive response to things and persons so that he will respect private property and the sanctity of the person, we are imposing upon him severe demands to which he can accede only with great difficulty and much stress and strain. If, in accordance with certain practices of child rearing, we assume that his shortcomings are expressions of wickedness and perverseness which we must stamp out by threatening him with terrorizing punishment and telling him that he is worthless and depraved, it is obvious that what we are doing to that child is building up strong, persistent feelings about the world and about people. The child exposed to this kind of training in most cases does learn to conform. He accepts what his parents tell him and strives to act as they demand, but underneath he frequently suffers acutely from anxiety and strong feelings of guilt; and when the parental treatment is harsh and humiliating he may begin to feel a persistent resentment toward a life that brings him such unhappy treatment and sorrow. This resentment, if long continued and aggravated by subsequent experience of being hurt, rejected, and continually humiliated, may then crystallize into acute feelings of hostility. The child, being young and dependent and at the mercy of adults, dares not reveal these feelings openly; so they fester inside and come out only in disguised fashion when he thinks it is safe or when his inner unhappiness forces him to seek some release.

If we will think, therefore, of the young child undergoing the process of cultururation and socialization at the hands of the family,

wherein he learns what is necessary to live and participate in our society, we can also see him building up this persistent way of looking at life, of interpreting every situation and every encounter with others in accordance with these strong feelings and the meaning of life as he has experienced it. This, then, gives one a clue to an understanding of what we call personality, as the individual way of organizing and interpreting our personal experience and of reacting affectively, that is, with persistent feelings, toward this peculiar version of experience that makes up our personal, private world. We may view a personality as a dynamic process of organizing experience and reacting affectively (that is, with feelings) to life so that each individual can see, believe, act, and *feel* only as his life experience permits and compels.



This point of view and conception of the personality are of great significance in this discussion of what the family is doing for society. If we can see the family as fostering the personality of the individual and can see these personalities expressing themselves in all the multitudinous ways in which we see human beings acting, reacting, and feeling about life, we have a new and promising approach to-

ward this perplexing question of human conduct and a clue to the more effective pursuit of our persistent aspirations toward human values. The child needs socialization to free him from the coercion of his own functional processes and impulses and to guide him in the conduct necessary for living in society. But if this socialization and culturalization warp and distort his personality, making him feel anxious, guilty, and hostile to life, the whole purpose may be defeated because such a personality will be driven to all manner of disguised or overt destruction, sabotage, and exploitation of others to relieve these persistent feelings, to "get even," or to prove that he is not as worthless or as bad as he was told in childhood.

The critically important aspect of child rearing and socialization is in helping the child to accept these lessons without distortion and persistent emotional conflicts which will not only warp his person-

ality but also drive him into different kinds of antisocial, destructive activities.²

If we find certain individuals whom we can unreservedly admire and approve as socially valuable and humanly desirable, we may see them as the outcome of a family life which not only inducted them into culture and prepared them for social life, but did so with love, affection, and patience and so fostered a sane, integrated, cooperative, and friendly personality. On the other hand, if we see unhappy, distorted, antisocial individuals, engaged in activities that we call delinquency, crime, sex offenses, suffering from mental disorders and other illnesses, spending their lives in the innumerable forms of sabotage, defeat, and exploitation so often seen in business, politics, and professional work, these individuals may be viewed as the products of family life and of methods of child rearing and socialization that have given them the warped, distorted personalities that are driven by their own inner emotional conflicts and unhappiness to engage in these activities, regardless of the destruction and defeat they are inflicting on others and themselves.

This conception of the family as a cultural agent shows the family as transmitting the culture to the child, attempting to socialize him, and in doing so fostering a personality and a "private world." This view may help us to understand that what individuals do is symptomatic of their feelings toward life, derived largely from their early experience as children when they were undergoing this family training in socialization. Thus we can interpret their conduct, especially their antisocial, destructive activities, as the outward, overt expressions of their own inner insecurity, unhappiness, anxiety, and the distortions and frustrations they have suffered. We are beginning to realize that what we call good social adjustment is not a question of how much an individual knows about government, economics, and social problems. It is primarily a question of his personality organization and feelings, and of how the individual is able to accept his forgotten childhood and live with himself, since he will use his knowledge and skills for social ends or for personal, antisocial purposes as he feels toward life.³

Instead of the fatalistic belief that human nature is fixed and unchangeable, and that social life is a superhuman organization, oper-

² Baruch, Dorothy W. "Therapeutic Procedures as Part of the Educative Process." *Journal of Consulting Psychology* 4: 165-72; 1940.

³ Frank, Lawrence K. "Freedom for the Personality." *Psychiatry* 3: 341-49; August 1940.

ating by cosmic forces above and beyond man's control, we may find in this viewpoint the basis for new hope and renewed faith. If we adopt this newer conception of human nature as essentially plastic and capable of being directed and patterned into the configurations and expressions that are favored and sanctioned by our culture, and if we recognize that culture itself is a man's own effort to order events and regulate human affairs, to give meaning and purpose to life, then indeed we are faced with a new prospect. We may boldly assert that culture can be reorganized and redirected because it is the patterning of human nature and conduct in accordance with the ideas, beliefs, and sensibilities provided by our cultural traditions. Today, as a result of the accumulated study and questioning which we call scientific investigation, we are hesitatingly and timidly beginning to scrutinize our traditional culture and society as we have all other areas of nature. Just as we have learned in astronomy, physics, chemistry, and more recently in biology to ask whether the ideas and beliefs in those areas are valid in the light of a critical examination of their meanings and their consequences, so in the areas of social and cultural life and of individual conduct we are seeking the authority and sanction for the beliefs and practices, in their consequences for human life and values, both individually and socially.

It has been repeatedly stated that the outstanding values sought by Western European culture are the recognition of human personality and the aspiration toward its conservation and enhancement. Thru incredible struggles and frequent defeats, Western European culture has again and again asserted these values and sought to translate them into the innumerable expressions of the culture and the social organizations and practices built thereon. It is not a denial of this aspiration to recognize how little we have done toward its fulfillment. Today, as the issue of what democracy means is being not only debated but fought over, we are coming to see ever more clearly that above and beyond the practice of voting, representative government, and the preservation of freedom of action, speech, and belief there is this larger issue of the recognition of the integrity of the individual in every aspect and phase of life. The question of the integrity of the individual personality and of human dignity has emerged as the critical issue underlying all the debates and programs of action. While these discussions and the trial by arms are under

way we cannot ignore this clue to the understanding of human personality, especially since it indicates that those who most seriously threaten democracy and seek to destroy human dignity are the warped, twisted, and distorted personalities that have been produced chiefly by the family, guided by traditions and practices which were designed to socialize those individuals. From both sides of this exigent question—namely, how to foster the kinds of personalities that are essential to a democratic society and how to avoid creating those distorted personalities who, generation after generation, arise as destroyers of human values and human dignity—the answer leads back to the family as the matrix of personality.

Democracy not only begins in the home where individual personalities who can live cooperatively with others without threatening or destroying them must be developed, but democracy can flourish only as far as the family and the homes are dedicated to a continuous affirmation of the integrity of human personality and its conservation thru warm, affectionate, cherishing child rearing. Upon the families of today is laid the major task of translating our aspirations toward a higher ethics into daily life and especially into the creation of the personalities of children.

In affirming what the family does for society we must recognize that the family fosters the personalities who as adults are the active agents in our social life, with all the disorder, conflict, defeat, and frustration we now endure. At the same time we may assert that the family, as the matrix of personality, can and must create the personalities who are necessary for the development of a democratic society dedicated to human conservation and the attainment of those persistent human values we have so long vainly sought.

Here we may attempt to give the term "spiritual" a direct and realistic interpretation, whatever other meanings it may carry. To the extent that we recognize and strive to conserve the human personality from distortion and from corroding anxieties, resentments, and feelings of guilt, we are helping to create something of value and significance in human life. Conduct becomes spiritual whenever it is guided by an awareness of the values and the personalities that are involved. Any conduct that ignores or threatens human values or exploits and warps the personalities of others is a threat to the aspirations we call spiritual. Until this viewpoint is recognized and translated into daily family life and child rearing it is not likely that it

will gain acceptance in the current social, economic, and political practices. Nor is it likely that the homes can or will actively move in this direction without the guidance and help and the good example of schools.

Every time a child is hurt, humiliated, or terrorized by a parent or a teacher his personality may be damaged and his ability to act generously and kindly toward others will be lessened, because every such affront to his own feelings and integrity tends to create either an aggressive reaction toward the world or a deep distrust of people who so treat him. Spiritual conduct and values can be inculcated in children only as far as they experience such treatment from adults whom they can trust and admire and in whom they have confidence. In this sense we may say that we can make life more spiritual by sensitizing children to the needs, aspirations, and values that make human life significant and by creating the kind of personalities who, in their conduct and *feelings*, recognize and accept those aspirations and values.

When we ask what the family is doing for America we may say:

(1) In marriage is provided the opportunity for realization of the needs and aspirations of men and women seeking intimacy and fulfilment.

(2) In childbearing and child rearing the perpetuation of the race is being undertaken by mothers and fathers.

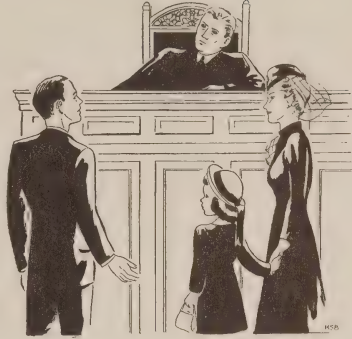
(3) In socializing and culturizing the child the social life and basic culture are being re-created in each generation, thus offering immense possibilities for human advance by changing what we give to children.

(4) In fostering the personality of the child the chief values of Western European culture are entrusted to the parents who can foster sane, integrated personalities in accordance with our democratic aspiration if they will respect the child.

CHAPTER III

Forces Destructive to Home Life

WHILE attempting to fulfil the many functions and responsibilities laid upon it, what is happening to family life today? An educational program with regard to home and family life must be aware of the many and often conflicting circumstances that now confront families and especially the trends which at present seem directive. If we look at some of the conditions and



trends that are of significance for education, what can we say about the setting of family life? We tend to think of any departure from the traditional, stable family pattern as abnormal, as something to be discouraged. Yet it is evident that families, under diverse modern conditions, are making a courageous effort to meet life on whatever terms they face and to maintain the values of family life under adverse conditions and against almost insuperable obstacles.

Mobility, Unemployment, and Broken Homes

The picture of family life as a center for mother, father, and children persists as a desired goal for most of us, but for a considerable number of families there is no stability of permanent residence. In our larger cities there is a continual moving about from one neighborhood to another, sometimes for the better, but often into less desirable quarters. Children must make readjustments to the new neighborhood and to the shift from one school to another, while the parents also must come to terms with the neighbors and the community life. In the larger cities it is noticeable that this shifting about has begun to produce a situation of increasing racial, ethnic, religious, and social mixture so that individual families tend to become isolated, like islands in a sea of unlike neighbors. The records of gas and electric companies, of postal and school transfers, and of the many other public and semipublic organizations, like clinics

and social welfare agencies, provide information on the extent and indicate how serious for any community this shifting about within the city or town may be.

Many occupations today tend to break the traditional pattern of home and family life. These adverse influences are found in the job requirements which must be met by transportation workers who are away from home for varying periods of days, salesmen, night workers in newspaper plants, employees in various public services, and all-night entertainment workers. Families in these occupational groups are facing certain employment demands with varying degrees of effective adaptation. Not only must the husband and wife struggle to adapt homemaking to peculiar hours and prolonged absences but the children too are called upon to accept these conditions. The cost of making their lives conform is considerable friction both within the family and outside where their playmates are living on a different basis.

With widespread unemployment, many families have been on direct relief or dependent upon the work relief programs for their incomes. Again it is evident that such families and their children are under stress and strain that make their home life quite different from the traditional picture. A few studies of these families have pointed out the internal conflicts that are likely to arise when the father is not employed—the insecurity of the children and the symptoms of that insecurity which they may show in play and in their studies. In many cities the hot lunches and extra milk provided for school children help to meet their nutritional needs. The food stamp program also is operating in some cities to provide additional food for relief families, thus reinforcing their otherwise minimal nutrition.

In surveying the conditions under which family life is being carried on, attention must be directed to the homes that have been broken by desertion, divorce, death, chronic illness, mental disorders, or imprisonment. It is difficult to give accurate estimates for each of these types of broken homes, but it is safe to say that in every school system there are one or more children coming from homes that have suffered from these misfortunes. These children may not bulk large in the total school population, altho the situation will vary from city to city and in rural areas, but such trends are persistent, if not increasing, and the school program must recognize these children, if for no other reason than that for them the common assumptions

made in education are not valid. Any program of education for home and family life offered must be modified and supplemented to meet the peculiar life experiences and the deprivations which these children have suffered in their broken homes. It would be of interest for school systems to learn about the home and family situations of their children. Perhaps it would be startling to see how many varieties of atypical homes (e.g., night workers, absent parents) and of broken homes exist among patrons of the school system.

Outside of cities, there are other types of homes and family living which should be recognized here. There are tenant farmers, many of whom are moving every fall, always in search of another location. The family life among these people is always unstable and precarious and the children, deprived of any roots in a neighborhood life and of playmates, are continually changing schools or avoiding schooling.

To the large number of shifting tenant farmers, there must be added the equal or greater number of migrant families that "follow the crops" or seek some place to settle down as a refuge from their last home that unemployment, drought, dust storms, and other disasters have made them leave. In recent years there has been a large movement from the city to the rural areas, in many cases to the least productive farm lands where only a minimal subsistence has been possible. There have also been movements of individuals and families from rural areas to the towns and cities, especially among Negroes. It is not necessary in this presentation to cite exact figures or to give estimates. The important point for education is to recognize the situation and especially to realize what it means specifically to each school system, since the educational program for children from such backgrounds calls for special consideration. Moreover, in so many rural areas educational and other resources for health, welfare, and recreation are admittedly inadequate—yet the problem of homemaking and family life presents itself to the parents and to their children.

The Difficulties of Normal Family Life

A family necessarily must have some place to live, so that the initial problem facing a family is to find the kind of housing—whether in multiple dwellings or in single-family homes—that will meet the family requirements within the range of its income. The

newly married couple, without children, can usually find a satisfactory dwelling place. The difficulty arises when housing suitable to the needs of a family with children is sought. There are some accommodations available for families with children, but they are relatively scarce and too expensive for more than a small number of families. The recent low-cost housing developments are making some contribution to this need but, because the quantities are insufficient to meet the demand, they only tend to accentuate the inadequateness of the housing which most families have to accept. It is evident that the basic needs of family life have not been clearly recognized or adequately met either in multiple dwellings or in single-family homes. The location and planning of schools with relation to new housing developments provide an opportunity for school systems to cooperate more effectively in meeting family needs.

Rural Housing

In rural areas family life is often carried on without modern conveniences and frequently with the most primitive of living arrangements. It is clear that the lack of these conveniences may impose a heavy drain upon the energy and vitality of the family and so make homemaking and family life more difficult. It is also true that a large section of the rural population lives in hovels and shacks that are far below the minimum standards for human habitation. To this group should be added the families who are living in tents, trailers, and improvised roadside camps that can be spoken of as houses only by stretching the term. Even under these conditions some families are making a desperate and sometimes successful effort to maintain family life and to carry on the home functions. Apparently, when family life is sustained by an intense devotion to ideals, many gadgets are not always necessary.

The ambition of most families to own their homes in order to have a durable habitation too often has, unfortunately, proved to be a source of disaster and has created persistent bitterness in some when they have seen their life savings wiped out and their homes taken away because they could no longer meet the required payments. Recent legislation has somewhat mitigated this situation, but many families are still at the mercy of contractual obligations which may at any moment prove their undoing. The educational implications of this housing situation point to the necessity of providing a

program in homemaking that will develop resourcefulness and flexibility, so that individuals, when they attempt to establish their own homes, can meet these highly diverse and often disadvantageous housing and living situations as effectively as circumstances will permit.

Income

Many studies have revealed the present distribution of income thruout the country and have shown how many families have an income so small that they can with difficulty maintain even a minimum subsistence level. This handicap of small and inadequate family income is made worse by lack of knowledge of how to utilize such resources as they have to provide good nutrition and otherwise to satisfy family needs. Not only inadequate but also intermittent and irregular income faces many families because jobs are seasonal and uncertain. Some years ago women as a group were demanding the right to work; today an increasing number of women are compelled to work, either as contributors to the family income while unmarried or as partners in earning family income after marriage. In many cases married women are carrying the major burden of family support because their husbands are unemployed, incapacitated, or dead.

In addition to the women who must be wage-earners, there are many who feel impelled to seek jobs by the feeling that they must justify their existence, meet the standards of their age group, or find something to do with their time. Both economic necessity and social pressure must be recognized as operating to compel women's work outside the home, including volunteer work in various social and welfare activities. The educational implications of this situation are concerned with the valuation that is put upon homemaking and child rearing which, in general, enjoy less prestige and social recognition than activities outside the home. It is appropriate to raise the question, How far have the schools and colleges not only fostered but also emphasized this feeling that only work outside the home has any real meaning or social value for women?



Decreasing Size of Family

There has been a persistent decrease in the size of the family for several decades, as indicated by the recent abandonment of the old average figure of 4.5 persons per family in most social calculations and the use of a new figure of approximately 2.7 persons—indicating that there is not even an average of one child per family. While this decrease in the size of the family and the falling birth-rate might be regarded as something the families themselves have created, it is evident that this change reflects the social, economic, and cultural situations which families have had to face. It is evident that the planned family, by providing for better spacing of children at times more compatible with the woman's strength and readiness, has had real benefits in health and vitality for both mother and children. The small family has created unique situations for which members of the family are not yet well prepared.

It is enough to refer here to the changed situation facing a woman with only one or two children as contrasted to her grandmother with seven or eight—especially her duties, interests, activities, leisure time, and way of life. Also, it is clear that a mother with a small family and greatly simplified housekeeping may eagerly seek activities and interests outside the home, some of which are real gains to her, her family, and the community. If these outside interests and activities have not yet been organized and sanctioned or coordinated into a successful pattern of family living, there may be complications and discrepancies. Here indeed is an opportunity for education to help women focus and coordinate these wider interests with their home and family functions so that they may escape the frequent feeling of conflict or of futility from which so many women now suffer. Within the small family it is recognized that there may be peculiar interpersonal tensions and difficulties. For the first time husband and wife, with only one or two children, often isolated from religious and social affiliations, are attempting to live together without the buffers and mediation which the large family of many children, grandparents, and uncles and aunts so often provided. The only child, for example, often reflects this small family atmosphere of tension, and some of the acute rivalries and conflicts between brothers or sisters may be seen as expressions of the difficulties which the small family is now trying to work out.

While there are many and conflicting diagnoses of why the birth-rate is falling, and many exhortations are addressed to families to have more children, it must be recognized that this trend is exhibited among most of the Western European people and is something larger and more significant than many realize. What education can do is to give both adults and adolescents better orientation about the population trends and help them, if possible, to develop the courage and faith which voluntary childbearing today demands. The schools and colleges could also provide a better understanding of the resources of modern preventive medicine and public health services which are now available for guarding the health and vitality of women and children but are not as widely distributed or used as the family needs require. The courses in physical education, health education, nutrition, and child care, as well as various aspects of parent education and related activities, offer existing channels thru which this information needed for the protection of mothers and children can be disseminated.

Family Law

In a review of the conditions facing family life today, we are apt to forget that the family is required either by law or by custom that is often more coercive than legislation to conform to certain prescribed duties, obligations, and rights imposed upon it by legislation, courts, churches, schools, administrative regulations, municipal ordinances, and the innumerable requirements set up for each socio-economic level. It is generally conceded that families need the guidance of social and cultural direction to meet the many life situations they encounter. Many are confused by lack of religious sanctions today.

It is recognized that family life can be organized and often effectively conducted on almost any terms, but what are so perplexing and confusing today are the conflicts and discrepancies found among these various requirements, many of which are no longer in keeping with the kind of modern life that people are forced to live. The lag in so many aspects of family law, both official and unofficial, has been pointed out repeatedly, but it is exceedingly difficult to repeal even the most anachronistic enactments, largely because they are still valid for certain sections of the population.

Social Complications

It has been observed that nothing in our social, economic, or political life can happen without some repercussions upon the family. This can be illustrated by citing the position of the adolescent in the family today, where the age-long conflict between adolescents and parents has been made more difficult by the fact that youth are forced to remain at home long after they are ready and eager to leave. With no jobs available, young men and women are continuing to live at home and go to school several years longer than they did before the depression, so that their period of dependence upon the family, both financially and personally, is prolonged. This situation has created much turmoil and difficulty in families, both in the cities and in the rural areas where conditions are especially acute because so many farms will not yield enough for adults and grown children.

While the schools should not be expected to reform all social and economic conditions, there is a real opportunity for them to provide in their educational program something that would make this enforced dependence of adolescents less difficult for them and for their families. If these years of continued schooling can be made more meaningful for youth, especially in helping them gain better understanding and orientation for the tasks of adult living, rather than merely increasing their store of academic knowledge, what is now considered a social problem might be converted into an occasion for real educational advance.

Just as youth have been faced with enforced idleness, so the unemployed and the family whose members, while working, are now enjoying more free time and leisure than ever before are faced with the same necessity of finding something to do with their free time. If the adults and the children seek all manner of distractions and entertainments that are at best trivial and at the worst demoralizing, it is not helpful to scold them and deplore the use that families are making of this sudden new free time and leisure.

The educational task is to give adolescents and adults some awareness of the many and varied resources for richer living that are so often provided in their communities, but which are unused because people have never had any introduction to these agencies or activities or any help and guidance in making use of them. The arts and crafts offer immense opportunities for making the home and its grounds more livable and beautiful, and provide resources for living that

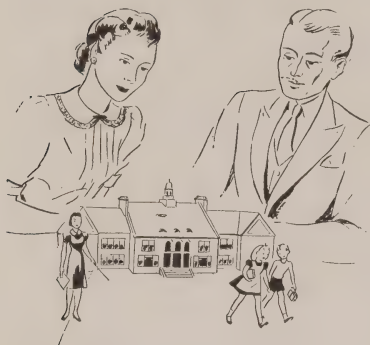
adolescents or adults can utilize as a necessary release from the tension of modern living and as an opportunity to create something, however elementary, that is their own.

This leads to the consideration of how far the program of education in homemaking and family functions needs to be reorganized to give it increased meaning and significance for the individual man and woman. Many of the domestic virtues and values of family life have been directly associated with, or built upon, the performance of household tasks that have now either disappeared or been transferred out of the home. The need for these virtues, values, and satisfactions continues. The educational task is to help individuals see how these virtues and values can be reestablished in terms of present-day homemaking. This will give new meaning and significance to the daily homemaking functions, so that they will yield equivalent satisfactions and occasions for the old domestic values. It is especially important to explore the possibilities for the man's fuller participation in homemaking, not only the tasks he can perform but also the contributions he can make to family living thru better understanding and more sympathetic insights, especially in child rearing.

These diverse conditions confronting the family clearly indicate an educational need and opportunity. Provision must be made not only for the information, skills, resourcefulness, and understanding of homemaking under highly diverse housing and living conditions but also for the enhanced prestige of homemaking and family life as vital, important opportunities for both men and women to find personal fulfilment and to discharge their basic social responsibilities.

CHAPTER IV

Practical Difficulties: A Parent's View



A PARENT'S view of family life is necessarily a practical one. He is in the thick of it, and theories seem of little use to him unless they can give him an answer to his immediate problems.

There always have been problems to meet in the rearing of a family, but today they are either more acute or we have a more awakened consciousness of the need to cope with them. Probably

both things are true. At any rate many families are ready to admit their difficulties, to ask what help is available outside the family circle, and to look at that help with a critical eye—not unappreciative but evaluating.

The changes that have taken place in family life in recent years have been outlined in other chapters. Probably society has never experienced such a vast social and mechanical change in so short a time as we have seen in a single generation in the United States. There are many people still living who knew the extremely primitive pioneer life of this country at first hand. They had problems then, many of which have been solved by our present miracles of electricity, easy transportation, wireless communication, and modern conveniences. All these innovations, which have come to us so precipitately in one generation, have been good things. But the suddenness of their coming has overwhelmed us with new problems to which we are still quite unadjusted. How shall we use modern inventions in the best way so that they may remain good things and not become tools of destruction in more than one sense of the word? This is a problem which, in the past few years, has become of the greatest international importance.

It is also of importance to the smaller but equally vital unit of the family. If we should take up each single invention or improvement which contributes to our everyday family living, such as central heat-

ing, canned food, vacuum cleaners, automobiles, radios, moving pictures, sewing machines, and inexpensive manufactured products, we should be able to list in each case a considerable number of advantages and disadvantages to the modern family.

For instance, under "Electric Light and Central Heating" we might make the following notes:

The family used to be drawn together in the evening around the kerosene lamp and the fire. Now most people have good light and heat in any room of the house.

Advantages: Eyesight is probably better. Members of the family are more independent. They need not get on one another's nerves as they may sometimes have done in the past from such close quarters. Children who have to study are not disturbed by those who wish to talk. (However, quiet does not seem essential to study, as modern children are able to listen to the radio while doing homework.) A child's own room may become important to him as his own retreat to be kept tidy and made individual.

Disadvantages: The family is dispersed. What it gains in individual independence, it loses in close social unity. It is no longer easy to discuss family problems, to play games together, to recount family stories, and to say, "Do you remember when?" The younger children do not hear the older ones reciting their lessons or father and mother discussing the price of butter. A lot of fun has gone out of family life. Members of the family may be lonesome without quite knowing what is the matter.

Suggestion: The home should have some kind of attractive center that draws the group together—perhaps only the dining-room table, but it should be a rallying place for work and play between meals as well as at mealtime.

This is only one example of the many changes which we accept as part of our life today, but which set us in effect many generations away from our parents and grandparents in everyday experience. The same sort of list could be made for each invention or change which has come to us, with varying results. Is it surprising then that we are overwhelmed with new problems to which we have not yet found the answers?

But new problems are stimulating. Our minds are not stagnant while we seek new solutions. One of our best qualities today is probably our willingness to face facts honestly and intelligently. If, in this impersonal way, we can look back to the family life of our grandparents or even of our parents and compare it with our own family life, we may find some clues to our present difficulties. We may be able to make out a broader list of advantages and disadvantages in our modern way of living which will point the way for us to better family relationships. Certain fundamental differences immediately

present themselves to our minds. We live in greater physical comfort and better health than we used to, and this should add greatly to the well-being of the family. But, in spite of this, home life is not as centralized as it used to be. We go outside the home for more and more of our amusements and consolations. Families are smaller and there are more divorces.

In order to understand why this is so, we must question our changed social, educational, economic, and religious life as honestly as we can.

First, let us admit that we have gained in frankness, honesty, and personal independence during the last generation. If there are more divorces today, it may be because there are more people who are willing to admit they have made a mistake. The remarriages of those divorced indicate their belief in the possibility of happy marriage. Undoubtedly many homes were unhappy in the past, but for moral, social, or religious reasons they were kept together. In most cases the children in those homes may have been happier than the children whose parents are divorced. At least the home was kept together. It is perhaps true also that some of the unhappily married parents learned to adjust themselves to each other and eventually found a kind of contentment which they might not have achieved with a divorce. The children were sometimes happily ignorant of the whole situation.

On the other hand, a divorce may be preferable to a family life in which there are quarrelling, unhappiness, and emotional crises. Our presentday frankness has done much to eliminate such situations. However, ordinary incompatibility does not entirely explain the greater number of broken homes and the unsuccessful family life of the present day. We must still examine the changes which have taken place in the last few generations to find out the source of the trouble, and, if possible, some remedy.

Religion

It is recognized that the lessening of religious belief and the weakening of earlier family life have been concurrent social developments. When God was the supreme Father in Heaven, the earthly father shared some of His reflected glory.

When deeply religious people felt that marriage was a consecrated

tie to be dissolved only by death, they were willing to make sacrifices for it. They were trained in obedience to laws and principles which had been worked out by the wise men of ancient times as the best laws and principles for the good of community and family life. They were God's children, just as they were children of an earthly father and mother. The whole symbolism of religion was worked out in the pattern of family life. This gave a dignity and mysticism to the family which is uncommon today.

Church activities have also been a source of satisfying social life for the family, for there young and old people met together in shared activities as they do not often do in other spheres of society. When people abandon religious and church life, as many have done today, the first group to feel the difference is the family group. We cannot often substitute anything for a faith which has been lost. People whose minds have rejected religion in honest intellectual struggle are not easily reconverted. It is only fair for parents who have abandoned active religious practice to give their children the opportunity to make their own religious decisions by continuing some religious observance in the family.

Families which had definite religious convictions and practices were often more successful in family relations. Religion gave them a definite code of excellent morals. It gave them a feeling that something outside of themselves was helping them endure sorrows and difficulties. It gave them a feeling that whatever happened had been ultimately planned for the best. Many people are not capable of going on confidently and bravely without this feeling of a Supreme Power behind them. Without religion that can function in the modern world the individual is apt to become selfish, self-centered, and easily discouraged.

For those who cannot achieve religion, a strong belief in the brotherhood of man, a desire to make the world better for men to live in, and a dedication to some sort of service may provide the needed support and guidance.

If not at home then in the schools children should be educated in a belief in the importance and goodness of mankind. The future of family life will be more secure if the generation which is coming up can be brought back to some sort of spirituality.

Perhaps a new emphasis on the dignity and responsibility of the individual personality and of mankind could be injected into the biol-

ogy or zoology courses. We have been so literal in our acceptance of modern science that we sometimes lose sight of man's spiritual yearnings and strivings, his mental achievements, and his responsibility toward his fellowmen. Adolescent children, if not ridiculed or thwarted, are naturally idealistic. This would seem the best time to give them a vision of the tremendous opportunity for service, kindness, tolerance, and brotherly love which the world offers them.

Economic Aspects

The family of a few generations ago was more self-sustaining than it is now. The children began early to contribute something to the economic welfare. They plowed, gardened, cared for chickens and livestock, and ranged the woods and fields for berries, nuts, and game. They helped churn, bake, and sew. They cared for younger children and so freed the mother for other work. Sometimes they were made to work too hard or when they were too young, but in general they were contented at their tasks and had the feeling that they were contributing to the welfare of the family. This drew all the members of the family together with a common purpose.

Town families, as well as farm families, often had gardens, cows, chickens, and fruit trees to give the various members of the family occupation and to make them feel that they contributed to family support. When sons and daughters went out of the home to work, they were usually expected to turn their wages either entirely or in part into the general family fund. A man's wealth was in his sons and daughters, and large families were an economic asset.

Large families are still economically useful in some of the farming districts, but with our present way of living large families have, for the most part, become a heavy expense instead of an asset. We live in apartments and houses on small plots of ground where the only way a boy can contribute to the family resources is to mow lawns, shovel snow, or carry papers. Children are apt to have too little to do and no feeling that their services are indispensable to the family good.

Standards of living are higher now. Young people need and expect more and better clothing, more luxuries, and more amusements; but the opportunity of earning their own money to gratify their desires is not easily forthcoming in these days of unemployment.

Also, partly due to the unemployment problem and partly to the greater demand for specialized training, a child is economically dependent upon his parents for a longer time than formerly, and he requires a more expensive education.

The birth of a child, which used to be taken care of by neighbor women or relatives, and cost only the mother's absence from her work for a few days and possibly a country doctor's fee, has now become more expensive. Prenatal care, hospitalization, doctor's and nurse's fees, anesthetic, and so on, have made childbirth immeasurably safer for the mother's and baby's health, but they have also accumulated the first big item in the expensive process of rearing a modern child. In the families where the grandparents are financially able to do so, it might help for them to subsidize their children's babies. Too much money is often spent foolishly on elaborate weddings or gifts of material things. Young married couples are set adrift on their own resources. If this same money could be used more wisely to lift the heavy financial burden of childbirth and early child care from the shoulders of the young parents who are trying to get an economic start, they might be enabled to have a larger family when they are young. In general, it seems that the most successful families are those which are established by young parents.

When older people make a first venture in marriage, they are inclined to be rigidly set in habit patterns which do not easily blend. They are more apt to be nervous and overcareful of their children. Their family life is not on such an easy and adaptable basis as that of younger people.

The high cost of rearing modern children today is one reason for small families and for the feeling which both parents and child are likely to have that the child is something unique and precious about whom all the family plans must revolve. The child receives a great deal and is not expected to make any economic return. In this way the old, healthy feeling that the family is something to be shared in and contributed to by each member is lost.

But it would take a good deal of education and encouragement to interest presentday parents in a return to the kind of self-sufficient family life which was lived a couple of generations ago. Perhaps the best modern substitute is to try to give the children of the modern family some responsibilities and chores that will make them feel they are contributing to the general good.

In giving money to children, as far as the parents are economically able, the greatest care should be exercised. Too much money is probably worse than too little. A child should have some definite allowance so that he can learn to know the value of money and not feel the humility of having to beg or cajole. If the parents cannot afford to give a child an allowance, they should try to train or provide him with some equipment for earning something by himself after school hours. Children should be taught the value of money and how to live within the family financial limits as contentedly as possible.

The problem for well-to-do parents is as great or greater than that for poor parents. How can one teach a child economy, thrift, and the proper use of money if the child feels that his parents have unlimited resources? He must be made to understand these things without feeling resentment that he should not be getting his full share of the family wealth. If things are too easy in wealth and opportunity for the rich boy, he will not develop character. He will become the kind of playboy who contributes nothing to society or to family life. While the poor boy seems to have the odds against him, he often comes out richer in character, initiative, and self-discipline than the boy who is given everything.

In any school program which attempts to prepare for family life, the use and value of money, budgeting, and economy of spending should be considered. Home economics courses doubtless already emphasize economy of food planning, dress buying, and family purchasing. But wise thrift and careful planning, taking into account both the present and the future, cannot be too often brought to the attention of children who have grown up in a land where abundance and prodigal waste of natural resources have been the rule, and where we are only now beginning to feel the pinch of our past carelessness. The schools can help families with the problem of intelligent thrift. They can help the little boy to decide whether to spend his nickel on a candy bar or to save it until he has enough to buy the football he has wanted. They can help the young girl to decide between the expensive velvet dress which would be in bad taste in the schoolroom and the two simple and practical dresses which can be had for the same price. They can help the young people about to be married to decide between a car and a baby.



*'Tis education forms the common mind;
Just as the twig is bent the tree's inclined.*
—Pope

Education

Great changes have taken place in education in the last two generations. In trying to get an unbiased view of the advantages and disadvantages of these changes we must admit that most of the advantages are on the side of modern education. But, in relation to family life in particular, there are one or two places where modern education may possibly be at fault. The small one-room school, whatever its evils, had one important training for family life. Pupils of all ages were taught together. The older children had the responsibility to a large degree of looking after the younger ones, as they did in the home life of large families. It trained children of different ages to work amicably together. Younger children who were exceptionally bright could absorb much from the recitations of older children. They had to sink or swim on their own merits, for the teacher did not have time to give individual attention to any one grade. While this was extremely hard on the dull student, it was often a challenge to individual initiative in the exceptional child.

There is no use mentioning the faults of the little old-fashioned school. They are many and have been brought before us often. Certainly parents do not wish to criticize the splendid things which the modern schools are doing for their children. But if we wish to face the fact that family life is deteriorating, we must examine every field which may be contributing to that deterioration. We must look at modern education with a critical eye.

Some educational experiments have been planned to give the most to the child without asking what the child shall do in return. Has he not, perhaps, naturally assumed that life after school will also be planned for him so that it will be easy? If this is so, it is not a satisfactory preparation for his present or future life activities which are not always attractive. The modern school in its plan of organization is looking forward to reclaiming some of these values which in recent years have been lost.

Since schools have been made complete and attractive, home life may seem less so. Some parents have come to expect the school to teach everything—religion, morality, health, biology, and manners—things for which parents must continue to be partly responsible. The question is, Should the schools go on teaching more of these things and assuming a heavier burden of moral responsibility, or should

they try to return some of the responsibility to the parents? They could return the responsibility somewhat by a slightly different emphasis. Working thru parent-teacher associations, evening classes, or visiting teachers they could try teaching parents their responsibilities toward their children; or they could begin with the children in their classes and, instead of making them the unthinking recipients of a fine educational system, they could try to educate them to understand that they must make some return to society and the family in service and moral responsibility.

Developing a sense of responsibility and preparation for service in children is difficult. We cannot lay out courses in kindness, tolerance, and unselfishness, which are the qualities most needed in successful family life. However, some sort of course in service to the family and the community might be worked out, perhaps as an eighth-grade course to be repeated in more advanced form in senior high school.

Happy life in the community and the family depends largely upon the importance of giving our service to others, and the earlier children understand this the better. Any course which the schools might lay out should be practical, with actual service given from fields to be selected. For girls there might be a certain number of hours caring for children for housewives, preparing meals at home, helping at settlement houses or day nurseries, in branch libraries, Sunday Schools, or other places which serve the community under educational or social auspices.

We want children to be happy. A happy childhood builds up good mental habits of cheerfulness, kindness, and strength which are invaluable in later life. But one of the greatest satisfactions and happinesses can be had in giving. Somehow children should be familiarized with service, not as something disagreeable, but as something which gives satisfaction to the one who serves as well as to the one who receives. If we have trained children to be self-centered and have made their difficulties seem too easy, we have not prepared them fairly for group living.

Education for girls has perhaps been pointed too much toward careers in lines other than that of homemaking. Girls should have an equal opportunity with men to choose their own careers, but they should not be encouraged to think that they can easily handle a career and marriage. Only if they are willing to see that the duties

of the family come first in any place where the interests conflict should they consider marriage in addition to a career. A woman should not marry unless she is willing to give up a certain amount of her personal freedom to the good of the several persons in her new family. It is a moral responsibility which she freely and voluntarily assumes, just as the husband assumes the financial responsibility of the family. This is one of the things that has not been sufficiently brought out in the modern American girl's training. Perhaps the traditional "American Girl" has been praised too much for her "glamour" and her charm and has not been sufficiently educated for her responsibilities. We do not want to put her back where her grandmother was and where girls in many of the other countries of the world are today, but there might be a new emphasis on her education. Most women marry, whether they have been trained as lawyers, teachers, beauty parlor operators, stenographers, salesgirls, technicians, or engineers. Something in their elementary education might have helped prepare them to be happy in homemaking instead of wondering how soon after the ceremony they can get the old job back.

The preschool program is one of the phases of modern education which, when unwisely handled, may from the family point of view become an abuse. In many instances the activities attempted have decided advantages. Where both the mother and father must work to support the family, the preschool agency may take over the responsibility of caring for the young child. Where there is only one child in a family some type of preschool organization provides the social contacts with other children which may help to keep him from becoming selfish and self-centered. These things are excellent.

But where there is a normal family life at home, we should hesitate before taking young children out of it too soon. Our modern tendency is to feel that we must go outside the home for everything that is worthwhile, that home is a place in which to sleep and then leave. If a child can never remember a time in his life when he has not gone out of the home for the most important hours of the day, home life may be said to be doomed. The years before regular schoolwork starts properly belong to the mother and to the home. It is a time when a child should be surrounded by love and parental understanding; when he should form the conviction that home is a place of

affection which is always back of him, and to which he can retreat when he needs relaxation and relief from the outside world.

The ideal nursery school for the child with an adequate home life is the one which both mother and child can attend together. This is being worked out with good results in many places. Here the mother may find guidance and reinforcement for her own aims, and at the same time the child can be kept in the warm encirclement of home until he reaches regular school age.

From Discipline to Self-Control

Ideas of control have undergone a vast change in the last seventy years. The father in the pioneer family might be said to have been next in authority to God. His word was law in the family, and he did not hesitate to enforce obedience by corporal punishment. The schoolmaster had the same right in enforcing obedience. Obedience to the Ten Commandments and the laws of the land was considered every man's duty.

In the old days discipline was often misused. In books of an earlier period we continually read of the unhappy reactions of sensitive children to domineering fathers and sadistic schoolmasters. Fear, resentment, and inferiority complexes often grew out of such discipline; the bullied often grew up to become bullies. In an effort to get away from this situation we have gone toward the other extreme. We now have the ludicrous example of the parents who will not say "no" to their children. Most parents have not gone this far, but it is certain that the absence of some sort of control in the modern home has done much to dissolve family life.

If life could be lived with no laws, we could do away with obedience in the home. But the world would be in more chaos and confusion than it is at present if we did not obey certain laws of conduct and have respect for the rights and property of others. Even the most primitive peoples have laws which protect the weak from the strong and which regulate the chief functions of life. These laws must be obeyed so that life for all will be happier and better.

When we dispense with control in the home, we have at once handicapped a child for his later contacts with a life which is full of laws. He will learn with more sorrow and difficulty when he is grown. The child who has learned obedience to reasonable laws will

be best equipped to establish a home of his own. He will not be ready to fly to the divorce courts at the first family misunderstanding.

Marriage and home life require forbearance, mutual respect, and obedience to certain laws. Some sort of control in the training of young people must prepare them for this. The school used to be one of our chief agencies for teaching discipline. Today we do not want overbearing, tyrannical discipline, but let us not forget that a certain amount of the teaching of self-control is one of the best preparations for getting along happily in the social group.

Health

Even during the present century our progress in caring for the sick and saving life has been tremendous. There used to be large families of children with high mortality. Now with planning and better health knowledge we have small families and the mortality is low. What has this done to the modern home? It has lessened the fear of sickness and death. Health is to be expected in children. Because we know more about food, rest, and hygiene, we have ordered and regulated the lives of our children as they never were regulated in the early days of the home. This is excellent. But this systematic regulation can be carried to excess, making the child too conscious of himself as something very precious about whom revolve mothers and fathers with cod-liver oil spoons and doctors with little black bags. Too rigid insistence on certain foods and on hours for bed may defeat their purpose by making home life unattractive.

Our homes have in a sense become scientific laboratories rather than the hit-or-miss places of "the good old days." We prefer our modern laboratories and yet we sometimes suspect that, while gaining so much, we have also lost some important element that the old-time family had. We have rid ourselves of a good deal of trouble and sorrow. But trouble and sorrow are great character builders.

There were many children in the old families; therefore the parents did not have time to surround each with the aura of im-



portance and care which the modern child feels. There were often sick children, and the well ones had to share the parents' burden of caring for those who were weaker. There was death, and while it often cast a shadow of melancholy over the minds of healthy children, at the same time it drew the family together into closer sympathy, understanding, and affection.

We would not go back to the old days of darkness, but in order to see plainly the differences between the modern and the pioneer home, we must understand that the latter built character thru suffering. Children were early equipped with patience, sympathy, some understanding or acceptance of death, and the habit of giving their services to others. All these qualities are of the greatest value in creating a successful family life. However, if we could bring back anything of this phase of the pioneer family life, we would certainly not wish it to be sickness and death.

If with our improved health knowledge and our easier and safer methods of bringing children into the world we could have larger families, we might see an improvement in general family conditions. Each child would be less the center of attention and would have better opportunity to learn the patience, sympathy, service, and co-operation which used to be taught in so hard a school. He would be better fitted for his own married and adult family life.

The schools have helped tremendously in spreading health knowledge and encouraging good health habits in the past. They can do even more by a careful study of the child's bodily needs during periods of rapid growth, when his schoolwork might well have some sympathetic adjustment to his physical development. If the schools can seek wherever possible to ease the child's nervous strain during school hours and encourage only such extracurriculum activities as tend to relieve this tension, family life will undoubtedly be benefited.

Social Life

The home used to be the center for the social life of the family. To some extent the home shared this social life with the church, the schoolhouse, and in large communities with the theater. But the significant thing was that it was usually a *family* social life in which young and old mingled. Corn huskings, house raisings, quilting bees, spell-downs, Fourth of July picnics, declamation contests, and dances

were usually participated in by parents, grandparents, and children of all ages. This kept the family together.

Nowadays we go outside the home for our amusements, and we have divided our recreational groups more sharply according to age and interest. Young people think they cannot be bothered by older people at their parties, and the older people seem to feel the same way. Perhaps this division of social interest is a good thing for the individual but it is not a good thing for the family. Individuals who cannot find interest in the company of people of different ages are losing a vital touch with life. Just as the city dweller is less apt to have a knowledge of all sorts of people than the small town man who knows intimately the representatives of all walks of life in his own community—so the person who confines his social life only to people of his own age and interests finds himself with a limited social outlook. Schools should be able to help with this modern social problem, not by teaching but by affording opportunities for parents and children to get together on a friendly footing. If there could be a family-game night or old-fashioned spell-downs every week in the school-house, a family social life might be encouraged.

Of course, our more sensible modern attitude toward children's sleep has done a great deal to separate the children's amusements from those of their parents, whose recreation must necessarily come in the evening because of working hours during the day. But the parents and older children of the family should be able to share Friday and Saturday evening social hours.

The main responsibility for family social life should rest on the mother, and perhaps some sort of education might be attempted to make her realize her responsibilities and opportunities. She can encourage her children to bring their friends home rather than to go out for entertainment. She can cultivate the friendship of people who have families. She should create some center of attraction for children, such as a place to dance or play games, a pingpong table or croquet lawn, a kitchen where candy can be made, or an icebox which can profitably be raided. She must not be too fussy about her furniture and polished floors, for the too zealous housekeeper is often the poorest homemaker. The informal feeling of welcome which some homes have is more important than fine furniture or impressive draperies. Sometimes music is the thing which creates the social center in a home. The recent revival of interest in the old-fashioned

parlor games is an indication of the need people feel for making their own amusements at home instead of going out to the movies or playing bridge. Bridge is a good game, but almost never one in which a mixed family group can participate with pleasure.

Parents who have an active social life outside the home cannot build the best families. If the father and mother go out three or four nights a week for dinner and bridge or to the movies, family life is likely to suffer. At the same time, it is important that they should not give up *all* their interests to the family and the home. The wise parent will always keep a reserve of interest outside the family circle. This is his insurance against the day when the children are grown and married. The parent who expects too much of grown children has laid up sorrow and misunderstanding for himself and his children. There comes a day when the home must cease to exert the same influence it had when the children were little, and then the father and mother must learn how gracefully and tolerantly to become the grandparents instead of the parents.

The changed attitude toward drinking has had its effect on some homes. There used to be drunkenness in families seventy or eighty years ago, but it was usually considered seriously as something to weep over and hide. Today in many circles it is considered more lightly as something smart to laugh about. It used to be indulged in by the men of the family; now it seems no worse for women than for men. We are proud nowadays that we no longer have a double standard of conduct, but the loss of it may have had its ill effect on many homes. The way to teach true temperance is by giving children an abhorrence for anything which befogs or humiliates the intellect. If they can be given respect for the human mind and spirit, they will not wish to replace their sanity with something unreasonable and brutish. Too much of our anti-alcohol propaganda has been emotional and absurd. It has made drinking seem smart, reckless, and attractive. If people could be made to see it as an enemy to clear thinking and independent action, they might be less amused by it.

Good Manners

Manners seem to be a superficial consideration in a general examination of family life, but their importance has been somewhat overlooked in presentday life. We are inclined to dispense with manners

as something old-fashioned, unnecessary, and unworthy of the frankness and honesty which we are proud to think of as representing our modern life. Fine manners seem to us a hangover of the Victorian pretense and sham, which we so heartily dislike. After the first World War we dispensed with formal manners because we did not want any excess baggage. We wanted to be free and entirely ourselves.

In spite of all the etiquette books, good manners are principally learned by observation and emulation. Because, for a reason which seemed good and sufficient to themselves, the parents of today threw formal manners overboard, their children lack good manners. They do not know why because they have never been given the opportunity to make the choice between unvarnished frankness and politeness. They only do as their elders do. Manners are something which we acquired with civilization and if we do not see them about us so that they come naturally, they take a little trouble in learning.

We would not abandon frankness and honesty which are probably the two great virtues of our present day. But they need not exclude good manners. The father who still remembers to pull out the mother's chair and seat her at dinner and the mother who still remembers to say "Thank you" are going to make a better home life and send children out to make better homes than the parents who discarded good manners as soon as their courtship was over. These things seem small, but they are more important than we realize in the present state of family life.

Perhaps there is nothing we can do for the generation which made the decision that manners do not matter. But we can still do something for their children. While manners are much better taught in the home, they *can* be taught in the schools. Children could be taught politeness on the playground, order in the halls, good manners in crossing streets, in driving, on the streetcar, and over the telephone. It is not only in society that one needs good manners. Teachers can perhaps accomplish most by being well mannered themselves.



Regimentation

One of the faults of modern life is that we are all overorganized. School necessarily regulates the lives of children for certain hours of the day, and it seems a shame to regiment them at other times if they have any sort of pleasant and healthful home atmosphere in which to relax. Yet many mothers spend their Saturdays taking the children to tap dancing classes, social dancing classes, swimming classes, art classes, dramatics classes, music lessons, and other things which are organized and planned to fill up the child's free hours. Is it not more important for the child to have time to think a little, relax, read, play, or get acquainted with the rest of the family thru some center of interest in the home?

The same criticism would apply to the modern woman's life—that her free time is organized into lecture groups, bridge clubs, appointments here and there. She goes quickly in her car from one place to another. People talk at her and she receives without giving out. It might be better for family life if we were less rigidly organized and more relaxed, if we could replace some of the social organization by free time at home when the members of the family could work and play together.

People in general are happier when creating than when listening or watching. Could we substitute handicrafts, reading aloud by turns, games, or hobbies in the family for the movies and the outside organizations? Education along this line might try to interest parents in hobbies which could be shared with children in the home. Building, weaving, carving, sewing, and handicrafts could be used as projects in the home. Games and sports which could be shared by both parents and children should be encouraged. Librarians might provide lists of books which would make good family reading. Books about hobbies, games, and so on, can be found in the libraries and should be made available thru the schools.

Some of the schools are opening their workshops for the evening use of fathers and sons. This is one of the constructive ways in which the school can bring fathers and sons or families closer together, especially in these days of enforced leisure thru unemployment. It is one of the most obvious, easiest and, at the same time, perhaps, most important contributions which the school can make to successful family life.

Schools may set up clinics to deal with abnormal and delinquent children. They may talk *at* parents and children in classes under a dozen different headings, but if they can also somehow teach the family group to have a good time, to play and relax together, they will find that the necessity for the clinics and the classes will grow less.

When we have honestly faced the difficulties of creating a fine family life today we may be tempted to say: "But dare we present these difficulties to young people? Will they not prefer to remain single or childless rather than embark upon such a frail vessel?" If we look about us at modern young people, we need have no fear. In general they are better equipped for life than young people ever have been. They are as eager today to accept a challenge as they ever were. Sometimes we hear them bemoaning the fact that there are no more frontiers for them to conquer. Roads have been made thru the wilderness, and remote and dangerous places have been brought close and made safe. There is courage to spare and no place to use it.

The great opportunity of the schools now is to turn this courage and enthusiasm of young people into new channels—to teach them that the difficult and dangerous places now lie in our social, family, national, and international problems. Courage, resourcefulness, honesty, and idealism are needed now more than ever before. Young people have all these things if we have not shamed and disillusioned them into hiding them.

Today the world seems somewhat sick. It needs the same qualities that family life needs. These qualities are love, common sense, tolerance, and understanding. They may sometimes seem rare, but they are as old as the human heart. The family which has them should be safe in any age or environment. Let us try to foster these qualities in our schools and cherish them in our homes.

CHAPTER V

Educational Principles and Processes



THERE have been numerous definitions of education. This is not strange, for there are many different aspects of the educating process, and the desire to emphasize one rather than the other explains the various statements. Frequently there is the effort to determine methods and goals by a concept that is used to describe the educational program.

The Meaning of Education

If we avoid definitions of education that attempt to support a particular philosophy and seek to find out what education does and how it accomplishes its task, there is general agreement as to its meaning. It is the acquisition of information, the building of skills, and the development of appreciations. There is also general agreement as to the process by which school education is carried on. Experiences which develop information, skills, and appreciations are brought into the life of the younger and less equipped by someone who is older and better equipped. Altho we naturally think of formal procedures whenever the term "education" is mentioned, the process itself is too fundamental ever to mean merely what happens in the school or in the college. It first appears in the relationship of the mother and the child, the former seeking to give to her offspring training—that is, information, skill, or appreciation—altho it usually proceeds in such a simple way that we do not think of it as being the most elementary form of what so clearly appears in the program of the school.

We understand what education really is by noting what the material is that the adult tries to hand over to the child in the form of information, skill, or appreciation. This body of social experience is something that the adult has come to regard as of

value. Indeed, the importance of these experiences may seem so great that they are regarded as indispensable in the normal social development of the child.

An example of this is the effort of the parent to help the child learn to speak so that each can understand the other. This influence of the parent on the child's native impulse to communicate becomes more than mere guidance in speaking. Emotional reactions occur as some words are frowned upon by the mother or father and we have in this natural and simple educational relationship of parent and child an illustration of the personality-making processes described in Chapter II.

When we look at the content of this material, we find that it can be separated according to its source into that having natural and that having artificial value. Food as a means of survival and one's manner of eating, with its social implications, are examples of the two types of values. The first is the sort of thing that we can apply to life needs, either present or future. It grows out of human necessities, but these cannot be thought of as merely problems of physical survival; there are also emotional, social, and moral demands that are placed upon the growing child because, from the beginning, his adjustments include more than those that are required for animal existence. In the early days of infancy, body requirements have such prominence that the adult is apt not to see the feeble, elemental intimations of what later enlarges into the life adjustments that carry the individual far beyond mere physical survival—for example, the significance of the emotional attitudes of the mother toward her child.

The artificial values provide social advantage. They represent an adaptation to the cultural environment. A great part of our non-physical existence has to do with these socially created values. They range over the widest territory of human desire and are as necessary in the building of a sense of security as are the physically established necessities. They reflect the life of the group where they originate and therefore show the widest possible variations.

There has been a tendency during past centuries to make education aristocratic by giving, for the most part, instruction in artificial values to a privileged class. This has not only given them a decided advantage thru their familiarity with the culture of their day and place but also because of their possession they have had prestige.

The one-time higher education formerly in vogue in China is perhaps the best example we have ever had of this, since political preferment was based upon the memorizing of material that had no practical significance whatsoever. There is always a temptation toward this misuse of cultural values as educational processes are preyed upon by human vanity.

If we look without bias upon the program of school or college, we find that much effort is made to get children to take on values that depend for their worth upon the support of educational tradition. This explains why the schools in times past have not contributed even more to human welfare and especially why domestic values have been neglected in the curriculum. If our educational processes had kept closer to the needs of human nature, making more of those acquisitions upon which our greatest satisfactions depend, education for marriage and family life would always have had a large place in the school program. Instead, children have been taught, as Herbert Spencer wrote in his day, as if they were all destined for the monastery or the convent.

This neglect of a most important human interest cannot be defended on the theory that children can acquire a sense of domestic values indirectly as a result of other things they learn. If there is any part of life which requires for our greatest satisfaction specific knowledge and development, it is in the sphere of marriage and the family.

In recent years we have come to recognize that the task of preparing young people for marriage and the home is not outside the proper function of the school, since the purpose of the educational program is successful living. In addition to this educational ideal there has been the best of evidence that the average parent does not, because of his own faulty education, appreciate the responsibility that he has to his child, and when he undertakes to meet his obligations he often has not the background or the skill to do what can be done in a conscious, well-planned, educational process. It is true also that there has been a desire by our more thoughtful parents that their children be helped during their development in such a way as to prepare them better to be husbands and wives, fathers and mothers.

It seems only fair to say that certain artificial values which at best have functioned only slightly in the average life have been sometimes so emphasized as the goals of the school program that they

have blocked the entrance of subjects much more closely related to average human need. Too frequently we have laid great stress on the logic of language—for example, an emphasis upon grammatical construction that has been so far outside either the need or interest of children as to have been an extraordinary waste of educational energy.

In our culture it is impossible to separate the natural and artificial material because they have become so woven together, but instruction frequently emphasizes one as compared with the other. Examples of this would be a practical course in physical hygiene with its stress on biological interests and a course in ancient history, but rarely in their presentation would either be altogether a discussion of natural or artificial values. If the first had as its purpose helping the child to make good physical adjustments, the other could be made a source of insight enabling the student to make better adaptation to his social environment.

Whenever the adult attempts to transmit information, skill, or appreciation, he is confronted sooner or later with the problem of anticipation. The teacher has more experience than the child, and is constantly face to face with the difficulty of bringing to the child values of importance not only in the immediate present but also in the near or far future. Even when the instruction is so fortunate as to have the advantage of existing interests in the child, it must, if it is to have any great usefulness, go beyond the child's feeling of immediate need. This anticipation is never absent in any program of adaptation to life. In a considerable degree it represents the motive of education. It is a handy shield against criticism, always available to those who wish to justify instruction that is distant from the child's interests or his immediate needs. He is told that he is learning something which he will require later in life even when an unbiased examination of experiences of adult men and women fails to justify the program forced upon the pupil. It is here that education so easily is turned aside from adaptation to life and becomes a mere continuation of instruction that was once useful or that was, even from the first, arbitrarily developed with little regard for the life needs of the child.

The school like every other social institution is always tempted to think of its own interest rather than of its proper function but to do this in such a way as to escape self-criticism thru rationalization

of motives. Altho no institution has any proper function other than that of helping human nature make its adaptations, the strength of tradition, habit, and even vested interests makes it necessary that there be constant emphasis upon the social purposes of the institution and that an honest effort be made to discover how well at any time it is meeting the needs of men and women.

Since children have little power to defend their own interests and no background to help them judge the worth of the instruction given them for living, and since most of their parents feel either indifference or lack of confidence in passing judgment on the schools, the educational system for the most part must depend upon its own leadership for the necessary self-examination. In this respect, the school as an institution is unique. The church, state, and home, for example, are quickly made to feel adult criticism when they fail or seem to fail to function so as to provide human satisfaction. In the case of the schools, however, support comes not from those to whom they directly minister but from a group no longer personally connected with the educational program. This places all the more responsibility upon those who direct education since they must act as their own critics and, at the same time, maintain the teaching program.

This double task can be successfully accomplished only by a constant scrutiny of the conditions of life into which the child goes and by a determined effort to provide in anticipation the education that the physical and social environments demand. Any sincere effort to check up on the school procedure in order to discover its contribution to the problems of the modern adult's life forces one to recognize that there has been in the recent past a lack of training for an important part of life-adjustment—marriage and the home. The interests involved are not only of the greatest consequence to the individual and to society itself but also are of a type demanding an anticipation that neither the child nor the young person can discover from his own insight.

Strong impulse thoroly anchored, the biological endowment of the developing young man or woman leads toward the mating that perpetuates the family and society itself; but this drive toward marriage in itself provides little help in meeting the demands that matrimonial and parental responsibilities place upon the individual. The result at present is what one would expect. Altho few challenge the im-

portance of marriage or the home, contemporary American life makes clear the incompatibilities that develop between well-meaning people in the marriage relationship and the instability and ineffectiveness of a great proportion of our family life. These conditions, causes of human suffering and dissatisfaction, explain the awakening of social and educational leadership to the necessity of the schools' recognition in their program of the need to safeguard our domestic values by building a program of instruction designed to train young people, as far as this is possible within the limitations of the school, so that they may be better prepared to marry and have children.

It is often difficult to anticipate by using the present as a means of getting ready for future experience. Fortunately the attitude of young persons is such that they are more ready to take a forward look toward matrimonial experiences and seek the preparation that so soon must be tested in the ordeal of life than they are along most lines where the schools attempt to build readiness for future adaptation. The present situation in America reveals something unique in the history of recent education. Not only are young people ready for instruction that is designed to prepare them for marriage and the family but many are asking that such training be provided.

For the most part, especially in the colleges, the instruction that has been offered as a preparation for domestic life has come from the agitation of the students themselves. They do not have a clear understanding of the nature of their future problems. They exaggerate certain aspects of preparation for marriage and have too great confidence in the mere getting of information, but nevertheless their search for help reveals how thoroly they realize the difficulties that marriage and the family are now experiencing and the confidence they have that education can give them needed assistance as they turn their faces toward marriage and family life. An educational system that can find no way of meeting these honest, seriously felt needs of American youth cannot claim to be giving young people a part of their preparation for life. The increasing desire of youth for education for marriage and the family is becoming a test of the schools' functioning as a means of preparation for adjustment to life.

The fundamental purpose of education is brought out clearly when we think of the simplest sort of preparation for life that the child receives. This comes in early infancy and the teacher is the mother. The transmission from the adult to the child goes on in such a casual,

natural way that we forget how thoroly educational and important it is. Using hereditary endowment, this transmission is the beginning of a development that will chiefly build the personality processes discussed in detail in Chapter II, and will determine its adjustment to life. The child's ability to assimilate is feeble but little by little as he makes response he invites from the surrounding adults an ever increasing contribution to his growing life. In spite of the limitations imposed upon the mother as she teaches the very young child, the spread of the influences she brings to the child is rapid and remarkable. She turns his egocentric concentration toward social attitudes, establishes and encourages the attainment of habits, builds a sense of security, and assists in the achievement of communication thru language until enough foundation has been laid for the building of a more formal type of education thru the school.

The mother contact is the first expression of the adult's attempt to help the child gain information, skill, and appreciation. It represents a type of adaptation so important that even the physical survival of the child is included. In addition to the significance that it has as a means of providing necessary adjustment to life, it has meaning in that it illustrates in the most simple way the underlying purpose of all education. It directs native endowment resources toward an adaptation that not only ministers to present needs but also looks forward to future experiences. Indeed, the child is gradually led away from what is immediate as he himself begins to look forward and to have the urge to enter upon new experiences. His inclination may be chiefly the desire to imitate his parents or his older brothers and sisters but it gives him a disposition to accept influences from those who are older, who recognize the future needs of the child, and who seek to give him the necessary preparation for meeting them.

When we ask the question, "What is education?" our best answer is to go to those most elemental processes that take place normally within the family. This helps to give us an understanding of the part education plays in human survival. Its task in the home seems as simple as it clearly is important, but nevertheless it uncovers the underlying purpose of the most advanced sort of education. It is the meaning of survival that changes as education becomes more complex. Mere physical existence is transformed by the race, taking on an enormous quantity of cultural material, so that the

life for which we have to be prepared comes to be readiness for adjustment to a most elaborate, ever changing, social environment.

The simple teaching processes that start in the home, building the child's personality upon the hereditary foundation, normally express two characteristics that need emphasis in any sound program of education. The mother's teaching is ordinarily winsome, stimulating the child's eagerness to accomplish tasks even when they are not in themselves appealing, altho intermingled with it there is occasionally the expression of authority and coercion. For the most part, the child willingly responds to efforts to have him take on the traits that the adults wish him to acquire. Usually the process is so natural that he is unconscious of what is happening or the effort appears more as play than labor or as a challenge that stirs up his desire to do what seems hard. The more formal educational practices become, the less true this is. As a consequence, the great temptation of any educational system is to try to substitute pressure of penalties whenever there is failure to maintain the kind of appeal that is found most effective in family life.

Family education shows us that in our teaching there must be the constant recognition of the importance of the emotions. It is easier in carrying out an educational program to omit systematic effort to influence the emotions. This weakness is common in formal education. The parent cannot sidestep responsibility for the development of the child's emotions because they are so prominent, especially during the earliest part of childhood. The least competent mother, if she cares for her infant, has to pay attention to his emotional needs and outbursts, and the wise mother is conscious that the training of the feelings inside the child is her most important task.

Whenever we try to state what education really is, we are too apt to turn to the formal, highly artificial, institutional type of teaching for our description. The fundamental meaning, however, can be more easily caught by analysis of the elemental, simple processes of teaching that appear within the family during the earliest years of childhood. When we turn our attention to this sort of instruction, we are led to stress the necessity in all education of making instruction winsome, something welcomed from within rather than forced by pressure from without, and of giving the emotions the consideration they deserve and demand. The teaching of music is a good example of this need of enlisting the emotions.

From this point of view, education becomes the social process which perpetuates human values and transmits them to each generation of children and, at the same time, prepares these children to meet their adult responsibilities and to contribute to the ongoing and enriching of civilization. The schools take up a large part of the responsibility which at first in primitive societies was entirely given over to the family. These two social organizations, the home and the school, are so allied in their function that there should be not only the closest possible cooperation between them but the education the child receives from each should become a contribution to the interests of the other.

It is this needed cooperation, which generally appeared in a simple form in the social education of primitive peoples, that modern education has to cultivate. The development of formal education has separated it from the family. The home, as a rule, supports the school with influences that help the child adapt himself to the school procedure. There is little of the reverse influence. The school is by no means indifferent to the family. It does not fail theoretically to recognize how dependent its work is upon the contribution made in the child's life by the parent. However, there is often failure to recognize that education for life must necessarily include some recognition of the cultural significance of domestic values and that the school and home do not work together as social welfare requires.

It is difficult to accept the relative neglect of the interests of the family that we find in the conventional school program. The school has been struggling to prepare young people for life while at the same time assuming little educational responsibility for preparing

them for family experience, even tho it has always been obvious that no part of life is more important or exacting than that which centers about the home. If education is really a preparation to help those who receive it adapt themselves to life, training for marriage and the family must be included.

It is not merely preparation for family life that needs a larger



place in our present education. There is equal need of making educational use of family experiences—teachers are interpreters who help the pupils discover the meaning of events and processes, the value of the everyday happenings that do so much to shape character. Family life is for most children their chief source of experiences of love, obligation, discipline, and inspiration. It offers too rich an opportunity for character-making relationships to be unused by instructors who are attempting to give not merely information and guidance but also that understanding of values without which no career can be, in the true sense, successful.

The Necessity of Improving Family Life

The task of the family as an educational agency has been greatly changed as a result of modern culture. Many of its former functions have been placed elsewhere. This does not mean that the responsibilities of the family are insignificant, but rather that they have changed and have become in certain aspects more exacting. Parents do not have to do as much for their children as in former times, but to influence the development of the child's character as they should requires an insight and self-discipline greater than ever have been demanded of fathers and mothers in the past.

In spite of our many social changes there has been little remaking of family tradition. The life of the home has been reconstructed so that the conditions which influence the development of the child and the relationship between him and his parents have been considerably changed. Our feeling and thinking as adults have, within the field of domestic interest, remained relatively the same. The result has been much loss in the values that the family should contribute, while at the same time no other institution, however efficient, has been able to handle the responsibilities that belong to the family. Parents have been so criticized for their mistakes that the most conscientious of them have become overserious, even lacking in confidence, and have asked the help of organizations attempting to serve youth. Feeling inadequate to meet the problems of children and youth, they have not only sought outside help but have put pressure upon other institutions to take over a still greater part of the life of the child. Indifferent and ignorant parents have attempted to carry on according to the traditions implanted during their own childhood

and have been bewildered when they have been made to feel, thru the experience of their children, not only inadequate but even helpless.

Most of the criticism directed against parents has contributed little toward the strengthening of the home. It has been an attempt to place blame rather than to recognize that the problems of the children have been tied up with those of the parents and that the latter have been as much victims of inadequate preparation for adjustment as the former have been sufferers from lack of understanding on the part of their fathers and mothers.

There are three reasons why the family needs the help that the schools and colleges can give parents and youth thru training them for their present and future responsibilities.

(1) There has come, because of rapid cultural changes, the necessity of building modern family life upon something other than the domestic traditions that are handed on uncritically within the family. The fundamental values that these traditions have supported for generations are, for the most part, as significant as they have ever been. Among these is the development of affection, the establishment of life loyalties, the learning to live with others, and the gradual gaining of a sense of responsibility. Such virtues are the bases for all successful living but they need to be enforced by an intelligent appreciation of their meaning and an understanding of how they can best be obtained in our present home life.

(2) Education for family life is also needed in order that young people, when they become parents, may be familiar with the insight and the resources that science has brought in recent years. This information is indispensable to the parent who must handle either blindly or with understanding the problems presented by the child, ever changing in character with his advancing age.

In order to improve the quality of family life and to safeguard the interests of the child, there must be on the part of the parents a better appreciation of the resources that science has for directing and correcting the physical, emotional, social, and moral development of the child. It is desirable that this familiarity with scientific resources be attained by mothers and fathers not only because from time to time they may themselves need to make use of some specific service but also because as citizens they may constantly press for

a more adequate distribution of this scientific assistance to all families.

How much this spread of knowledge accomplishes has already been demonstrated by the effective way the medical resources concerning infancy have been made available to parents. We know that this popularizing of medical aid is in large measure the explanation of the remarkable progress that has been made in preventing deaths of children during early infancy.

There are other periods during the development of the child when there should be a similar use of scientific resources where at present we are not doing nearly as well as we are with the problems of the young child. Adolescence, for example, is a period of great and rapid physical changes that tax the body and often create temporary emotional instability. Medical examination at this time is often most helpful in providing the child with the conditions of life favorable for both present and later health.

The better type of school is constantly increasing its responsibility for the use of preventive medicine in its widest sense. Its own practices during its instructional period as yet have not been as much influenced by our better understanding of the meaning of the growth of the body and the development of the mind as is necessary for child welfare. The average home is still more open to criticism. One result of this is the lack of understanding of adult problems, such as appear in marital adjustment and as a result of body changes brought about by increasing age. Education for family life helps to conserve body welfare at all stages.

(3) We need also to instil into the minds of those who are to be parents and those who are to be teachers a keener realization of the difficulties of childhood in our present culture. As adults we are constantly expressing the confusion we feel as we try to steer our way thru the discordant currents of the cultural flow that presses upon us. If we are in trouble, a child is even more so. He not only has to handle himself at the various age levels, each bringing its problems, but at the same time he is affected by the difficulties that we older people encounter and that are expressed in our discordant activities and attitudes. We cannot as parents offer the child in his home life greater stability than we ourselves are able to experience.

Instead of feeling the seriousness of the burden modern life brings the child, it is easy for us to think of his career as something that can

be directed by a formula, maintained by authority, or even safely left to drift according to the environmental influences. As far as the school attempts to help the family group by recognizing the domestic values in its own practices and providing instruction that will uncover the meaning of childhood, it will increase the sympathy and insight of parents. Here instruction has to anticipate experiences distant from the child, but it has been demonstrated that this can be done and in such a way as to interest the student.

The Possibilities of Guidance thru Education

The family by its characteristic experiences offers education an unusual opportunity for social guidance. Each home, if it develops normally, presents changing conditions, a continuous ongrowing which has both the unity due to the intimacy and affection of its members and also a never-ending diversity which appears from time to time as the content of family experience centers about some special interest which for the moment seems uppermost.

These two aspects of family life, unity and variation, show clearly in the attitude of the parents toward the child. There is an intense feeling of the common interests shared by all, and at the same time a recognition of the different meanings of this relationship as the child moves thru his development from one status to another. The infant of five weeks presents different problems and has a different meaning to his parents than when he is out of his cradle and creeping about, walking, talking, beginning to play with other children, going to kindergarten, entering the first grade, and starting to high school. His meaning to himself as well as his place in the family changes.

Not only does the nature of the family change in the sense that old adjustments disappear and new ones come but also there has to be recognition of the reshaping of the personalities of all members of the home. A great part of social life functions without any open realization of the significance of emotional attitudes. In any relationship, frustration arises when there is the necessity for prudence or politeness to hide inner feeling. We see this in the case of the employee and the businessman, the soldier and the officer, the teacher and the principal, the minister and the member of his congregation. In much of our association with others this keeping of emotion from frank expression is expected as a matter of course. It is other-

wise with the family. This means that more than any other institution the home must make its adjustment not by rule or authority but by the give and take of persons in an intimacy that invites the fullest individual realization. Families differ in the amount of self-expression they permit. Always their intimacy stimulates a desire for frankness that only occasionally appears in our out-of-the-family contacts.

Since the home fortunately cannot stereotype its practices due to the changing function of its life, it always, in greater or lesser degree, must face the task of dealing with each personality involved in the succession of adjustments that have to be made. There is not only the need for insight on the part of those who are conscious of the problems of family association but also a feeling of the need for help that can best come thru education.

Thus the schools and colleges have opportunity to contribute to the program of education for family life. Our experiences within the home teach us the usefulness of such education. At the time when infancy problems are pressing, this awareness of the need of insight comes to the parents if they have intelligence and enlightenment or even a faint understanding of the significance of the problems the infant presents. The same is true as the young child develops, and often parents are surprised to find this need of understanding most forcefully appearing as the child moves into adolescence.

When we turn from the parents to the child we find that the latter also feels the need of outside help, especially at those times when he becomes conscious of changes in his own career, as he first goes to school, as he approaches puberty, as he enters high school, and as he graduates. His most meaningful experiences, however, are due to inner changes which may or may not tie up the definite stages in his educational career. Neither the child nor the parent is, in his own career, long free from pressure that provides the basis for the recognition of the usefulness of education for family life.

When we think of the development of each individual, the educational programs in preparation for the family roughly separate into those adapted to children, adolescents, and adults. The child offers opportunity because we can enlist his interest and give a background which will influence his domestic development and provide an emotional and factual foundation for a more mature type of instruction later. The education of the adolescent must take into account the

special needs that arise due to the body changes, the awakening of interest in the opposite sex, and the shifting of relationship between the child and the parent. Education of the adult, which at present has, in view of its importance, inadequate recognition in our program of public education, needs to interpret the problems of the parent dealing with the infant, young child, and adolescent.

Altho any program of education for family life must find a way of dealing with these different interests, it must at the same time regard these as merely temporary phases of one basic interest, the cultivation of domestic values. If, for example, the child and the adolescent are given a foundation for family experience adapted to their age levels, we can expect that later as adults they will demand educational help in meeting their problems because they will have the background to appreciate the need of such assistance while at the same time much of the effort we now make to persuade them of the need for parenthood education may no longer be required. As a result, the content of parenthood education will be more pointed and mature.

Growth of interest in education for family life will stimulate the demand for lectures and courses designed for those who do not enter college. This problem can be partly dealt with in instruction in the high school, especially that given in the senior year. As far as the school system earnestly attempts to meet the needs of adolescents who are struggling with courtship problems or already facing marriage, a demand for instruction especially adapted to them will follow. In this connection it is interesting to know that those who have marriage instruction at college are more eager than other young people when they marry to have a short extension course, dealing specifically with the early problems of marriage. At least this has been true of the course for the recently married which for the last three years has been offered in connection with education for marriage at the University of North Carolina. Education for family life at any period tends to stimulate confidence in instruction as a means of dealing intelligently with the problems that arise later.

Education means the acquisition of information, skill, and appreciation which helps the individual make the best use of his capacity as he attempts to adjust to life. We see education in its most elemental form in the association of mother and child. Family experience largely shapes the latter's growing personality. The home also offers

the adult an unrivaled opportunity for growth of character and for satisfaction. A modern educational program should, therefore, attempt to conserve domestic values, interpret the meaning of family relationships, and prepare for marriage and parenthood. In these days when there are such rapid cultural changes there is special need of recognizing the welfare of the home in all sorts of educational activities and programs.

CHAPTER VI

Areas of Educational Effectiveness



EDUCATION can help the family along the four major lines of interest that we distinguish as the physical, social, mental, and spiritual welfare of the individual. The first includes all that contributes to the fundamental purpose of the organism's survival. The other values are based upon a program which seeks to build a sound and efficient body. Since education assumes the

task of preparing the child for life, its program must accept responsibility for doing everything that can be done to further the individual's welfare. This means not only directly attempting to guide the child's development by instruction but also protecting him during the growth process from acquiring unhygienic habits from within and outside the school and especially preventing needless physical or emotional strain arising from school practices.

Biological Welfare

Biological welfare deserves the first attention of the school because it is basic not only to the career of the individual but also to the construction of a wholesome society. Health and physical vitality are especially significant in the family. Biologic unsoundness affects marriage and parenthood in so many ways that physical preparedness must always be the first step in any worthwhile program for the conserving of the home.

American educators and parents have in recent years begun to take more seriously than ever before their responsibilities for safeguarding, as far as possible, the physical welfare of children. Now, in degrees varying according to local conditions, the resources of preventive medicine are brought close to the child especially in the use of protective vaccines. Effort is made to discover the most common forms of defectiveness, particularly along lines of hearing and

seeing. This service has already proved itself socially economic as well as a means of giving the child a fair opportunity to accomplish the work demanded of him. The present program contributes to the security of family life. It also encourages the demand for still greater use of the resources of modern science.

It grows increasingly clear that it is useless to define education as something concerned only with the mental development of the child because what we classify as mind and body are, as Chapter II illustrates, inseparably linked together, being merely two aspects of the personality. There is need of a still more intensive application of medical assistance before we can claim to have a thoroughgoing biological program in our schools, especially in rural sections where there are numerous cases of less common physical weaknesses and handicaps that do not have the necessary recognition and correction. Continued progress is highly desirable since in many instances physical liabilities must either be dealt with during the formative period of the body in childhood or become permanent burdens that the individual must carry thru life.

It is also true that frequently the parent does not have the background to understand the situation of the child and is resistant to the teaching of the psychologic and psychiatric sciences or because of financial circumstances hesitates to seek the medical assistance that his child so greatly needs. Because of this, the medical program of the school becomes somewhat of a social standard, an example to the community, an influence that lifts the protective and therapeutic program to higher levels. It is in itself an education, but its influence would be greater if it were made more adequate and if it were better interpreted to parents. In order to help parents and teachers realize the meaning and possibilities of the health services provided by the school program, there is need of greater emphasis on the part of the physician and especially the pediatrician upon the biological background and interests of the child. This appears forcefully in the case of the adolescent. His welfare demands a wide biological viewpoint. A special medical examination for those passing thru the great changes of adolescence should become a routine of preventive medicine.

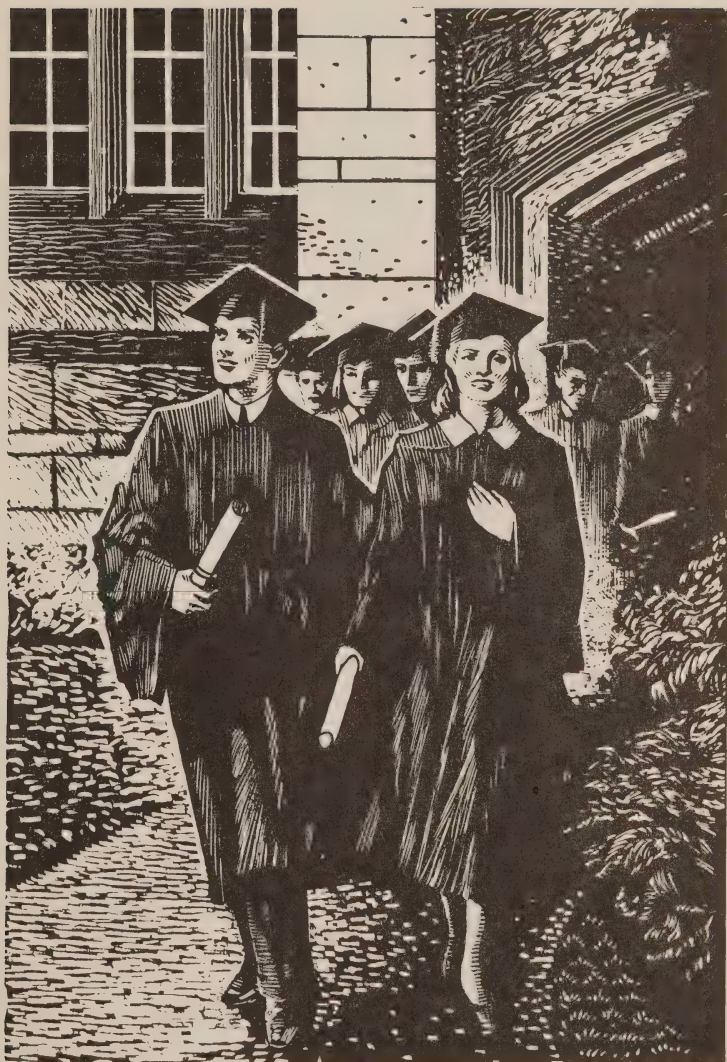
There is an imperative reason for greater attention to the biological needs of the child, the meaning of which the educator should realize. Modern life, which we are so apt to think of as a consistent

progress, is in fact, viewed biologically, characterized by ways of living that both further and hamper health. New conditions may not necessarily work against biological soundness, but this may be their effect if accompanying them other habits of life and social changes are not made.

An example of this is diet. Altho it seems safe to say that generally speaking the standard of living has been remarkably advanced by American civilization, it does not follow that every child is well fed. The fact that he can be does not prove that he is. Refinement in the processing of our food removes elements that must be supplied in some other way if the conditions of optimum health are to be maintained. The result is that we try to replace vitamins and minerals that have been abstracted from flour, sugar, and other common food materials. Since we are no more likely to return to former dietary conditions than to former means of lighting and transportation, it becomes needful that there be a greater intelligence in planning for the family's food than was once necessary. The resistance that we frequently find to ideas of a proper diet has to be taken into account. This is a product of faulty suggestion, usually in the home, and can be removed only by educational influences.

This illustration of the diet problem is but one from common experience. Cultural conditions present the child as well as the adult with a highly organized, artificial environment demanding for well-being not only discrimination and intelligence but also self-discipline. The more our habits of life change, the more true this becomes. Biological safety demands a scrutiny of conditions, an understanding of their meaning, and the disposition and insight to control or to modify their effect, which it is hopeless to expect of persons who are not helped by an education that emphasizes biological welfare.

Altho education that assists people to live needs to be directed toward both the adult and the child, the most promising and effective economic contribution comes thru the education of the latter since during his growth period biological preparedness can be built into his life and made the basis for more intelligent parenthood in the present and the next generation. Indeed, in many instances it is discovered that the easiest way to get at the parent is thru the child. A direct attack on bad dietary habits or other unhealthful ways of living would be resented as criticism by the adults merely because of the meagerness of their background, but when the need of the



*Let knowledge grow from more to more,
But more of reverence in us dwell,
That mind and soul, according well,
May make one music as before.—Tennyson*

child becomes a medium of transmission there is less danger of resistance. The child's interest becomes an incentive strong enough to open the mind of the parent to new ways of living. The social danger of an education which fails to build an understanding of biological needs appears when it is remembered that it is not necessarily the underprivileged families that reveal neglect or ignorance in dealing with the physical needs of the child.

If the schools are to make progress in their effort to help each child achieve the highest possible degree of physical health and vitality, there must be recognition in the curriculum of the biological aspects of human life. This instruction should stress knowledge of the body, of present scientific resources that are available to prevent disease and conserve the body, and of the principles of eugenics. These three fundamental physical interests are not separate. The school program needs to bring them together in a unified, practical effort to help the family along biological lines.

(1) *Knowledge of the body*—From the school's viewpoint, this requires the teaching of facts that the child can assimilate, that will affect not only his habits but also his fundamental emotional attitudes toward his physical interests. The amount of information which can be interpreted to the child is not only immense but is rapidly increasing. The advance of biochemistry and endocrinology has forced a reshaping of any instruction in hygiene and physiology built upon the knowledge of a decade ago. The material must be interpreted on the various age levels so as to make it appealing to the child. It also must be connected as far as possible with his everyday experiences, especially those of the family.

The teacher now has at hand enormous facilities for enforcing information that otherwise might seem uninteresting to the child and distant from his experience. The white mouse has frequently become a most impressive example of the effect of inadequate diet contrasted with one containing the needed food material.

It is important that instruction in the field of biology be as honest, factual, and clear as any other school teaching. We naturally expect such instruction to be conservative, but there is no advantage in the long run in attempting to instil ideas in the child that do not square with the orthodox teaching of modern science. Exaggerated and morbid interest in controversial presentations is nowhere more dan-

gerous than in any program designed to give the child knowledge of his physical and psychic life.

Difficult as the task is, present trends prophesy that schools must take over a greater responsibility for the teaching of what is generally known as sex education. Present knowledge has greatly emphasized the need of giving to youth and to parents a more understanding realization of sex as it influences the body and the mind. The consequence of this is that education all along the line must, if it honestly attempts to prepare for present and future living, contribute its part to the building within the child of the proper regard for sex and some realization of its meaning. In carrying on the task of sex education the schools and colleges face a social condition that results from the distortion of sex interest. It is one of the traits of modern culture, an inevitable consequence of the passing of what Charles Eliot stigmatized as the "conspiracy of silence." The educator at present is confronted with a different situation than that faced by his predecessors in previous generations in the United States. Sex appeal has been widely commercialized. In one form or another, every American child comes in contact with notions of sex.

Mere knowledge of biological processes will not meet the needs of children or youth since sex is more than reproduction. Proper emotional attitudes regarding sex are as important as familiarity with facts. Giving information is not enough. The building of a sense of the personal and social values included in sex is required to make the acquisition of knowledge helpful.

Altho the family has its responsibility, which many think is even greater than that of the educator, the latter has his part to play in building in the child the intelligence and character necessary to meet the hazards that face him when he is given no help in the understanding of the sex side of his personality. The educator cannot be expected to meet this responsibility without training. He also needs understanding and background and, most of all, right attitudes.

Experience shows that it is difficult to help the older child, especially the adolescent, unless sex is related to the idealism which gathers about courtship and marriage. Thus the most effective teaching, at least in the later period of school instruction, results from stressing boy and girl relationships and preparation for marriage, and making sex enlightenment a byproduct of the instruction.

In addition to the information that the school should bring to the people, there is a greater need for constant attention to the effect of school conditions, school requirements, school practices, and especially the atmosphere of the classroom as these influence body health. The school as an institution, conscious of its own interests, is tempted always to put emphasis upon objectives that it makes important because they fit into the traditional scheme. Byproducts of this attitude that may work against the physical well-being of the child are the unnecessary strain of a long school day, rigid discipline, excessive stimulation, insufficient time for lunches, irrational punishments such as forcing the overtired child who has caused disturbance as a consequence of nervous fatigue to go without his recess, and the strain of riding long distances to and from school.

Since our formal education comes at a time when the child is by the decree of nature going thru rapid growth processes prerequisite for the making of his adult body, there is the greatest need of squaring school practices with the principles of modern pediatrics, psychology, and psychiatry. It is too much to ask the educator, untrained as a rule in natural science, to assume responsibility for the school program without the criticism and assistance of persons whose life work it is to understand the significance of the physical growth of the child.

Much that happens in the school program originates in motives that have nothing to do with the building of a sound body. It is difficult to see how it will be otherwise until it is generally understood that the school provides its instruction during the period of life when the physical body, including the nervous system, is assuming its adult characteristics; whatever else the school does, it must not antagonize this process. When this is realized, the growth and development of the child will become the focus of the school interest, and the necessity of counsel with persons having a knowledge of biology will be taken for granted. We are moving as a people toward this modern concept of educational responsibility, and no other educational progress promises so much for the family life of tomorrow. Adults, especially parents, also need to realize the significance of science as a guide to everyday living.

(2) *Knowledge of scientific resources*—One of the greatest services the public schools perform is the distribution of information

concerning the resources of science that are now available to meet human problems. In no field is this more important than in physical survival and health. By uncovering these modern resources the school not only widens the acquaintance of people with the work of those engaged in preventive medicine but also helps to establish an expectation of contributions from science that will lead the next generation to be open-minded and eager to use the new inventions and discoveries which we may safely expect as science advances. The value of such attitudes is already apparent, for in every community where education along lines of preventive medicine has been developed we find an increasing number of individuals eager to put to use the new defenses against disease and ill health.

In spite of this promising beginning, no one familiar with the situation prevailing in every section of the United States can be in doubt as to the great quantity of human suffering that comes about from failure to make better use of the present resources of preventive medicine. Examples are the unnecessary complications and bad consequences of pregnancy and childbirth. Specialists in obstetrics and gynecology find themselves greatly limited in their efforts to meet the needs of a multitude of women because of the great amount of ignorance as to the resources now available and required for the establishment and maintenance of national health. The considerable social energy that has to be spent to win the attention of parents, in order that so simple and significant a protection as inoculation against diphtheria may be carried on, shows how much there still is to be done in bringing public health resources into the American family program.

The recent progress that has been made, especially in making a larger part of the American population conscious of the seriousness of diseases such as syphilis and gonorrhea, and familiarizing them with present defenses against the diseases, is most encouraging. The fact is that these same resources might have been employed sooner and would now be far better established in the social program had it not been for a backwardness that can be explained only by the failure of our educational influences of family, church, and school to honestly, courageously, and factually deal with the problem of venereal disease. We are at least a decade behind our possibilities, due not to the fact that science was helpless but to the difficulty of scientists in gaining an opportunity to put to use preventive and

curative measures. Here as elsewhere we find that a freer use of what science has to offer becomes a stimulant to help improve medical technic while at the same time encouraging the research that brings added resources.

The time has come when a better organization of the resources of preventive medicine is possible and greatly needed. To bring progress, there must be a widespread demand for applied medicine and this is certain to follow an increased understanding of the possibilities of preventive medicine and the value of the various services that make for public health. Greater attention to physical welfare in the public school and its instructional program is the most promising means for the lifting of our health standards. In many communities the best area for such organization is the neighborhood with the school as its center, to which members of the various families can come and work together. Here is a most promising opportunity for adult education.

The physician needs to be kept alert by a vigorous public demand for preventive medicine lest much of his opportunity be lost as he gives his attention to curative problems, frequently the consequence of former failure to make good use of preventive resources. Education can easily become a greater influence in spreading thru the neighborhood, both to children and to their parents, high ideals concerning mating, but frequently the obstacle to this is a distortion in the program which minimizes physical welfare while stressing the value of traditional material that, when put to the test, cannot be defended as the means of adjustment to life.

(3) *Realization of genetics*—An intelligent society is certain to take seriously the meaning of human genetics and the problem of population. When our American civilization is tested at this point it cannot be said to have reached a social maturity that leads to the utilization in practical ways of the findings of science. Heredity is the basis of much of our prevailing human suffering. The science of genetics has accepted the task of discovering what constitutes good stock and how it can be maintained. Its knowledge is at present far behind the accomplishment of science along most other lines. This retardation is in part the result of a lack of public interest that comes from the failure of education to interpret the meaning of inheritance as a fundamental influence in life and a lack of appreciation in many

people of the importance of a feeling of moral responsibility in mating so as to fulfil the ideals of one's personality and love.

Evidence of our present lack is the small attention given by thoughtful and well-meaning young people to the hereditary significance of their proposed mating. Only when there is some spectacular appearance of what is regarded as bad heredity are most of those who marry concerned with the probabilities of their union as expressed in parenthood. Family records are indifferently kept and for the most part ignored. This lack of concern in no measure changes the fact that nothing in preparation for marriage is more important than an honest scrutiny of the hereditary background of both persons who seek to unite in marriage.

The right to sterilize those who are clearly unfit to be parents is now well established in the fundamental law of the land and has been legislatively enacted by twenty-nine states. This application of science in negative eugenics has its place in an intelligent program to conserve our population. It does not go far enough to contribute to American family life much of what the science of genetics has to offer. We cannot expect more headway until all education agrees to assume with greater vigor its share of responsibility. It has under its influence the unformed mind of the child and is therefore in a position to establish attitudes that will function when the individual faces the possibility of marriage. The discerning educator in his own work soon discovers the significance of the quality of mind and body that is so greatly influenced by inheritance. As he plans to strengthen the family life of the future he should be quick to feel the need of including the idea of race improvement in his program.

Cultural Welfare

We are constantly made conscious of the difficulties we have to meet on account of the changing and enriching of our social environment. It therefore requires little argument to convince us that many of the troubles that register in domestic experience in the United States have their source in the social environment. The perplexities and decisions forced upon the individual appear also in the life of the home and explain the demand for a more intelligent kind of parenthood, able to handle the more complex domestic responsibilities.

American social life affects the family in two ways. By influencing members of the home it indirectly becomes a family problem. Experiences out of the home as they affect emotions, habits, and attitudes are brought into the family circle, often forcing a readjustment of the relationships of the various persons concerned. One of the important functions of the modern family is the way it can absorb and counteract the stresses and strains that individuals encounter in their daily work as they earn their living. This therapeutic service is possible only because the family by its intimacy, affection, and emotional atmosphere can more constructively deal with the consequences of environmental pressure. To bring such a change there has to be readjustment not only in the person who comes into the family laden with fatigue and dissatisfaction but also in those who by their sympathy help him to achieve a feeling of security and contentment.

The social environment also affects the family in a direct way since the home itself is frequently called upon to make adjustments to new situations. The difficulty of accomplishing this is one of the causes of what we commonly call the instability of the modern family. It is easy to see this pressure for new adjustments on the part of the family when we come to trace the influence of some particular invention such as the automobile, radio, or movies upon domestic experience. Altho there is little conscious effort to direct the use of these inventions so as to modify family life, the results as they appear in the home are not, on account of this lack of motive, less effective or disturbing.

Since there seems to be no doubt that both the individual and the family must become accustomed to a constantly and rapidly changing environment, an obligation comes to the schools to prepare the child for the present and future adjustments that an intelligent program of life demands. This includes specific recognition of the values which center about family life.

The child needs increasingly to be introduced to the meaning of a varied and changing culture, such as has been described in Chapter II, so that he may have a background to understand the problems which come to him. He is hopelessly maladjusted to life from the start if he does not learn during his school career that the source of many of his perplexities and problems is the social environment. The present influence of our international situation is a most vivid and distressing illustration.

For his welfare it is necessary and important that he have more than a general appreciation of this fact. He should be personally helped to understand some particular consequence of the cultural environment as it influences his life so that he may gain the habit of looking beyond his own experience for an explanation of the problems that come to him. Little by little he needs to be led to a realization of the problems that come to his parents because they also are influenced by cultural conditions.

As the child grows, he must for his future security get the idea that as long as he lives he will be called upon to make new adjustments because of the changing character of his social environment. The task of the educator in promoting this realization is greater when dealing with the adolescent than with the younger child. The latter looks forward to new things because he tries to imitate adult life and realizes how much he cannot do, while the adolescent is apt to have the feeling that he has arrived and thus can pass final judgment on the basis of what life has come to mean to him. His sense of assurance has to be penetrated in order to make him conscious of the temporary character of the decisions he is called upon to make. In this way he can be prepared for adjustments not yet within his experience.

There is a special need that no young person leave school without an understanding of the resources that have been built up to help people and families make the adaptations modern life requires. Many of our social organizations that can help immensely operate chiefly within large cities. Even so, it is important that the child become acquainted with what they do because there should be a more wide-

spread demand for the social services that have come into being to help people in the modern world. Much can be done for family life thru making those who are soon to be parents fully aware of the values of organizations such as the nursery school, child guidance clinic, mental hygienic clinic, juvenile court, community center, family welfare society, legal aid clinic, open forum, savings bank insur-



ance, vocational guidance, cooperative organizations, and many other enterprises that contribute to the security of the American people and the American home.

It is not enough to give occasional miscellaneous attention to matters that concern the family as they appear from time to time in various class discussions. In addition to these casual contributions, family life, courtship, marriage, and parenthood require specific instruction which attempts to prepare the child for present and future domestic adjustments. There is every reason to believe that the family of the future will need this part of an educational program even more than is true at present. Since there is no prospect of holding back the cultural flow that is constantly forcing new adaptation, our only means of security is a more effective preparation. It would be misleading, however, to think of these demands for new adaptation as merely intellectual preparation to meet problems. They are, as a rule, fundamentally opportunities for an intelligent development of the personality along all lines of domestic interest, but this does not mean that they are less exacting or that there is less need of self-discipline on the part of those seeking to build successful family life.

Psychological Welfare

No effort of the school or college to help young people develop their resources for family life and to prepare for marriage and parenthood can have much success unless it encourages a maturing of the emotions that have to do with family experience. This is hard to accomplish. Not only is the instructor confronted with the difficulty of finding a way to reach the emotions indirectly by the presentation of material, always baffling whatever the objective sought, but, in addition, his teaching often struggles with well-intrenched emotions as he seeks not to crush but to lead to wholesome expression so that there may be greater readiness for marriage and parenthood. It frequently becomes necessary for the teacher to eliminate wrong attitudes in order that right ones may be established.

It is evident that much of the trouble we now have comes from the failure of education in the past to contribute to the preparation our youth need for marriage and family experience. If the parents of today had been better trained to meet their responsibilities or had taken more advantage of their opportunities, the school and college

would find it easier to develop their program for the conservation of the home. They could assume that as a rule the child would at least have an emotional attitude toward family life that could be made the basis of positive instruction. Instead, at present, it must be expected that a great amount of energy will be used to wipe away false notions and wrong feelings that must be eliminated before there can be any successful interpretation of the values of domestic life.

The psychological contribution of the school to both the child and the parent is one of its most important services. We are all conscious of the shift that has been made in the functioning of the family. Its productive significance has been largely taken away by the modern machine. As this has happened there has been an increasing development of affection as a motive of family life. Both economic interests and love have been in the home life of the past just as they are ordinarily still present. Nevertheless, one has lessened and the other has increased. This change makes attitudes all the more significant. The successful home must now find its support in achievement of personal satisfactions or it becomes disappointing. No longer is the family chiefly held together by economic pressure.

Education for family life has to take into account this new emphasis on affection as a motive of family life. We find matrimonial expectation highly developed among young people, but at the same time we too often find a lack of understanding of the importance of the attitudes that one should bring into marriage. The responsibility of the school and college is all the greater because of the insecurity which comes when the child is denied a realization of the affection of his parents and of the false teaching to which he is now exposed. Much of this comes from the movies, whose purposes too frequently are not to reveal the facts of normal family life but to picture marriage in such a way as to entice the interest of a profit-bringing clientele. Much of this presentation would make little lasting impression were it not for the fact that there is so seldom any basis of discrimination in the young person who seeks entertainment. The failure of the home has created a void which commercial entertainment fills with exaggerated ideas of romance that obstruct good preparation for marriage.

The psychological contribution of the schools to both adults and children is all the more needed because domestic values are being crowded out of our social life. Until the present century the

home and the church had little rivalry as centers of interest. The home was valued because it was experienced. The members of the family depended upon one another. The home was the unit, along with the church, of emotional values. The situation has considerably changed. Many families have so little content and such a small amount of emotional value that the members have made interest outside the home the chief source of their satisfaction. This again has been due in part to the organization of recreation on a commercial basis.

It is in the cities, especially, that we find the loss of the appreciation of domestic opportunity. This failure to realize the satisfaction of a vigorous home life is not merely urban. Young people brought up in homes that have little function except that of shelter, the providing of food, and the meeting of expenditures by those gainfully employed have little basis for any appreciation of the joys that should come from family association. Fortunately, one of the good uses that can be made of the idealism which usually shows itself in the last years of the high school, as the impulse toward mating begins to be expressed, is a directing of attention to the means by which happiness in marriage can be achieved. No one familiar with the way most American young people feel regarding marriage can have doubts about the opportunity the educator has to turn good intent into a preparation that later will function in family relations. By good use of this enthusiasm we can build a higher type of family life in America.

Spiritual Welfare

No one plumbs to its depths the meaning of marriage and the home until he glimpses their spiritual significance. The family offers not only comfort, security, pleasures, and satisfactions that all normal people crave and need, but also a fulfilment of profound cravings that are born of the spiritual needs of men and women.

Thus the family carries us beyond itself and leads us toward an appreciation of the meaning of life. The home may be an education in itself, helping us to know that inner hunger which never finds full content but which, as incentive, pushes us forward to greater self-discovery and attainment. We bring forth in the home those yearnings, difficult to define, which always become

attached to our profoundest values. Without their achievement, domestic resources are like an unworked mine, potential in its riches but yielding little of worth. Adjustment, physical response, economic security, and pleasurable association all become self-sterilizing unless each leads onward to a spiritualizing of marriage and family experience.

Without this deeper significance, the home would never gain that social support which has made it the basic institution in every civilization of which we know. Like the church, the home furnishes opportunity for experiences that guarantee the worthwhileness of life, spiritual achievements that spur human nature onward and give it that feeling of security without which accomplishments soon seem futile.

No education for family living can prove helpful if it neglects this spiritual contribution which properly belongs to marriage and the home. We need most of all to know ourselves and our deepest human longings. Nowhere can we as naturally and profoundly become acquainted with our innermost possessions as in the intimacy and constancy of family association.

Family Education, A Social Contribution

Anything the school and college can do to help people gain more from their home life is a service not only to the individual but also to society. One of the dangerous weaknesses developing in American civilization is the instability and relative insignificance of the home. A great many people are losing their ability to achieve domestic satisfaction. Cynicism and pessimism are not only strong but constantly brought to the attention of young people. The increasing divorce rate is only one evidence of the lack of sound family life in our culture. The divorce problem, moreover, exists because those who marry have not developed the qualities necessary for the achievement of marital happiness. They need information; they need a willingness to face the prevailing conditions; they need a familiarity with the resources that will help people in trouble; but most of all they need the emotional and spiritual attitudes that give the right outlook upon marriage and family life.

It is doubtful whether there is any social contribution that can come from the schools that will be as helpful in the building of

sound social life as the insight necessary to discover the satisfactions of marriage and parenthood. It is useless under present conditions to expect young people to know how to get the greatest happiness out of marriage unless they are helped by adults who have the background necessary to reveal the opportunities of domestic experience. The task does not fall exclusively upon the schools or colleges, but nowhere else can we expect a systematic, factual interpretation of domestic life, given in such a way as to win the sympathy and mature the emotional attitudes of the boy and girl or the young man and woman.

CHAPTER VII

Schools Can Help Homes



IN CONSIDERING the point at which schools can begin education for family life there are two concepts which need to be kept in mind: first, the home, as a rule, supports the school with influences that help the child adapt himself to school procedure, but there is little of the reverse influence, that is, too little of the school influences which help the child adapt himself to home procedure;

and second, programs in preparation for family life roughly separate into those adapted to the child, the adolescent, and the adult.

Acting from these viewpoints, the school must set about to establish programs on three different levels—child, adolescent, and adult—with the emphasis and objective substantially the same at each level, that is, to cause the school to become an agent of increased influence in helping the child adapt himself to the home. The justice and reasonableness of such an emphasis are obvious. Whenever the school meets a difficult problem it feels free to call the parent for consultation and assistance. It is equally desirable for the parent to consider the school as an ally standing ready to help the home solve its problems. It may well become as usual for the parent to call upon the teacher for counsel in situations involving the child in the home as it is for the teacher to summon the parent in cases involving the child in the school.

Developing a Community Viewpoint

Undoubtedly, in bringing about a school influence which may help the home, the first step is to develop an understanding between parent and teacher as to the significance of such a process. Whatever failures there may have been on the part of the school to help the family, and there have been many, have not been due wholly to the

indifference of the school toward this phase of its work, nor have such failures been due to lack of desire on the part of the home to receive such help as the school may give. Both school and home have been seeking, oftentimes unconsciously, for ways whereby they might be of more assistance to each other. Very often the teacher has not been sure whether his help could be effective in the home and equally often there has been doubt as to whether his services to the home would be welcome. On the part of the home there is honest doubt as to whether any service of the teacher to the home would be helpful. The problems and issues of home life are by their very nature so intimate that they do not admit inclusion of an outside agency which may not render its service with a background of complete understanding of elusive personality factors.

The approach to the problem of home-school understanding lies in the development of a new consciousness of the reality of the fact that education is a continuous process. This phrase has deep implications for home-school relationships. It means, first of all, that the home needs to realize its own educational function. It means that the home should not think, "I send my child to school to get an education," but rather "I send my child to school to supplement the education which I give him at home." It means that both parents and teachers should realize anew the fact that they work side by side in a unified process of the development of the child. It means that the home must have a great concern as to what the school does to the child under its influence. It further means that the school should be equally interested in what the home does to the child. It means that the teacher needs to be constantly open to suggestion and help from the parent. It also means that the parent should be constantly open to help and suggestion from the teacher. It means that teacher and parent should work hand in hand in developing a twenty-four-hour program for the child, intelligently planned so that health, attitude, mind, and spirit all may have a chance to develop in a most wholesome way.

It is a truism that all experience is educative in character. That is a concept, the implications of which both teachers and parents need more fully to discern. If it is true that all experience is educative in character, then parents constantly should be conscious that home experience is as significant for the child's education as his school experience. The home still remains, in certain important areas in child

development, the greatest educative agency of all. Of course the home must delegate to the school the major responsibility for the teaching of skills appropriate to age levels. But parents need to be conscious that there are "educations" of attitudes, emotions, loyalties, and faiths which teachers cannot provide alone. These "educations" depend in great degree upon wise educational procedure on the part of parents. Because of this, parents have an obligation to become conscious of a responsibility for constantly improving their methods of directing home activities which mold youth; in the same measure they should recognize the teachers' responsibility for improvement in the processes which they carry on in school.

It is of utmost importance that those who professionally survey the entire educative process develop methods of interpreting the reality of home-school responsibility so that the activities of the home and school may be unified and integrated. Such interpretation should open the way for home and school to accept each other's counsel and to plan cooperatively. Just as the school may well receive home counsel in developing school methods for the child, so the home may well receive the school's counsel in developing activities in the interest of the child's development. An interpretation of the values which may lie in a program of reciprocal counsel and cooperatively planned activity for home and school is the first step in education for family life.

The School's Service to Potential Home Building

Everyone admits that of all life's responsibilities those involved in the maintenance of the family are the most demanding and exacting. Paradoxically these are the responsibilities which the average young person assumes with least understanding of their demands and with little or no specific preparation to perform them. Young people, for the most part, assume these responsibilities with an appreciation of their seriousness and with high ideals for making home life beautiful. There are few who do not wish to do their best. They need no exhortation or conversion to a sense of responsibility. They may soon learn that their ideals can never be realized except thru exercising individual ability in doing specific and definite tasks which home building demands.

A clear discernment of this elementary fact brings a realization

that the school may well render its finest service to family life thru emphasis upon individual responsibility for the development of the competencies which family living requires.

It will likely never be possible to analyze the factors which enable some to succeed in building wholesome home life; it is equally difficult to discern the factors which cause others to fail. But there are certain elemental conditions which determine success or failure. It is self-evident that family life will not thrive for those who cannot meet the simplest family obligation. Homes disintegrate because young men cannot get jobs; and young men cannot and will not get jobs until they become competent to do what jobs require. Homes break up because women cannot cook, spend family money wisely, or organize home duties effectively. Successful marriage and family life require not only mental, physical, and emotional adjustments but they also require conditions which beget mutual respect. The respect of a wife for a husband who has made himself and his service of worth to a community, the respect of a husband for a wife who can and does carry her share of family duties with competence and dignity, the respect of children for parents who have proved competent to care for them, the respect of parents for children who appreciate and wisely use advantages provided for them—these respects are the things which make the family secure. Wholesome family living rests upon wholesome, purposeful, strong, working individuals who from day to day see in one another qualities which engender respect and devotion and consequent enduring affection.

Education for family life is not general in character; it is essentially the development of a series of definite and properly balanced competencies—mental, emotional, and manual—which enable the parent or child to become a positive contributor to happy and wholesome family life. It is here that the school must begin. In a program of cooperative planning this objective of individual competency of parent and child must be kept dominant.

A Program for Parents of Preschool Children

Whatever is done for and to children of preschool age in the homes of a community will determine the kind of children the school will receive at the school-entering age. There are certain definite things children of preschool age need from the home which the school may help the home to provide.

The school may become an effective agent in helping parents develop a sound program of home education. Certain specific areas which need emphasis by the school to aid parents with preschool children are treated in Chapter VI. In thinking of these areas of emphasis the school not only needs to help parents gain a fuller knowledge of child growth and development but it must go further and be quite specific in informing parents concerning certain things to do. The prescriptions of a physician to a mother with a sick child are quite definite—certain things need to be done with routine and regularity. Likewise there are things to do for child growth in mental and emotional stature. Some things need to be told to children with the authority of experience; others need to be discussed and fully explained. There are games to play with children, stories to tell, books to read, songs to sing, pictures to show, walks to take—all these are things to do. It is important to realize that knowledge about child growth is barren of results unless such knowledge is supplemented by definite action. This is the beginning of a dynamic program of education of parents to meet their responsibilities with the preschool child. Possibilities with regard to emotional development are discussed in Chapter II.

To give such specific aid to parents, the school must become a center to which the parents of preschool children may turn for counsel and for exchange of experiences with other parents facing similar problems. Whether the school may become such a center will depend upon the way in which the principal of each school (in this case, the elementary school) exercises his function as an all-round educational leader. The principal who realizes that he has a concern not only for pupils now in school but also for those who will later come to school will set about to establish methods of contact with parents of preschool children in the community. Surely we may look forward to the time when in each elementary-school district the children of preschool age are recognized as a part of the educational program; not that they necessarily will be included in the school's formal program, but rather will have their preschool life made richer by virtue of an influence which the school has exerted upon parental education in the home.

To make this possible, it may well become the function of the elementary school to know the homes of children of preschool age. Perhaps on the basis of the age of the children, parent-conference

groups may be formed. Such group discussion, on a case basis, of problems of physical, mental, and emotional aspects of child development may be the means of effectively improving the home education of the preschool child. The effectiveness of such procedure will depend entirely upon the degree to which the leadership can make the discussions concrete and specific.

Conscientious young parents will welcome the opportunity for interchange of experiences and counsel about a responsibility which they are meeting for the first time. Young parents who discover that there is no formula for physical feeding of children which applies to all children soon discern that there is no universal formula for mental and emotional nurture which applies to all alike. Group discussion of parent problems will reveal that there are some "good practices" and some "bad practices"—practices which experience proves helpful to many parents, and practices which generally fail. There is the doctrine of "readiness" which applies here in a significant way. Schools are quite sure now that it is detrimental to "force" reading before there is a maturation which exhibits itself in a readiness to read. Parents long have known that children should not be encouraged to walk until they are physically "ready." Parents will be helped greatly if they discern the way in which this doctrine applies to many of the problems of children. Growing out of a worthy anxiety for child progress, parents insist upon a degree of achievement which brings bad nerves and distorted personality. Undue insistence upon high marks, honor standing, early graduation, and a premature social development—all these parental anxieties need to be tempered according to a doctrine of "readiness."

From such group discussion may come a new realization on the part of parents that in the affectional development of the child the home plays a role all its own. There is usually a strong emotional bond between parent and child. Every child needs to be aware of this deep and enduring parental love, and parents must find ways whereby such an awareness may develop. This is as necessary for wholesome growth of personality as is food or clothing. There is, perhaps, a more immediate reason for emphasizing the need for the home to attend to the emotional nurture of the child. The child who has no consciousness of parental concern and care lacks one anchor which might contribute much to stability. But all this must

be done with a fine sense of balance. Parents need to be helped to understand how to feed their children emotionally, as well as physically and mentally; to know that overfeeding in these areas is as dangerous as underfeeding; but, above all, to realize that while children may be fed physically and mentally by extra-home agencies, the home stands in a unique position to give an emotional nurture which nothing else can give as well and as beneficially. Directing thought and attention to effective ways of providing wholesome, balanced, emotional nurture of the right kind and amount for children in the home will bring large dividends in character development. It is a field in which the school must work earnestly.

Family Life Education for the Preadolescent

Recent curriculum developments have done much toward emphasizing home life in the social teaching of children in the early grades of school. Such developments have been based upon a sound philosophy. For the child in school to begin to look at home life somewhat objectively is essential for improvement of family life. Perhaps it is in the preadolescent age that appreciation of family life can best become fixed. In the impressionable years it is possible to fix in the child mind some standards of success for family living which will endure thru life. If, as it is said, successful family life is measured in terms of understanding, thoughtfulness, and cooperation among all members of the family, then it is important that children in the lower grades be helped to realize how understanding, thoughtfulness, and cooperation really manifest themselves in concrete ways in the home.

It is at this early age that the school may find its greatest opportunity to bring parents into a cooperative program of development of wholesome habits which will operate equally at school and at home. It is with this school-age child that parents and teachers alike need to keep in mind that, altho the child "goes to school," a large and significant part of his education is carried on in the home. It is at the age when we begin to send reports home to the parents about the child's "cooperation" at school that we shall find the opportunity to set up a plan for getting information about the child's cooperation at home.

Any reciprocal program of achievement reporting, as between home and school, such as is implied here, will call for skilful planning. It is evident, however, that until the school can secure the fullest degree of home cooperation in personality development, a program of education for the development of good habits will be to that same degree ineffective.

Education of the child for cooperation in family life calls for a program of organized planning of home duties. The modern home, with its mechanical devices, seems to offer limited chances for children to do profitable work in behalf of the family. But despite the fact that home tasks become progressively fewer in number, there is still a wide range of things to be done at home in which parents and children can cooperate. There are still floors to sweep, beds to make, tables to clear, dishes to wash, lawns to mow, screens to fix, walls to wash, ashes to carry, and errands to run. It is a temptation for many parents, concerning these little tasks, to say, "It is so much easier to do it myself than to get the children to help me." Here is where the most important phase of education for family life falls down. As long as parents fail to discern in the tasks of the home the only means of developing cooperative attitudes, as long as they neglect their teaching opportunity for the short-cut of doing the tasks without the "nuisance" of child help, just so long will the home wonder why children do not develop home interests.

The development of a program of school aid to the home in planning real homework for children is not so much a matter of discussion in parent groups as it is a problem of the development of devices which create understandings between parents and teachers. There can be bad "homework" as well as constructive and helpful "homework." It is well to look toward setting up certain means of procedure by which both teacher and parent will cooperate in stimulating and evaluating development of habits in cooperation in home life. There is every



reason to believe that the thing which we call cooperative attitude will grow with proper nurture. Many teachers have become amazingly effective in securing the cooperation of pupils in doing the tasks involved in support of school activities. The cooperative spirit between teacher and pupil in many classrooms—the understanding which pupils have as to the need for their help—is an achievement to which many schools may well point with great pride. The same spirit on the part of children can be and, under the right parental direction, often is developed in the home. If it can become possible for the school to help the parent get cooperation from the child in the same degree as he cooperates at school, it will be a boon to family life in many situations.

In order that the school may more effectively assist in educating children for cooperation in home life, it is necessary to take the parent into the cooperative educational scheme in a way which has not yet been fully achieved. Such a program implies a broadening of the concept of the function of the elementary school. Such a program can develop only from active leadership in the school which conceives its function to be the coordination of all agencies bearing upon child environment. The kind of home-school cooperation which is so necessary cannot come from incidental meetings of parents with teachers. Such a program demands a more intensive treatment: a shop project, initiated at school, to be done at home by son and father; a recipe given at school, to be used at home by daughter and mother, are ways whereby cooperation at home may be stimulated. The success of any effort which is made to project into family life habits developed in the school calls for a continuing relation between parent and teacher, both parent and teacher standing side by side to encourage and appraise the cooperative activities of the child in the home and at school.

At present our program is in great measure limited to parent-teacher study of but one side of the child's activity. We do much to encourage parent study of school processes. We must also encourage and stimulate teacher study of home processes. Under such a cooperative, two-way regime we might have increased hope that both home life and school life will become progressively better for children and for adults.

Education for Family Life in the Junior and Senior High School

All the attributes ascribed to adolescence create tensions within the family. They are a composite of seemingly centrifugal forces which tend to throw the child out of sympathy with the family unit. Desire for independence, awakened interest in social activities, the urge to see the world in all its phases, resentment of all which puts a brake upon new-found opportunities for freedom—all these are forces which take youth from the common interests of the home. None of these impulses is bad in itself; rather, each one is a manifestation of wholesome and natural growth. But if a balance between independence and wholesome relations within the family is not maintained, family life is threatened.

Modern family life confronts some concrete issues. At what age is Mary to have dates with boys? What about the family policy with regard to the use of the family car for high-school parties? How many evenings a week shall the children be allowed to go to a show? What time shall parties begin and end? Shall children of this age be given an allowance? Shall they form and join secret societies, with mysterious rituals, grips, and whistles? When family policies are violated, what shall be the form of punishment? Shall children be obligated to keep parents informed of their whereabouts? The question we face is whether the school can aid in preserving wholesome family life in its struggle with these very real issues.

Perhaps the school's most direct contribution can be rendered thru a gradual but certain development of wholesome community standards. One family standing alone in a community for a certain standard of conduct is helpless. But the school, with all children enrolled, with possibilities of contact with all parents, may guide in a program of parent cooperation for setting a wholesome community standard. An adolescent youth is highly impatient with arbitrary setting of rules of conduct made from an adult viewpoint. But youth en masse are highly responsive to a program of living according to a fine ideal. The school can, and many schools do, thru cooperative discussion with youth leaders, develop a body of youth mores which are more powerful than rules or laws can ever be. The administrators of secondary schools have a great responsibility in aiding adolescent youth to establish practices and codes which

in time become customs and traditions to guide youth conduct in a community thru the years. The school may become the agent for bringing together parents and youth for exchange of opinion about what is good and what is bad. It can create understandings between parents and youth as no other institution can.

Certain of the difficult issues which confront the family require that the school help adults to look upon their problems with adolescents with greater objectivity. In making family adjustments to meet the practical issues involved, adolescent youth should not be forced to make all the sacrifices. For example, if a family owns a car, and it is a *family car*, it will contribute to the solidarity of the family to allow a youth to use it, to the degree that he proves he merits such a trust. It is such a viewpoint which the school can help to establish in the home—a viewpoint of privilege going hand in hand with responsibility. Use of a car imposes a great responsibility—responsibility for safe driving, for safety of pedestrians, and for minimizing in every possible way the concern and worry of parents who, after they have granted the privilege, sit at home with dread that the telephone will ring to impart bad news of an accident. As pointed out in *Safety Education*, the 1940 yearbook of the American Association of School Administrators, driving skill and attitudes of safety can be taught. Many schools now are helping parents to avoid needless worry.

Again, the school may lead in a program of parent understanding about a reasonable time at which to expect children to return from social affairs. Youth often are led to establish for themselves some standards of action which result from imitation of those who are socially irresponsible, with utter disregard for the fact that what they are doing breaks down parental health and creates nervous tensions for every other member of the family. The school has been effective in dignifying the practice of brushing the teeth, of supporting the home team in victory or defeat, of fighting to the last ditch for the "dear old school"; it can, if it sets about it, establish some of the same good standards of loyalty to the family itself.

All this demands that school and home alike must respect the dignity of the personality of adolescent youth. The problems which arise in family life incident to the interests of adolescent youth are the "great" problems of youth. These problems must not be treated lightly by adults. They must be discussed with youth in a manner

which causes them to know that adults do not belittle their concerns. It is the experience of those who deal with youth as tho they were adults that youth make as sensible decisions as any which adults will make for them. In many situations the school needs to help parents give youth a chance to show how fine and sensible they really are.

It is somewhat in this same manner that the school needs to work to aid in the solution of the vexing problems of boy and girl relationships which involve all the physical and emotional adjustments upon which family life so much depends. There are certain knowledges which young people need to have to enable them to make sensible plans for establishing and maintaining home and family. Undoubtedly, family life suffers severely because of lack of knowledge upon which adjustments of personality depend. At the same time that we give recognition to a lack of knowledge, equal recognition must be given to lack of ideals and convictions. Along with knowledge about the family and its founding is an equal necessity for a development of ideals and convictions as to standards of relationship between men and women which promote wholesome family living.

Here the schools can render a great service. Thruout the nation there are thousands of schools in which teachers quietly and effectively have established between boys and girls codes of conduct that will have a lasting influence in the family life of these children thru the years. But there are also many schools in which there is no awareness of responsibility in this matter, which allow standards of student action to fall so low as to encourage cheap and tawdry conduct which leads directly to indiscretions. Schools and colleges wishing to make their contributions to wholesome family life must have great concern for the development of standards of student life upon which later family life can be built. Youth will not regret tomorrow what it failed to *know* nearly so much as it will regret what it *did* under the influence of an environment from which the starch of dignity of action was washed out. The school which teaches "family life" in the classroom but neglects responsibility for a constant effort to build standards of conduct among its students will likely find its gains are less than its losses.

Our future family life may be made or marred in the corridors and on the campuses of secondary schools and colleges. The technic

whereby high standards of conduct may be established among young people in our schools must be made a matter of careful study by every high-school principal and college president; as youth think and act now with regard to the sacredness and dignity of human personality, so will they think and act thru the years. So fine are the ideals of youth, so responsive are they to suggestions for good, that but little more than encouragement is needed for continuing a course of conduct in which they themselves earnestly believe.

Stimulation of Parent-Child Cooperation

It is quite safe to assume that the school's true influence upon family life will be determined by the degree to which the school inaugurates and encourages activities which children and parents will carry on in the home together. That which causes the family to work as a unit on a project is of direct benefit to family unity. In many ways the school has an opportunity to devise projects for pupils to do at home which will not only permit but actually require parents to work with the pupil for their completion. The *doing* departments of the school—the arts, home economics, music, and shops—may bring parent and pupil together in many common undertakings which can be projected from the school into the home. It is fortunate when school projects in the arts are so developed that the pupil can work on them with parents at home. The arts will greatly multiply their community service when a technic is discovered of getting parents to work with their children, to develop home workshops, and to make cooperatively articles for home use—chairs, tables, and lamps. A community of fathers, working with their sons in home workshops in the evenings, such work initiated by a dynamic program of industrial arts in the schools, would be a community with many social problems solved. From the home economics department to the home can go projects in baking, cooking, sewing, embroidery, home decoration; from music—family gatherings for appreciation, group singing, string ensembles; from physical education—home games and home exercises for all members of the family.

All these activities which will draw parents into the educative scheme will make for more wholesome family life. It is the responsibility of the school to study how increasingly to project its activities

into the home circle, always with a full understanding established with the home that it is in the interest of child, parents, and family to have this done. All this calls for great ingenuity and skill, but no more than the school has at its command.

The School's Cooperation with Community Agencies

The schools of a community are in a unique position with regard to family life. They touch every family in which there are children of school age, as can no other community agency. This fact imposes a definite obligation upon schools to work cooperatively with the many effective community agencies which are so deeply concerned with family life. Some social agencies, both public and private, now touch families at vital points wherein children are involved. While it must be remembered that the school's primary function is education, yet often to make education possible the school must extend its activities and work with social agencies at many points. The school recognizes most community agencies as allies in a common cause. Of especial significance are the organizations of parents—national, state, and local—which are actuated in their work by the high ideal of working toward betterment of relations between home and school. To these, the schools owe a great debt and a great obligation.

Thruout the country parent-teacher associations have been striving with great effectiveness to develop a fuller consciousness of the possibilities that lie in complete cooperation between home and school. These organizations, and others of similar purpose, are already contributing to better family living. With the aid of the school they can further stimulate programs of parent study which will bear upon a finer home life. The needs of the children are great; the needs of the family as an institution are many. There is a part for every agency to play. The school, standing as the one agency which is common to all homes, may render a great service not only in co-ordinating the work of community agencies concerned with the family but in assisting with their activities so that each may serve its largest function.

CHAPTER VIII

Specific School Activities



THOSE who administer the educational program in this country are sensing the responsibility which the schools must assume in contributing to the solution of the everyday problems of home living and the improvement of family life. They are asking what the needs and concerns of families are, the basic reasons for family problems, and what kinds of programs the schools can foster

which will contribute to meeting these needs and concerns and resolving these problems. Students of home life point out that the education going on in families, consciously or unconsciously, planned or unplanned, is of tremendous significance to the individuals in the group at every age level. The type of education inherent in living in the family is probably the most powerful educational influence which society has.

The purpose of this chapter is to direct attention to the types of educational programs now going on in schools, colleges, homes, and other agencies, which are designed to contribute to more successful family life and to point out significant trends.

Systematic Educational Effort within Families

The kind of education existing in families involves the mother-child relationship—the mother as teacher, the child as learner. This type of educational program for the most part is unplanned and proceeds unconsciously as far as teacher and learner are concerned. The implications of such learning experiences have been adequately developed in Chapter V.

There is, however, another type of education in the home which is planned. Increasing numbers of families are recognizing that what “goes on” within the home in the process of daily living has educational implications for every member of the group, regardless of age.

The adults in these families sense the significance of such experiences and attempt to make them rich and meaningful for all concerned. One of the situations frequently utilized for its educational value is that of making decisions in matters which are of common concern to all members of the family. Some of these situations involve such questions as what type of recreational activity the family can enjoy together, what kind of car to buy, what color to paint the house, what kind of flowers to have in the garden, and how to plan the use of money. Such questions are usually discussed with the family members as a group. This type of counseling together emphasizes group action and, at the same time, gives the individual a sense of being of worth in the group. It does not exclude the necessity or importance of parents' dealing individually with children regarding these and other problems. Frequently, mothers allow individual children some choice in the selection of clothing. These choices usually have to do with color and style. Choice in toys and play equipment also lends itself to individual counseling between parent and child.

Giving children an allowance from an early age is an experience planned to teach the use of money. Betty, aged four, facing the candy counter with a penny in her hand, is a consumer having an experience in trying to get "her money's worth." The child, with his own money to spend, slowly develops a personal standard for consumer buying, influenced by the amount and kind of adult supervision given and the buying patterns of that particular family.

The recreational program which some families plan together indicates that they are conscious of the vital health needs of the group. The plans frequently include such items as outdoor sports, picnics, and provision for individual interests, such as hobbies, and mother's and father's "night out." Families who are developing plans of this type are usually those who are eager to provide the play equipment and materials adapted to the various age levels.

Many families are consciously attempting to direct the reading which their children do, and to select rather carefully the radio programs and movies which their children hear and see. Committees of parents are found in almost every community which are studying the programs offered and trying to influence the quality produced.

Parents are gradually extending their interest in improving the character of planned education within families. This is evidenced by growth in the number of parent-study groups in such organizations

as the National Congress of Parents and Teachers, women's clubs, church groups, welfare organizations, and government agencies serving families. These parent groups are no longer content to listen to the so-called expert set forth his pet theories. They do not want to be talked to. They want to discuss actual problems of rearing children and family relationships to the end that they may improve conditions for the growth of their own children in their own homes. A more detailed presentation of what is being done in this kind of family life education will be found in this chapter under the caption, "Parent Education Programs."

The Improvement of Living in Existing Families

Previous chapters of this book have emphasized and reemphasized the commanding position of the family as a social institution. It must follow that what goes on in families to maintain them as going concerns is also important. What knowledges, skills, and practices are used to make "the wheels" of home life go round? Students of the family point out that for the most part family life has been a by-product of housekeeping. In other words, it has grown out of the necessary processes by which food, clothing, and shelter have been provided for the family group. Homemaking, therefore, becomes a series of skills, knowledges, and practices which are involved in supplying the necessities for survival. Its essentials are the selection, care, and preparation of foods, together with the utilization of nutritional information in carrying out these processes. It also includes the care and selection of clothing with due regard for art implications, textile information, and health factors.

Management of time, energy, money, and the physical aspects of the home plant and its surroundings are likewise important elements in homemaking. Lastly, and without doubt the all-important phase of homemaking, is the relationship of family members. How the members of the group react to one another in the whole process of homemaking is the matrix of satisfying home life. In the beginnings of education for home living the housekeeping aspects were most obvious and, therefore, received first attention in the curriculum of the schools and colleges. Gradually, as understanding of human growth has developed, living in families is viewed as a way to the realization of basic human needs and aspirations. Education for

homemaking is no longer wholly in terms of skills, management, and information. It is seen as a means of creating designs for living in which ways of satisfying basic human needs and desires are discovered. Information, technics, standardized procedures, furniture and equipment, gadgets and labor-saving devices, as well as budgeting and purchasing, become focused upon these intangible but vital outcomes of living in homes.

If the objective of homemaking is to help young people develop and carry on the kind of family life that will minister to some of their personal needs and guide them toward the attainment of those aspirations and values they cherish, the focal point becomes, What kind of homemaking and family life will foster the kinds of human relations and personalities for which the family primarily exists? Specifically, the question revolves about ways in which boys and girls and men and women can be sensitized to the meanings and the implications of homemaking that are of vital importance. How can they be given some realization that in the daily activities of homemaking and family life they can find fulfilment of those hopes and expectations and those acute needs that impel them to marriage? The answer to this question must be sought against the background of commercial advertising, moving pictures and radio, and fictional presentations, many of which reiterate the idea that happiness and emotional fulfilment are always "out there," outside of daily life, outside and beyond the responsibilities and the opportunities which individuals must face each day.

Schools and colleges are progressively accepting the implications of these objectives of education for living in families and are attempting to plan programs which will help young people to a fuller realization of what living in existing homes has the possibility of becoming. The plans range all the way from "sewing and cooking courses," which deal only with skills and processes, to comprehensive programs in family life education. Some elementary and secondary schools are attempting to look at the child at every age as he really is in physical, mental, social, and spiritual development. In these schools, administrators and teachers are attempting to discover some answers to questions such as: What are the child's major concerns? What are his inescapable problems? What are his essential needs? To what extent does he recognize his own concerns and needs? The research carried on to date reveals that these problems have their

beginning and end in relationships, first in the home, and second in the church, school, and community. As a result of this and other types of research, students of child growth are pointing out that the socialization of the individual is an extremely important phase of his development.

Young people are usually most bewildered by their respective roles as boys or girls. Providing opportunities for the child to become intelligent concerning his role and to develop a feeling of "at homeness and belonging" in the group is one of the major responsibilities of the school program. Social poise and a feeling of security in the role they are to play as boys or girls commensurate with age level and ability are the backgrounds against which the educational experience provided under the guidance of the school becomes truly meaningful to the individual. Schools are increasingly recognizing this concern of pupils to be comfortable in social situations and to feel secure in their roles. They are providing opportunities for various types of social contacts. Some of these opportunities are to be found in the extracurriculum program and others are to be found within the regular program. If the individuals discover their roles as boys or girls and learn how to use them, they have acquired an asset of immeasurable value for living, both within and outside the home.

Any learning which contributes to understanding of self, helps the individual to move toward the achievement of recognized goals, gives him courage for his aspirations, and fosters a better adjustment of relationships both within and outside the home is education for living in families. Any program or course of study, regardless of where offered in the curriculum, that moves in the direction of such outcomes is contributing to family life education.

The approaches which schools are using to include family life education in the curriculum are many and varied. At the elementary level the activity program is growing in favor. The activities selected by the school as learning situations for the child must have purpose for him as well as being fruitful, educational experiences. The home and all that goes on in it are the most intimate experiences which the child has. For this reason, many of these activities are drawn from actual home-living experiences which are closely related to the existing home life of most children. This type of program in action



*The high prize of life, the crowning fortune
of a man, is to be born with a bias to some
pursuit which finds him in employment and
happiness.—Emerson*

implies teacher-pupil planning as well as many opportunities for pupil-pupil planning and working together.

Working together implies that children are living experiences in which they must get along together, plan together, and share together the ups and downs of finding solutions to problems. The emphasis is in the direction of encouraging participation in existing home life. Helping mother with her work in the home or helping father with his work is the central interest of many of the activities. Projects of this type are moving toward the goal of more worthy home membership. Many skills and processes of housekeeping are learned in order to be more helpful in living in the home. Such projects may contribute in some measure to building ideals, beliefs, and aspirations about the home. The extent depends in large measure upon the character of the family life of the individual child.

Some elementary schools have well-equipped laboratories in which these activities are carried on. However, in the majority of situations the projects are planned and worked out in the regular classroom situation with a minimum amount of equipment. An interesting approach which some classroom teachers have made to develop an understanding of food in relation to health is to have an animal-feeding project. White mice are often used. The children plan the diets, feed the mice, weigh them, and keep the growth charts. This is an effective way of teaching information about nutrition.

At the secondary level there are the usual home economics programs which include courses in home management, food preparation, dietetics, clothing, child care, family finance, housing, and consumer buying. In most schools, regardless of how academic these programs are, they are identified with education for living in families. Such courses are deliberate attempts to acquaint young people with the skills, processes, and technics needed for homemaking. They are also a means of dissemination of information. Many of them do much to help girls solve their own personal clothing and social problems. Their major purpose is to help young people live more effectively in their own families than they otherwise would.

The curriculum of the schools has been planned rather well for the education of girls and women in homemaking. The importance of providing experiences in the school curriculum intended to prepare boys and men for assuming their share of responsibility as family members has but recently been recognized by school admin-

istrators and curriculum-makers. Boys have worked in industrial arts shops while girls have been in the home economics laboratories. The boys' interest in camp cookery first led them to ask for a share of time in the food laboratory. This interest is developing. In a number of senior high schools, boys are demanding a rather comprehensive program in homemaking. Their special interest is in units of work having to do with food selection and preparation, clothing selection, financing the home, care of children, and family relationships. The interests are usually highly personalized. Many schools are meeting this demand thru their home economics departments.

In some schools, biology, social studies, art, and commercial and industrial arts courses are designed to make a contribution to family education similar to that made in home economics programs. Biology emphasizes the physical development and attempts to have students understand life processes. There is little emphasis on relationships within the family. The social studies course presents the family in its social setting, looks at its nature and origin in the past, and offers the historical background of other related agencies. There is some emphasis on the importance of the home as a community influence. Art in these courses has to do with the physical aspects of the home—its furnishing, decoration, and landscaping. Art also deals with costume design and personal appearance.

Commercial courses frequently include units on personal and family finance, budgeting, and various phases of consumer buying, such as sales resistance and selling technics. Industrial arts, in some cases, emphasize house construction, the care and repair of home equipment, and the buying of furniture. Again the center of interest in these courses is usually the developing of skills and the imparting of knowledge. There is little offered in such courses to help young people evaluate the meaning of family life in terms of personal happiness and as a means of realizing aspirations and meeting basic human needs. These programs, with the exception of industrial arts, are coeducational. In a few cases the industrial arts courses include boys and girls.

Some schools are making other approaches to help young people live more adequately in their existing families, and to encourage them to put more time, energy, and thought into making their present family living more satisfactory to themselves and to others. The basic or general curriculum is one of these devices. The major ob-

jectives of this program are to help adolescents attain social confidence and poise and to help them find their roles as boys or girls. Its emphasis is on personal concerns and goals. In this type of program there is obviously little in the way of a course of study that can be set up in advance. It implies comprehensive guidance on the part of the teacher, pupil-teacher planning, and parent participation if the program is to do for the adolescent *what he says he wants done* and at the same time move in the direction of the goals which the school has set.

Most of the concerns of young people at adolescence arise out of their attempts to find their roles as boys or girls, and to emancipate themselves from adult controls, especially in their own homes. These are aspects of the adolescent problem which have been revealed in the studies made to determine the concerns and needs of this age group.¹ The adolescent wants to be a person in his own right. He wants money of his own to spend, either from the family income or from a job by which he can earn money. He wants dates. He wants the use of the family car. He wants to listen to his favorite radio programs. He wants to come and go and he wants no questions asked. All these *wants* are intimately tied in with the way of family living in his own home. They have their beginning and end in family relationships, ideals, beliefs, aspirations, and patterns. An attempt to resolve any one of these concerns implies rich resources for gaining insight into the meanings of the responsibility of family members and of sharing with others.

A few schools are organizing programs in home and family living on a coeducational basis. The objectives in the area of human relationships as set up in *The Purposes of Education in American Democracy* by the Educational Policies Commission place responsibility on individuals, not on sexes.² Four of the eight objectives

¹ Bell, Howard M. *Youth Tell Their Story*. Washington, D. C.: American Council on Education, 1938. 273 p. ¶ Heaton, Kenneth L., and Koopman, G. Robert. *A College Curriculum Based on Functional Needs of Students*. Chicago: University of Chicago Press, 1936. 157 p. ¶ Zachry, Caroline B., and Lighty, Margaret. *Emotion and Conduct in Adolescence*. New York: D. Appleton-Century Co., 1940. 563 p. (For Commission on Secondary School Curriculum of the Progressive Education Association.) ¶ Progressive Education Association, Committee on Workshops. *The Personal-Social Development of Boys and Girls*. New York: the Association, 1940. 243 p. (Printed by Haddon Craftsman, Inc., Camden, N. J.) ¶ There have been several unpublished reports issued also such as: Hertzler, Alverda E. *A Study of the Personal Problems of High School Girls in Certain Southern California Secondary Schools*. Master's thesis. Los Angeles: University of Southern California, 1939. ¶ For additional references, see the bibliography in the Appendix.

² National Education Association and American Association of School Administrators, Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C.: the Commission, 1938. 157 p.

relate specifically to living in families. These four objectives designate the educated person as one who appreciates the family as a social institution, conserves family ideals, is skilled in homemaking, and maintains democratic family relationships. To realize these objectives in any program of education for family living, provision must be made for boys and men as well as for girls and women.

The family is an institution founded on basic human relationships. Family living goes on in a place called the home. In this place, husband, wife, and children share a social, emotional, and economic partnership. This viewpoint implies that to the degree in which all members of a particular family group share responsibility its living is successful or unsuccessful. All members of the family must, therefore, be included in any program of education designed to improve living as it takes place in families.

At the secondary-school level the curriculum related to home living has usually been organized for girls. The boys have worked in industrial arts shops while the girls have been in home economics laboratories. In a few schools boys have been given an opportunity to work in food laboratories and the girls have gone to shops. There is, however, a growing trend in the direction of coeducational programs. The titles given some of these programs in the junior high school are: Social Scientific Curriculum, Mathematics Related to Home Living, Personal and Social Adjustments for Boys and Girls, Safety in the Home, Science Related to the Home, Living More Successfully with Ourselves and Others, Living More Successfully in School, and Living More Successfully in Our Families. Social studies, home economics, science, and industrial arts teachers are responsible for programs of this type.

A few outstanding coeducational programs in family education in senior high school are centered about a nursery school. The high-school buildings have fully equipped nursery schools as a part of the home economics departments. Other schools have access to federally aided nursery schools. The program in home living in these schools revolves around the child in the family. Both boys and girls participate in planning the care, feeding, training, and recreation of the children attending the nursery school. Home economics and nursery school teachers present this program.

The approach to helping young people live more effectively in their own homes thru home projects was first made by the vocational

home economics group. Modified forms of this device are a common practice in many homemaking programs today. The home project is a form of individualized teaching. The pupil, working with her parents, and the teacher select some job in the home which needs to be done or which would improve the living conditions in that home. There is a wide range of possibilities in the types of projects which may be selected. They may include planning and marketing for the family meals for a month; caring for a small child for a given period of time; making clothing for a member of the family or for one's self; rearranging the individual rooms of the home; or making articles, such as curtains or draperies, for the home. The usual objective of the home project is to help in the development of the skills and processes of homemaking and the improvement of relationships in the home. The emphasis is in the direction of encouraging actual participation in existing home life on a higher level than the individual otherwise would.

The examples previously cited are but a sampling of many types of programs which schools have designed to improve living in families. The programs offered by outside agencies are similarly varied and comprehensive. The federal government has many programs that are carried on thru the Department of Agriculture, Children's Bureau, Office of Education, and other agencies. There are also programs sponsored by church organizations and related groups, bureaus of public welfare, parent-teacher groups, and women's clubs. Many commercial and industrial organizations have programs which are set up to help their employees develop more satisfying home living.

Helping Young People Found New Homes

Up to the present time schools and colleges have made a meager contribution in helping young people found new homes. It is of extreme importance to young people as well as to society to help them meet their interests and needs regarding marriage and family life. Objections and criticisms are offered from many sources which have deterred educational effort in this area. A growing number of young people are, however, coming to educational institutions seeking help in the venture of founding the new home. To meet this demand the schools and colleges must in the near future find ways

to overcome these objections and provide opportunities for young people to study the problems of marriage and family life.

Young people approaching the founding of a new home are usually vitally interested in making the venture a success. They look upon the home as a permanent institution—something from which they can expect the fulfilment of aspirations. It is to them a symbol of all that is “good and beautiful.” The secondary schools in the later years and the colleges are the educational institutions to which young people approaching marriage should be able to look for help. Some senior high schools offer programs which are planned to help young people view some of the problems of marriage and home-making. These are, however, limited because of the scarcity of teachers who can do the job and also because only a few school administrators and communities sense the importance of the demand which young people are making. There are numerous opportunities to offer such courses, but the facilities and a sense of the importance of the need are lacking. Despite this apparent indifference from such sources, something should be done for these young people who are asking for guidance in founding their own homes. There are courses in secondary schools which are designed to help young people, while living with their parents, to become better home members. These, however, do not answer youth’s questions of relationships, ethics, and patterns of conduct regarding the founding of their own homes.

One way of meeting this problem is to indicate more clearly the areas in which educational programs can both wisely and effectively undertake to meet the interests and needs of young people who are seeking this type of help. Such a proposal might proceed upon the assumption that for marriage and family life, as for other aspects of living, there is a body of traditional ideas, beliefs, and practices to which individuals look for guidance in their attempts to direct their lives. In this we may find support from various studies of marriage,³ which stress the importance of this cultural background. Young people receive instruction in these traditional ideas and practices from various sources, including not only their own families, churches, and youth organizations, but also the schools and colleges and thru the radio, motion picture, novels, short stories, and the theater, to say nothing of the incessant pressures of commercial

³ For example: Burgess, Ernest W., and Cottrell, Leonard S., Jr. *Predicting Success or Failure in Marriage*. New York: Prentice-Hall, 1939. 472 p. (See other publications listed in the Appendix.)

advertisements. If the focus could be upon some of the areas in which these various agencies are most actively influencing both the ideas and the conduct of young people, it would seem that an educational program designed to clarify those areas would be not only socially justified but individually helpful.

In some high schools, and also in continuation schools, home economics teachers are developing a family education program for adults. The units of work are planned to meet the concerns of engaged couples, those recently married, and those who have been married for some time. Fundamental and important factors in the establishment and promotion of satisfying home living are considered, such as relationships, financial problems, consumer purchasing, social problems, and interrelationships of home and community responsibilities. These problems are handled on the basis of meeting individual needs. The program is conducted in the nature of a clinic. Men are frequently found in these groups. In all schools of this type it would be profitable to develop a program for young people founding their own homes which would guide them to an intelligent understanding of the significance of family life, including masculine and feminine roles, home management, marriage, sex, and child rearing.

There are perhaps two hundred colleges making systematic attempts to help young people who are thinking of marriage. Some idea of the trend is indicated in an incomplete survey by the University Section of the National Association of Deans of Women, which lists thirty-nine colleges in this country now offering courses in marriage and the family. The majority of these courses are on a coeducational basis. In no instance are they required of all students. They are, however, required in some departments, such as sociology and home economics. In a large number of colleges either the sociology department or the dean of women organizes and teaches the courses. In a few instances courses are organized as symposiums with professors from various fields, such as sociology, economics, biology, and hygiene, offering units of work. In two colleges the institute for social living plans the courses. Health, mental hygiene, home economics, and zoology departments are responsible for what is offered in family education in several institutions. In two colleges the Y.W.C.A. and Y.M.C.A. sponsor the courses which are taught by members of the college faculty.

Community agencies outside the schools are beginning to assume some responsibility in planning programs in education for marriage and family life. Church and closely related organizations are probably taking the lead in this movement. Many government agencies are offering programs in home management, consumer buying, child rearing, and similar areas. These offerings, together with what schools and colleges are doing, are inadequate to meet the demands of young people for help in founding new homes.

Parent Education Programs

Until recently few schools and colleges were sensitive to the significance of helping fathers and mothers in the care and guidance of young children and adolescents. Many of these institutions apparently took the attitude that what happened to children and young people before they entered the formal educational program was none of their concern. Too many educational leaders still look upon parents as benighted individuals who must be *told* how to bring up children. Such leaders are not sensitive to the concept that what goes on in home life has more lasting educational significance for the child than most programs to which they, as educators, may expose the child.

There is, however, an increasing desire among educators to help parents in rearing children. The lip service which these leaders have given to parent education is gradually developing into functional programs. The educators who are evolving such plans are beginning to see that parent education is more far-reaching than problems of thumb-sucking, temper tantrums, and quarreling. The effect which the relationships of family members have on the behavior of children is evident. Mental hygiene in the family is an important factor in the care and guidance of children at all age levels. These leaders in education are beginning to be conscious of the larger implications of educational opportunities for parents. They are seeing



that developing programs of education for marriage and living in families should be one of the vital concerns of schools and colleges.⁴

The concept of the whole child is in the foreground of modern educational philosophy and practice. The child is a physical, social, emotional, and intellectual entity. His environment and the persons in it responsible for his care and development are a part of him and he is a part of them. This philosophy implies that all agencies and persons responsible for the development of the child must cooperate in the program. In the past, the schools have had one program and the homes another. Often the two have been antagonistic to each other. Those who administer the schools today are recognizing the need for the cooperation of the home and the school in planning the educational program for the whole child. In some cities, parents are members of curriculum committees and contribute significant viewpoints. Parents are often found on committees to study the change in marking systems. In the annual programs of state education associations, parents are frequently invited to take part in the discussion groups.

In some school systems parents come to school to get an understanding of what the school is trying to do for the child. Jane's mother visits the class to find out how Jane and other children are taught to read, to see how activities are used as learning situations, or to observe how a trained person handles the behavior problems of certain age pupils. Parent and teacher are together trying to understand and guide the development of the child. In some situations study groups dealing with such problems are organized according to grade levels. The discussion in these groups is under the leadership of the teacher.

There are, in some school systems, citywide programs for parent education—organized, supervised, and financed as a part of the public education system. These are frequently centered about nursery schools or play schools which serve as laboratories or observation centers for parents. As parents see trained persons handle young children or participate themselves in handling these groups, they find help in meeting the problems of their own children. Types of specific behavior seen in these nursery or play schools often be-

⁴ Baruch, Dorothy W. "Therapeutic Procedures as Part of the Educative Process." *Journal of Consulting Psychology* 4: 165-72; 1940.

come the topic of discussion in a parent study group. It is important to encourage more projects of this type and to develop programs for parents of adolescents. Very little has been done for the latter group.

Agencies outside the schools and colleges have done more to develop ways of helping parents in rearing children than have these institutions. The parent-teacher group, women's clubs, church organizations, and various federal agencies have made outstanding contributions. Community health clinics and social welfare agencies have provided an invaluable service to parents of young children. The help to be had for older children and adolescents is meager.

Schools and colleges are doing more to help young people and adults live better in their existing homes than they are to help these people found new homes and become better parents. In the secondary schools all home economics programs, regardless of adequacy, are identified with education for family life. In some schools other departments, such as social studies, biology, art, and commercial and industrial arts, are reported as contributing to family life education. The colleges and universities report two types of programs. One is designed to prepare young people for marriage and for family life. A relatively small number of colleges report this offering. The other is vocational in nature. It is designed to prepare students for teaching family life education and for entering those vocations related to home economics education.

Agencies outside the schools and colleges are developing plans of family life education. These are usually separate and apart from the school's activities. In the development of a functioning program of education for marriage and family living, it is urgent that all agencies both within and outside educational institutions cooperate in the undertaking.

It is important for those who are planning programs of education for marriage and family living to appreciate some of the realities of the problem. It is especially important to be sensitive to the influences which surround young people in their daily living and which are continually making lasting impressions on them.

The educational offerings for marriage and family life, regardless of source, are pitifully inadequate to meet the demand. It is, however, encouraging to note that educators and leaders in agencies outside the educational institutions are increasingly aware of the significance of these problems. They are giving more than lip service.

They are trying to *do* something about developing education for marriage and establishing the *new* home, as well as helping young people and their parents to a richer fulfilment of their daily aspirations and hopes in the homes in which they now live.

CHAPTER IX

Leaders and Leadership



THE PROBLEMS involved in family living are old but not obsolete. Acceptance of responsibility by public-school authorities for helping with the solution of those problems, however, is new in some communities and is nonexistent in others. Whenever awareness of need for organized study of educational problems in homes arises, one of the first questions is that of leadership. There

is no categorical answer to this question; not even a "best answer" which is the same for all communities. The best answer may be indicated by conditions with reference to the nature of leadership, which are peculiar to a community and the purposes of the educational program in that community. In this, as in other problems which public-school authorities face, the method used in selection of leaders will determine the quality of the work. The superintendent who is able and willing to take into account all the factors in his community as well as in his school system is more likely to select the best leader than is the superintendent who sets up rigid requirements for teachers in general and superimposes those requirements upon this particular selection.

Conditions To Be Considered

The attitudes and practices of the board of education and the historical development of schools in each community are of primary importance to the development of educational services. The board of education which depends upon professionally competent people to conduct the schools and to recommend desirable changes in practice will act quite differently from the board of education which itself attempts to administer education and maintain traditional programs and practices. In some communities the board of education through its professional staff has succeeded in providing a complete and

unified program of education in the public schools, designed to meet educational problems from birth thruout the span of life. There are not many such communities. There are relatively few boards of education that even think of school responsibility for children under five years of age or for organized study by adults. Others have thought about it but have made no provision for discharge of that responsibility. The history of a community with reference to education is similar to the history of a family. In some communities, as in some families, education is of greater importance than any other activity, always receives first consideration, and every reasonable provision is made for its support.

Immediate present faith of the community in the importance of adequate financial support of education is a second consideration. The costs of leadership, teaching materials, and equipment for a program of education for living in families will vary with existing teaching staffs, libraries, laboratories, and available classrooms. In some schools a satisfactory program might be initiated by readjusting programs of individuals already on the staff and by full use of existing rooms and materials. Other school systems may have no teachers or equipment ready to initiate work in the field.

The strength and vitality of programs of education which are conducted by organizations other than the schools are a third consideration of importance. Private organizations have "ego needs" for recognition, just as individuals have. They want credit for beneficial outcomes of their programs. They bring organizational pressure to bear upon their members to attend their own classes. In some organizations neither the program of study nor the leaders address themselves to the general purposes for which public schools are conducted. In other instances, school workers serve on the educational planning committees of other organizations, and representatives of other organizations attend the meetings of planning committees in the public schools.

Public libraries, health and recreation departments, and departments of sanitation, fire control, and law enforcement all depend for their effectiveness upon the education of the citizens. Private organizations and associations of adults, as well as organizations for boys and girls, bid for the time, energy, and interest of their members and for support for their programs. Such conditions affect what the schools are able to do.

Another consideration that enters into the answer to the question of leadership is the fact that a program of education for home life must address itself both to children in the schools, who must be led by their teachers in the school, and to the parents of the children. The school teachers often carry heavy teaching programs and cannot take on regular assignments for leadership of parent study. The leader of the study by parents, therefore, should be familiar with all school practices. Few public schools are equipped with space, furniture, or appropriate materials for adult study, and even when school authorities provide a leader for adult groups the work has to be done in private homes, churches, club houses, or in some spot on the school property which may be inimical to reflective thought. Conditions favorable to uninterrupted considerations are as important to adult study as to that of children.

The training and experience of the teachers in the schools, as well as of individuals in the community who might be included in the program of study, constitute a fifth factor in the question of leadership. The way teachers feel and act toward parents and toward the whole process of education, especially that portion of it which takes place at home, affects the confidence of school children in the importance of the things that are learned at home. The breadth and depth of social as well as academic experience of teachers measure the value of their leadership in this area. The attitudes and practices of every teacher affect the way children feel about home life and the relationships among members of the family group. In other words, effective leadership of children in the schools cannot be assigned to one teacher. The school administrator who undertakes to develop education in this field has the task of developing sensitiveness to its purposes in all the members of the teaching staff.

Individuals in the community who may be excellent leaders for the adult groups in this program may be found in almost any social and economic group. Adult groups, as well as groups of children, vary greatly in their readiness to study and in their needs. The practice of placing responsibility for the selection of a leader upon the adult group that wants to study has been useful in some places. The members of a group have a different kind of loyalty toward the leader whom they themselves have selected, and they tend to select leaders suited to their needs when left free to make their own

selection. Provision of legal means for certification of leaders in adult groups needs careful study.

The Characteristics of Leadership

Our country is committed to social and political organization which depends for survival upon the quality of its leadership not only in public, governmental positions but also in homes and schools. There are general characteristics of good leadership wherever leadership is found, but effective leadership in any particular situation depends upon specific knowledges and skills in addition to possession of the general characteristics of a leader. For instance, an individual may have all the characteristics of a leader and the knowledge and skill to be an effective leader of agricultural workers and yet fail as a leader of a political group or of a group of students of religion. An individual might be a highly successful leader of an orchestra made up of school pupils and yet be unable to lead the activities of those same pupils in the science laboratory or on the athletic field.

Acceptance of the idea of freedom and its social implications underlies attitudes and determines practices of an acceptable leader in our country. The idea of freedom and its social implications causes the leader to use time and understanding of individual needs to secure free acceptance of his proposals; to value thought and judgment in others more highly than obedience; to lead others to make decisions for themselves, even in early life; to develop skill in himself to lead a learner to take all available facts into consideration before making a choice or decision; to recognize the significance of due self-regard in others and to be resourceful in finding ways of developing it; to know that any work which needs to be done can be done by anyone without loss of dignity; to search continuously for ultimate truth, and not to be concerned to defend a pronouncement he has made except as it comes out of accurately recorded and tested data; to be able to do himself what he would lead others to do; and to cultivate in himself and in others a compelling faith in ultimate possibilities of human development, and a clear notion of the place of education in the process.

The leader, like the inventor or discoverer, is sensitive to subtle factors in a given situation which are ignored by others. This sensitivity may arise from keener awareness, better trained powers

of observation, acceptance and use of what others have found out, or the ability to discover the less easily discernible forces in various situations.

All leaders, whether good or bad, wise or foolish, young or old, have insight into the desires and needs of followers, and make satisfactory effort to meet these needs. The quality of leadership, whether in a family, schoolroom, large community enterprise, or on a playground, can be judged in part by a feeling of confidence and freedom on the part of those who are led.

If life in our country is to preserve the qualities which we have learned to value, and which have attracted liberty-loving people from all parts of the earth, schools must address themselves intentionally and effectively to the development in all individuals of a basis for recognition of the qualities of leadership. Almost all people can learn to recognize the general characteristics of a leader; many of them can acquire some degree of skill in specific situations while many others find their greatest satisfaction in their devotion to a leader or their identification with a cause. Most people have occasional experiences in which they themselves must act as leaders.

Education for Leadership

Every child in the public schools is a potential parent. Every parent has the opportunity to be an educational leader in his own home. The parents of a young child represent all he knows of wisdom and power. "My mother says . . ." or "My daddy can . . ." as spoken by a young child represents all the faith and trust the most ambitious leader could desire. That high position is lost by many parents early in the lives of their children, in part because of inadequate or faulty education in their own homes and schools before they became parents. Dictatorial or evasive methods are sometimes used and the faith of children in the goodwill of their parents is destroyed. Ignorant opinion is sometimes used to answer children's questions and the trust of children in the wisdom of their parents is destroyed. Such loss is serious both for parents and for children. The leadership of parents in their homes sets the tone of feeling, thinking, and acting of their children with reference to law observance, gambling, sexual practices, religious observances, money, leisure, and methods of resolving conflict, to mention only a few

areas of education in which parental leadership is a strong and permanent factor.

Everyone must have something that serves as a basis for self-respect—something that gives a feeling of importance. Some people feel important by following or being beside somebody. Not all people can be leaders all the time. All people should have opportunity to have experience both as followers and as leaders. Experience of leadership by every child in some area might help him accept guidance in other areas in which he is less proficient.

School life abounds in opportunities for children to have experience in selecting a leader from their own number to serve in specific situations and for a specified period of time. Not all children will be equally successful as leaders, nor will they all be equally successful in other performances.

In the education of children, the successful achievement at a given moment is not the important point—the opportunity for each child to gain an insight into the meaning of selecting a leader for a particular situation for a limited time and to feel a measure of personal responsibility for the success or failure of that chosen leader is important. It is also important that each child have enough actual experience as a leader to learn something of the meaning of leadership itself, altho he may not enjoy it and may always find his greatest satisfaction in supporting others. Such learning does not develop in a vacuum but in dynamic relationships within groups of people. Every child needs to feel the responsibility and the joy that should attend the words, "I was the leader today." Each one can learn that responsibility is not necessarily a burden but is the ability to respond appropriately to the conditions in which one finds himself. Such learnings are long and difficult, but schools have opportunity to provide for them.

The critical importance of the leadership which parents must exercise places a responsibility upon the schools to develop sensitiveness in boys and girls to the responsibilities of parental leadership. The schools can provide opportunity for all boys and girls to study care of young children and the significance of the experiences of early childhood. What each one believes, however fallacious, tends to modify what he does. All parents need reliable knowledge for the enlightenment of their beliefs with reference to the education of their children. The foregoing chapters of this book, and a growing

library of books, indicate the kinds of knowledge needed for effective leadership of education in homes. Some of this knowledge may be acquired before marriage and parenthood. Many parents are too busy earning a living and providing for the physical needs of children to do all the study necessary for satisfactory leadership after their children are born. Verbal experience alone may not be sufficient to sensitize young men and women to the importance of experiences in early childhood. Here, as in other scientific study, observation, recording of observations, interpretation of records in the light of reliable findings from research centers, and, if possible, participation in the care of a young child, are all important phases of preparation for the position of leadership which every parent occupies.

Many fathers and mothers will have no other clearly defined experience of influencing others than that which they enjoy in their own homes. It is essential that they see how important they are in this situation; and that they be so equipped that they have a measure of assurance in their knowledge of the typical growth needs of children. Recognition of the importance of parents by others will come about only as they are aware of their own importance and are equipped to do their educational tasks well.

Organized Study by Adults

Organized study by parents themselves is a rather more difficult problem than leadership of young people in the schools. For nearly twenty-five years there has been a steady and increasing emphasis upon the relationship between delinquency, social maladjustment, mental disorders, general immaturity, and the experience in homes. Less has been said about the relationship of human excellence to experience in homes, but the implications are clear. Syndicated columns in daily newspapers, articles in popular periodicals, broadcasts, lectures, and sermons have provided continuous impact upon the thought and feeling of parents. As a consequence, several national organizations have set up programs of study for their membership. Local organizations such as churches, health departments, and clubs of various kinds have encouraged organized study by parents under volunteer leadership. But if and when any serious and effective effort is made to affect home practices thru education, adult education will be as necessary and important to the schools

as child education. The development of widespread excellence in adult education will await adequate preparation of leaders and adequate support. During the 1930's federal funds gave widespread impetus to intensive training of leaders in this field, conducted for the most part by state departments of education and by city school authorities. Universities and colleges, which have long carried responsibility for preparation of teachers for public schools, have not yet developed opportunities for the preparation of leaders in adult education.

A Plan for Leader Education

Perhaps a brief description of the work that has been done in one state might be useful. Other states have different conditions, and in some instances those who are responsible hold a different point of view with reference to the problems involved in the development of leaders for adult groups.¹ This brief description is offered merely to give a concrete example.

In 1926 the California State Department of Education received a grant of money from the Laura Spellman Rockefeller Memorial Foundation to support the development of organized study by parents as an integral part of the state program of adult education. It became clear at once that the leadership would determine the success or failure of the experiment. No teacher-education institution in the state was giving particular attention to the needs of leaders in this area. The state department therefore decided to offer help directly to leaders. At that time there was little or no guidance available from other places. Those who were responsible for planning the work tried to state general policies for their own guidance.

General Policies

1. Parent education is an integral part of the state program of adult education and is supported by state tax funds in the same way that other phases of adult education are supported. The leaders, therefore, must hold valid certificates granted by the state division of certification. (See the following requirements for certification.)
2. The vitality and continued growth of parent education depend upon the maintenance of an experimental attitude and the continued improvement of the leaders.

¹ Many other plans have been worked out in various cities and states, such as Denver, Colorado, and Rochester, New York. For a description of such programs see: Lombard, Ellen C. *Parent-Education Programs in City School Systems*. U. S. Department of the Interior, Office of Education, Bulletin 1937, No. 2. Washington, D. C.: Government Printing Office, 1939. 35 p.

3. Adult groups should participate in the selection of their leaders.
4. There is nothing spectacular about the process of education. Experimentation in this work should be done without the use of the usual avenues of publicity. Slow and careful development is more desirable than the more rapid expansion which might be brought about by high-powered publicity.
5. The most important existing organization thru which to conduct this experiment is the California Congress of Parents and Teachers.
 - a. The organization is highly developed.
 - b. Membership is available to all parents and teachers.
 - c. A reasonable number of the members are ready to undertake a vigorous program of study.
6. Parent education should be kept free from academic forms such as credits and diplomas.
7. Parents of children of preschool age are of vital concern to the leaders and school authorities.
8. The members of the bureau of parent education in the state department of education will devote their full time and energies to the service of leaders, attempting to demonstrate both method and subjectmatter appropriate for use in typical parent groups.
9. Every effort should be made to distinguish education from diagnostic and remedial treatment. Leaders distinguish conditions which are typical and likely to yield to growth, time, humor, and intelligence on the part of parents from those which need the services of a diagnostic technician.

Ways in Which the Staff of the Bureau Served Leaders

1. Classes for leaders were conducted once a week, for two hours, in as many population centers as could be reached by members of the staff for thirty weeks each year.
2. Classes were conducted from 8:00 to 10:00 every morning during the annual convention of the California Congress of Parents and Teachers.
3. Short, intensive conferences for leaders (three to five days of six hours each day) were conducted in population centers too remote to be reached each week.
4. Bulletins were published by the state department of education.
5. Articles were published in the official journal of the California Congress of Parents and Teachers and in the state professional journals.
6. The members of the staff participated in teachers' institutes, superintendents', supervisors', and principals' conferences, and in conventions of other organizations which were interested in a program of study.

Certification Requirements

1. Applicant must be at least twenty-five years old.
2. Applicant must submit a certificate from a physician licensed by the state to practice medicine and surgery certifying physical and mental fitness to engage in public education.
3. Application for a certificate must be accompanied by request from the school official who administers the local adult education program in which the work is to be done.

4. Applicant must present evidence of established prestige or leadership in the group which is to be organized for study. (A written petition signed by fifteen or more persons, requesting the leadership of the applicant, is taken as evidence of prestige. This is the way in which the group participates in selecting its own leader.)
5. Evidence of not less than five years' experience with, and responsibility for, a child, or children, of preschool age.
6. Evidence given by personal interview or written examination of a grasp of the problems of parent education, the method and content of which are satisfactory to the bureau of parent education and the credentials commission of the state department of education.

In some cities in the state the program of study for parents of children under the age of four years and nine months (the age of legal admission to kindergarten) includes demonstration of good educational leadership of the activities of young children. This is a more complex and technical task than leading the study of a group without the demonstration. Leaders who do the demonstration as a part of the adult work should have additional qualifications for validation of their credentials. There is need for the development which should come from a degree from a reputable college or university; at least one year of successful teaching in a public school; four units of credit in parent education and child growth and development; at least ten weeks of successful experience as a leader of an adult discussion group; at least one semester of practice in a nursery school of good standing; sufficient freedom from personal and domestic obligations to allow time and energy for continued study; and varied experience which will open avenues of communication with different kinds of people in groups.

The first certificate is good for one year only. This provision makes it possible for an individual who may not possess academic distinction to have opportunity to demonstrate for one year his ability as a leader. In some instances such persons have proved to be splendid leaders and their services would have been lost except for the elastic provisions for certification. They are themselves learners, and are literally leaders in learning. The attitudes and practices of a person who sees himself as a leader in learning are quite different from those of a person who sees himself as an authority, with responsibility to teach others. Few adults want to be taught, but many want to learn.

In only a few instances in the California program has an individual used personal or political pressure to get a group to request his leadership, and the school administrator to ask for his certification. The certificate being good for only one year, such individuals eliminate themselves from the program. There is no compulsion upon adults for attendance, except interest or the benefits they receive. If they do not think the work is useful to them they do not come. In most instances the injury accomplished by an ill-prepared person holding a certificate for one year is not of enough importance to justify the restriction of freedom and elasticity in the certification of individuals who have special preparation and experience valuable in a leader of parent study, but which does not fit into more formal certification requirements.

The individual who has spent most of his time and energy in college is not necessarily either better or less well prepared for educational tasks than the one who has devoted a large portion of time and energy to successful conduct of family life or other practical pursuits.

Protection from False Leaders

A false leader is one who uses his knowledge of the psychology of suggestion and the credulity of the human mind to mislead other people for his own ends and purposes, rather than for the general welfare. Jesus told his followers many years ago to beware of false prophets who come in sheep's clothing but inwardly are ravening wolves. As knowledge of the methods of propaganda increases, the number and variety of false prophets are likely to increase. The number and variety of impacts upon the thought and feeling of the "unimportant man" are often planned by false leaders. Adults, as well as children, need protection from those who would lead them astray. Each one can be fortified by the acquisition of the habit of inquiry and a method for the conduct of honest inquiry. The school experience of most parents and grandparents militates against the acquisition of these two habits. The leader of adult study has the double task of leading in the *unlearning* of some beliefs and ways of acting that have long been accepted, and the learning of more useful beliefs and more effective methods.

Duly constituted school authorities are in a more favorable posi-

tion with reference to protection of education from false prophets than is any organization. They are free to cooperate with other responsible agencies in the development of leaders who are true to the great purposes of education for a society of free men. One part of the answer to the question, "Who shall lead in education for home living?" is that duly constituted public-school authorities should lead in this, as in other phases of public education. This does not mean that there would be interference with programs provided by private organizations for their members. It means that schools would accept their full responsibility for a unified and inclusive program of education, which would be available for all the citizens of a community. People in our country are free to send their children to public schools or, if they prefer, they are also free to send them to private schools. The same freedom should be maintained in adult education. The point is that, if education for adults with reference to home life is important, the responsibility for leadership and for the support of the work should not be left entirely to voluntary activities.

The Selection of Leaders

The most effective public-school programs of education for home and family living are led by full-time professional workers who have made special preparation for work in this field. This is a relatively new educational service in most communities, and the person who is directly responsible for its development must be able to work with all the other teachers in the school system, as well as with other professional workers in the community and with parents.

For generations family living has been a personal, private affair. Many people still consider it no business of the schools. The professional leader has to deal then with established custom and tradition which are inimical to his tasks and needs, and at the same time sustain faith in the process of social evolution. The school administrator who initiates the program needs to protect the professional leader he employs from any demand for immediate results in terms of attendance or immediate changes in parental practices.

In communities in which the public interest does not justify the employment of a professional staff, the school administrator

and the groups that want to study select several leaders who give only a small portion of their time to leadership. This becomes a kind of avocation for one or more persons. Each leader does something else during the major portion of the time but may lead the study of one or more groups each week. This fact does not necessarily detract from the dignity and importance of the work which is done. Such leaders have to be qualified to hold special credentials and are paid as special teachers. The plan seldom leads to a unified or continuous program of study by any considerable percent of the adult population but constitutes a gesture of goodwill on the part of school officers toward those who want to engage in study. The school superintendent, principal, or teacher who is especially sensitive to the need for education in this area could meet regularly with the leaders for discussion of their common problems and could protect the program against too much variety.

In other communities a committee is formed to plan a long-time program of study. Ways by which all the persons and agencies which affect homes and families can cooperate in an educational program are found by the committee. Physicians, nurses, librarians, peace officers, social workers, and ministers all have a contribution to make to education in this field. Each knows special problems which could be solved thru education, and for this reason each is needed at least for counsel and advice, altho the actual conduct of the work is done by the schools.

Some schools have encouraged organized study by adults by offering a place for meeting, with books and magazines for use of the group, leaving the planning of the work entirely to voluntary effort by the group itself. Many such groups have done excellent work. They select a good magazine article or a book as their leader. The members of the group take turns in acting as chairman of discussion, and each member of the group voluntarily accepts personal responsibility for making a useful contribution to the discussion.

Leadership Distinguished from Clinical Practices

The experience of many people with education in homes, schools, and churches has often been a matter of one person's telling another what, when, and how to do, and then having power to enforce the directions. There is danger that this way of doing may find its way



*What's the earth
With all its art, verse, music, worth—
Compared with love, found, gained, and
kept?—Browning.*

into education for home and family living, especially in the adult phases of it. Adults come to a group for different reasons. Some come because they have a particular anxiety and hope to have the leader give them specific advice concerning it. The leader sometimes yields to the temptation to offer advice without adequate data, thereby misleading the inquirer.

The leader needs to be able to distinguish between problems which are likely to yield to time, maturity, and judicious neglect, and those which need clinical service. Books, pamphlets, and periodicals may throw light upon the meaning of normal behavior which troubles parents. General discussion of typical behavior also often restores a parent's confidence in his ability to solve his own problems. Leaders in education, however, should be restrained by their own ethical codes from offering a prescription for a particular child without adequate study of that child's total living situation.

Genuine problems of behavior are as serious as genuine problems of physiological disturbance. A parent may know that a child has a sore throat, headache, and temperature. If such symptoms do not yield readily to common sense treatment, most parents call the best professional practitioner available who knows how to diagnose not only crude, observable, physiological conditions but also more subtle ones. Often a highly trained technician will refuse to give a conclusion without numbers of scientific tests and sufficient time for possible new evidence of the real difficulty. The same care is seldom accorded behavior difficulties altho they may be even more critical than a physiological indisposition.

A leader in education could better afford to miss a possible opportunity to give a right answer than to take the risk of giving an injurious answer without sufficient knowledge of the total situation in which a behavior problem arises. Some difficulties have a physiological basis which can be found only by a skilful physician, after extended examination and study. Others have a psychological basis which can be discovered thru technical examination and study, sometimes over a long period of time. Others are based upon social or economic relationships and are uncovered by "insightful" study by trained social workers. Many behavior problems involve all three and need the cooperative efforts of a clinic and the home and school which serve the individual. Unless a leader is wise and courageous, there is always danger that he may give unjustified prescriptions

which may turn out to be injurious. A leader can help a whole group develop a method of study of typical problems which may be far more useful to particular individuals than any attempt at an adequate diagnosis of a specific problem in a group of lay people.

Semipublic discussions of the weaknesses or failures of an individual of any age increase the handicap he already suffers. Confidence on the part of an adult that a physician, lawyer, or business adviser will protect his privacy is usually one basis for selection. Children also should be able to enjoy that same confidence in the discretion of their parents. Discussion of the difficulties of individual children, even of their superiorities, by parents and teachers in public places is a serious threat to a feeling of security for many children. On the other hand, a particular individual's problem may be fully considered by well-trained technicians who understand the importance of guarding the integrity of the "patient." The leader of education in this area, whether in groups of young people in school or in groups of adults, has the obligation to distinguish educational problems and procedures from clinical ones and to use methods appropriate to education. A child in school or a parent in a study group might enjoy the discussion of the problems of a neighbor or friend, but it would not necessarily increase his confidence in the security of his own privacy. Consistent loyalty to the best interests of the personality of each member of the family would go far to remove feelings of anxiety which many people suffer because of semipublic discussion of them as "cases."

Needs Common to Parents and Teachers

All parents and teachers in public schools are leaders in education for human relationships, whether they realize it or not. Some of them are poor or foolish leaders. They may be unaware of any special need for attention to their attitudes and practices with reference to living in families. They do not realize that they are dealing with a whole child all the while. In one sense, every child brings his home to school and takes his school home. There may be no awareness of this fact either at home or at school, but there is a continuous interaction between homes and schools thru the children, sometimes to the confusion of children, teachers, and parents. There are important needs which parents and teachers have in common—needs which can be met largely by giving intelligent thought to them.

Avenues of communication need to be kept open between adults and children. In many families and schools, children never talk with adults about anything that really matters to them. They think their parents and teachers would not understand. It is not possible to lead young people to an appreciation of things that matter unless they are able and willing to be led. Easy communication between adults and children, so necessary to leadership, is threatened by the very nature of presentday life with its speed and diversity of activities and interests. Parents and teachers can discover or invent ways to serve children in spite of the characteristic speed and complexity of life today only if they are aware of the need and are willing and able to make the effort that is necessary.

Communication between parents and teachers based upon mutual understanding and respect is also necessary. The long custom in some communities of communication between homes and schools only in case of trouble has put both parents and teachers on the defensive. Parents are afraid of teachers, and teachers are afraid of parents. The reasons for this state of af-



fairs are too varied and complex to be discussed here. It should be remembered, however, that an individual or group that feels threatened loses the power to cooperate. An effective program of education for home and family life is dependent upon the cooperative efforts of parents and teachers, all of whom are leaders in the education not only of children but of themselves. Many specific suggestions for home-school cooperation have been suggested in Chapters VII and VIII.

Another need is the development of willingness and ability to face the consequences of one's own acts. The human tendency to place blame upon others for the mistakes that are made has persisted since Adam blamed Eve for his disobedience. At the same time, the tendency and ability to learn have persisted. Mental hygiene depends upon learning to accept responsibility for the consequences of our own acts. Learning to do this begins early in life,

and if the leadership of parents and teachers is wise and consistent each child may build into himself at least this part of a foundation for vigorous mental health. Leadership in this regard, as in others, is dependent quite as much upon the attitudes and practices of adults themselves as it is upon what they say to children.

Acceptance of one's own self without apology and without boasting is necessary to the leadership of parents and teachers. Every individual may be both a threat and a promise, an asset and a liability, as a member of a family and as a member of a school. Parents and teachers working together wisely can lead every child to want to make the effort necessary to increase his promise and his assets as a social being.

Teacher-Education Institutions and Leadership

The preparatory study of school administrators and teachers should include a study of education in homes as well as in schools. Every candidate for an administrative or a teaching credential needs opportunity for observation of skilful dealings with parents quite as much as he needs to observe a master teacher of children. Each one also needs actual practice in dealing with parents individually and in groups. Each one should know the literature which is addressed primarily to the needs of parents. Universities and teachers colleges may not be able to provide adequately for this kind of teacher education at once, but they are likely to move in this direction as soon as there is demand for it from school administrators.

Colleges and universities in some places are already participating in the in-service preparation of leaders for education in home living. They provide extension work addressed directly and specifically to the needs of leaders.

Culture Changes

Organized study in schools in preparation for parenthood and the conduct of life in families constitutes a cultural change. Organized study by parents themselves after families have been established is also a cultural change. There are always resistances to such changes, but one which involves a shift from an emotional basis for conduct to a scientific one calls out special resistance. In

matters as complex as cultural changes it is difficult to prove that a particular condition is due to a specific procedure. For instance, it would be difficult to *prove* that a reduction in the incidence of delinquency, or of nervous and mental disorder, or of divorce is due to education for home and family living. There is evidence, however, that "command of scientific methods and systematized subjectmatter liberates individuals; it enables them to see new problems, devise new procedures, and in general, makes for diversification rather than for set uniformity."²

Parents, even more than teachers, should have command of scientific method, for they must meet in each of their children continuously changing needs which are due to growth, while a teacher in the schools should understand the growth needs of one age only. Parents scarcely gain the skill and understanding necessary to good care of an infant before they are faced with an individual who is no longer an infant, but is a child. The child soon becomes an adolescent and the adolescent becomes an adult. At each stage of development parents must be able to see new problems, devise new procedures, and in general equip themselves for the diversity which their tasks require. A resolute examination of the problems and human values involved in education for home life, and of the selection of leaders who have preparation and experience appropriate to the solution of those problems and the classification of those values, becomes the obligation of the school administrator.

² Dewey, John. *Sources of a Science of Education*. New York: Liveright Publishing Corp., 1929. p. 12.

CHAPTER X

Conclusions and Recommendations



AT THE TRIAL, in *Alice in Wonderland*, the king remarked concerning a bit of evidence: "If there's no meaning in it that saves a world of trouble, you know, as we needn't try to find any." Many persons today do not see the need of education for family life, nor are they willing to try to understand the problems involved. This condition is not true of some laymen and edu-

cators, however. They recognize that a practical, realistic program of education for family life must occupy an important place in the educational services offered in the schools. We can no longer overlook the fact that family life in America needs the sympathetic help of education. This is particularly true in the present period of preparation for national defense—the nation's morale will be built in its homes.

But what can the superintendent and his staff do? First, they should review the home and family problems of our American culture, particularly those of their own communities. Second, they should examine what the schools and other social agencies are doing to help alleviate social problems and improve conditions. Finally, in cooperation with parents, teachers, religious leaders, social workers, and other interested persons, they should formulate and put into operation a program including measures designed to increase cooperation of homes and schools; readjustments of the instructional technics and administrative methods which affect family life adversely; learning experiences necessary to make the school's contribution to family life more complete and effective.

For the purpose of furthering progress along these lines the present chapter gives briefly: (a) conclusions based on preceding chapters, (b) recommendations suggested by experience in many fields, and (c) a checklist indicating the possible scope of a program of education for family life.

Conclusions

The following statements merely indicate the general point of view set forth in this volume. They grew out of the discussions of the Commission and are treated in detail in preceding chapters.

1. The interests that center about family life deserve and need the same attention that education attempts to give to other major human values. The family in the modern world cannot be expected to flourish unless those directing instruction in the child's formative period appreciate and emphasize the significance of the home.

2. Family life has been changed and is being changed by presentday conditions, but the home is now, as always, one of the major institutions of human society.

3. The values of family life are subject to change because they arise out of the experiences of individuals whose social background is in process of change.

4. These values are determined by the experiences of men, women, and children living together in the intimacy of day-by-day contacts under conditions of varying economic and social situations. The common elements do not efface the peculiarities of individual households and the unique personalities that compose them.

5. The weakened influence of many homes does not indicate that efforts for the conservation of the family must necessarily reinstate earlier domestic characteristics.

6. The values of family life are not automatically provided by the mere continuity or strength of family relationships. Because of its intimacy, privacy, and emotional meaning, family life has possible hazards. Society must seek to increase the wholesome influences of family life and to lessen the potential risks.

7. The important position of the school and the power it possesses to influence children and youth during their growth period bring a responsibility for deliberate educational effort to conserve the home.

8. A program of education for family life can never be sufficient that contents itself with merely adding specific, formal instruction to the present curriculum. There is a need for utilizing the findings of science as they are related to child welfare and parental functioning. The school may become an effective support of the family in part by distributing the information and insight that science, especially biology and medicine, offers both parent and teacher as a means of understanding and safeguarding childhood, parenthood, and marital relationships.

9. The program of the school cannot safely be self-contained; it cannot be planned solely by educators and imposed upon the child or parent; but it must in part draw from the experiences as well as enlist the support of family life. In order to accomplish this, there must be a willingness to value the contribution of the parent to the intellectual development of the child, and not merely an eagerness to win the parents' support so that the school may impose its self-chosen program upon the pupil.

Recommendations

At this point are presented a number of general recommendations. The specific procedures for carrying these into action will involve judicious adjustment to local conditions.

1. It should become standard practice for those given the authority to formulate the school programs and school curriculums to use pediatricians and child guidance specialists in an advisory capacity when these programs are formulated. The purpose of such cooperation would be to eliminate needless physical and emotional strain in classroom practices and in the length and distribution of the school day, and also to recognize the home and community differences to which the school program should adapt itself.

2. There should be more genuine conferences between parents and teachers than are common at present. This means a reciprocal relationship, rather than merely inviting parents to support the school so that its program may be carried on more efficiently and smoothly. On the contrary, parents should be encouraged not only to have a close and understanding contact with the schools but to feel that suggestions will be welcomed and considered.

3. Instruction for family life should be both woven into the general content of the curriculum and recognized in specific courses especially in junior high school, senior high school, and college. The content of such instruction should be adapted to the interests of the child at the period, but also should be forward-looking so that it may influence later activities and attitudes.

4. In the carrying on of school programs, constant effort should be made to use sources from which the students can gain insight and become familiar with genuine family problems. Constructive interpretation should include child care, finances, and other types of family interest naturally appearing in any course on family relationships. The child should be led to study such problems in a family setting rather than merely in a laboratory.

5. In specific instruction in family relationship, preparation for marriage should be increasingly emphasized as the age level advances. Instead of "sex education" there should be a program related to marriage and family life, and family values should be used to motivate sex conduct, especially during adolescence.

6. The schools must recognize and attempt to meet by special instruction the needs of adults facing the responsibilities of marital and parenthood experience, who desire an understanding of the normal problems of family relationships, and who need to know the resources of their community and of science when more serious problems arise.

7. An attempt should be made to impress upon those responsible for directing professional preparation that special attention is needed to instruction in marriage and family interests so that doctors, nurses, ministers, and lawyers, as well as

teachers, may be better prepared to recognize the significance of domestic problems and be better equipped as they carry on their professional activities to contribute their part to the prevention, relief, or solution of domestic difficulties.

8. The support the school can bring to the family must come chiefly from its continuous recognition of family life, both in its attitudes and in its suggestions. It is doubtful that teachers can be expected to show regard for domestic values in their teaching if they are arbitrarily dismissed or otherwise penalized when they marry.

9. The day is at hand when America should face the possibility of improving home life thru the educational program. Serious attention needs to be given to the effect upon families of social and economic changes. Race suicide cannot be ignored. In times of peace as well as in emergencies, the morale of the nation is nurtured by family life. Schools must help parents to solve these vital problems.

Checklist for Programs of Education for Family Life

The school's contribution to family life will be largely determined by the degree to which it stimulates, encourages, and causes parents to carry on constructive home activities. The character of many of these activities, the possibilities of cooperation between parent and child, and the educational values to be expected are some of the topics presented thruout this yearbook.

This section presents a checklist designed to help in the appraisal and improvement of local programs of family life education. Many of the items listed are now recognized in most school systems, but many others are not. To improve the quality of present procedures, to adopt new technics where deficiencies exist, and to adjust the family life program to local conditions—these are the special challenges of the next few years.

It is suggested that the checklist should not be used so much as an instrument for making "evaluations" as it is for stimulating discussion. Many of the questions raise problems which cannot be settled by administrative fiat. Instead there is a need for free and frank discussion in parent-teacher associations and other adult groups until some basis is reached as to what is necessary and desirable. Parents and laymen should actively participate in these conferences as has been suggested in Chapter IX. In some instances young people of sufficient maturity should be invited to present the aspects which are important to youth. Many parts of the checklist suggest topics suitable for teachers meetings and professional institutes. In organizing and encouraging these discussions, principals of schools must take a leading part.

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
<i>A. General administration of school system:</i>			
1. Continuously appraise the program to discover wherein the school may exert a more constructive influence on family life (.....)	(.....)	(.....)	(.....)
2. Provide definite ways for co-operation between schools and homes (.....)	(.....)	(.....)	(.....)
3. Constantly scrutinize the home and community conditions in which children live (.....)	(.....)	(.....)	(.....)
4. Adjust or eliminate school practices which cause detrimental physical, emotional, or intellectual strain upon children (.....)	(.....)	(.....)	(.....)
5. Utilize medical and other scientific resources in planning a wholesome school environment and program (.....)	(.....)	(.....)	(.....)
6. Provide appropriate homemaking experiences for boys as well as for girls (.....)	(.....)	(.....)	(.....)
7. Provide a comprehensive program for those youth not planning to attend college (.....)	(.....)	(.....)	(.....)
8. Provide adequate supervisory and specialized guidance of the family life program (.....)	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
<i>B. Educational program for children and youth:</i>			
1. Promote a common understanding and appreciation of the institutional life of society	(.....)	(.....)	(.....)
2. Promote an understanding of the values and opportunities of family life	(.....)	(.....)	(.....)
3. Interpret family relationships so as to make clear the responsibilities of all members of the family	(.....)	(.....)	(.....)
4. Utilize genuine family experiences in the educational program	(.....)	(.....)	(.....)
5. Continuously adjust the school program to the interests and needs of children	(.....)	(.....)	(.....)
6. Teach the applications of democracy to the everyday affairs of home life	(.....)	(.....)	(.....)
7. Give insight into the individual and social factors which improve or destroy family life	(.....)	(.....)	(.....)
8. Provide an emotional and factual background for later, more mature instruction regarding family life	(.....)	(.....)	(.....)
9. Help adolescents to adjust to new and changing aspects of their social environment	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
10. Promote idealism and understanding of the effect of economic factors upon childbearing and child rearing	(.....)	(.....)	(.....)
11. Help youth to deal with commercial pressures and propaganda that tend to disturb the values of family life	(.....)	(.....)	(.....)
12. Provide opportunities for youth to understand the satisfactions and responsibilities associated with marriage	(.....)	(.....)	(.....)
13. Develop an understanding of the relationships between governmental agencies and family life	(.....)	(.....)	(.....)
14. Assist youth to develop standards with regard to the needs of the consumer	(.....)	(.....)	(.....)
15. Teach the principles and practices of household finance	(.....)	(.....)	(.....)
16. Give experiences in the artistic and cultural aspects of home life	(.....)	(.....)	(.....)
17. Provide opportunity for a study of eating habits, food values, and nutrition	(.....)	(.....)	(.....)
18. Offer training in procedures in repairing and maintaining houses and equipment	(.....)	(.....)	(.....)
19. Develop skill in home management	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
20. Help youth to discover home projects wherein they may co-operate with their parents.	(.....)	(.....)	(.....)
<i>C. Health, physical education, and recreation:</i>			
1. Promote the development of a program of preschool examinations for young children.	(.....)	(.....)	(.....)
2. Protect children from unhygienic habits and conditions during period of growth.	(.....)	(.....)	(.....)
3. Cooperate in movements designed to promote physical and mental health.	(.....)	(.....)	(.....)
4. Provide for systematic instruction with regard to the nature and care of the body.	(.....)	(.....)	(.....)
5. Assume definite responsibility for helping parents with sex education.	(.....)	(.....)	(.....)
6. Provide periodic medical examinations for adolescents.	(.....)	(.....)	(.....)
7. Adjust school program to the unique needs of the adolescent arising from physical and emotional changes.	(.....)	(.....)	(.....)
8. Encourage both teachers and pupils to take regular periods during school hours for relaxation. . .	(.....)	(.....)	(.....)
9. Assist in the development of skills and interest in leisure-time activities applicable to home life. .	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
<i>D. Personality development:</i>			
1. Help children to adjust gradually and happily to social standards so as to avoid acute feelings of hostility	(.....)	(.....)	(.....)
2. Encourage the maturing of emotions that have to do with family experiences	(.....)	(.....)	(.....)
3. Help children to replace destructive attitudes with more constructive ones	(.....)	(.....)	(.....)
4. Encourage the development of wholesome friendships, attachments, and feelings of security	(.....)	(.....)	(.....)
5. Encourage wholesome parent-child understanding and affection	(.....)	(.....)	(.....)
6. Develop powers of self-directed study	(.....)	(.....)	(.....)
7. Provide for adequate recognition of the self-discipline and effort aspects of learning	(.....)	(.....)	(.....)
8. Provide opportunity for understanding of the respective roles of men and women in society	(.....)	(.....)	(.....)
9. Provide counseling program for young people with personality problems	(.....)	(.....)	(.....)
10. Help youth to develop wholesome standards of conduct between the sexes	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
11. Develop ways for anticipating and correcting tendencies toward delinquency	(.....)	(.....)	(.....)
<i>E. Spiritual development and character formation:</i>			
1. Emphasize the ideal of service not only to self but to the social group	(.....)	(.....)	(.....)
2. Provide opportunities for the encouragement of spiritual qualities and religious appreciations	(.....)	(.....)	(.....)
3. Inject into scientific instruction an appreciation of the spiritual yearnings and responsibilities of human beings	(.....)	(.....)	(.....)
4. Develop an appreciation of the integrity and dignity of the individual personality	(.....)	(.....)	(.....)
5. Emphasize affection as a primary motive in family life	(.....)	(.....)	(.....)
6. Help children to understand the importance of thoughtfulness and cooperation at home	(.....)	(.....)	(.....)
7. Cooperate with parents in developing ideals and standards with regard to social conduct and recreational activities	(.....)	(.....)	(.....)
8. Give attention to the spiritual contribution of marriage	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
<i>F. Vocational and economic competence:</i>			
1. Provide opportunity for insight into the occupational and economic processes of organized society . . . (.....)	(.....)	(.....)	(.....)
2. Help youth to become thrifty and financially competent citizens(.....)	(.....)	(.....)	(.....)
3. Help youth to appraise and to adjust their personal qualities in relation to employment opportunities(.....)	(.....)	(.....)	(.....)
4. Offer programs of vocational training, work experience, and placement (.....)	(.....)	(.....)	(.....)
5. Provide channels whereby youth may discuss their occupational interests with successful practitioners(.....)	(.....)	(.....)	(.....)
6. Help youth, particularly girls, to appreciate the career values to be found in homemaking (.....)	(.....)	(.....)	(.....)
<i>G. Teacher education:</i>			
1. Provide opportunities for teachers to develop and to improve their appreciations of the role of the home in child development (.....)	(.....)	(.....)	(.....)
2. Seek to improve the attitudes and procedures of teachers in their relationships with parents (.....)	(.....)	(.....)	(.....)
3. Encourage teachers to allot a reasonable proportion of their time to community interests and activities (.....)	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
4. Help principals to understand their strategic roles in relation to home-school cooperation	(.....)	(.....)	(.....)
H. <i>Educational program for adults:</i>			
1. Organize educational program for young nonschool adults interested in preparing for marriage . .	(.....)	(.....)	(.....)
2. Provide study opportunities under competent and well-trained leaders in clinics and conferences for married persons interested in problems of home life	(.....)	(.....)	(.....)
3. Develop the leadership qualities of parents and others interested in home and family problems . . .	(.....)	(.....)	(.....)
4. Provide housing facilities for child-study groups and conferences	(.....)	(.....)	(.....)
5. Facilitate the development of child-study groups, particularly in parent-teacher associations	(.....)	(.....)	(.....)
6. Provide materials and outlines for parent conferences and study groups	(.....)	(.....)	(.....)
7. Help parents to find better ways of attaining the goals usually sought in so-called "sex education" (.....)	(.....)	(.....)	(.....)
8. Help parents to deal with the problems of the infant, young child, and adolescent	(.....)	(.....)	(.....)

Classification of practices	In our school system we are carrying out this practice		
	A Very satisfactorily	B Just average	C Not at all
9. Promote understanding of the scientific resources available for the solution of family life difficulties	(.....)	(.....)	(.....)
10. Emphasize importance of principles of genetics	(.....)	(.....)	(.....)
11. Develop appreciation of the satisfactions and opportunities to be found in marriage and parenthood	(.....)	(.....)	(.....)
12. Assist adults to understand the necessity of proper adjustment to periods of economic prosperity and depression	(.....)	(.....)	(.....)
13. Help parents to apply more intelligence in the refinement of home life thru diet, recreation, and cultural activities	(.....)	(.....)	(.....)
14. Assist homes in developing common interests for children and adults	(.....)	(.....)	(.....)
15. Help parents to utilize home experiences as educational opportunities for children	(.....)	(.....)	(.....)

I. *Community relationships:*

1. Systematically inform board of education as to the program of family life education	(.....)	(.....)	(.....)
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Classification of practices	In our school system we are carrying out this practice		
	<i>A</i> Very satisfactorily	<i>B</i> Just average	<i>C</i> Not at all
2. Help to coordinate local agencies interested in home and family life problems	(.....)	(.....)	(.....)
3. Cooperate regularly with public agencies seeking to improve or to rehabilitate families	(.....)	(.....)	(.....)
4. Cooperate regularly with private and church agencies actively engaged in family welfare	(.....)	(.....)	(.....)

APPENDIX

- A. Organizations with Materials and Services of Use
in Education for Family Life
- B. References on Education for Family Life
- C. Fiction and Nonfiction References

A. ORGANIZATIONS WITH MATERIALS AND SERVICES OF USE IN EDUCATION FOR FAMILY LIFE

There are a number of agencies interested in family life education. Some of these are denominational societies, others are primarily research organizations, and still others are divisions of the federal government. These national agencies, and numerous similar state and local bodies which are not included in the present list, represent vast clearinghouse resources. Educators should acquaint themselves with services and publications so readily available.

The descriptive statements included have been submitted to officials of each agency for verification. Neither the omission of any organization from the list nor the presentation of any statement is intended to convey the official approval of the American Association of School Administrators.

1. Allied Youth, Inc. 1201 Sixteenth Street, N. W., Washington, D. C. Address: W. Roy Breg, executive secretary.

A national federation of voluntary, youth-led local "posts," aiding high-school and college students to improve personal choices in the field of companionship, recreation, and group activities, particularly as related to alcoholic beverages. Posts (school clubs) are organized in schools at or above the high-school level and are aided by the national movement to conduct diversified educational and recreational programs. Under teacher-sponsors such posts study their personal and community problems relating to alcohol and the many alternatives of a more wholesome nature. The movement supplies manuals, bulletins, a monthly magazine (*The Allied Youth*), a periodic digest and interpretation of scientific findings and teaching helps (*Alcoholfax Educational Service*), and numerous other helps.

2. American Association for Adult Education. 60 East 42d Street, New York, N. Y. Address: Morse A. Cartwright, director.

Serves as a clearinghouse for information in the field of adult education; assists enterprises already in operation; helps organizations and groups to initiate adult education activities; and aids and advises individuals who, altho occupied with some primary vocation or interest, desire to continue learning by themselves. Publishes *Journal of Adult Education* (quarterly). Issues series of studies in the social significance of adult education in the United States.

3. American Association for Health, Physical Education, and Recreation. 1201 Sixteenth Street, N. W., Washington, D. C. Address: N. P. Neilson, executive secretary-treasurer.

Annual meeting. Sections: camping, dance, men's athletics, women's athletics, public schools, recreation, research, teacher training, therapeutics,

health instruction, school nurses, nutrition, safety, private schools, administrative measurements, etc. Publishes *Journal of Health and Physical Education* (10 issues a year); *The Research Quarterly*.

4. American Association of University Women. 1634 Eye Street, N. W., Washington, D. C. Address: Harriet Ahlers Houdlette, associate in education.

Promotes high standards in education and provides guidance to local branches in carrying on study and community projects in the fields of educational standards and trends, child development and education for family life, international problems, social studies, economic and legal status of women, and the arts. Research fellowships for women are supported, international relations are promoted thru affiliation with the International Federation of University Women, and research is carried on within the fields of the Association's interests. The Association holds biennial national conventions, sectional conferences, and annual state conventions. Publishes a *Journal* quarterly and study guides, bibliographies, and other materials in each field of the Association's interests.

5. American Association of Visiting Teachers. Address: Margaret Bridgers, 249 High Street, Hartford, Conn. (chairman of Publicity Committee).

Unites the visiting teachers of the United States in matters of common professional interest; considers the specific functions, relationships, and objectives of case workers operating in a school setting; raises standards of their work with the personality and behavior problems of children and the adults who are involved with them; stimulates communities to consider the mental hygiene significance of early constructive work with individual maladjustments; and interprets visiting teacher work to educators thru state and vocational teachers' conferences, and to social workers thru professional gatherings. Publishes *Visiting Teacher Bulletin* (quarterly). Publication: *Visiting Teacher Service To-Day: A Study of Its Philosophy and Practice in the U.S.A.* 1940.

6. American Association on Mental Deficiency. Address: E. A. Whitney, secretary, Elwyn, Delaware County, Pa.

Studies the causes and preventions of mental deficiency and subjects pertaining to the instruction and welfare of the mentally deficient. The following are among the specific aims: a complete census and registration of all mentally deficient children of school age, extra-institutional supervision of all defectives in the community, parole for all suitable institutionally trained mentally defective persons, and special provision for defective delinquents. Publishes a quarterly, the *American Journal of Mental Deficiency*.

7. American Association To Promote the Teaching of Speech to the Deaf. 1537 Thirty-Fifth Street, N. W., Washington, D. C. Address: Josephine B. Timberlake, executive secretary.

Assists schools for the deaf in their efforts to teach speech and lip reading; provides information for parents of deaf children; conducts a correspondence

club for parents; advises deaf and hard of hearing young people as to vocations; maintains a reference library on deafness and those handicapped by deafness in any degree. The Association controls the Volta Bureau, for the increase and diffusion of knowledge relating to the deaf. Publishes *Volta Review* (monthly); *Biennial Proceedings*.

8. American Dental Association. 212 East Superior Street, Chicago, Ill. Address: Lon W. Morrey, supervisor, Bureau of Public Relations.

Cultivates and promotes the art and science of dentistry; elevates and sustains the professional character and education of dentists; and enlightens and directs public opinion in relation to oral hygiene, dental prophylaxis, and advanced scientific dental service. Publishes *Journal of the American Dental Association* (monthly).

9. American Dietetic Association. 185 North Wabash Avenue, Chicago, Ill. Address: Mary I. Barber, president.

A professional association of dietitians and nutritionists engaged in food service in hospitals, colleges, and institutions; in education of the public in wiser selection of food and use of money spent for food; and in interpreting scientific research in nutrition. Members cooperate with family welfare societies, public health organizations, physicians, parent groups, and government agencies to improve nutrition. Placement bureau and library services for members; educational exhibits at meetings of allied national organizations. Publishes *Journal of the American Dietetic Association* (10 issues a year).

10. American Eugenics Society, Inc. 50 West 50th Street, New York, N. Y. Address: Rudolf C. Bertheau, secretary.

An educational membership society consisting of and directed by laymen, scientists, and professionals who are interested in public welfare generally, or specifically in eugenics and in fields closely allied to eugenics, such as public health and nursing, housing and recreation, church work, educational work in schools, colleges, and universities in biology, genetics, population, psychology, sociology, home economics, marriage, and the family. Conducts conferences of its own with groups in these fields and also participates in their conferences by presenting the subject of eugenics thru papers or group discussions. Publishes a quarterly magazine, *Eugenical News*, featuring articles by leading authorities in the fields enumerated above, informative of eugenic activities and developments in America.

11. American Genetic Association. Victor Building, Washington, D. C. Address: Robert C. Cook, editor, *Journal of Heredity*.

An incorporated organization devoted to promoting a knowledge of the laws of heredity and their application to the improvement of plants, animals, and human racial stocks. Its membership is composed of men of science, teachers, publicists, physicians, clergymen, parents, students, horticulturists, and breeders of livestock thruout the world. Membership imposes no burden-

some obligations. The Association, which is cooperative in nature, welcomes assistance in research, but does not demand it. Members are invited to submit discussions of the results of their research, accompanied by new and unusual photographs. Publishes *Journal of Heredity* (monthly).

12. American Home Economics Association. 620 Mills Building, Washington, D. C. Address: Edna Van Horn, executive secretary.

Brings together those concerned with the application of systematized knowledge to the problems of the home and community; seeks to develop home economics by means of curriculum building in schools and colleges, adequate training for professional service, and adequate, financially well-supported, and scientifically organized home economics research; does active work in child development and parent education; gives increasing cooperation in movements intended to further interests of consumers, especially thru informative labeling and merchandising of consumer goods and thru consumer education; cooperates with organizations with related interests; and develops closer relations with home economists and home economics institutions in other countries. Publishes *Journal of Home Economics* (10 issues yearly); *Consumer Education Service* and *Family Life Education Service* (both at irregular intervals, September thru May); also a few books on family relationships.

13. American Humane Education Society. 170-184 Longwood Avenue, Boston, Mass. Address: Guy Richardson, secretary.

An organized effort to promote peace on earth, kindness, justice, and mercy to every living creature by carrying humane education into American schools and homes, aiding humane societies and organizing Bands of Mercy, or Junior Humane Leagues, in all parts of the world. Distributes humane literature to almost every country; advocates the enactment of laws requiring the teaching of humane education in public schools. Sponsors "Humane Day" observances in schools and prize competitions for the extension of humane education; furnishes films illustrating humane work which may be rented for exhibition in schools. The Jack London Club, an organization sponsored by the Society to protest the cruelty incident to the training of animals for stage and screen, has a membership of 789,254. Publishes *Our Dumb Animals* (monthly).

14. American Institute of Family Relations. 607 South Hill Street, Los Angeles, Calif. Address: Paul Popenoe, director.

Attempts to bring all the resources of modern science to the promotion of successful family life. Offers premarital service, adapted to the needs of each individual client, involving study of personal and family history, personality, temperament and emotional needs, educational needs, physical examination, and instruction. For those already married who have not obtained the happiness they sought, the Institute offers thoro and individualized scientific service. One counselor devotes her time exclusively to parent edu-

cation. Much of the time of the Institute's staff (numbering twenty) is taken up with miscellaneous problems of sex. Thru lectures, conferences, and discussion groups, the Institute carries on an active and continuous educational program in many states.

15. American Library Association. 520 North Michigan Avenue, Chicago, Ill. Address: Carl H. Milam, executive secretary.

An organization of libraries, librarians, library trustees, and others interested in libraries. Assists in making books a vital, working, educational force in American life; makes libraries easily accessible to all the people; raises professional standards; publishes books, periodicals, and pamphlets which will aid trustees and librarians in rendering library service; works to improve the status of librarianship; and builds for the future of library service by drawing into the profession some of the best qualified young men and women. Publishes *Bulletin* (monthly); *Booklist* (semimonthly); *Subscription Books Bulletin* (quarterly); *College and Research Libraries* (quarterly).

16. American Medical Association. 535 North Dearborn Street, Chicago, Ill. Address: the Association.

Promotes the science and art of medicine and aids in the betterment of public health. Activities related to social work include those represented by the Association's Council on Medical Education and Hospitals, Council on Foods, Council on Physical Therapy, Council on Industrial Health, Bureau of Legal Medicine and Legislation, Bureau of Health Education, Bureau of Medical Economics, Bureau of Investigation (dealing especially with fraud and quackery in medicine), Section on Preventive and Industrial Medicine and Public Health, and Joint Committee on Health Problems in Education (with National Education Association). Publishes *The Journal of the American Medical Association* (weekly); eight special medical journals (monthly); *Hygeia*, *The Health Magazine* (monthly); *Quarterly Cumulative Index Medicus*; reprints and pamphlets.

17. American National Red Cross, The. 17th and D Streets, N. W., Washington, D. C. Address: the Red Cross.

Functions under Congressional Charter but is supported wholly thru membership dues and contributions. In connection with education for family life, Red Cross services may be classified in two categories—educational class-work programs and service to the individual family where efforts are made thru case work methods to strengthen and develop family life. The first group includes Public Health Nursing, Home Hygiene, First Aid and Life Saving, Home and Farm Accident Prevention, and the educational program of the Junior Red Cross, Division of Membership; the second group, Home Service for disabled veterans and active service men, Civilian Relief, and Disaster Relief. Publishes *The Red Cross Courier*; *The American Junior Red Cross Journal*; *The American Junior Red Cross News*.

18. American Psychological Association, Inc. Address: Willard C. Olson, secretary, University of Michigan, Ann Arbor, Michigan.

The object of this society is to advance psychology as a science. The particular business of the society is to hold meetings for the presentation of scientific papers and to issue publications containing scientific papers and other material pertinent or necessary to the furtherance of the society's object. Publishes an annual yearbook and six periodicals: the *Psychological Review*, *Psychological Bulletin*, *Journal of Experimental Psychology*, *Psychological Monographs*, *Journal of Abnormal and Social Psychology*, and *Psychological Abstracts*.

19. American Public Health Association. 1790 Broadway, New York, N. Y. Address: Reginald M. Atwater, M.D., executive secretary.

Protects and promotes public health by the following means: a monthly journal; an annual meeting; the conduct of surveys and an information service; and studies and reports of over fifty volunteer technical committees which are concerned with problems of public health administration, research, education, and standardization. The Association has the following sections: Maternal and Child Health, Epidemiology, Food and Nutrition, Health Officers, Industrial Hygiene, Laboratory, Public Health Education, Engineering, Public Health Nursing, and Vital Statistics. Publishes *American Journal of Public Health* (monthly); annual yearbook.

20. American School Health Association. Address: A. O. DeWeese, M.D., executive secretary-treasurer, Kent State University, Kent, Ohio.

Forms a unified organization of all those engaged in school health work, school physicians, school dentists, school nurses, nutritionists, and health education administrators. States relationship of school health work, establishes standards, and deals with the problem of school health activity in state organizations. Publishes *Journal of School Health* (monthly except July and August).

21. American Social Hygiene Association, Inc. 1790 Broadway, New York, N. Y. Address: Walter Clarke, M.D., executive director.

Promotes social hygiene activities, including health or social problems arising from the various relations of the sexes. Special attention is given to activities in all phases of social hygiene, including sex education extending from elementary instruction in childhood and youth to preparation for marriage and family life; educational and promotional activities for medical control of syphilis and gonorrhea; social protective measures, especially recreational, that safeguard young persons against antisocial environment with sexual relations; and legal measures that affect sex health and social conditions. The family is the center of interest in all four groups of activities of the Association. Publishes *Journal of Social Hygiene* (9 issues yearly); *Social Hygiene News* (monthly); pamphlets and books.

22. American Sociological Society. University of Pittsburgh, Pittsburgh, Pa. Address: Harold A. Phelps, secretary.

Encourages sociological research, discussion, teaching, and publication. Includes eight regional societies and fifteen sections and divisions. One section is concerned exclusively with the family, while other sections or divisions, such as social psychology, methods of research, social biology, educational sociology, community study, and psychiatry, deal with specific aspects of family life. An average membership of 1000 persons is engaged in teaching, research, public service, and social work. Has a three-day annual conference. Affiliated with the International Institute of Sociological Societies and Institutes, the Social Science Research Council, the American Association for the Advancement of Science, the American Library Association, and the American Council of Learned Societies. Publishes *American Sociological Review* (6 issues a year).

23. Annual Conference on Conservation of Marriage and the Family. University of North Carolina, Chapel Hill, N. C. Address: Ernest R. Groves, director.

An annual conference of professional people from all sections of the United States directly interested in the teaching of preparation for marriage and family life and marital and family counseling. The program consists of discussions directed by members of the conference and selected specialists who present the findings of current experience and experimentation that may contribute to knowledge and methods of teaching and counseling. Opportunity is given for free discussion, questioning, and criticism of each of the topics presented. Standing committees on organization and on the protection of professional standards are maintained. The Conference which meets for three days the second week of April is limited to two hundred members who come by invitation.

24. Association for Childhood Education. 1201 Sixteenth Street, N. W., Washington, D. C. Address: Mary E. Leeper, executive secretary.

Gathers and disseminates knowledge of the movement for the education of young children; brings into active cooperation all childhood education interests, including parent education; promotes the progressive type of education for young children; and raises the standards of professional training for teachers and leaders in this field. Edits books for teachers, parents, and children; conducts national and regional conferences, featuring study classes; assists affiliated groups thru publications and advisory service; maintains committees to study current educational problems; gives individual information service thru headquarters in Washington; cooperates with national and international organizations working for the welfare of children; and aids the individual teacher by providing avenues thru which he or she may both give and receive professional help. Publishes *Childhood Education* (monthly) and bulletins that aid in solving classroom problems.

25. Association for Family Living, The. 220 South State Street, Suite 930, Chicago, Ill. Address: Evelyn Millis Duvall, executive director.

The Association for Family Living is a resource agency in education for marriage and family living. It provides professional leadership for other educational agencies and organizations interested in conducting programs and organizing classes and study groups in child guidance, youth problems, marriage adjustments, and family relationships. It maintains a marriage and family consultation service to supplement its group work approach. The staff consists of ten professional group leaders including a consulting psychiatrist, a specialist in sex education, and recognized experts in marriage and family life. The Association issues the monthly *Child Study News*, *The Parents' Digest*, and *The Book Review Service*. It further provides library and reading room facilities, functional book and pamphlet lists, visual materials, and aids in program building. The agency is maintained by a large active membership of professional and lay persons, fees for staff services, and an annual allocation from the Community Fund of Chicago.

26. Boy Scouts of America. 2 Park Avenue, New York, N. Y. Address: James E. West, secretary.

Attempts to promote, thru organization and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in Scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which are now in common use by Boy Scouts, by placing emphasis upon the Scout Oath and Law for character development, citizenship training, and physical fitness. Essential elements in the Boy Scout Program are the Scout Oath and Law and the ideals resulting in the practice of the Daily Good Turn and organized service for others. Publishes *Boys' Life* (monthly); *Scouting* (monthly); six other periodical publications; the *Handbook for Boys*; merit badge library; service library; manuals on cubbing and senior scouting; and other specialized activities.

27. Boys' Clubs of America, Inc. 381 Fourth Avenue, New York, N. Y. Address: J. Brackin Kirkland, associate director.

A national organization, devoted to character building for citizenship thru supervised program activities on behalf of Boys' Clubs. Provides visiting consultants on program, publicity, personnel, building, and finance services to its 352 member units now reaching 300,000 boys in 197 cities and to communities planning to inaugurate Boys' Club service.

28. Camp Fire Girls, Inc. 88 Lexington Avenue, New York, N. Y. Address: C. Frances Loomis, editor, Department of Publications.

Stimulates the formation of habits making for good health and character and gives girls an opportunity for self-development thru such recreational activities as camping, nature lore, sports, handicraft, amateur dramatics, and music. Encourages participation in home responsibilities, practicing technics of home management, menu planning and marketing, budgeting, cooking, serving, housekeeping, care of children, home safety, and home

decoration. Promotes happy family relations and better understanding between mothers, fathers, and daughters. Publishes *The Guardian* (monthly except July and August); *The Book of the Camp Fire Girls*; and the *Handbook for Leaders*.

29. Child Conservation League of America. 318 West Washington Street, Chicago, Ill. Address: Emma R. Smith, house editor.

By means of material for study and discussion furnished to groups of mothers organized and directed by the League, this organization proposes to train mothers to recognize and meet the needs of their children in the world of their day.

30. Child Education Foundation. 535 East 84th Street, New York, N. Y. Address: Anna Eva McLin, director.

Makes contributions thru its teacher-education department, advisory service, and preschool unit to self-instructive and cooperative plans of education which will encourage independence of thought and action and stimulate initiative and community interest. The Foundation maintains a constant and constructive receptivity to outside contributions as well as to its own findings for childhood and parental education and the preparation of teachers, and is a source of educational service for children of preschool and primary age, including children of all classes and nationalities, regardless of color or creed.

31. Child Study Association of America. 221 West 57th Street, New York, N. Y. Address: Sidonie M. Gruenberg, director.

Promotes a better understanding between parents and children thru a program of continuous parental education. Activities relate to the following matters: discussion groups, lectures and conferences, family guidance and consultation service, library, speakers' bureau, training of leaders, and publications. Publishes *Child Study* (quarterly).

32. Child Welfare League of America, Inc. 130 East 22nd Street, New York, N. Y. Address: Howard W. Hopkirk, executive director.

Improves organized service for physically, mentally, and socially handicapped children in the United States and Canada, and especially the work by its member organizations, thru the following means: consultation service; studies of community programs or of separate organizations; national and regional conferences; teaching, interchange of service, especially between members; circulation of a loan library among members; publication of a bulletin, record forms, and other literature; and general information service pertaining to child welfare, particularly foster care and protective work. Publishes *Monthly Bulletin* (10 issues yearly).

33. Family Welfare Association of America. 122 East 22d Street, New York, N. Y. Address: Linton B. Swift, general director.

Promotes the development of family social work and of wholesome family life in the United States and Canada thru the following means: field work

with public and private family welfare agencies, assistance in development of qualified personnel in family case work, information service on family social work problems, public interpretation of the family welfare movement, material on family life and relationships developed thru Association activities and publications. Publishes *The Family*, journal of social case work (10 issues yearly); *Highlights* (10 issues yearly, free to members); and pamphlets.

34. Federal Council of the Churches of Christ in America. 297 Fourth Avenue, New York, N. Y. Address: L. Foster Wood, secretary, Committee on Marriage and the Home.

Promotes education for marriage and family life thru the churches in national, state, and local areas; encourages better preparation of ministers for counseling as to marriage and family relations; works thru conferences and assemblies and thru preparation of educational material; cooperates with denominational boards and with city and state councils of churches. Among its publications are: *A Christian View of Marriage*; *Bibliography on Family Life, Parenthood and Young People's Relationships*; *Building the Christian Family: A Program for the Churches*; *Safeguarding Marriages*; *Moral Aspects of Birth Control*; *Intermarriage of Members of Different Christian Communions*; and *Religion and the Home*.

35. General Federation of Women's Clubs. 1734 N Street, N. W., Washington, D. C. Address: Mrs. Saidie Orr Dunbar, president.

The General Federation of Women's Clubs shall have perpetual succession, for educational, industrial, philanthropic, literary, artistic, and scientific culture, and bring into communication with one another the various Women's Clubs thruout the world. Activities in fields of American citizenship, American homes, education, fine arts, international relations, legislation, public welfare, conservation, and public safety. American Home Department includes divisions of family relationships, consumer information, spiritual values in the home; Education Department includes divisions of character education, mothercraft, public instruction, youth cooperation. Publishes *The Clubwoman GFWC* (monthly).

36. Girl Scouts, Inc. 14 West 49th Street, New York, N. Y. Address: Mrs. Paul Rittenhouse, national director.

Provides for the girls of this country a group experience (as opposed to individual) which can grow, change, and evolve as the needs and desires of its members do, and which is democratic and pervaded by the ideals of womanhood and citizenship. The program is planned to give girls a practical knowledge in various fields, such as homemaking, the arts, outdoor life, nature, and citizenship. The organization provides field service and training for both volunteers and professionals, the training courses covering community organization, group work methods, and the special technics of Girl Scouting. Publishes *American Girl Magazine* (monthly); *Girl Scout Leader* (9 issues yearly).

37. Girls Service League of America. 138 East 19th Street, New York, N. Y. Address: Stella A. Miner, secretary and executive director.

Gives counsel and service of many kinds to adolescent girls in need of help, without regard to national or religious backgrounds. It provides personal guidance thru its case-work services and mental hygiene clinic, vocational advice, a "study home," leisure-time activities, camp, residence, and educational opportunities. An information service is maintained thru which advice and resources for aid are extended to all girls who seek help. It co-operates with schools of social work, as a training center for student workers. Publishes *Girls Service League Bulletin* (quarterly); *Annual Report*.

38. Institute of Human Relations. Yale University, New Haven, Conn. Address: M. A. May, director.

Coordinates research in laboratories, clinics, and communities, looking toward the development of a unified science of social behavior which is basic both to the therapeutic problems of physical and mental well-being and also to the constructive and preventive work of education, mental hygiene, and social planning. An effort is being made to discover the basic laws of personality development, of human interaction, and of social control.

39. International Council of Religious Education. 203 North Wabash Avenue, Chicago, Ill. Address: Harry C. Munro, director of family life education.

Official agency of cooperation in Christian religious education of Protestant churches in the United States and Canada. Professionally staffed departments deal with programs for children, youth, adults, and leaders. Provides executive leadership for United Christian Youth Movement which includes preparation for marriage; also for United Christian Adult Movement with emphasis on Christian family life. Field activities include youth camps, adult conferences, family camps, leadership schools, conventions, and conferences. Publishes *International Journal of Religious Education* (monthly); *International Council Yearbook*; and many bulletins, including two on family life education.

40. Iowa Child Welfare Research Station. State University of Iowa, Iowa City, Iowa. Address: Ralph H. Ojemann.

Carries on effectively as a part of the University of Iowa. Conducts investigations in development at child and youth levels, in methods and materials of parent and family life education, and in preschool education. Publishes extensive series of research monographs and popular pamphlets. Supervises field programs in parent education thru traveling supervisors and radio programs. Answers inquiries for knowledge and services in the above areas.

41. Jewish Institute on Marriage and the Family. 40 West 68th Street, New York N. Y. Address: Sidney E. Goldstein, chairman.

Contains representatives of Orthodox, Conservative, and Reform Jewish groups. The purpose of this organization is the protection of marriage and the conservation of the family. Serves Jewish institutions and communities

in all parts of the United States. Program includes the following: the arrangement of lecture courses on marriage and family problems; the organization of study groups for the married and unmarried; the establishment of consultation centers on marital problems; and the development of pre-marital conferences for ministers and others authorized to perform the marriage ceremonies. The Institute issues manual material from time to time for individuals, institutions, and communities served.

42. Jewish Welfare Board. 220 Fifth Avenue, New York, N. Y. Address: Louis Kraft, executive director.

Promotes the religious, intellectual, physical, and social well-being and development of Jews; stimulates the organization of Jewish Centers, Young Men's Hebrew Associations, Young Women's Hebrew Associations, and kindred societies; assists, advises, and encourages such societies, correlates their activities, and promotes the interchange of advantages afforded; cooperates with other organizations for the development of Judaism and good citizenship; promotes the social welfare of soldiers, sailors, and marines in the Army and Navy of the United States, and provides adequate opportunity for their education, religious worship, devotion, solace, and improvement. Publishes *Jewish Center* (quarterly).

43. Motion Picture Research Council. 111 Sutter Street, San Francisco, California. Address: Ione Schlaifer, executive secretary.

Includes the study and improvement of films, particularly as they affect children; recognition by the public and the producers of the need to discriminate between motion pictures for different age groups; and community freedom in the choice of films. The Council sponsored the Payne Fund Studies on Motion Pictures and Youth. It publishes *The Cinema Forum*, a bulletin for community leaders in motion picture work, and a *News Bulletin* for its supporting members. It has a chapter in Boston and maintains legislative headquarters in Washington, D. C. It is sustained by voluntary contributions.

44. National Advisory Council on Radio in Education. 60 East 42nd Street, New York, N. Y. Address: Levering Tyson, secretary.

Develops the art of radio communication with particular reference to broadcasting as an instrumentality in education; assembles and interprets information concerning the practices and experience of broadcasting stations here and abroad in conducting or developing educational features; presents to the educational world the opportunities for education in the utilization of broadcasting; and seeks the cooperation of the broadcasting industry in making facilities available for educational purposes as a public obligation. Publishes *Proceedings of Annual Conferences*.

45. National Catholic Welfare Conference. 1312 Massachusetts Avenue, N. W., Washington, D. C. Address: Rev. Edgar Schmiedeler, director, Family Life Section.

The Family Life Section seeks to better family life in the following ways: disseminating the principles of Christian marriage; developing a popular literature on the family; promoting a Catholic parent education movement; promoting meetings, particularly of the National Catholic Conference on Family Life; cooperating with other agencies interested in marriage and the family; encouraging the establishment of the Association of the Holy Family and Maternity Guilds; fostering study clubs; and encouraging the establishment of family and parent education courses in Catholic schools. Publishes *The Catholic Family Monthly*; several volumes on the family; and several dozen study club brochures.

46. National Committee for Mental Hygiene. 50 West 50th Street, New York, N. Y. Address: George S. Stevenson, medical director.

Works for the conservation of mental health; reduction and prevention of mental and nervous disorders and defects; improved care and treatment of persons suffering from mental diseases; special training and supervision of the feeble-minded; and the acquisition and dissemination of reliable information on these subjects and on mental factors involved in the problems of education, industry, delinquency, dependency, and others related to the broad field of human behavior. Publishes *Mental Hygiene* (quarterly).

47. National Committee on Maternal Health, Inc. 2 East 103d Street, New York, N. Y. Address: Raymond Squier, M.D., executive secretary.

Promotes scientific research in human sex biology, especially medical aspects of human fertility, including contraception, sterility, sterilization, sexual practices, marriage counseling. Refrains from propaganda and service to lay persons or groups. Publishes books and papers in standard medical journals.

48. National Conference of Christians and Jews. 300 Fourth Avenue, New York, N. Y. Address: Everett R. Clinchy, director.

Works to analyze, moderate, and finally to eliminate socially inherited prejudices which disfigure and distort business, social, and political relations. The Conference works thru seminars and conferences of a round-table nature in many communities and educational institutions, conducts a news service of the activities of the three faiths. Makes wide use of the radio and literature designed to explain and to eliminate sources of misunderstandings between Americans of different cultures. Its program does not seek to merge religions or to discredit any faith or culture. Williamstown Institute of Human Relations and other summer institutes are arranged by this body. Publishes *Interfaith Leader* (quarterly).

49. National Conference of Social Work. 82 North High Street, Columbus, Ohio. Address: Howard R. Knight, general secretary.

Exists to facilitate discussion of the problems and methods of practical human improvement, to increase the efficiency of agencies and institutions devoted to this cause, and to disseminate information; does not formulate

platforms. In the deliberations at its annual meeting and in its published *Proceedings*, the problems of family life—particularly problems growing out of dependency, delinquency, and inadequacy in its various forms—are examined and methods of dealing with these problems are discussed. Permanent program organization for the annual meeting consists of five sections: Social Case Work; Social Group Work; Community Organization; Social Action; and Public Welfare Administration. In addition, a number of special committees are established each year.

50. National Conference on Family Relations. 1126 East 59th Street, Chicago, Ill. Address: Mary K. White, executive director.

Brings together for exchange of ideas and information individuals and groups engaged in research and professional service in the field of marriage and the family and advances the cultural values that are now principally secured thru family relations for the advantage of the individual and the strength of the nation. It seeks to unite in this common objective persons now working in the different fields of family research and welfare, such as biology, child study, education, eugenics, family economics, family social work, family and marriage counseling, home economics, and parent education. National, regional, and state conferences are held to present important research findings, to discuss points of view and experience, and to consider proposals for family welfare. The eight national committees of the National Conference—Economic Basis of the Family, Education for Marriage and the Family, Eugenics and the Family, Marriage and Family Counseling, Marriage and Family Law, Marriage and Family Research, Problems of Youth, and Religion and the Family—carry on continuous programs and work in cooperation with those states and regions which have set up comparable committees. Plans are being considered for the formation of a Committee on Health and the Family. Publishes *Living*, a quarterly journal of marriage and the family.

51. National Congress of Parents and Teachers. 600 S. Michigan Boulevard, Chicago, Ill. Address: the Congress.

Works to promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth; to bring into closer relation the home and the school, that parents and teachers may co-operate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education. The program is motivated by education for home and family life and includes education for home-school cooperation and community relationships. Among its committees are those on parent education, education for home and family life, character and spiritual education, child health and summer roundup of the children, citizenship, exceptional child, juvenile protection, mental hygiene, motion pictures and visual education, radio,

reading and library service, recreation, rural service, safety, school education, social hygiene, study of the effects of alcohol and narcotics. Publishes *National Parent-Teacher Magazine* (monthly); *National Congress Bulletin* (monthly); *Proceedings* (annually).

52. National Council for Mothers and Babies. 1710 Eye Street, N. W., Washington, D. C. Address: Mrs. Gordon Wagenet, executive secretary.

Brings to the national problem of providing better care for mothers and babies the understanding of diversified national organizations. Education, economics, farm life, medical and health care are some of the specialized subjects covered by the Council's membership of sixty national organizations. At least twelve of the Council's organizations are concerned with family life education. A committee on educational resources functions as a liaison with this group. The Council offers its services on statewide conferences; special sessions in national conventions; study material; brief, factual, semimonthly *Clearing House Notes*; and other services coming within its resources.

53. National Council of Parent Education, Inc. Vassar College, Poughkeepsie, N. Y. Address: Joseph K. Folsom, chairman and agent of the Governing Board.

Functions as a service agency for workers and organizations in the field, furnishing a clearinghouse of information on problems of parent education and family life; giving professional stimulation and development by diffusing the results of research, providing opportunities for sharing experiences thru conferences, assisting organizations and communities in the development of programs of family life education, preparing bulletins, and other activities; and stimulating and guiding public interest in the field of family life thru such activities as regional and state conferences. Secures representation of the movement for family life education thru active service by board and staff members on committees, boards, and conferences of other organizations and professional groups. Publishes *Bulletin of Family Research and Education* (6 issues yearly).

54. National Health Council. 1790 Broadway, New York, N. Y. Address: Thomas C. Edwards, business manager.

Coordinates the activities of its member organizations; carries on joint projects in the field of public health, such as those engaged in by its several committees and its cooperative program on the prevention of congenital syphilis; and provides a service department for carrying on office and field activities, publications, etc. The Council maintains the National Health Library.

55. National Home Study Council. 839 Seventeenth Street, N. W., Washington, D. C. Address: J. S. Noffsinger, director.

Promotes sound educational standards and ethical business practices within the home study field; maintains a complete cross-reference index of some

25,000 correspondence courses now available in the United States, a clearing bureau regarding technical and professional developments in the field, annual conventions and conferences for discussion of home study problems, and clearing bureau *re* home study courses and schools available without charge to any person, corporation, school, or government executive requesting same. Publishes *Home Study Blue Book* (annually) and *Directory of Approved Home Study Schools* (quarterly).

56. National Kindergarten Association. 8 West 40th Street, New York, N. Y. Address: Bessie Locke, executive secretary.

Works to have kindergartens provided for all the nation's children and to get more public-school kindergartens opened and better laws enacted. More than 2300 kindergartens have been established thru the Association's efforts. Field secretaries, employed in every state, cooperate with state and local organizations in promoting the extension of kindergarten education. Weekly articles dealing with child-behavior problems, prepared by experts, are issued free to 679 home demonstration and extension agents and to 1039 newspapers and magazines that have agreed to print them. Furnishes publicity material free of charge to communities endeavoring to secure kindergarten education for their children.

57. National Organization for Public Health Nursing, Inc. 50 West 50th Street, New York, N. Y. Address: Dorothy Deming, general director.

Promotes and makes more effective all types of public health nursing services thruout the country thru the development of standards in policies, practices, and qualifications; thru contact with public health nursing on a local, state, and national basis; and thru cooperative relationships with other national health and social agencies. Activities include advisory and consultation service, approving university courses in public health nursing, field studies, and special statistical studies. Publishes *Public Health Nursing* (monthly).

58. National Probation Association. 1790 Broadway, New York, N. Y. Address: Charles L. Chute, executive director.

Studies and standardizes methods of probation and parole work, both juvenile and adult, by conferences, field investigations, and research; extends and develops the probation system by legislation, the publication and distribution of literature, and in other ways; promotes the establishment and development of juvenile courts, domestic relations or family courts, and other specialized courts using probation; and cooperates with local, state, and national organizations to bring about the prevention of delinquency and crime. Publishes magazine *Probation* (bimonthly); the *Yearbook* (annually).

59. National Recreation Association. 315 Fourth Avenue, New York, N. Y. Address: Howard Braucher, secretary.

Carries on a program to bring to every child, youth, and adult in America an adequate opportunity for wholesome, happy play and recreation. Assists urban and rural localities to obtain or develop more and better recreation

facilities; to provide more home family play; more music, drama, arts, and crafts; more opportunities for hiking, nature study, gardening; wider use of existing facilities, including school buildings, for recreation; better local organization and administration of recreation; better recreation planning; year-round recreation programs for all community groups; better leadership, paid and volunteer; trained, competent, full-time recreation executives to plan and administer local recreation work. Publishes *Recreation* (monthly); *Recreation Bulletin Service* (22 issues yearly).

60. National Society for the Prevention of Blindness, Inc. 1790 Broadway, New York, N. Y. Address: Mrs. Eleanor Brown Merrill, executive director.

Ascertains causes of blindness or impaired vision; advocates measures leading to the elimination of such causes; brings the knowledge of eye hygiene in popular form to children and adults; acts as clearinghouse and stimulating agent for others engaged directly or indirectly in the prevention of blindness and the conservation of vision. Works to combat prenatal syphilis, eye infections of newborn babies, and eye accidents in child play; promotes eye examinations for preschool children and eye health in the school program; promotes the integration of eye health programs in teacher education; establishes sight-saving classes and trains special teachers; develops medical social service in eye clinics; eliminates eye hazards in industry. Publishes *Sight-Saving Review* (quarterly) \$2 a year; *Sight-Saving Class Exchange* (four issues yearly); *News Letter* (published occasionally); issues a large number of publications dealing with prevention of blindness and conservation of vision.

61. National Tuberculosis Association. 1790 Broadway, New York, N. Y. Address: Kendall Emerson, M.D., managing director.

Studies tuberculosis in all its forms and relations; disseminates knowledge concerning the causes, treatment, and prevention of tuberculosis; stimulates, unifies, and standardizes the work of the various antituberculosis agencies thruout the country, especially the state and local associations; cooperates with all other health organizations in the coordination of health activities; and promotes international relations in connection with health activities in the study and control of tuberculosis. Serves as a clearinghouse for research, information, advice, and literature dealing with tuberculosis work. Publishes *American Review of Tuberculosis* (monthly); *Bulletin* (monthly); *Tuberculosis Abstracts* (monthly); *Annual Transactions*.

62. Progressive Education Association. 221 West 57th Street, New York, N. Y. Address: Frederick L. Redefor, executive secretary.

Develops and promotes progressive principles of education. As a part of its program, it seeks to establish better home-school relations thru research and the publication of books and pamphlets, thru field conferences, and thru cooperation with other organizations interested in the problems of family living. Service Center supplies information to members; exhibits at meetings of allied national organizations. Commission on Human Relations has

made available a series of 57 motion picture films. These are 16 mm., sound films varying in length from 25 to 30 minutes. They are designed to promote discussion of personal, family, and group relationships and are accompanied by study guides. Publishes *Progressive Education* (8 issues a year); and *Frontiers of Democracy* (8 issues a year).

63. Summer Play Schools Association. 1841 Broadway, New York, N. Y. Address: Adele S. Mossler, director.

Serves children by: demonstration schools and experimentation with adapting modern educational methods to the leisure-time needs of children; planning and supervising summer all-day and winter after-school play schools (in New York City), which are conducted by settlement houses, community centers, public and private school groups, housing projects, and a university; cooperating with many public and private agencies and drawing upon the resources of the community; training teachers for this special type of program thru courses, demonstration schools, and consultation on the job; and helping parents to a greater insight into their children and their family problems thru discussion groups and personal interviews. The Association was formerly the Summer Play Schools Committee of the Child Study Association. Publishes books and pamphlets presenting findings of experimental work used by related agencies thruout the country.

64. U. S. Department of Agriculture, Bureau of Home Economics. Washington, D. C. Address: Louise Stanley, chief.

Conducts scientific studies of consumer problems, including problems in nutrition, use of food, economics, textiles, clothing, and housing and equipment; and makes available results of studies in technical and popular bulletins, news releases, and over the radio. Works closely with other governmental and nongovernmental agencies interested in consumer problems, and assists in the establishment of policies directed toward education and protection of consumers. Has no field service, but works closely with the land-grant colleges and the home demonstration agents under the Extension Service, and in this way keeps in close touch with the homemakers and professional home economics workers thruout the country.

65. U. S. Department of Agriculture, Extension Service. Washington, D. C. Address: Mrs. Lydia Ann Lynde, extension specialist in parent education.

Takes to rural people the results of the research of the Department and the state experiment stations in agriculture and home economics, aids farmers in obtaining better returns from their farms, and makes rural America a better and more satisfactory place in which to live. The home economics section teaches principles and practices in good homemaking, child development, and family and community relationships. The Service is a cooperative enterprise conducted by the U. S. Department of Agriculture and the state colleges of agriculture, and the counties in each of the states, Alaska, Hawaii, and Puerto Rico.

66. U. S. Department of Labor, Children's Bureau. Washington, D. C. Address: Katharine F. Lenroot, chief.

Undertakes research and provides consultation service to state, local, public, and private organizations on all matters pertaining to the welfare of children and child life, especially on child development and health, social services, delinquency, and employment of children; administers the federal grants to the states under the Social Security Act for maternal and child health services, services for crippled children, and child welfare services; and administers the child labor provisions of the Fair Labor Standards Act of 1938. Special activities relating to education for family life include: preparing popular publications on child health, child management, and social service to conserve family life; furthering the extension of public health and social services for assistance and education of parents; and interpreting to health and welfare organizations methods and procedures which will prevent unnecessary or long-continued separation of children from their families. Publishes statistical and descriptive reports; bulletins for parents; leaflets; *The Child* (monthly); *Social Statistics*.

67. U. S. Office of Education, Federal Security Agency. Washington, D. C. Address: Ellen C. Lombard, associate specialist in parent education.

Conducts parent education work in the American Schools Division. The work consists of making studies of parent education programs in state and local areas; cooperative projects with organizations; preparing bibliographies on subjects related to parent education; planning programs for conferences on home-school cooperation or parent education and participating in discussions and panels; providing speaking, instructing, and consultative services at institutes in universities and colleges; cooperating with committees of national organizations; preparing articles for periodicals and issuing bulletins, leaflets, and pamphlets.

68. U. S. Office of Education, Federal Security Agency. Washington, D. C. Address: Edna P. Amidon, chief, Home Economics Education Service.

Thru a staff of regional field workers and special consultants, cooperates with state and city departments of education in the promotion and development of education in home and family living in elementary and secondary schools, in part-time schools for youth and adults, in home economics departments in colleges and universities, and thru coordinated community programs. Emphasis is placed on the significance of family relationships and values in family living. Programs include the study of basic family needs and the ways in which such resources as food, clothing, housing, money, and the abilities of individual family members are used to satisfy these needs. Assistance is given with problems of curriculum development, with demonstrations, experimentation, research, and with conferences. The Service acts as a clearinghouse to make as widely available as possible the findings of state and national studies.

69. U. S. Public Health Service. Washington, D. C. Address: Charles V. Akin, assistant surgeon general, Division of Sanitary Reports and Statistics.

Protects and promotes health of the people of the United States by preventing the introduction of disease from abroad, suppression of epidemics, and prevention of interstate spread of disease; cooperates with state and local health authorities in improving their health services thru expansion of activities, better health administration, and improving the qualifications of their health personnel; research; supervision and control of biologic products used in the prevention and treatment of disease; and the dissemination of health information. Publishes *Public Health Reports* (weekly); *Venereal Disease Information* (monthly); reports on scientific research (National Institute of Health Bulletins and Journal of the National Cancer Institute); articles relating to public health administration (Public Health Bulletins); publications on the protection and promotion of individual and community health for the information of physicians, teachers, and the general public; and miscellaneous publications. Issues news releases, and promotes health education thru exhibits, the radio, and motion pictures.

70. Vassar Summer Institute of Euthenics. Vassar College, Poughkeepsie, N. Y. Address: Ruth Wheeler, director; Mary Shattuck Fisher, associate director.

Offers a new kind of summer graduate study for college men and women. Helps individuals as parents, or as professional men and women, to make more intelligent application of the arts and sciences to the interests and problems of their own lives. Children, from two to eleven years, whose mothers or fathers attend the six-week summer session, are enrolled in five groups, each with its own living quarters and a twenty-four-hour program appropriate to the needs and interests of a particular age. In 1940 the Institute offered two basic seminars, one on child development and family relationships, the other on home management. In addition, there were intensive two-week seminars on nutrition, growth and health, ethical and religious factors in conduct, consumer economics, propaganda analysis, government and the individual, and human ecology. The curriculum included also a workshop for the study of personality development designed for those who wanted advanced training in mental hygiene and guidance. Next summer's session will begin June 19, 1941.

71. Work Projects Administration. 1734 New York Avenue, N. W., Washington, D. C. Address: Grace Langdon, specialist in family life education.

Family life education is one phase of the education program which operates under the WPA Professional and Service Division. The program includes nursery schools, classes in parent education, and all phases of home-making education. These classes supplement rather than duplicate those of other agencies with whom close cooperation is maintained. Technical assistance to the programs in the states is provided thru state and local supervision and thru the federal office. The services of the latter include field visits to the states, interviews with state and local officials and technical

supervisors, and participation in training programs. Bibliographies and teaching helps are also prepared, and teaching material produced in the states is evaluated.

72. Young Men's Christian Associations of the United States of America, National Council. 347 Madison Avenue, New York, N. Y. Address: John E. Manley, general secretary.

Unites local associations and individual members in programs of health, formal and informal education, citizenship study, and religion. Members are chiefly young men and boys living at home. Stresses self-governing club activity in school, church, and neighborhood settings. Conducts field and national assemblies among high-school, college, and working youth. Young men away from home in cities receive special attention thru adapted programs including provision for wholesome residence. Supplements home training and understanding thru "Indian Guide Father and Son" and other programs. Encourages recent rapid growth of mixed or coeducational programs, stressing preparation for home membership, leisure-time education, public affairs, and related expressions of Christian ideals in social relationships. Publishes *National Council Bulletin* (bimonthly); *Christian Citizenship* (10 issues yearly); *The Intercollegian and Far Horizons* (9 issues yearly).

73. Young Women's Christian Associations of the United States of America, National Board. 600 Lexington Avenue, New York, N. Y. Address: the Association.

Unites in one body the Y. W. C. A.'s of the United States; establishes, develops, and unifies such associations; participates in the work of the World's Young Women's Christian Association; advances the physical, social, intellectual, moral, and spiritual interests of young women. Seeks to bring young women to such a knowledge of Jesus Christ as Savior and Lord as shall mean for the individual young woman fullness of life and development of character. The National Board advises local associations and acts as a resource on program, policies, organization, administrative practices, and other matters; holds conferences; trains and recommends professional staff; calls biennial conventions for discussion and adoption of policies; assists by personnel and grants in similar programs abroad; cooperates with other national agencies; and carries on a national program of education and activity in public affairs, particularly as they affect women. Publishes *Woman's Press* (monthly); *Bookshelf* (9 issues yearly).

B. REFERENCES ON EDUCATION FOR FAMILY LIFE

The following list of books should be useful to teachers and administrators in connection with family life education. Selection has been made from a much longer list. Public librarians in most communities will be able to suggest many other sources.

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8. NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON SOCIAL-ECONOMIC GOALS OF AMERICA. *Implications of the Social-Economic Goals for Education*. Washington, D. C.: the Association, 1937. 126 p.
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OFFICIAL RECORDS

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A Department of the National Education Association
of the United States

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The President, First and Second Vicepresidents, ex officio

ANNUAL REPORT OF THE EXECUTIVE SECRETARY ATLANTIC CITY MEETING, 1941

To the President, Executive Committee, and Members:

IN ACCORDANCE with the provisions of the constitution adopted at the New Orleans convention in 1937, the annual report of the activities of the American Association of School Administrators is presented herewith. It covers the period from January 1, 1940, to December 31, 1940.

The St. Louis Convention

"What Is Right with the Schools?" was the topic selected by President Ben G. Graham for the seventieth annual convention at St. Louis, February 24-29, 1940. There is a great deal more right than wrong with the schools today, in spite of critics who are oblivious to the effect on education of profound social changes in the last quarter of a century. Convention speakers pointed to advances in our understanding of child nature and the learning process; the modern point of view of teachers who are trained to teach children—not subjects; and the forward steps in the elementary field as the result of scientific experimentation in the common school subjects.

High schools have helped to make America a nation of readers. They have developed wholesome physical habits and a liking for sports. They have helped to minimize class distinctions and to keep social lines fluid by bringing together rich and poor and by recognizing achievement rather than background.

Public affairs received adequate attention from speakers of national prominence. Administrator Paul V. McNutt of the Federal Security Agency stated that in 1940 we found ourselves in the unique position of having to help youth discover and establish new frontiers other than those formerly made available by free land. Only thru adequate, well-planned, universal education can we feel sure that those who face the 'forties will be able to maintain the desirable qualities of American life.

Chairman James G. McDonald of the President's Advisory Committee on Political Refugees dealt with the great human tragedy in Europe and made plain that we shall need intelligence and courage rightly to play our role in world affairs. Irvin S. Cobb spoke on the



*St. Louis A Cappella Choir, speakers, and platform guests on stage
in the Municipal Auditorium, Sunday afternoon, February 25, 1940*

menace of communism. Senator C. Wayland Brooks of Illinois referred to the conflict going on today in America to determine the future course of our nation. Those most vitally concerned are the youth of the country. America needs the clear thinking of youth and the courage of youth. Dean William F. Russell of Teachers College stated that we must be prepared to defend ourselves against the attack of armed forces, against physical weakness in our own people, and against the destruction of our ideals.

On Sunday evening, before an audience which packed the great Municipal Auditorium, the St. Louis public schools presented a program, not only of entertainment but also of much educational and social value. Under the title, "Musica Americana," it portrayed thru the medium of music, aided by brilliant stage picturings, a story of American history from the time of the American Indians and the early Puritans to the present decade. As President Graham pointed out, this program enabled us to discern, dimly and slowly emerging, the distinctive culture that is to be America.

Four school systems cooperated in presenting the inspiring revue, "On Our Way"—Oakland, California; Clayton, University City, and Webster Groves, Missouri. The revue introduced an American "Mr. Chips" who was listed in the program merely as Grandad. He was a kindly and lovable retired superintendent of schools who interpreted the purposes of education in a series of dialogues with his granddaughter, Sally, an earnest and intelligent college girl who wanted to become a teacher. A difficult undertaking for any group, the production involved tremendous problems for an amateur company of school people, limited as they were by lack of time and funds. "On Our Way" was more than entertainment. It was sound educational philosophy, passing in living review with vividness which stamped the major purposes of education unforgettably in the spectator's memory. The thousands who saw the revue on Wednesday evening and Thursday morning went away with a new vision of the purposes of education—the same purposes outlined by the Educational Policies Commission in its popular book, *The Purposes of Education in American Democracy*.

Six group sessions were held on each of three afternoons. The following general areas were discussed: Educational Policy, Public School Business Administration, The Small School, Secondary Education, Occupational Adjustment, and Special Education.

The wide range of exhibits which occupied all the available space in the convention hall would justify schoolboards in paying their superintendents' traveling expenses to these meetings. One could stay at home and yet gain a fair picture of the convention discussions from a perusal of the *Official Report* and the convention *Summary*. It is only at the convention itself that one may see with his own eyes the vast range of new publications and modern school equipment. The St. Louis exhibit occupied 100,000 square feet of floor space and included displays of 230 firms and organizations. It was the most complete showing of school equipment, classroom tools, and teaching aids to be found at any time or place.

According to official figures 13,599 persons registered at the St. Louis convention. In spite of efforts to the contrary the number of supplementary meetings and functions continues to increase. At St. Louis there were 156 breakfasts, luncheons, and dinners and over 200 other meetings. These meetings were sponsored by approximately 70 organizations, some of which had been invited to participate in the convention, while others came without the formality of an invitation. It would be better for all concerned if some of these groups and organizations would schedule their meetings at other times and places.

The Executive Committee

Article IV of the constitution provides that the Executive Committee shall consist of seven members. The president and first and second vicepresidents are members ex officio and are elected annually. Four members, chosen by election, hold office for terms of four years.

Six meetings of the Executive Committee were held during 1940, the first being at the Hotel Jefferson, St. Louis, Missouri, on Saturday, February 24. Members present were: Ben G. Graham, Pittsburgh, Pennsylvania, president; John A. Sexson, Pasadena, California, first vicepresident; Homer W. Anderson, Omaha, Nebraska, second vicepresident; J. C. Cochran, San Antonio, Texas; Jesse H. Mason, Canton, Ohio; J. W. Ramsey, Fort Smith, Arkansas; and William J. Hamilton, Oak Park, Illinois. Others present were: Carroll R. Reed, Minneapolis, Minnesota, president-elect; G. E. Roudebush, Columbus, Ohio, chairman of the Committee on Resolutions; and Executive Secretary Sherwood D. Shankland.

At the Cleveland convention in 1939, Superintendent David J. Malcolm, of Charlemont, Massachusetts, proposed an amendment

to the constitution changing the name from the American Association of School Administrators, a department of the National Education Association of the United States, to the Department of Superintendence of the National Education Association of the United States—this proposed amendment to be voted on at the 1940 convention. On motion of Mr. Ramsey, seconded by Mr. Hamilton, the Executive Committee agreed that, in counting the ballots, the two-thirds vote necessary for adopting the amendment should be determined on the basis of the number of votes cast.

President Graham presented a letter from President George F. Zook of the American Council on Education inviting the American Association of School Administrators to appoint a representative on the American Council's Committee on Implementation of Studies in Secondary Education. It was agreed that the president of the Association should appoint a representative to serve on this committee. Secretary Shankland was later instructed to act in this capacity.

After a recess for dinner, a joint meeting was held with the Executive Committee of the National Education Association. All officers and members of the Executive Committee of the American Association of School Administrators were present. Members of the Executive Committee of the National Education Association who attended were: Amy H. Hinrichs, New Orleans, Louisiana, president; Helen T. Collins, New Haven, Connecticut; Fred D. Cram, Cedar Falls, Iowa; Mrs. Myrtle Hooper Dahl, Minneapolis, Minnesota; Joseph H. Saunders, Newport News, Virginia; Albert Shaw, Los Angeles, California; Reuben T. Shaw, Philadelphia, Pennsylvania; B. F. Stanton, Alliance, Ohio; and John W. Thalman, Waukegan, Illinois.

Others in attendance were: Executive Secretary Willard E. Givens of the National Education Association; Chairman Alexander J. Stoddard and Secretary William G. Carr of the Educational Policies Commission; and Executive Secretary Agnes Samuelson of the Iowa State Teachers Association and President George F. Zook of the American Council on Education, members of the Educational Policies Commission. President Amy H. Hinrichs of the National Education Association presided at the meeting.

Chairman Stoddard of the Educational Policies Commission explained that the grant from the General Education Board for the support of the Educational Policies Commission would expire on

December 31, 1940. He said: "The members of the Commission believe that the Educational Policies Commission should terminate its existence at that time. They feel, however, that they will have done less than their full duty if they fail to call attention to the desirability of continuing and developing the type of work in which they have been engaged. Therefore, they recommend that there be created a national educational policies commission, to be sponsored by the National Education Association and by the American Association of School Administrators. The Commission recommends that these two organizations provide as adequate financial support as possible, with the aid of a grant from the General Education Board, if available."

Miss Samuelson, Mr. Sexson, Mr. Graham, and Mr. Zook spoke of the valuable work of the Educational Policies Commission during the past four years and of its far-reaching results. They expressed conviction that the work should be continued. The representatives of the Educational Policies Commission then retired from the meeting.

Following a brief discussion of the financial problems involved, the joint meeting adjourned until Wednesday evening, February 28.

The two Executive Committees met again on Wednesday evening, February 28, pursuant to adjournment. On motion of Mr. Stanton, it was voted that the Educational Policies Commission be continued and reorganized on the general plan outlined by Mr. Stoddard at the joint meeting of the Executive Committees on Saturday evening, February 24.

On motion of Mr. Reed, it was voted to give the Educational Policies Commission financial support to the best of our ability. It was further agreed that both organizations make provisions in their budgets for 1941 to aid in financing the Educational Policies Commission.

On motion of Mr. Saunders, it was voted that the General Education Board be asked to make a grant of a substantial sum over a period of four years to assist in carrying on the work of the Educational Policies Commission.

The new and old Executive Committees of the American Association of School Administrators met in joint session at Hotel Jefferson, St. Louis, on Thursday afternoon, February 29, at 4:30 o'clock. Members and officers present were: Ben G. Graham, Pittsburgh,

Pennsylvania, president; Carroll R. Reed, Minneapolis, Minnesota, president-elect; John A. Sexson, Pasadena, California, first vice-president; Homer W. Anderson, Omaha, Nebraska, second vice-president; Hobart M. Corning, Colorado Springs, Colorado, second vicepresident-elect; J. C. Cochran, San Antonio, Texas; Jesse H. Mason, Canton, Ohio; J. W. Ramsey, Fort Smith, Arkansas; William J. Hamilton, Oak Park, Illinois; Sherwood D. Shankland, executive secretary; and H. A. Allan, business manager of the National Education Association.

Oral invitations for the 1941 convention were presented as follows: *Atlantic City, New Jersey*—by Superintendent Arthur S. Chenoweth; and by A. H. Skean, manager of the Convention Bureau. *Chicago, Illinois*—by Guy M. Jones, assistant director of textbooks, who spoke on behalf of the public schools, the University of Chicago, and the Association of Commerce.

A cordial invitation to hold the 1942 convention in San Francisco, California, was presented by a delegation headed by Superintendent J. P. Nourse of San Francisco; John F. Brady, president of the California Teachers Association; and C. Harold Caulfield, president of the San Francisco Board of Education.

President Graham expressed appreciation to Frederick H. Rein, general manager of the St. Louis Convention and Publicity Bureau, for the efficient manner in which he had handled the details of the convention. Mr. Graham also thanked Philip J. Hickey, secretary-treasurer of the board of education and assistant superintendent of the St. Louis public schools, for his splendid work as general chairman of convention activities and as chairman of the Housing Bureau. Both Mr. Rein and Mr. Hickey responded, thanking Mr. Graham and expressing the pleasure which had come to them in working and planning for the convention.

On motion of Mr. Mason, it was voted to give President-Elect Reed power to act in securing information on facilities of cities extending invitations for the 1941 convention.

The executive secretary reported that the annual election had been held according to the constitution and bylaws and that the tellers had certified to the election of the following officers, to take office March 15, 1940: Carroll R. Reed, superintendent of schools, Minneapolis, Minnesota, president; Hobart M. Corning, superintendent of schools, Colorado Springs, Colorado, second vicepresi-

dent; Homer W. Anderson, superintendent of schools, Omaha, Nebraska, member of the Executive Committee for four years.

On motion of Mr. Hamilton, President Graham and Secretary Shankland were authorized to pay all bills of the Association up to the close of the St. Louis convention, issuing checks against the special account of the Association in the usual manner.

There followed a discussion of plans for financing the Educational Policies Commission after the expiration of the present grant from the General Education Board on December 31, 1940. The following resolution was then adopted:

We believe that the Educational Policies Commission should be continued. We have reviewed carefully the financial outlook of the American Association of School Administrators, and we are prepared to contribute \$2000 toward the work of the Educational Policies Commission for one year. Beyond the one year, we cannot officially commit ourselves.

The annual meeting of the Executive Committee was held in the Board of Directors Room of the National Education Association building in Washington, D. C., May 2 and 3. Members present were: Carroll R. Reed, Minneapolis, Minnesota, president; Ben G. Graham, Pittsburgh, Pennsylvania, first vicepresident; Hobart M. Corning, Colorado Springs, Colorado, second vicepresident; Jesse H. Mason, Canton, Ohio; J. W. Ramsey, Fort Smith, Arkansas; William J. Hamilton, Oak Park, Illinois; and Homer W. Anderson, Omaha, Nebraska. Also present were Sherwood D. Shankland, executive secretary; and H. A. Allan, business manager of the National Education Association.

President Reed stated that he had personally visited Chicago and Atlantic City, the two cities which had extended invitations for the 1941 convention. Four members of the Executive Committee were with him in Chicago. Mr. Allan told of the exhibit facilities in each of the cities, and Mr. Shankland discussed the meeting hall possibilities. After considerable discussion it was decided to hold the 1941 convention in Atlantic City, New Jersey. The officers were authorized to sign contracts as soon as satisfactory negotiations could be completed. One vote for Chicago was recorded.

The annual report of the executive secretary was submitted in writing. It covered, in detail, the activities of the Association including the work of its various committees and commissions. It also included a statement of receipts and expenditures for several years

past, together with estimates for the year 1940. The report was received and placed on file. On motion of Mr. Ramsey, seconded by Mr. Mason, the budget for 1940, as submitted by the executive secretary, was adopted, with estimated receipts of \$58,430.98 and estimated expenditures of \$60,878.77.

It was agreed that the *Summary* which was prepared and distributed at the close of the Cleveland convention in 1939 and the St. Louis convention in 1940 was very valuable, and that a similar report should be issued at the 1941 convention. It was suggested, however, that the 1941 *Summary* be produced more economically than those at previous conventions.

Secretary William G. Carr of the Educational Policies Commission was invited to discuss the present status and future plans of that Commission. Mr. Carr stated that a request for a substantial grant, covering a period of four years, had been presented to Mr. Robert J. Havighurst of the General Education Board. Mr. Carr expressed the opinion that the chances of securing a large appropriation were not very promising, but that a modest sum might be expected.



Ballet of the Flowers—a scene from Musica Americana. Presented at the St. Louis convention, February 26, 1940

President Reed presented a tentative outline of the program for the Atlantic City convention, based on the general theme "To Provide for the Common Defense: To Promote the General Welfare: To Secure the Blessings of Liberty." He asked for the advice of the members of the Executive Committee in developing his program plans. A number of valuable suggestions were made. A tentative list of speakers and topics was discussed.

On the afternoons of Monday, Tuesday, and Wednesday, there will be about twelve discussion group meetings, to be centered around the main theme with emphasis on its implications for the schools. On Monday, the central theme will be "To Provide for the Common Defense"; on Tuesday, "To Promote the General Welfare"; and on Wednesday, "To Secure the Blessings of Liberty".

It was announced that arrangements had been completed for a breakfast in honor of President Carroll R. Reed on Wednesday, July 3, 1940, during the Milwaukee convention of the National Education Association. On motion of Mr. Graham, it was voted that William J. Hamilton act as toastmaster for the breakfast.

The fall meeting of the Executive Committee was held at Hotel Dennis, Atlantic City, New Jersey, September 27 and 28. Members present were: Carroll R. Reed, Minneapolis, Minnesota, president; Ben G. Graham, Pittsburgh, Pennsylvania, first vicepresident; Hobart M. Corning, Omaha, Nebraska, second vicepresident; J. W. Ramsey, Fort Smith, Arkansas; William J. Hamilton, Oak Park, Illinois; and Homer W. Anderson, St. Louis, Missouri. Executive Secretary Sherwood D. Shankland also was present.

It was announced that Superintendent Jesse H. Mason of Canton, Ohio, was unable to be present on account of illness, and it was voted to send him a telegram expressing hope for his speedy recovery.

Program plans for the 1941 convention in Atlantic City were outlined by President Reed. Dr. Ralph W. Sockman of Christ Church, New York City, will deliver the address at the opening Vesper Service on Sunday afternoon, February 23. In the evening the Madrigal Singers of Philadelphia, under the direction of Henry Hotz, accompanied by a concert orchestra under the direction of Jenö Donath, will present a program of American music.

President James B. Conant of Harvard University will deliver the keynote address on Monday morning. On Tuesday evening the Associated Exhibitors again will be hosts to the convention. "Educa-

tion for Family Life" will be the theme of the Wednesday morning program, under the direction of Dean E. W. Jacobsen of the School of Education of the University of Pittsburgh, who is chairman of the 1941 Yearbook Commission on Education for Family Life. International relations is the topic for the final session of the convention on Thursday afternoon.

It was announced that the convention summary report is to be prepared by a committee of which Superintendent Henry H. Hill of Lexington, Kentucky, is chairman and Director Frank W. Hubbard of the Research Division of the National Education Association is secretary. This summary, printed in a 32-page booklet, will be ready for distribution at the final convention session Thursday afternoon.

After somewhat extended discussion, it was agreed to devote the 1943 yearbook to a study of the readjustment of secondary education to community needs—such a study to include vocational education, guidance, character education, occupational adjustment, adult education, and public relations. In general, the study is to concern itself with the educational problems of youth between the ages of fourteen and twenty-one. President Reed was authorized to appoint a commission to prepare the yearbook.

It was reported that the Exhibit Committee recommended to the Executive Committee of the American Association of School Administrators that registration and exhibits be open Sunday afternoon of the Atlantic City convention, February 23, from 12:30 P.M. to 4:20 P.M. On motion of Mr. Anderson, seconded by Mr. Ramsey, the recommendation was adopted.

The Committee recessed to meet the following morning jointly with the Executive Committee of the National Education Association to discuss the future of the Educational Policies Commission. This breakfast meeting on Saturday morning, September 28, was called to order by President Donald DuShane of the National Education Association.

It was recalled that since its inception, the Educational Policies Commission had been wholly financed by the General Education Board. The original grant of \$250,000 from the General Education Board covered a five-year period, expiring December 31, 1940. The terms of office of the Commission members also expired at that time.

There was presented and read to the meeting a statement from the General Education Board dated June 17, 1940, to the effect that the following appropriations had been voted to the National Education Association of the United States:

1. \$65,000 or as much thereof as may be necessary for general support during the four-year period beginning January 1, 1941, of the Educational Policies Commission, payments to be made by the Board proportionately as funds are provided by the two Associations in accordance with the following schedule:

	<i>From the General Education Board</i>	<i>From the National Education Association and the American Association of School Administrators</i>
1941.....	\$20,000	\$15,000
1942.....	20,000	15,000
1943.....	15,000	15,000
1944.....	10,000	20,000

2. \$10,000 or as much thereof as may be necessary in addition to any unexpended balance on June 30, 1940, in the appropriation voted March 15, 1940, for support during the eighteen-month period beginning July 1, 1940, of the program of education for civic responsibility of the Educational Policies Commission.

These grants were authorized pursuant to the formal request submitted in a joint letter dated May 24, 1940, and signed by Executive Secretary Willard E. Givens of the National Education Association and Executive Secretary Sherwood D. Shankland of the American Association of School Administrators.

To cover the year 1941, by action previously taken, the National Education Association had appropriated the sum of \$13,000 and the American Association of School Administrators the sum of \$2000. With the \$20,000 grant from the General Education Board, the Educational Policies Commission will operate during the year 1941 on a budget of \$35,000. This budget is \$15,000 less than the amount available in previous years.

There was a full and frank discussion of past achievements and future work of the Educational Policies Commission but no final action was taken. It was the sense of the meeting that the work of the Commission was invaluable to education and it was urged that, thru a strong publicity program, the Commission's findings be brought not only before the school people of the country but also before the lay public.

On motion of Mr. Saunders, seconded by Mr. Graham, it was voted to hold a special joint session of the two Executive Committees on Saturday, December 14, at the Stevens Hotel, Chicago, Illinois, to consider all matters in relation to the reorganization and future activities of the Educational Policies Commission.

The Executive Committees of the American Association of School Administrators and the National Education Association met in joint session at the Stevens Hotel, Chicago, on Saturday morning, December 14, pursuant to adjournment.

Members of the Executive Committee of the American Association of School Administrators present were: Carroll R. Reed, Minneapolis, Minnesota, president; Ben G. Graham, Pittsburgh, Pennsylvania, first vicepresident; Hobart M. Corning, Omaha, Nebraska, second vicepresident; Jesse H. Mason, Canton, Ohio; J. W. Ramsey, Fort Smith, Arkansas; William J. Hamilton, Oak Park, Illinois; and Homer W. Anderson, St. Louis, Missouri.

The following members of the Executive Committee of the National Education Association were present: Donald DuShane, Columbus, Indiana, president; Joseph H. Saunders, Newport News, Virginia, chairman, Board of Trustees; B. F. Stanton, Alliance, Ohio, treasurer; Helen Collins, New Haven, Connecticut; Fred D. Cram, Cedar Falls, Iowa; Mrs. Myrtle Hooper Dahl, Mound, Minnesota; Albert Shaw, Los Angeles, California; and John W. Thalman, Waukegan, Illinois. Amy Hinrichs, New Orleans, Louisiana, first vicepresident, was absent because of the recent death of her father. Secretary Willard E. Givens of the National Education Association and Secretary S. D. Shankland of the American Association of School Administrators were also present.

President Donald DuShane explained the purpose of the meeting and called upon Secretary Givens to give the report of the Committee on Procedure, consisting of President Reed, President DuShane, Secretary Shankland, and Secretary Givens. This committee was appointed at the joint meeting of the Executive Committees at Atlantic City, September 28, 1940. Mr. Givens read the report which outlined the suggested procedure for selecting the personnel of the Educational Policies Commission for a four-year period—January 1, 1941, to December 31, 1944, as follows:

1. Careful consideration of the program of the Educational Policies Commission for the next four years.

2. Adopt the policy recommended by the Educational Policies Commission of rotating membership during the next four years, retaining approximately 75 percent of the present membership this year.
3. A frank and confidential discussion of the value to the Educational Policies Commission of the present individual members.
4. An election by secret ballot of three members from the present Educational Policies Commission to serve for the entire four-year period.
5. An election by secret ballot of three more members from the remaining membership of the Educational Policies Commission to serve for a period of three years.
6. An election by secret ballot of four more members from the remaining membership of the Educational Policies Commission to serve for a period of two years.
7. After proper consideration has been given to the abilities and the general qualifications of the ten elected members, that some consideration be given to the positions which they hold, to their geographical location and sex, before considering nominations for a list of new members in order that we may have a well-rounded commission. We should keep in mind, however, that the ability to render distinguished service to the Commission is an indispensable requirement for membership.
8. Election by secret ballot of three new members to serve for the entire four-year period.
9. That when inviting both the former members and the new members to serve on the Educational Policies Commission, they be asked to make service on this commission their number one professional responsibility.

This report of the Committee on Procedure was unanimously approved.

Two other actions were then taken. On motion of Mr. Graham, it was agreed that members now serving on the two Executive Committees not be elected to membership on the Educational Policies Commission. Since there were fifteen voting members present, it was further agreed that no one receiving less than eight votes be elected as a member of the Educational Policies Commission.

In keeping with the order of business adopted, the joint session first considered the program of the Educational Policies Commission for the next four years. President Reed spoke at some length on the value of building a stronger public relations program for education.

Secretary Shankland suggested that since a yearbook of the American Association of School Administrators would deal with vocational education this would reduce the need for a study in this

field by the Educational Policies Commission. This suggestion was well thought of by the group.

Miss Collins stressed the fact that for implementation purposes all work of the Educational Policies Commission should be put in simple, understandable language.

Superintendent Hamilton spoke of the value of a public relations meeting recently held by the N.E.A. in Chicago. He stressed the need of making public relations material available, suggesting that discussion groups within P. T. A.'s and similar groups be encouraged.

Superintendent Graham spoke highly of the publicity sent out by the Educational Policies Commission office in connection with the publication on *Education and Economic Well-Being*. He also emphasized the value of conferences thruout the country in getting the work of the Policies Commission to the attention of professional and lay people.

Superintendent Stanton suggested that some good columnist be encouraged to become acquainted with the publications of the Educational Policies Commission and make some of the Commission's findings known thru his column.

Superintendent Saunders spoke of the need of financial support for the schools—that a careful study of this whole field of securing adequate support to make our schools an important part of the defense program ought to be the first obligation of the Educational Policies Commission. Superintendent Saunders said that the strongest defense we can build for democracy is a sound, well-financed educational program.

The members of both committees agreed that the problems set forth in two mimeographed statements by the Educational Policies Commission, which had been submitted by mail in advance to the members of the Executive Committees, covered most of the important problems which should be studied by the Educational Policies Commission during the four years that are ahead.

Superintendent Saunders raised the question as to whether or not we should elect a commission of thirteen members or reduce it by three because of the reduction in our finances. After some discussion it was decided not to reduce the size of the Commission.

After careful consideration of the qualifications of all persons under consideration for membership on the Educational Policies Commission, the joint session proceeded with the election in ac-

cordance with the method previously adopted. The results of the election were as follows:

Four-Year Term from the Present Commission

Edmund E. Day
Alexander J. Stoddard
George D. Strayer

Three-Year Term from the Present Commission

Frederick M. Hunter
John K. Norton
Emily A. Tarbell

Two-Year Term from the Present Commission

George S. Counts
J. B. Edmonson
Agnes Samuelson
John A. Sexson

New Members for a Term of Four Years

James B. Conant
Charles B. Glenn
Sidney B. Hall

A motion was made and unanimously carried that an expression of appreciation be sent to each member of the Educational Policies Commission for the fine service rendered during the past five years.

It was voted that service to the Educational Policies Commission must be the primary professional responsibility of all its members and that invitations both to former members and to new members should emphasize this point. It was further voted that if any of the members elected do not accept appointment on the Commission their places not be filled until three vacancies have occurred.

Convention Exhibit Committee

The members of the Convention Exhibit Committee are: Superintendent Homer W. Anderson, St. Louis, Missouri, *chairman*; Superintendent Ben G. Graham, Pittsburgh, Pennsylvania; and Secretary-Treasurer Philip J. Hickey of the St. Louis Board of Education.

The Committee met in the Atlantic City Auditorium on September 26. Others present were: President A. M. Stonehouse, Secretary Paul L. Crabtree, and H. C. Grubbs representing the Associated Exhibitors; Exhibit Contractor Louis J. Fern; Convention Manager A. H. Slean of Atlantic City; Business Manager H. A. Allan; and Executive Secretary Sherwood D. Shankland of the Washing-

ton headquarters staff; and President Carroll R. Reed of the American Association of School Administrators.

Mr. Allan outlined in general terms the plans for the 1941 convention exhibit and described in some detail the proposed exhibit layout, which will provide for approximately 390 booths—a slight increase over the number accommodated at St. Louis in February 1940. The exhibit, as planned, will occupy all the available space in the front portion of the main floor of the Atlantic City Auditorium, reserving the remaining portion of the main floor, which is adjacent to the stage, to provide seating for the audiences at the evening meetings. Registration and convention services will be located along the back wall of the exhibit space.

On motion of Mr. Graham, seconded by Mr. Hickey, it was voted to recommend to the Executive Committee of the American Association of School Administrators that registration and exhibits be open from 12:30 P.M. until 4:20 P.M. on Sunday, February 23. This recommendation was later adopted by the Executive Committee.

The exhibit space available is no longer sufficient to meet increasing demands. New activities are receiving recognition from the schools. Exhibitors with long records of participation improve and elaborate their displays from year to year. Thus arises a real problem of space assignment. The school bus exhibit is an example in point. An exhibitor needs at least three booths in which to show a sample bus. Moreover, some makers are concerned only with the chassis and others only with the body. After considerable discussion, the Exhibit Committee voted to recommend no material increase in the allotment of space for display of school buses.

In recent years new problems have arisen in connection with the operation of motion picture projection machines in the exhibits. Recent agreements with the unions have permitted manufacturers of projection equipment to operate such equipment for sales demonstration purposes but have not permitted showings for amusement or attraction of visitors. It was agreed that it is not to the advantage of the exhibit as a whole to permit showing of films for entertainment purposes on the open floor.

President Reed announced that the general session on Tuesday evening, February 25, is again being prepared in cooperation with the Associated Exhibitors. Secretary Paul L. Crabtree outlined plans for the evening's entertainment. The American Education Award

is to be presented to Frank P. Graves, retired New York State Commissioner of Education, who will make a brief address following the presentation.

It was agreed to continue at Atlantic City the plan of rating the exhibits which was initiated at Cleveland in 1939. About one hundred superintendents of schools are invited to give their judgments. With the aid of a simple code, an exhibit is marked as to its educational value and attractiveness of presentation. The reports are tabulated into ten groups, thus furnishing a rough estimate of the value of each type of exhibit.

Chairman Anderson was asked to write a letter to all exhibitors with suggestions as to ways in which the exhibits may be made more useful and effective for all concerned.

The Audit Committee

The books and accounts of the American Association of School Administrators are audited twice each year. In June, certified public accountants make a complete examination of the finances of the National Education Association, including all its departments. The constitution of the American Association of School Administrators also requires that a committee of three members of the Department shall audit the accounts at the close of each fiscal year. The constitution further provides that its fiscal year shall correspond with the calendar year. The report of the Audit Committee for the year ended December 31, 1940, will be printed in full in the *Official Report* of the Atlantic City convention. The members of the Committee are: Associate Superintendent Louis Nusbaum, Philadelphia, Pennsylvania, *chairman*; Superintendent Jesse H. Binford, Richmond, Virginia; and Superintendent Ray E. Cheney, Elizabeth, New Jersey.

The Finances

The Department closed the year 1940 with a balance in the regular fund of \$14,765.90. The balance one year ago was \$13,334.45. Two years ago it was \$19,149.76. The principal source of revenue is the annual membership fee of five dollars. The Department enrolled 1,263 members in 1922; 3,114 in 1927; 4,013 in 1931; 3,110 in 1933; and 4,439 in 1940. The membership distribution by states for the last six years is shown in Table 1.

TABLE 1.—MEMBERSHIP BY STATES FOR THE YEARS 1935-1940
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS*formerly the Department of Superintendence*

State	1935 Atlantic City	1936 St. Louis	1937 New Orleans	1938 Atlantic City	1939 Cleve- land	1940 St. Louis
Alabama.....	32	47	52	52	55	66
Arizona.....	18	23	23	23	25	24
Arkansas.....	23	36	35	32	31	45
California.....	100	109	136	144	144	150
Colorado.....	36	57	53	51	48	59
Connecticut.....	77	59	66	81	76	71
Delaware.....	22	23	23	23	20	19
District of Columbia.....	47	59	62	64	69	71
Florida.....	18	16	31	22	22	17
Georgia.....	41	41	61	63	63	63
Idaho.....	7	8	9	12	9	8
Illinois.....	226	333	290	300	328	352
Indiana.....	88	119	104	103	106	114
Iowa.....	73	91	83	74	93	107
Kansas.....	55	85	90	86	98	115
Kentucky.....	47	56	56	51	58	56
Louisiana.....	18	29	78	51	52	47
Maine.....	22	21	27	27	27	22
Maryland.....	54	47	52	64	63	69
Massachusetts.....	162	139	162	190	169	161
Michigan.....	118	171	183	200	219	223
Minnesota.....	77	102	90	87	110	110
Mississippi.....	30	38	63	38	41	44
Missouri.....	87	232	152	146	139	184
Montana.....	13	17	19	16	15	13
Nebraska.....	40	50	47	43	46	57
Nevada.....	3	4	3	4	4	3
New Hampshire.....	32	28	31	32	28	30
New Jersey.....	248	201	215	277	249	234
New Mexico.....	9	18	22	20	22	29
New York.....	394	372	379	448	424	379
North Carolina.....	29	42	47	65	56	60
North Dakota.....	11	19	12	17	15	15
Ohio.....	168	202	214	230	266	261
Oklahoma.....	42	67	70	61	60	60
Oregon.....	13	16	16	15	21	25
Pennsylvania.....	308	268	271	345	353	334
Rhode Island.....	48	38	39	42	37	38
South Carolina.....	20	21	44	39	37	36
South Dakota.....	18	23	23	20	21	24
Tennessee.....	43	54	49	39	40	43
Texas.....	201	226	269	240	227	244
Utah.....	13	28	26	26	24	25
Vermont.....	21	20	25	28	27	26
Virginia.....	49	45	51	61	62	61
Washington.....	13	20	31	23	26	27
West Virginia.....	35	40	35	51	53	47
Wisconsin.....	94	126	118	128	136	131
Wyoming.....	10	12	12	12	13	14
Alaska.....	1	1	1	2	2	3
Bahamas.....						1
Canada.....	6	8	7	13	13	11
Canal Zone.....			1	2	1	1
China.....	1	1	1	1	1	
Hawaii.....	3	3	2	3	2	2
India.....			1		1	1
Iraq.....	1	1	1	1		1
Mexico.....	1	1	1	1		
Philippine Islands.....	3	5	3	3	4	2
Puerto Rico.....	6	7	6	6	6	4
Scotland.....					1	
Virgin Islands.....				1		
Total.....	3,375	3,925	4,073	4,299	4,359	4,439

NOTE: The count includes 4,248 members who paid dues for the year 1940, 9 honorary members, 178 life or twenty-five-year members, and 4 six-year members.

By agreement with the National Education Association, the net income from the exhibits at the winter meeting is divided equally between the Department and the parent Association, each organization thus deriving funds for convention expenses. The active work of organizing and managing the exhibits is done by the Business Division of the National Education Association. The amounts which the Department has derived from this source during recent years are as follows:

1926—Washington	\$6,830.68
1927—Dallas	8,524.64
1928—Boston	8,883.87
1929—Cleveland	14,687.26
1930—Atlantic City	17,485.71
1931—Detroit	16,502.51
1932—Washington	12,903.39
1933—Minneapolis	9,061.75
1934—Cleveland	8,288.50
1935—Atlantic City	13,511.03
1936—St. Louis	16,044.82
1937—New Orleans	16,184.67
1938—Atlantic City	19,441.51
1939—Cleveland	20,293.10
1940—St. Louis	18,900.98

The statement of receipts and expenditures which follows covers the calendar year 1940. It includes expenses of the St. Louis convention, some preliminary charges for the Atlantic City convention, and all items of general expense. All bills were paid at the end of the year. A detailed statement regarding the Permanent Educational Research Fund is given elsewhere in this report.

Regular Receipts during Calendar Year 1940

Annual dues, 3822 members, 1940	\$19,110.00
Annual dues, 428 members, 1941	2,140.00
Interest—Permanent Research Fund	589.58
Yearbooks sold	8,894.92
St. Louis exhibit	18,900.98
Educational Research Service	11,662.50
Other income	80.11
Total receipts	\$61,378.09
Balance, January 1, 1940	13,334.45
Grand Total	\$74,712.54

Regular Expenditures during Calendar Year 1940

St. Louis Convention:

Registration	\$ 718.79
Programs	769.50
Badges	214.00
Stenotype report	323.11
President's expense	246.65
Secretary's expense	157.21
Group meetings	125.13
Music	405.10
Expense for speakers.....	1,276.86
Summarization and appraisal.....	1,100.90
Publicity	83.84
Informal conference-exhibits	568.69
Projection	20.20
Revue— <i>On Our Way</i>	1,105.50

Total St. Louis Convention..... \$ 7,115.48

General Expense:

Salaries, administrative unit.....	\$13,773.00
Printing, 11M Eighteenth Yearbooks.....	6,719.68
Printing, 6M St. Louis Official Reports.....	1,925.00
Printing Research Bulletins, 5 issues.....	642.40
Other printing	2,546.31
Postage, express, and stationery.....	5,509.76
Mimeographing, multigraphing, typing, etc.....	1,500.27
Telephone and telegraph.....	225.66
President's expense.....	506.11
Secretary's expense.....	477.60
Executive Committee expense.....	1,517.65
Advisory Council	67.93
Convention Exhibit Committee.....	197.00
Audit Committee.....	82.70
Board of Tellers.....	159.25
1941 Yearbook Commission expense.....	3,646.42
1942 Yearbook Commission expense.....	913.57
Bad debts and worthless checks.....	102.13
Educational Research Service, salaries.....	7,576.30
Educational Research Service, miscellaneous.....	2,858.93
Retirement fund	880.47
Supplies and equipment.....	205.46
Surety bonds	20.00
Committee on Certification of Superintendents....	560.98
Atlantic City convention, advance expense.....	116.58
American Council on Education.....	100.00

Total general expense..... \$52,831.16

Total expense for the year..... \$59,946.64

Balance, December 31, 1940..... 14,765.90

Grand Total **\$74,712.54**

Publications

Eighteen years ago, in 1923, the first yearbook of the Department of Superintendence was printed. It was a small, paper-bound volume entitled *The Status of the Superintendent*. The series thus begun has continued unbroken. The titles of these yearbooks reflect something of the changes which have been going on in education. What the schools teach and what they ought to teach have had first place in the thinking of those responsible for the yearbooks. Specific fields as widely apart as the elementary-school curriculum, character education, social studies, and safety education have been studied. As a whole, the books have reflected the desire of school administrators to keep pace with the advancing curriculum. The emphasis has been on meeting the needs of boys and girls, rather than on technical problems of school administration.

The eighteenth yearbook, entitled *Safety Education*, was distributed to members at the time of the St. Louis convention last February. As measured by volume of sales, only four yearbooks



*1941 Yearbook Commission in session at Charlottesville, Virginia,
October 21, 1940*

have been as popular. No attempt was made to cover the entire safety field. Emphasis was placed upon activities carried on in the schools or under the immediate direction of educators. The purpose of the book was to save lives and to prevent accidents, especially among school children. Statistics show that accidents among adults are increasing, while among school children they are decreasing. On this ground alone the safety education yearbook justifies itself.

The present yearbook, *Education for Family Life*, was authorized in 1938. Such a yearbook would have been unthought of half a century ago, when the schools concerned themselves only with the study of textbooks, and family affairs were handled in the home. With the advent of automobiles, radios, motion pictures, and apartment houses have come material changes in the condition of family life. New responsibilities have been placed on schools and other agencies. Hence, the present yearbook is especially timely. The complete list of the members of the Commission which has prepared the volume is printed on page 4. They were appointed by President John A. Sexson.

"Health Education" is the topic of the 1942 yearbook, the preparation of which is well under way. Two meetings of the Commission have been held. The members, appointed by President Ben G. Graham, are: John L. Bracken, superintendent of schools, Clayton, Missouri, *chairman*; W. W. Bauer, director, Bureau of Health Education, American Medical Association; Margaret Bell, professor of health and physical education for women, University of Michigan; Robert G. Bernreuter, professor of psychology, Pennsylvania State College; John E. Burke, assistant superintendent of schools, Schenectady, New York; A. C. Flora, superintendent of schools, Columbia, South Carolina; William J. Hamilton, superintendent of schools, Oak Park, Illinois; Daniel J. Kelly, superintendent of schools, Binghamton, New York; Bernice Moss, director of health, physical education, and recreation, Utah State Department of Public Instruction; C. E. Turner, professor of biology and public health, Massachusetts Institute of Technology; and Charles C. Wilson, director of physical and health education, public schools, Hartford, Connecticut.

A completed yearbook represents more than two years' work on the part of commission members, who serve without pay. Their only

reward is in the satisfaction of work well done. The preparation of a yearbook is an exacting task, involving much research, collecting of facts, and editing of manuscripts. We are especially indebted to Frank W. Hubbard, director of the Research Division of the National Education Association, for his able assistance. Much that is worthwhile in the yearbooks is due to his efforts.

The *Official Report* of addresses and proceedings of the St. Louis convention was published and delivered to members soon after the meeting adjourned. It was a 230-page volume. Five issues of the *Research Bulletin* of the National Education Association were mailed to members of the American Association of School Administrators during the year. The titles of these bulletins were: "City Teachers: Their Preparation, Salaries, and Experience," "The Status of the Teaching Profession," "Analysis of Local Provisions for Teacher Retirement," "Progress in Rural Education," and "What Adults Think about Youth and Education."

From time to time certain other publications were mailed to members. In 1940 such items included: *The Superintendent of Schools and His Work*, *Summary of the 1940 Convention*, *Visual Aids in Safety Education*, *Problems and Topics in Safety Education*, *Dramatizations in Safety Education: An Annotated Bibliography*, *Classified List of Educational Periodicals*, *Education and the Defense of American Democracy*, and two issues of the Radio Calendar.

TABLE 2.—YEARBOOKS OF THE DEPARTMENT

Year	Title	Number copies printed	Cash sales of all yearbooks for the year
1923	Status of the Superintendent.....	3,200	\$142.45
1924	The Elementary School Curriculum.....	4,500	1,364.13
1925	Research in Constructing the Elementary School Curriculum..	11,000	4,707.65
1926	The Nation at Work on the Public School Curriculum.....	12,000	8,467.94
1927	The Junior High School Curriculum.....	11,000	8,844.57
1928	The Development of the High School Curriculum.....	10,000	9,830.58
1929	The Articulation of the Units of American Education.....	11,000	7,842.51
1929	Reprint of 1926 Yearbook.....	4,000	
1930	The Superintendent Surveys Supervision.....	11,348	10,603.43
1931	Five Unifying Factors in American Education.....	11,572	8,375.87
1932	Character Education.....	12,000	10,053.94
1933	Educational Leadership.....	8,000	4,922.85
1934	Critical Problems in School Administration.....	7,000	5,021.13
1935	Social Change and Education.....	9,000	7,844.99
1936	The Social Studies Curriculum.....	14,000	9,128.17
1937	Improvement of Education: Its Interpretation for Democracy.	9,000	6,965.99
1938	Youth Education Today.....	11,000	6,789.56
1939	Schools in Small Communities.....	9,000	5,483.96
1940	Safety Education.....	11,000	8,894.92

Permanent Educational Research Fund

In April 1927 the Commission on the Curriculum recommended the appointment of a Committee on Financing Educational Research. The Boston convention a year later took favorable action on the proposal and directed the Committee to make plans for creating a fund that should yield an annual income sufficient to enable the Department to carry on important studies in education on a nationwide basis.

In the fall of 1929 the Committee, under the chairmanship of Randall J. Condon, undertook a vigorous campaign to secure contributions for the Permanent Educational Research Fund. Almost at the same time the stock market collapsed and the ensuing financial depression so hampered the undertaking that it was necessary to postpone the general campaign.

In connection with this campaign, a number of members took out ten-year endowment insurance policies in the amount of \$250 each. Several of these policies matured in the last six months of 1940. Others will mature in 1941. Those who have kept up their payments on these policies during ten years of depression are entitled to high commendation.

Additions to the principal of the Fund during 1940 amounted to \$2571, of which \$2001 was from endowment insurance policies. The Board of Trustees of the National Education Association reports assets in the investment account to the credit of the Permanent Educational Research Fund on December 31, 1940, as follows:

	<i>Par Value</i>	<i>Book Value</i>
U. S. Treasury Savings Bonds due 1946	\$3,000.00	\$2,250.00
U. S. Treasury 3¼% Bonds due 1943-45	50.00	50.00
U. S. Treasury 3¼% Bonds due 1944-46	150.00	150.00
U. S. Treasury 2⅞% Bonds due 1955-60	150.00	150.00
U. S. Treasury 2¾% Bonds due 1956-59	3,000.00	3,092.28
South Carolina Highway Certificate of Indebtedness 4¾% due 1946	2,000.00	2,077.28
Newport News City Street Improvement and Sewer- age Construction Bonds 5½% due 1950	11,000.00	11,285.00
Portsmouth, Virginia, Waterworks Bonds 5% due 1948	3,000.00	3,160.51
Port of New York Authority 3% Bonds due 1976	2,000.00	2,017.50
City of New York Corporate Stock 3% due 1980	500.00	504.71
Cash on hand		2,808.79
Total		\$27,546.07

The following statement shows the assets at the beginning of the year, together with the cash receipts during 1940 of the Permanent Educational Research Fund:

Cash on hand, January 1, 1940.....	\$ 2,760.00
Bonds on hand, January 1, 1940.....	22,215.07
Life memberships—cash payments.....	370.00
Proceeds, 10-year endowment insurance policies:	
Albert St. Peter.....	54.75
Miles C. Holden (two policies).....	556.22
Frank W. Ballou.....	294.70
George J. Dann.....	255.25
George D. Strayer, Jr.	268.64
Claude L. Kulp.....	284.57
Niagara Falls Teachers Association.....	286.87
Dallas, Texas, Schools by L. V. Stockard, assistant superintendent:	
Lida Hooe School by G. H. Reagan, principal.....	10.00
San Jacinto School by E. G. Grafton, principal.....	10.00
North Dallas High School by E. B. Comstock, principal.....	20.00
W. H. Adamson High School by Howard A. Allen, principal.....	20.00
Dallas Technical High School by W. J. E. Schiebel.....	20.00
Woodrow Wilson High School by G. L. Ashburn, principal.....	20.00
Forest Avenue High School by Wylie A. Parker, principal.....	20.00
Stephen F. Austin School by E. G. Grafton, principal.....	10.00
Sunset High School by W. T. White, principal.....	20.00
Hornell, N. Y., Teachers Association.....	25.00
Hackensack, N. J., Board of Education.....	25.00
Assets as of December 31, 1940.....	\$27,546.07

The Educational Research Service

The Educational Research Service is a clearinghouse of facts on school administration maintained jointly by the American Association of School Administrators and the Research Division of the National Education Association. The American Association of School Administrators directs finances and management. The Research Division shares its resources in answering requests for information and offers guidance in studies made by the Service.

Over 275 city public school systems are enrolled in the Educational Research Service. Other subscribers include state departments of education, teachers associations, research bureaus, county school systems, college and public libraries. There are now 468 sub-

scribers. Since the Service was organized in 1924, there has been a substantial increase in number of subscribers and income, as indicated in Table 3.

TABLE 3.—EDUCATIONAL RESEARCH SERVICE SUBSCRIBERS AND INCOME FROM SUBSCRIPTIONS

Year	Number of subscribers	Cash receipts from subscribers
1	2	3
1924.....	40	\$525.00
1925.....	131	2,555.00
1926.....	177	3,325.00
1927.....	213	5,790.00
1928.....	245	6,225.00
1929.....	271	6,362.00
1930.....	323	8,112.50
1931.....	338	8,100.00
1932.....	324	7,443.75
1933.....	319	7,514.58
1934.....	346	8,496.75
1935.....	359	8,714.56
1936.....	369	9,254.17
1937.....	408	9,887.82
1938.....	445	10,800.44
1939.....	445	10,460.42
1940.....	468	11,662.50

The annual fee of \$25 entitles subscribers to draw upon nationwide experience in the solution of administrative problems through individual service and publications, thereby proving an efficient and economical method of getting valuable and necessary information. Requests for information on current practices are given prompt attention. Bibliographies, memorandums, and tabulations are prepared as occasion demands. Information collected on questionnaires in circulation supplies an additional source of data. Topics stressed in recent letters of inquiry include comparative school costs, sources of school revenue, personnel practices affecting school employees, pupil records and reports, and trends in specific subject fields.

In addition to individual service, subscribers receive numerous publications. Among these are Educational Research Service Circulars, prepared especially for their use, and various selected yearbooks, bulletins, and reports issued by committees and departments of the National Education Association and by certain outside agencies.

During 1940 the studies issued as Circulars included a report on length of school sessions and class periods in public schools, a comparison of school and city expense, an analysis of staffs and salaries

of state departments of education, bibliographies of questionnaire studies and of standards and recommendations for school buildings, a summary of provisions affecting military leaves of absence for teachers, a survey of personnel responsible for supervision of instruction, and bimonthly abstracts of articles on education which have appeared in lay magazines.

Educational Policies Commission

The past decade has been a time of severe testing for school executives. They have come to realize the full import of the statement made at the Minneapolis convention in 1933 that "a sword hangs over education." Boys and girls of high-school age have been compelled to postpone entry into gainful occupations and to stay in school, thus enormously increasing enrolments in the most expensive units of the public school system—the secondary, vocational, and commercial schools. At the same time the depression has brought drastic reductions in school budgets. The problem of the schools has been to do a bigger job with less money. Obviously this is no easy task.

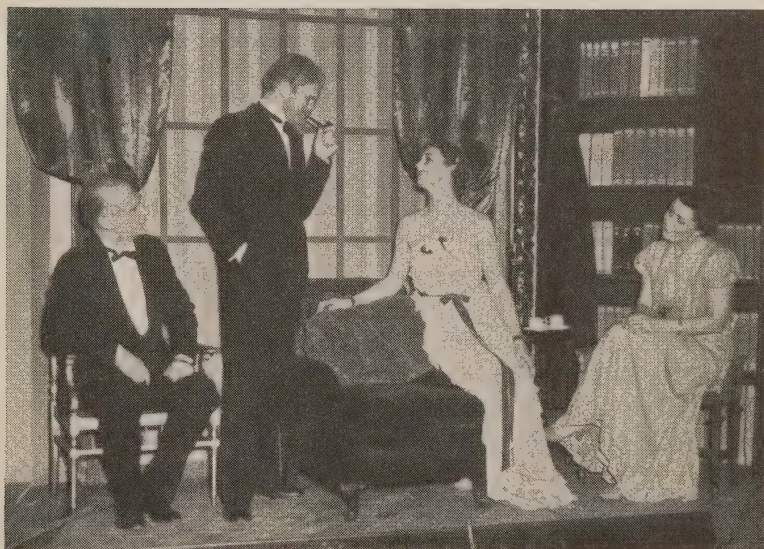
Shortage of funds has not been the sole difficulty confronting the schools. Rapidly changing social and economic conditions have compelled a rethinking of methods of instruction and of subject-matter to be taught. Elementary schools can no longer be content with teaching reading, writing, arithmetic, geography, and history in old-fashioned ways. High schools can satisfy the needs of only a fraction of their students by meeting college entrance requirements. Higher institutions of learning have likewise undergone sweeping changes. Schools and colleges are organized and maintained to meet human needs. Curriculum revisions, changed teaching methods, administrative reorganizations, and a redefinition of the purposes of education have come about in an effort to meet the needs of the times in which we live.

Effective action is usually the result of wise planning based on a realistic understanding of difficulties to be overcome. There is much truth in the old saying, "To foresee is to rule." During the dark days of the winter of 1932-33 the need for united effort and active leadership in defense of the schools was apparent. The appointment of the Joint Commission on the Emergency in Education

was the profession's practical answer to this need. This Commission, sponsored by the Department of Superintendence and the National Education Association, had no machinery and no salaries of its own. It worked thru existing agencies. The loyal cooperation of state and national educational organizations was a large factor in promoting its work.

At the Denver convention of the National Education Association in July 1935, the Joint Commission made its final report in which it recommended the organization of an Educational Policies Commission to develop a constructive program for the continuous self-appraisal of the American system of education and to suggest means whereby changes for the improvement of our educational institutions might be more speedily accomplished and to stimulate such improvement. Steps were promptly taken to put this recommendation into effect.

The Educational Policies Commission was organized in the fall of 1935 by joint action of the National Education Association and the Department of Superintendence. It was composed of twenty



A scene from the revue, "On Our Way," showing in the center two principal characters—Grandad Brown and his granddaughter, who expects to become a teacher. Presented at the St. Louis convention by the Educational Policies Commission.

members selected by the Executive Committees solely on the basis of ability to contribute significantly to the solution of the problems confronting education in America. Appointments were for a five-year period ending December 31, 1940. Financing was possible by aid of a grant of \$250,000 from the General Education Board, payable in five annual instalments of \$50,000 each.

The publications of the Commission are prepared with unusual care. After a subject is selected an outline is prepared indicating the principal issues to be covered. Expert advice is sought where needed, the topic is discussed with consultants, and a manuscript is drafted. There are often four or five revisions of each manuscript, each of which is criticized page by page at a Commission meeting. Twelve affirmative votes are required before a publication can be released.

The fundamental volumes of the Commission are included in the Education and American Democracy Series, the titles of which are as follows:

The Unique Function of Education in American Democracy. A declaration of the rights and obligations of public education.

The Structure and Administration of Education in American Democracy. Guiding principles for the administration of public education.

The Purposes of Education in American Democracy. A statement of educational objectives for parents, teachers, and administrators.

Education and Economic Well-Being in American Democracy. The relation of education to production, distribution, and use of economic goods and services.

The Education of Free Men for American Democracy. The last of the series, pointing out the critical importance of the moral defense of the American way of life.

Other publications have covered a variety of fields. The study of civic education published under the title, *Learning the Ways of Democracy: A Case Book of Civic Education*, is forming the basis for a series of thirty regional conferences in all parts of the United States during the school year 1940-41. *On Our Way*, an educational revue based on *The Purposes of Education in American Democracy*, was first presented at the St. Louis convention of the American Association of School Administrators in February 1940. Since then it has been presented in many high schools to audiences aggregating over two million people.

The distribution of a pamphlet entitled *American Education and the War in Europe* to date has been 332,760 copies. *Education and the Defense of American Democracy*, issued last July, outlines the

response of education to national defense needs. Jose Gallardo, commissioner of education of Puerto Rico, reports that 10,000 copies of this statement have been printed in Spanish for distribution to teachers in Latin America.

To list completely the activities, reports, and publications of the Educational Policies Commission would be to recall most of the important questions which have been in the minds of school people during the past five years.

The Commission's last act was to submit the resignations of all members to the Executive Committees of the National Education Association and the American Association of School Administrators, effective December 31, 1940. Plans for the organization of a new Educational Policies Commission are discussed in the section of this report covering the activities of the Executive Committee.

As the old Commission goes out of existence and the new Commission takes over the task of policy-making for American public education, we are reminded of the debt of gratitude which is due to those men and women who, without hope of fee or reward, unselfishly devote many precious days to the task of adjusting education to the ever-changing needs of American Democracy. America's future depends in no small measure on the work and the vision of such as these.

Respectfully submitted,

SHERWOOD D. SHANKLAND,

Executive Secretary.

LIST OF MEMBERS

The American Association of School Administrators

A Department of the

National Education Association of the United States

Corrected to January 1, 1941

A

- Aaron, Sadie, B.A.'25, Stanford Univ.; M.A.'29, Tchrs. Col., Columbia Univ.; Psychologist, Pub. Sch., Houston, Texas, since 1929.
- Abbett, Merle J., A.B.'07, Franklin Col.; A.M.'18, Tchrs. Col., Columbia Univ.; Supt. of Sch., Admin. Bldg., Ft. Wayne, Ind., since 1932.
- Abbot, Julia Wade, B.S.'23, Tchrs. Col., Columbia Univ.; Dir., Early Childhood Educ., Admin. Bldg., The Parkway at 21st, Philadelphia, Pa., since 1924.
- Abbott, Forest L., B.S. in Ed.'29, Southwest Mo. State Tchrs. Col., Springfield, Mo.; M.A.'34, Tchrs. Col., Columbia Univ.; Head, Comm. Dept., H. S., Montclair, N. J., since 1934.
- Abbott, Pansy Jewett, M.A.'31, Stanford Univ.; Co. Supt. of Sch., Redwood City, Calif., since 1925.
- Abell, J. A., A.B.'10, A.M.'14, Ind. Univ.; Supt. of Sch., Nappanee, Ind., since 1923.
- Abernethy, Robert R., Diploma '15, Keystone State Normal Sch., Kutztown, Pa.; B.S.'23, Muhlenberg Col.; M.A.'25, Univ. of Pa.; Supt. of Sch., Harrisburg, Pa., since 1935.
- Abernethy, Walter E., A.B.'22, Lenoir-Rhyne Col.; M.A.'29, Univ. of N. C.; Supt. of Sch., Shelby, N. C., since 1936.
- Ackley, Clarence E., A.B.'10, A.M.'13, Oberlin Col.; Ph.D.'33, Univ. of Pittsburgh; Secy., State Council of Educ. and Deputy State Supt. of Pub. Instr., Harrisburg, Pa., since 1935.
- Ackley, E. L., A.B. and A.M.'05, Pd.B.'08, Syracuse Univ.; Supt. of Sch., Johnstown, N. Y., since 1910.
- Adams, Edwin W., B.S.'14, Temple Univ.; M.A.'22, Univ. of Pa.; Ed.D.'28, Temple Univ.; Assoc. Supt. of Sch., Philadelphia, Pa., since 1930.
- Adams, Henry L., B.S.'20, Colgate Univ.; M.A.'26, Pa. State Col.; Supt. of Sch., Seymour, Conn., since 1937.
- Adams, Karl Langdon, Diploma in C.E.'08, E.S.'09, Ohio Univ.; M.A.'29, Tchrs. Col., Columbia Univ.; Pres., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1929.
- Adams, Ray H., A.B.'27, M.A.'28, Univ. of Mich.; Supt. of Sch., Dearborn, Mich., since 1916.
- Adams, Ruby M., B.S.'25, M.A.'29, Tchrs. Col., Columbia Univ.; Dir. of Elem. Educ., Pub. Sch., Schenectady, N. Y., since 1935.
- Adcock, E. L., Bus. Mgr., Pub. Sch., 624 Lamar St., Knoxville, Tenn., since 1924.
- Addicott, Irwin O., A.B.'22, Univ. of Calif.; M.A.'24, B.D.'25, Pacific Sch. of Religion; Ed.D.'39, Stanford Univ.; Prof. of Educ. and Prin. of Tr. Sch., Univ. of Denver, Denver, Colo., since 1939.
- Ade, Lester Kelly, B.A.'21, M.A.'24, Bucknell Univ.; Ph.D.'31, New York Univ.; M.A.'32, Yale Univ.; LL.D.'35, Bucknell Univ.; Litt.D.'36, Temple Univ.; L.H.D.'38, Beaver Col.; Pres., State Tchrs. Col., Mansfield, Pa., since 1939.
- Adkins, Stanley, A.B.'10, Ohio State Univ.; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ely, Minn., since 1935.
- Adolph, Fred, B.S.'22, Mich. State Col.; A.M.'32, Univ. of Mich.; Supt. of Sch., Algonac, Mich., since 1928.
- Aikins, Frederick H., B.S.'17, Univ. of Maine; M.Ed.'37, Bates Col.; Supt. of Sch., South Windham, Maine, since 1926.
- Aker, Homer Ferris, B.S.'16, Oregon State Col. Address: Imperial, Calif.
- Akerly, Harold E., B.S.'08, Univ. of Rochester; S.B.'10, Mass. Inst. of Tech.; M.A.'33, Univ. of Rochester; Asst. Supt. of Sch., 13 Fitzhugh St., S., Rochester, N. Y., since 1929.
- Akin, William Porter, B.S.'20, Southern Methodist Univ.; M.A.'26, Univ. of Texas; Dean, Texarkana Col., Texarkana, Texas, since 1927.
- Akridge, Garth H., B.S. in Ed.'31, Ark. State Tchrs. Col., Conway, Ark.; M.A.'32, Ph.D.'37, Tchrs. Col., Columbia Univ.; Dir. of Voc. Educ., Sch. Admin. Bldg., 275 N. W. Second St., Miami, Fla., since 1940.
- Albergotti, William M., B.S.'21, The Citadel; M.A.'30, Wofford Col.; Supt. of Sch., Greer, S. C., since 1935.
- Albers, Martin Z., A.B.'15, Hope Col.; A.M.'19, Des Moines Col.; Co. Supt. of Sch., Eldora, Iowa, since 1936.
- Albright, Denton M., A.B.'15, Albright Col.; A.M.'22, Columbia Univ.; Supt. of Sch., Crafton, Pa., since 1938.
- Alexander, Carter, B.S.'05, A.B.'06, A.M.'08, Univ. of Mo.; Ph.D.'10, Columbia Univ.; Library Prof., Tchrs. Col., Columbia Univ., New York, N. Y., since 1932.
- Alexander, E. L., A.B.'35, Shurtleff Col.; M.A.'37, Wash. Univ.; Supt. of Sch., Edwardsville, Ill., since 1937.
- Alford, T. H., B.A.'26, Ark. State Tchrs. Col., Conway, Ark.; M.A.'29, George Peabody Col. for Tchrs.; D.Litt.'39, John Brown Univ.; Commr. of Educ., Little Rock, Ark., since 1938.
- Alger, John Lincoln, A.B.'90, A.M.'95, Brown Univ.; Ed.D.'21, R. I. State Col.; Sc.D.'38, R. I. Col. of Pharmacy; Pres. Emeritus, R. I. Col. of Educ., Providence, R. I., since 1939.
- Allan, Harold A., A.B.'06, Bates Col.; Dir., Business Div., Natl. Educ. Assn., 1201 16th St., N. W., Washington, D. C., since 1923.
- Albaugh, Edgar B., Diploma '01, State Tchrs. Col., Emporia, Kansas; Supt. of Sch., Concordia, Kansas, since 1929.

- Alleman, Sam A., A.B.'98, La. State Univ.; Parish Supt. of Sch., Napoleonville, La., since 1905.
- Allen, C. J., Diploma '30, State Tchrs. Col., Jacksonville, Ala.; B.S.'31, M.A.'33, Univ. of Ala.; Co. Supt. of Sch., Anniston, Ala., since 1932.
- Allen, Charles Moore, M.S.'36, Univ. of Ill.; Dir. of Student Work and Related Tr., NYA, 222 W. North Bank Drive, Chicago, Ill.
- Allen, David G., M.Ed.'38, St. Lawrence Univ.; Supvg. Prin. of Sch., Lake Placid, N. Y., since 1934.
- Allen, Frank E., A.B.'16, A.M.'23, Ind. Univ.; Supt. of Sch., South Bend, Ind., since 1931.
- Allen, Howard A., B.A.'16, Morningside Col.; Prin., W. H. Adamson H. S., Dallas, Texas, since 1935.
- Allen, J. O., M.A.'20, Univ. of S. C.; Supt. of Sch., Albany, Ga., since 1937.
- Allen, Lyman Richards, B.S.'98, Harvard Univ.; A.M.'20, Columbia Univ.; Union Supt. of Sch., Framingham, Mass., since 1929.
- Allen, Richard D., A.B.'10, A.M.'12, Ph.D.'21, Brown Univ.; Asst. Supt. of Sch., 20 Summer St., Providence, R. I., since 1918.
- Allingham, Jennie C., State Helping Tchr., 41 Kingsley Ave., Rutland, Vt., since 1924.
- Allman, H. B., B.S.'10, Tri-State Col.; M.A.'31, Ind. Univ.; Supt. of Sch., Muncie, Ind., since 1936.
- Allman, John I., B.S. in Ed.'29, Mercer Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; State Dir., Div. of Sch. Admin., Atlanta, Ga., since 1930.
- Almack, John C., B.A.'18, M.A.'20, Univ. of Oregon; Ph.D.'22, Stanford Univ.; Prof. of Educ., Stanford Univ., Stanford University, Calif., since 1921.
- Aloysia, Mother M., Ph.D.'26, Fordham Univ.; Pres., Good Counsel Col., White Plains, N. Y., since 1923.
- Altstetter, M. L., A.B.'09, M.A.'27, Ohio State Univ.; Ph.D.'29, George Peabody Col. for Tchrs.; Prof. of Educ., Univ. of Tenn., Knoxville, Tenn., since 1939.
- Alverson, G. Carl, A.B.'06, D.Ped.'29, St. Lawrence Univ.; Supt. of Sch., Syracuse, N. Y., since 1927.
- Alves, H. F., B.A.'27, Southwest Texas State Tchrs. Col., San Marcos, Texas; M.A.'28, Univ. of Texas; Specialist in State Sch. Admin., U. S. Office of Educ., Washington, D. C.
- Alvey, Edward, Jr., B.A.'23, M.A.'28, Ph.D.'31, Univ. of Va.; Dean, Mary Washington Col., Fredericksburg, Va., since 1934.
- Ambrose, Rell A., M.A.'33, Univ. of Mich.; Supt. of Sch., Carson City, Mich., since 1924.
- Ambruster, John Rea, B.S.'17, M.S.'28, Univ. of Ill.; Prin., The Greendale Sch., Greendale, Wis., since 1938.
- Ames, Vernon S., A.B.'04, Colby Col.; Supt. of Sch., Wilton, N. H., since 1923.
- Amidon, Edna P., B.S.'19, M.S.'27, Univ. of Minn.; Chief, Home Economics Educ. Serv., U. S. Office of Educ., Washington, D. C., since 1938.
- Amidon, Paul S., B.S.'24, M.A.'34, Univ. of Minn.; Supt. of Sch., St. Paul, Minn., since 1936.
- Andersen, C. T., A.B. and M.A.'26, Univ. of Mich.; Asst. Dir. of Educ. Expenditures, Bd. of Educ., 1354 Broadway, Detroit, Mich., since 1940.
- Anderson, A. B., B.S. in Ed.'27, N. Dak. State Col.; Supt. of Sch., Salmon, Idaho, since 1936.
- Anderson, A. Helen, A.B.'15, A.M.'31, Univ. of Denver; Supvr. of Publications, Pub. Sch., 414 14th St., Denver, Colo., since 1929.
- Anderson, C. S., A.B.'19, Phillips Univ.; Supt. of Sch., Porter, Okla., since 1933.
- Anderson, Charles A., A.B.'12, Williams Col.; M.A.'26, Univ. of Pa.; D.D.'31, Tusculum Col.; D.D.'34, Williams Col.; Pres., Tusculum Col., Greeneville, Tenn., since 1931.
- Anderson, Earl William, A.B.'18, Univ. of Ill.; A.M.'25, Ph.D.'26, Tchrs. Col., Columbia Univ.; Prof. of Educ., Bureau of Educ. Research and Dept. of Educ., Ohio State Univ., Columbus, Ohio.
- Anderson, Ernest B., B.A.'09, Gustavus Adolphus Col.; M.A.'32, Univ. of Minn.; Supt. of Sch., Cloquet, Minn., since 1923.
- Anderson, Esther L., State Supt. of Pub. Instr., Cheyenne, Wyo.
- Anderson, Genevieve, B.S.'22, Drake Univ.; M.A.'26, Tchrs. Col., Columbia Univ.; Assoc. Dir. of Elem. Educ., Pub. Sch., 629 Third St., Des Moines, Iowa, since 1930.
- Anderson, Harry D., LL.B.'22, Univ. of Ill.; B.Ed.'25, Western Ill. State Tchrs. Col., Macomb, Ill.; M.A.'31, Univ. of Ill.; Prin., Twp. H. S., Ottawa, Ill., since 1931.
- Anderson, Homer W., B.A.'10, Highland Park Col.; M.A.'15, Ph.D.'25, State Univ. of Iowa; Supt. of Sch., St. Louis, Mo., since 1940.
- Anderson, Hulon N., A.B.'18, M.A.'38, Sam Houston State Tchrs. Col., Huntsville, Texas; Dist. Supt. of Sch., Conroe, Texas, since 1905.
- Anderson, J. E., B.A. in Ed.'11, Univ. of Minn.; Supt. of Sch., Mankato, Minn., since 1931.
- Anderson, J. L., A.B.'21, Mich. State Normal Col., Ypsilanti, Mich.; Supt. of Sch., Trenton, Mich., since 1914.
- Anderson, James T., A.B.'16, Nebr. Wesleyan Univ.; A.M.'27, Univ. of Nebr.; Ed.D.'33, Univ. of Southern Calif.; Pres., Nebr. State Tchrs. Col., Wayne, Nebr., since 1935.
- Anderson, Leland Erastus, B.S.'28, M.A.'29, Univ. of Utah; Dist. Supt. of Sch., Manti, Utah, since 1937.
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- Douglas, Clarence DeWitt, State Sch. Commn., Raleigh, N. C.
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- Ewing, Dean M., B.S.'22, M.S.'30, Univ. of Ill.; Prin., Community H. S., Crystal Lake, Ill., since 1936.
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- Hooper, Bertrand, B.S.'30, Boston Univ.; Asst. Supt. of Sch., Medford, Mass., since 1922.
- Hooss, Ida M., B.A.'23, Harris Tchrs. Col.; M.A.'26, New York Univ.; Prin., Elem. Sch., 5330 Pershing Ave., St. Louis, Mo., since 1926.
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- Hope, Roy E., A.B.E.'36, Univ. of Fla.; M.A.'37, George Peabody Col. for Tchrs.; Prin., Central Schs., Fort Lauderdale, Fla., since 1938.
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- Hoppock, Robert, B.S.'23, Wesleyan Univ.; M.A.'32, Ph.D.'35, Columbia Univ.; Prof. of Educ. and Chmn., Dept. of Guidance and Personnel Admin., Sch. of Educ., New York Univ., New York, N. Y., since 1939.
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- Hyde, Richard E., A.B.'21, W. Va. Univ.; A.M.'24, Columbia Univ.; Ph.D.'29, Univ. of Pittsburgh; Dir. of Research, State Dept. of Educ., Charleston, W. Va., since 1933.
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- Nelson, M. J., B.A.'16, Luther Col.; M.A.'24, Ph.D.'28, Univ. of Wis.; Dean of the Faculty, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1934.
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- Puckett, E. F., B.S.'09, Univ. of Miss.; M.A.'27, George Peabody Col. for Tchrs.; Supt. of Consol. Sch., Crystal Springs, Miss., since 1928.
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Q

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- Rhett, A. Burnet, B.A. and M.A.'99, Univ. of Va.; LL.D.'35, Col. of Charleston; Supt. of Sch., Charleston, S. C., since 1912.
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- Rice, Arthur Henry, Certif. '25, A.B.'26, Central State Tchrs. Col., Mt. Pleasant, Mich.; M.A.'34, Univ. of Mich.; Editor, *Mich. Educ. Journal* and Dir. of Publications and Informational Serv., Mich. Educ. Assn., Lansing, Mich., since 1929.
- Rice, D. R., B.S.'15, Ohio Northern Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mentor, Ohio, since 1924.
- Rice, Harry W., M.A.'35, Texas Tech. Col.; Supt. of Sch., Throckmorton, Texas, since 1931.
- Rice, Louis A., B.C.S.'21, B.S. in Ed.'27, M.A.'30, New York Univ.; Prin., Packard Commercial School, 253 Lexington Ave., New York, N. Y., since 1938.
- Rice, Thomas W., M.A.'35, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Locust Valley, N. Y., since 1937.
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- Rich, Dwight H., Prin., Eastern H. S., Lansing, Mich.
- Richards, H. L., B.S.'20, B.M.S.'24, Pa. Military Col.; Ph.B.'30, M.A. in Ed.'33, Univ. of Chicago; Supt., Community H. S. Dist. 218, Blue Island, Ill., since 1935.
- Richards, John G., Jr., Supt. of Sch., Camden, S. C., since 1917.
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- Richardson, William Leeds, A.B.'01, Univ. of Toronto; Ph.D.'19, Univ. of Chicago; Prof. of Educ. Psychology, Col. of Educ., Butler Univ., Indianapolis, Ind., since 1919.
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- Selleck, Eugene R., Diploma '14, State Normal Sch., Platteville, Wis.; Ph.B.'29, Univ. of Wis.; Ph.M.'32, Northwestern Univ.; Supt. of Sch., Des Plaines, Ill., since 1929.
- Sellers, J. M., A.B.'22, Ind. State Tchrs. Col., Terre Haute, Ind.; A.M.'26, Ind. Univ.; Ph.D.'37, Univ. of Chicago; Supt. of Sch., Walkerton, Ind.
- Sellers, Mary, Prin., James Stephen Hogg Sch., Dallas, Texas.
- Selover, Jesse, Supvg. Prin. of Sch., Sayreville, N. J., since 1901.
- Servis, Ual, B.A.'29, M.A.'33, N. Mex. Normal Univ., Las Vegas, N. Mex.; Co. Supt. of Sch., Raton, N. Mex., since 1937.
- Severn, William E., B.S.'22, Allegheny Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Corning, N. Y., since 1929.
- Sesson, John A., B.A.'12, Colo. State Tchrs. Col., Greeley, Colo.; M.A.'19, Univ. of Denver; D.Ed.'34, Colo. State Tchrs. Col., Greeley, Colo.; D.Ed.'38, Univ. of Southern Calif.; Pres., American Assn. of Sch. Admin., 1938-39; Supt. of Sch., 320 E. Walnut St., Pasadena, Calif., since 1928.
- Sexton, J. W., A.B.'02, Albion Col.; M.A.'12, Univ. of Mich.; LL.D.'35, Albion Col.; Supt. of Sch., Lansing, Mich., since 1916.
- Seymour, Howard Carleton, Ed.M.'31, Ed.D.'40, Grad. Sch. of Educ., Harvard Univ.; Dir. of Educ. and Voc. Guidance, Pub. Sch., 13 S. Fitzhugh St., Rochester, N. Y., since 1940.
- Shafer, B. F., M.A.'23, Univ. of Chicago; Supt. of Sch., Freeport, Ill., since 1929.
- Shaffer, Roy Lee, Ph.B.'09, Dickinson Col.; A.M.'17, Columbia Univ.; Ph.D.'33, New York Univ.; Pres., N. J. State Tchrs. Col., Newark, N. J., since 1940.
- Shambaugh, J. B., B.S.'19, Franklin and Marshall Col.; Supvg. Prin. of Twp. Sch., Succasunna, N. J., since 1928.
- Shangle, C. Paine, B.A.'10, Univ. of Oregon; M.A.'11, Univ. of Wis.; Supt. of Sch., Bellingham, Wash., since 1933.
- Shank, Spencer, A.B.'21, Otterbein Col.; A.M.'24, Columbia Univ.; Ph.D.'29, Univ. of Cincinnati; Dir. of Research, Pub. Sch., 216 E. Ninth St., Cincinnati, Ohio.
- Shank, Theodore, A.B.'05, A.M.'07, Roanoke Col.; A.M.'26, Columbia Univ.; Dir., Jr. Red Cross, 1709 Washington Ave., St. Louis, Mo., since 1927.
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- Shanks, Carl H., A.B.'27, Cedarville Col.; M.A.'38, Miami Univ.; Co. Supt. of Sch., Wilmington, Ohio, since 1932.
- Shanley, Dorothy M. M., Secy., Conn. Tchrs. Retirement Bd., State Office Bldg., Hartford, Conn., since 1925.
- Sharman, Jackson Roger, B.S.'17, Univ. of Miss.; M.A.'24, Ph.D.'30, Columbia Univ.; Head, Dept. of Physical and Health Educ., Univ. of Ala., University, Ala., since 1937.
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- Shattuck, George E., Ph.B.'22, Brown Univ.; M.A.'33, New York Univ.; Prin., The Norwich Free Academy, Norwich, Conn., since 1940.
- Shattuck, Marquis E., A.B.'12, Albion Col.; M.Ed.'29, Harvard Univ.; Dir. of Language Educ., Pub. Sch., 467 W. Hancock, Detroit, Mich., since 1930.
- Shaver, Charles N., B.S.'23, Sam Houston State Tchrs. Col.; Pres., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1937.
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- Simmons, Vernon, Supvg. Prin. of Sch., Eden, N. Y., since 1940.
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- Sinclair, John A., A.B.'04, Bates Col.; Union Supt. of Sch., Warner, N. H., since 1925.

- Singleton, Gordon G., B.S.'19, Univ. of Ga.; M.A.'24, Ph.D.'25, Tchrs. Col., Columbia Univ.; Pres., Mary Hardin-Baylor Col., Belton, Texas, since 1937.
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- Skiles, James Roy, A.B.'13, Univ. of Ill.; Dist. Supt. of Sch., 1323 Hinman Ave., Evanston, Ill., since 1925.
- Skinkle, James, B.S.'17, Univ. of Chicago; M.A.'31, Columbia Univ.; Supt. of Sch., Chadron, Nebr., since 1924.
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- Slade, William, Jr., B.S.'17, Middlebury Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Glendale, Ohio, since 1933.
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- Smith, Elmer Francis, B.S.'09, R. I. State Col.; M.A.'21, New York Univ.; Supt. of Sch., Roselle Park, N. J., since 1919.
- Smith, Erman S., B.S.'00, Northern Ill. Normal Sch., Dixon, Ill.; Supt. of Sch., Barrington, Ill., since 1908.
- Smith, Ethel L., B.S.'14, M.A.'25, Tchrs. Col., Columbia Univ.; Dir., Elem. Educ. and Binet Classes, Admin. Bldg., 9 S. Stockton St., Trenton, N. J., since 1936.
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- Smith, George Owen, B.S.'01, Valparaiso Univ.; Supt. of Sch., Princeton, Ill., since 1923.
- Smith, Guy D., A.B.'98, Kalamazoo Col.; A.B.'00, Univ. of Chicago; Supt. of City Sch. and of Educ. at State Prison, Stillwater, Minn., since 1924.
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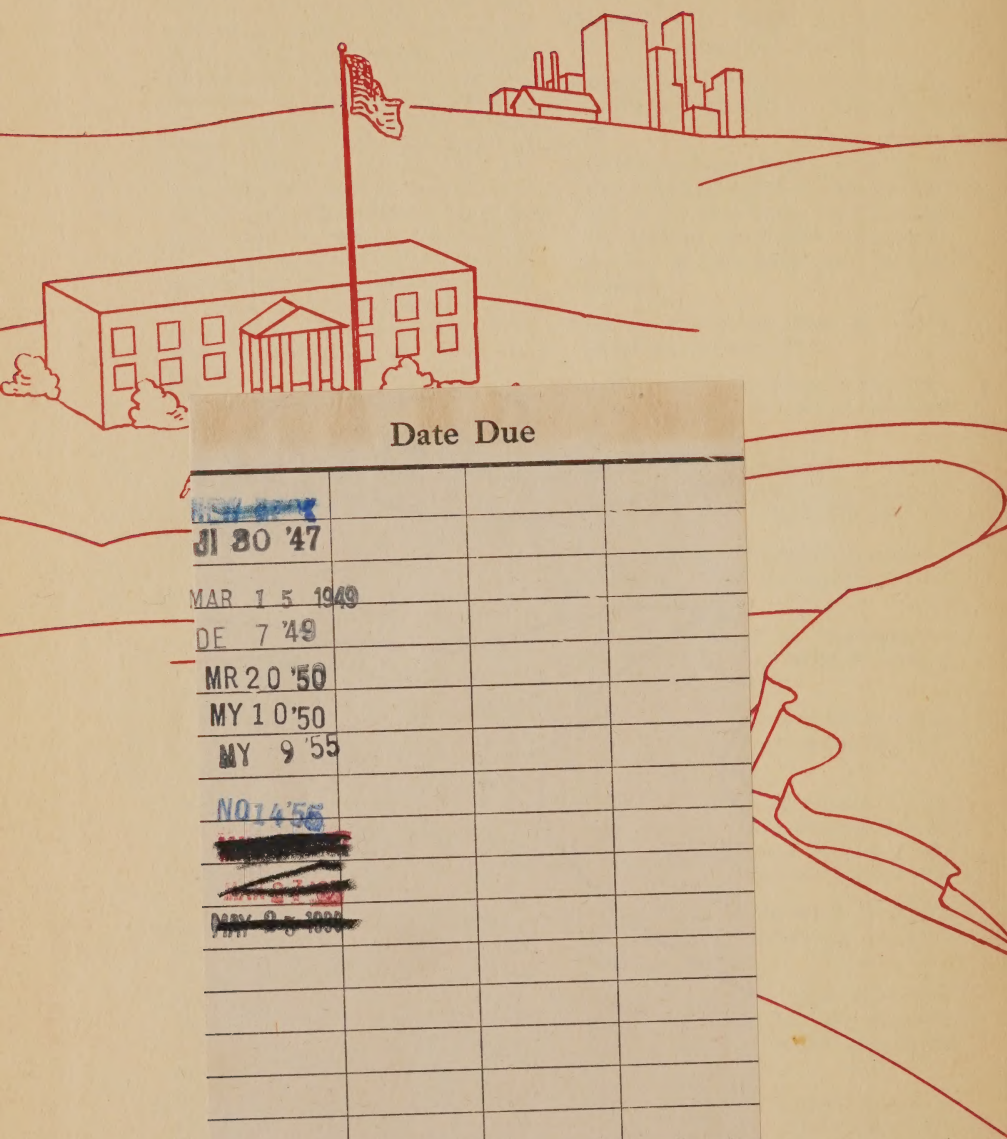
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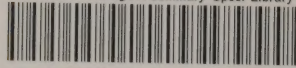
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