

/ SURVEY OF PARENT GUIDANCE PROGRAMS

IN TWO NEAR-BY CITIES /

by

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## INTRODUCTION

We look upon libraries and museums as treasure houses, in which the wisdom and art of the past are stored for our guidance and delight. But how often do we think of the home and family as a treasure house of something more precious, the human relations that can give life richness and warmth and color, that are more vitally important and fundamental than all the business and industry and politics and other activities to which we usually devote our major interests and energies. (Frank, 1943)

To trace the origin of the parent guidance movement would be futile. We find traces of it long before the Christian era. Even Plato recognized the importance of the role of the adult in the life of the child. Many past generations have taken parenthood for granted, except on rare occasions when parents counseled with the chief of the tribe or wise men in their midst. The family assumed responsibility for the material well-being of its offspring but by and large the State did not interfere so long as that family operated within the culture of the period.

As Christianity gained momentum the early patrons turned to the church and to their elders for advice and counsel on family relationships. Still the authority and control of the children were of little outside concern as long as the family conformed to the mores of the group. When law and medicine began to be studied scientifically the lawyer and the doctor gained prestige in the community and their advice was sought by parents. Many of these early counselors advised wisely and appeared to meet the demands of parents until the middle of the nineteenth century. Up until then parents had accepted such slogans as: (1) Spare the rod and

spoil the child; (2) Children should be seen and not heard; (3) Honor thy father and thy mother; etc. Then too, parents had been prone to excuse themselves for their children's unconventional conduct by believing that black sheep were either purely hereditary or the punishment of an angry Lord. As time passed the family grew smaller and smaller and it became more reflective if the only child were a black sheep. Parents began to wonder about the solution of some of their parental problems. The Industrial Revolution, along with the expansion and development of the frontier, brought many abrupt and drastic changes to the socio-economic life of the family. The fathers, and often the mothers, worked away from home. The school and recreation took the children into a new environment and into new situations. Because of these and other factors the family did not enjoy the close association that families of other generations had experienced. These parents realized that they were confronted with many new problems and began to look about for a solution. During the decade of 1850 to 1860 we have recorded our first mothers' meetings that later developed into the national parent teacher association and our first adult classes. In 1897 the first National Congress of Mothers was held in Washington. It has grown steadily since then and is now one of the promoters of parent education in America. A division of parent education was added to the Office of Education, Department of Interior, in 1913. Adult education caused by facts revealed by military regimentation came into general use just after the first world war. Statistics showed a shocking amount of illiteracy and foreign language was spoken exclusively in large sections of our country. Leading

citizens saw that this country needed a more nearly united, better informed front so programs were inaugurated which expanded adult education. Many of these adult classes studied various phases of parent education; namely, maternal and infant care, health, and child development. The most important phase of child development centered on behavior problems. Both educators and parents were concerned with the solution but no one was interested in the cause of the behavior. The emphasis was on how to handle the situations to produce the desired effect upon the child.

In 1919, apart from home economics extension work which included child management, only two organizations were known to be carrying on programs of child study for parents, and their activities were more individually cultural than of a welfare nature; The Federation of Child Study, New York, and the National Congress of Mothers and Parent Teacher Associations, with headquarters in Washington. (Bridgman, 1930)

Parent education has grown steadily since the late 1920's. During the depression years (1930-1935) it received much emphasis in various forms of adult classes and in nursery schools of which large numbers over the nation were under federal support. The colleges and high schools have developed family life programs for younger people. Many cities have arranged extensive parent education programs, and a number of state departments are organized. The present war has neither accelerated or hindered parent education as far as we are able to determine.

Research centers, laboratories and clinics are found in many colleges and in most of our large cities. These institutions are for both child development and family relationships; some are under private control and others operate by public funds. The Child

Study Association of America is an example of parent education where both individual and class instruction is given.

In many of our large cities a specialist is responsible for the parent education program. Quite often this specialist conducts study groups and directs group activities with the help of assistants. Kansas City, Missouri, is a good example of this type of parent education. A specialist is employed by the City Board of Education. She is responsible to the school system and supervises the parent guidance work with mothers of pre-school and elementary school children.

Lay leadership is used extensively in New York State and California. The lay leaders are recruited from the parents' study groups. They are required to study with a leader for a certain period of time and then go forth to direct other groups. They lead discussion groups but do not pretend to know the answers. They usually receive their guidance material and program plans from a central office. Many mother study groups, in connection with the local parent teacher associations, study with lay leaders.

Counseling is rapidly developing as a valuable aid in solving all types of problems involving human relationships. We are familiar with two types of counseling, namely, directive counseling and client-centered counseling. In directive counseling the counselor collects all available data concerning the client, studies the data and the client and gives a definite interpretation of his findings. He interprets the difficulties and recommends a solution for the client. In client-centered counseling the client is guided

in working out his own problems. The counselor may help the client to clarify his thinking but the client, not the counselor, does the solving. The counselor's attitude is one of acceptance and willingness to understand; in short, he is a good listener. The client is free to tell as much or as little as he wishes.

An extensive parent guidance program might combine several or all of the previously discussed methods of procedure in its development. Except in rare instances parent education is a voluntary thing and the success of the enterprise depends to a great extent on the method of procedure and the tact used in advancing the cause.

This study was undertaken to (1) summarize the parent guidance trends during the past 10 years as revealed by the literature; (2) to survey the development and special phases of the parent guidance program in two near-by cities; (3) to ascertain the methods used in the parent guidance programs and reactions to them as revealed by interviews with leaders and parents.

Because of the time factor this survey reveals only what could be studied and observed during the visits in the two cities. A study that extended over at least a year would give a more detailed account of the programs as they exist within these places.

Because of the size of these cities this study describes only certain phases of parent guidance. A more intensive study would reveal work of other units within the schools and the communities.

We were able to gather attitudes only of certain people that were actively participating in parent education; consequently all

comments reveal a satisfaction in the program. No attempt was made to question the parents in regard to their feelings toward the organization in City B.

#### PROCEDURE

The literature pertaining to parent education, particularly that written since 1930, was surveyed. This was done to determine trends in the parent education movement. Questions were formulated to use when interviewing directors, leaders, and parents.

The family life program was studied in City A for a period of six days. Classes were attended, personal observations were made of leaders and parents in group discussions, questions were answered individually by the director, all leaders and a number of parents. One staff meeting was visited. Official reports and literature pertaining to the program were studied. These data were collected and organized, and are reported in another section of this study.

High school counseling and family life education, phases of the parent guidance program, were studied for a five day period in City B. Three counselors were interviewed and four half days were spent in observing the counseling program in operation. Valuable information was obtained at a staff meeting, three group meetings and in interviewing the director and three leaders of the family life education department. Many reports, bulletins, and the handbook of 1944-45 were studied to interpret City B's program. These data have been summarized and are reported below.

#### REVIEW OF LITERATURE

The parent guidance movement is rooted in many spheres of interest. During the first quarter of the twentieth century parent guidance was centered on the child and emphasized his development and behavior. Groszman (1923) discussed the function of the home as establishing habits of obedience, cleanliness, and truthfulness. He said that the child should be accustomed to strict regulations from the start, in matters pertaining to discipline. The punishment should be related to the offense.

The really effective method of dealing with crime, divorce, delinquency, etc., according to Gans (1926) was to apply the old adage, an ounce of prevention... Juvenile courts and police forces have been working from the negative or only half positive side. Gans advocated carrying the practical teaching of the scientists to the masses. According to Stoltz (1926) this is the century of the child. He asked us to check the advertising if we are not convinced that a new interest has been created in the child as a child, his health, care, and an interest in life that is more important than the three R's. Stoltz advocated giving parents actual training in observing other children so that they can interpret the behavior of their own children more correctly. Stoltz thought that the infant's life was carefully guarded but that little was done for the pre-school child. "The art of parenthood is probably the greatest art in the world" said Stoltz, but we must rest upon science for help. Laws (1927) recognized the possibility and the

disadvantage of confusing parents with scientific child guidance instruction. In 1925, according to Laws, Monmouth County, New Jersey, organized groups of parents to study the social adjustment of children. Laws felt that these parents grew apprehensive of their position as parents and tended to cover up actual guidance procedures. According to Laws they became confused concerning correct methods of guidance and tended to feel less competent after studying child development.

Lombard (1929) stated that a department of parent education had operated under the Bureau of Home Economics, Department of Interior, since 1913. In 1929, according to Lombard, monthly circulars pertaining to parent education were issued. A survey study of child care in the home was in progress in 1929. In 1926 California united in a state wide study of parent education. A nursery school at Berkeley was organized, Minnesota endeavored to educate her parents by a series of correspondence and extension courses in 1927, and the Child Welfare Research Station was established at the University of Iowa in 1917, according to Lombard.

In 1929 Blatz and Bott referred to the parent guidance movement as the most promising field of mental hygiene study to date. The most common practice according to these writers is to organize groups of parents interested in studying child rearing "and to direct discussion upon the problems that the parents encounter in child training." Blatz said that the approach is that of teaching and of stimulating independent thinking and observation rather than of advising the parents concerning the correct procedure.

Up until 1930 scientists had studied the child but each specialist was prone to study only the area of child development that he was interested in observing. Lowrey (1930) stressed the importance of the child's total personality. Lowrey commented that man has only been studied in his parts; the child's reactive possibilities are determined by his biological stock, physical, mental and social development and those experiences that mold his life. According to Lowrey, parents must be impressed with the importance of those early childhood experiences of their children.

In forecasting the future of parent education Bridgman (1930) wrote, "Democracy demands that education proven valuable to some must be offered at public expense to all.... Parent education seems designed to become, in part at least, a public opportunity and a public responsibility." At that time Bridgman thought that parent education had a problem-conscious and experimental outlook which should be guarded lest they be lost because of popular demand for parent education instruction.

Langdon and Meek (1931) would lead us to think that the actual procedure in child training is of little importance if parents can keep in an air of matter-of-fact serenity, maintain a degree of consistency, treat the child with respect and at the same time be frank and honest in dealing with him. These authorities came to the defense of parents and criticized practices of child specialists. Arlitt (1931) emphasized the differences of individual children. Her conclusion was that parents are the child's greatest educators and all children respond to fairness and wholesome affection the same as adults.

On the whole fathers have been left out of most parent education classes. In 1932, Fruette advanced the idea that fathers were also parents. She said that "modern fathers should realize that there are times when the child comes before business." Fruette's study centered on the idea that the adjusted child is happy.

According to Thurston (1932) parent education marks the time when various organizations and services such as social service and education became aware that they were all engaged in the advancement of a common goal, child development and family life. Gruenberg (1932) said, "Parent education is a manifestation of concern which adults normally feel for the welfare of their offspring and is successfully combined in a new faith in the value of intelligence for practical purposes." Most parent education, according to Gruenberg in 1932, had to do with the child's physical care. She also hinted that many of the child's problems may be caused by the parent's attitude and advocated "an approach to more objective dealings with human affairs." When a mother is concerned about a problem in her child, Gruenberg thought, she first should do some introspection to find her own attitude toward this situation. Gruenberg was the first authority to hint that the child's difficulty may be caused by the parent's attitude. Witmer (1934) suggested that the new social order, namely, industrialization, urbanization, smaller families, smaller homes and women in industry culminated in the parent guidance movement. Witmer gave the following objectives: (1) to interpret to parents the findings of specialists, (2) to modify or change parental attitude toward

children's behavior, (3) to act as a therapeutic device for relieving personal maladjustment, (4) to develop democracy and to provide a forum where parents may verbalize their conceptions of the mores and attempt to adjust to present conditions.

Lombard (1935) emphasized the importance of parents understanding and using practices that are effective in family situations. She believed in instilling in parents a greater satisfaction in their task. Satisfaction and enjoyment of parenthood is a new thought.

The literature from 1937 on stressed the forces of democracy and family life in parent education practices. Anderson (1937) thought that profound respect for the individual is the key to family life. Until parents can allow the child to make mistakes without blame, scientific methods are futile. After supplying physical needs, Anderson thought the family's first duty is to give the child a background of love and security. This is a natural craving of all human beings. "A child's parents", wrote Anderson, "should be the stable, secure, unchanging element in the child's life."

Baruch (1939) thought that the child's family is a part of the child. Parents' satisfactions, anxieties, and frustrations are felt by the child. Because of the very close connection between a child, his mother, and his father, the pre-school must think in terms of parents as well as children. In order to have a successful nursery school the parents must be considered in the educational planning. Baruch held that many children's problems are tied up with certain blocking attitudes that parents have. These blockings

may go back to the childhood of the parents. Regardless of the cause it is necessary to try to aid the parents and this in turn will materially aid the child's development. Baruch's solution was mothers' study groups in connection with the nursery school program.

Concerning parental attitudes toward parent guidance we find a number of contentions. Gruenberg (1943) contended that parents seek guidance. She wrote, "Each set of parents wants its own particular family to be just as healthy and happy and well adjusted as it is possible for a family to be... There is an increasing demand for more direct and intimate interpretations and applications of the general principles offered in the educational program." Frank (1943) took the opposite view, stating that "family life is often but a marginal interest, a part-time activity to which we give whatever is left over of time and energy from those other activities." Parents, according to Wilson (1944), have three classifications: those that have all the answers because of their innate ability; those that know nothing about education and pay enough taxes to have their children properly educated; and those that realize their inadequacy and are eager for help.

Lyle (1944) made a study of family life education as found in a rural section in Iowa. She found that these classes, for the most part, were conducted by outside talent and that the subject matter was concerned with current social and economic problems. Lyle suggested that democracy would be strengthened more by organizing classes pertaining to the problems of young married people, problems of furnishing and equipment, family finance, business practices and

taxation.

It is evident that parent education until 1930 was concerned with the child's health, development and his behavior each as a separate unit. Early in the 1930's we began to study the whole child. By this time parent education was considered a part of the educational system in many localities. With the turn of the new decade emphasis was placed on democratic family living. Education for family life became a unit of study for future parents as well as for parents. Parenthood was studied as a science. It became evident that many undesirable parent-child relationships are the result of poor adjustment on the part of parents. Good mental health for the whole family insures optimum emotional and physical development for its children. Parent education needs to be expanded so that all parents will be aided in their most important obligation - guiding effectively the citizens of tomorrow. Parent guidance programs operate in college extension programs, State departments of education, and in local units. Many are Federal as well as state supported. Group instruction follows the trend of discussion meetings. Individual guidance is done through clinics or counselors.

## DATA AND DISCUSSION

### Parent Guidance in City A

City A, famous for its airplane construction, was visited during February 1945. This city has expanded to cope with the war effort and at present is highly industrialized.

Parent guidance has long been recognized as an essential form of education in City A. During the late 1930's this movement crystalized in what is known as the home and family life program. Family life education functions through such groups as the parent-teacher association, Council of Churches, YWCA, community centers and other groups. This family life staff has endeavored to keep its program broad and flexible so that it is adjustable to all socio-economic groups within the city. Home and family life education is sponsored by the City Board of Education and the State Board for Vocational Education.

Development and History. This program is the result of the efforts of many interested people who have converged their endeavors toward a common goal. This goal is the realization of a more satisfying family experience for both the children and the parents that will result in an enriched democratic way of life.

The family life education program in City A is unique in that it was not limited to any particular area of development. Skills in home making, mental hygiene, child guidance, family relationships, and many other phases of family life education are stressed by the leaders as they develop their courses. The present acting

director explained it thus, "Parent education merely indicates the group to be educated and does not specify a limited subject matter field." The goal for these leaders is education, not therapy.

Following are a few of the circumstances that have brought about this program. The order of listing has nothing to do with the importance as each factor stands out in its own right. This mid-western city has civic pride and many active civic groups. "There are the usual facilities for public service, parks, playgrounds, libraries, social agencies, churches, schools, newspapers, etc., and two fine universities." (U.S. Office Educ., 1940) All of these conditions contributed to the setting for the program.

As early as 1925 the city had a well defined adult education program that taught the trades and skills to men and women who were unable to attend the regular day schools. Down through the years this program has developed and expanded until a majority of the citizens are aware of the many advantages of adult education. The two universities have been able to continue where the public school left off and have extensive night class opportunities to offer to those interested in college work. A fine community spirit of cooperation exists between the schools and industry and many energetic people are able to continue their education while working. It is only natural to conclude that this city was fertile soil for the development of a program of parent education and guidance.

The present supervisor of vocational homemaking in the state had been a student of family life education and was interested in developing this field. She had cooperated with the vocational division of the United States office of education in promoting vo-

cational homemaking in the state. So when the office of education was looking for a place to set up an experimental community program of education in home and family living, it was only natural that they turn to some district that was familiar with and willing to cooperate with their plan of procedure.

Another influence of great force in this region was the local parent-teacher associations which had broadened their sphere of influence since the early 1920's. Through active participation in the P. T. A. many fine women were introduced to the parent guidance program. It is interesting to note that the present acting director of the family life program was active in the P. T. A. where her own children attended school.

During the school year of 1938-1939 four State departments of the vocational division of the United States office of education set up experimental programs in home and family living. City A was chosen as one of those centers. An itinerant teacher of family life education worked with the leaders of the community and together these people stimulated an interest in better housing, neighborhood development, skills in homemaking, child guidance, family relationships and many activities that led to the improvement of family life.

Aspects of the Program. Education in home and family living has many channels of development. Both the psychological and sociological aspects of family living have been stressed. It would be impossible to describe all the avenues of this dynamic program as it operates within the community. Many of these enterprises

reach out into other areas both immediate and remote. Following are a few of the activities of this organization which are representative of the work sponsored by the parent guidance program in the city: (1) to evaluate the present contribution toward family life education of all community agencies, (2) to develop awareness in the community of how people live in this city, (3) to correlate school and community programs in this field, (4) to stimulate and develop family life education, and (5) to help the individual to assume responsibility for bringing about improved conditions of family living. (U.S. Office Educ. 1940)

During the first year of the family life program under the sponsorship of the Federal and State offices of education the staff turned their efforts toward what had already been done in this field in the city. They stressed curriculum study in the schools as their technical goal. Their field work that year consisted of recruiting groups not yet reached, laying the plans for the establishment of their first community center, and presenting radio talks.

The leaders had visions of what might be needed by this community in the future for among their distant goals were nursery schools, consultation service on problems of family relationships, finance, management and other problems that would develop from family contacts.

The leaders of this program have been versatile in their methods of procedure. The better housing project combined the efforts and techniques of business men, skilled laborers and housewives. The nutritional project was planned and developed by a

leader informed in this phase of homemaking. These leaders are conscious of the individual's problems and aid him to discover and, if possible, solve his own problems. The present director believes that the philosophy of family relationships and democratic implications cannot be taken up until existing problems are solved. Methods are adapted to conditions as they are found. This staff works on the theory of attacking the acute problems and then progressing to problems of family life education.

During the winter of 1938-39 the Southwest Community Center was organized. It was located in the southwest part of town. The meetings were first held in a vacant store building in the community. As the center became stronger and larger the room was not adequate so the center members began to look for a new home. In the fall of 1940 the center moved into a new home which is a large residence in the district. It is debt free and is owned by the center. A program of self-help was developed to meet the peoples' economic needs, but this was a means to an educational end and never an end in itself. The center's program has always been education in terms of needs, but the needs have varied and will continue to do so. The philosophy of self-direction, and working with instead of for has made its influence felt in the attitudes of the members.

The center has had the same coordinator from the start, a man interested in integrated living. The coordinator and his wife became acquainted with the people of this community while he was employed as a minister in a local church. For the first year or so the husband served in the church and acted as part time coordi-

nator at the center. Now he is employed as full time coordinator and his wife as part time coordinator of the center. Their salaries are paid by the State vocational board. In cooperation with other members of the family life staff the coordinators and the members of the center have worked on a number of worthwhile projects.

The living quarters of many of these families caused them to select housing as one of their first projects. The problems of comfort and low cost were studied in detail. With the help of a summer work camp the center members were able to build a \$500 house which became the comfortable home of a family that had established living quarters in a chicken house. The family is now buying the home on small monthly payments. Another house was completed in the district on a similar plan. When the war is over building activities will be continued. This project has stimulated an interest in remodeling as well as building. House arrangement, interior decoration and kitchen conveniences received their needed attention during the planning and building of these houses.

When the Southwest Community Center was organized these people were without adequate food or clothing. Meal planning was taught by a family life staff member who emphasized nutritive values as well as cost. Clothing was donated to the center. The women gathered to repair these articles. They were paid for their efforts in work hours that accumulated to their credit. With these work hours the members were privileged to buy for their needs from available merchandise at the center.

A play room developed as a result of parents bringing their small children to work with them. These small children continual-

ly annoyed their elders. The coordinator's wife improvised a play room to care for these small tots while their parents worked. Incidentally, many basic principles of child guidance were established which were in the beginning quite foreign to these parents. Due to better socio-economic conditions the play room is not in demand at present so these quarters are being occupied by a young married couple who directs the youth activities at the center. This couple is responsible for the library and for a recreational program sponsored by the center. Children of various ages come two nights each week for organized play.

Quilts, comfortors, and rugs were once made at the center in quantities. Many of these products were purchased by the members but some were sold outside to reimburse the center's finances.

Classes in child guidance, family relationships, nutrition, interior decoration and home canning and preserving have been taught from time to time. Much is taught incidentally capitalizing on opportunities as they arise.

Another activity of considerable importance is the credit union organized by and for the members of the center. In June 1944, the credit union had 72 members and \$2,452.49 in shares. Many families borrow from the credit union to paper their houses or make other improvements. Principles of budgeting and family finance are taught through this organization. The center's credit union also sponsors Blue Cross Hospitalization insurance for those who wish to join and pay the assessments.

Membership in the organization was formerly obtained by credit hours of work in the center. Now due to better economic

conditions membership can be purchased. Many of these families are employed for long hours and do not have time to spend in work hours at the center. Self-help is no longer necessary. The director, however, believes that the center is a more vital source of interest than before even though people may not spend as many hours there as they did. "The dropping of the self-help feature into the background," said the director, "is simply an evidence that the center is an educational and not a social welfare institution." When war time pressures are lightened many of these people will probably return to active participation in the center's program. Better home practices and many community projects will continue to grow under the guidance that these people have received.

In this same city a center was organized and opened for Negro people in April 1940, and was more or less patterned after the center just described. An empty school annex is used for the meeting place. At the time of organization all Negro churches and civic groups were contacted and asked to support the enterprise. A board of ten directors was chosen (five from the council of contributors and five from the members of the center) to administer for the organization. As in the other center the organization is responsible for operating costs while the State vocational board pays the salary of the coordinator.

W.P.A. sewing machines and school canning equipment were placed in the center, also a rug loom and quilting frames. These people were taught to repair clothing and furniture. Rug weaving, quilting and canning were supervised. This merchandise could be bought by the members with work hours earned at the center. Many

articles were sold for cash and the money used for activities concerned with the project. There were many discussions pertaining to family life but no classes. This center was never self-directive and did not adapt to a speeded-up wartime situation.

This center is less active than it was. A new coordinator is in charge and is trying to piece the organization together. Previous to the present accelerated war program these people were in the lowest income bracket. Some were employed but the majority were working at Federal Works Projects. The coordinator stated during an interview that "for the first time in their lives the Negro people have money to spend and are independent and responsible only to themselves." A few were improving their living conditions and spending wisely, but many were buying the things that they had long wished for yet never dared to buy. The coordinator made the statement to the effect that her people were now working and making money but few were saving. She is apprehensive about the post-war situation because she says that the Negro will be the first out of employment after the war ends.

This center is comparable to the first center in many ways, however, its chief interest was self-help not education. So many people were in dire need of help and encouragement at the time of its organization. Many members now seek outside interest and no longer rely on the center for help or guidance.

Family Life Instruction. Family life education is under the direction of a staff. All of these staff members are at present housewives and mothers living within the city. They have studied extensively in the area of family life education and all have had

experience that enhances their teaching. One member has had clinical experience in a child guidance clinic, one specialized in nutrition, another in social welfare work and still another in work with the pre-school child. All of these are interested in the welfare of society and are conscious of the problems evident in today's culture.

The staff varies in number from time to time due to demand for classes. Before a leader is employed by the local school board she is individually approved by the State supervisor of vocational homemaking. The local coordinating is done by a acting director who is also a member of the leader staff. The acting director is employed part time, all the other leaders are paid in accordance with the amount of time spent in service.

The staff meets twice monthly for conference. At one meeting the State supervisor of vocational homemaking meets with the group or sends some specialist in the field to confer with them. The leaders spend the entire day in conference pertaining to their work. The second meeting is usually attended only by the local group. Each staff member takes turns in planning and leading the meeting. This type of inservice training is carried on throughout the year. Before school opens in the fall they have a workshop to plan for the winter.

A monthly meeting of the staff leaders and coordinators of the center was attended. This particular training class was directed by a specialist in child welfare and eugenics who heads the department in one of our state colleges. The discussion centered around the problems of the returning war veterans. The

college professor conducted a discussion in which the goals for various group levels were developed. The leader emphasized that we value human life and cherish likenesses and differences. During this war various members of the family group have been away from home and out of contact with situations as they exist in their close family group; therefore, many new problems will arise. But with understanding and shared experiences the soldier will again become an integral part of the family and the community. New books and articles written about the returning veteran were presented by the professor. These staff leaders will organize this material and take it back to the groups they are teaching and will adapt it to each particular group's needs.

The director of the family life program in City A stated that this group of leaders has two objectives when conducting a class: (1) to strengthen processes of democracy, and (2) to add to the educational equipment of the persons involved. These leaders prefer to work with people rather than over them. According to their philosophy, parent education cannot prevent problems but it helps in the solution of new problems and should stimulate a sense of adequacy in parents. Respect for personality, our own and others, is a basic concept of the Christian religion and of democracy. Education of the mind and heart is necessary to structural change in our society; education which in addition to giving information should produce thinking, feeling and acting.

Each school semester the various courses offered are listed in the office of the supervisor of vocational education in City A's school system. An announcement of courses with a summary

of what is included is sent out to the various parent-teacher organizations and other interested groups. To obtain a class there must be 20 signers. The request is sent to the director with the first, second, and third choice of leader. During the first meeting the leader tries to determine the interest of the group and what the group expects to get from this study. She may ask them to bring to class questions they want to discuss. Individual participation is encouraged. The members are led to feel free to discuss individual problems with the leader after discussion or at any other time when it is convenient. This staff works on the principle that they are always willing to counsel with parents so that these parents will be better able to make their own decisions. This staff also recognizes the value of being a counselor who will stimulate the parent by being a good listener.

The family life staff uses a few basic principles when working with their parent groups that would be summarized as:

(1) desirable parenthood is integrated, (2) love and affection is necessary to hold a family together, (3) child nurture should be the responsibility of both parents, (4) optimum development is dependent on a satisfying home life, (5) rapport comes first in all contacts, (6) each individual child has a basic selfhood and must be guided to a well adjusted adulthood, and (7) in disciplining look for the cause of conduct below the surface of the misbehavior.

It is not possible to collect all methods and procedures used by this group of leaders as they build the family life program in their city. All are students of social welfare in theory

and in practice. All adhere to the Christian way of life and are sincere in their endeavors to help people to help themselves.

Most meetings center around the discussion method of instruction. Introductions often involve a short lecture or a few general statements that stimulate the group and arouse interest in the topic of discussion. Often discussion points are written on the blackboard. This is a fine way to develop realism and objectivity and makes it possible for the leader to organize her conclusion as she proceeds.

Three interesting group meetings were attended in City A. It was evident that the leaders were prepared for their assignments and had spent much time and effort on the subjects in order to present them logically and effectively. In discussing the extent of their preparation the leaders were frank to say that these classes were not conducted in a hit and miss fashion but were planned in detail. It is commendable how flexible and adaptable the leaders were in adjusting their material to the current interest of the group as the discussion proceeded.

The first family life study class attended was with a group of some 40 grandmothers that had gathered at the YWCA quarters to discuss their place in the family when the veteran returns. These grandmothers ranged in age from 50 to 83, and were alert to the economic and social situations of the day.

The feeling tone was unified in that they were grandmothers and quite proud of their attainment. The leader was able to qualify for she too had several grandchildren. The first thing on the

program was a dessert, served at attractively decorated tables. This took some 30 minutes after which the tables were quickly cleared. A short program followed during which one fond grandmother was able to demonstrate the ability of her grandson as a magician. Following the program guests and visitors were presented and then the group settled down to one hour of earnest discussion of problems concerning the returning war veteran and a grandmother's place in various situations.

The staff leader seeks to have the group of grandmothers define and think through the situations they face and then pool their thinking. These grandmothers were frank to admit that the responsibility of rearing the family and establishing a home was primarily the concern of the immediate parents and that no grandmother had the right to assert herself. In no instance should she interfere when parents and children were engaged in working out a situation. It was pointed out quite clearly that interference did not elevate the grandmother's worth in the eyes of either the child or the parent. Grandmother's interference only leads to more trouble.

After these grandmothers had discussed authority in the home the leader then asked her group to list some of the rightful tasks of the grandmother in the home of growing children. These grandmothers had tried to relieve the shortage of dependable people to "sit" with children while mothers were away by volunteering for this type of work. One member of the staff in family life education had previously studied the conditions and had discovered that dependable help could not be found to care for small children. Therefore, many of these grandmothers had accepted the challenge

and were "sitters" while the mothers were out of the home. These grandmothers thought they had gained by these experiences and would better be able to care for their own grandchildren when the parents were away. Techniques in effective child guidance had been valuable to these older women and a wider experience with children was available because many homes with various personalities were studied by the grandmothers as they went from home to home to sit with the children. These people obtained an impersonal view that had not been theirs when they were working with their children or their grandchildren. A short time was spent in comparing the present trend of rearing children with the method used by them in another generation. These grandmothers were brought to see (in a tactful way) that they could best aid in reconstruction of an effective family life program by filling in and helping in the areas where they were needed and accepted by the family group. The leader then listed on the blackboard the things that were suggested by the group, the things that they might do. Some of the items included the following: (1) maintain a friendly attitude and a pleasant voice, (2) become familiar with lovely stories and beautiful poems appropriate to the child's age level, (3) try never to undermine parental authority, and (4) lend a helping hand to aid with duties about the home.

Other things were suggested by members but most of their thinking centered around the grandmother's adjustment to the family group, helping her to see her role not as an aggressor or as a martyr but as an individual worthy of the confidence and admiration of both children and grandchildren.

This is one phase of family life neglected by most family life programs. This city has made a valuable contribution toward solving the problem of aging with their Grandmothers' Club. These older women were grateful and expressed appreciation of the work of this staff in particular and the school staff in general. There was a fine spirit of fellowship existing within the group. If more groups could come together as grandmothers united in interest toward better family life, fewer families would face old age problems. These older women went home feeling a greater sense of importance, and adequacy in the role of grandmother.

The next meeting was quite different from the first in many respects. This group was composed of young business girls, anticipating marriage and new brides whose husbands were in the service. The girls were all employed, their work varying from the softest of white collared jobs to that of a riveter or welder in an airplane factory. Their common interest was men, specifically men in the armed services.

It was interesting that the leader of this group was the wife of an army physician. Her husband who had been stationed in Africa had recently been granted a 30 day leave to visit his family. She referred frequently to her own family experiences.

The leader discussed the woman's personality and her ability to adjust to problems of the returning veteran. It was pointed out that the woman too had changed while husband or friend had been away. It is important that the girl accept this change, as a matter of fact and face it with intelligent procedure. If the veteran returns injured temporarily or permanently this fact too needs to be recognized and accepted, not as an unsurmountable difficulty,

but as a challenge. The leader stressed the importance of giving these men a chance to succeed. They need patience, not sympathy, opportunity not charity. This was a discussion meeting and practically all of the 20 odd girls participated. The leader closed the discussion at the end of an hour but invited any of these that wished to stay and she would be glad to talk with them concerning any additional problems they might have. Many of the girls remained and the leader talked with them for another 30 minutes. A dinner followed the above discussion. The meeting was held in a small dining room in the U.S.O. Center.

The third meeting attended in the city was a phase of Americanization where a small group of Mexican mothers met with their little children at a Mexican home. This meeting was quite different from the others in that most of these Mexican mothers did not speak English and the leader did not speak Spanish. One of the mothers was apt as an interpreter. The Mexican mothers were interested in learning to knit. They were learning to make yarn flower designs on chair covers and cushions and scarfs and fascinators for their children. The Mexican people are particularly skillful in needlework, perhaps engaging in it more extensively than native women in our country, therefore it seemed strange for them to be learning to do American needlework. The leader explained their interest by saying that their children at school and in the service had become interested in knitted apparel worn by other people and desired to have sweaters, scarfs and fascinators like those worn by other children. The colors chosen were typical of that nationality, bright reds, orange, greens and blues. On the whole the work was

even in stitches and neat in appearance. These mothers were satisfied with their efforts. The children played quietly about the room. Very seldom did adult interest focus on them.

The house was spotlessly clean and the group was scrubbed and dressed in their best. In one family two boys had remained home from school to attend the meeting because they had gathered that the family life meeting would be more stimulating than a day in the public schools. The leader was well received by the group. Last summer this group had lessons in preserving foods grown in the front yard garden. Until then they had canned by the hot water method. The leader had helped one family to receive credit at a local lumber yard to build an addition on their house. Through the cooperation of her Sunday School class this leader had been able to purchase a goat that provided milk for the children. Many of this leader's efforts with the Mexican group would be classed as social welfare. Because of language difficulty no classes were held in child guidance or family relationships, however, individual counseling was done in areas of health, child guidance and the accepted folk ways of this country. Incidentally, this same leader was responsible for the grandmothers' group which illustrates how the program is adapted to the needs of the group.

The foregoing discussion represents the observation made during the six days spent in City A. Many other classes are being held by these and other members of the staff but because of the time element it was impossible to visit them. Each leader is permitted to develop her own technique in working with her group. The state supervisor of this program thinks that personality is the key to

success in this work. In selecting new staff members education, personality, experience and success in work of a similar nature are taken into consideration. The director and leaders were cordial and helpful in explaining their program of work to an outsider. Their enthusiasm and natural interest in people, not the pecuniary reward, has kept these fine women on the family life staff.

Attitudes of the Staff. It is evident that these staff members are not interested in publicity or personal glory. Their interest centers on helping people to live more effectively so that all may enjoy their family group and their community. These leaders are content to direct without being a pivot, to counsel without being a dictator, and to share inspirations with others without inflicting their ideals upon them. However, not all of their attention is centered on charitable and social welfare work or on the down trodden and those living under great burdens. These leaders are equally concerned in extending family life education to all who are interested. Their attitudes can best be illustrated by citing a few statements that were made by various members of the staff:

"Parent education merely indicates the group and does not specify or limit the subject."

"Our objective is to stimulate a sense of adequacy among parents."

"Life is worth living and out of the bitter and sweet may come an enriched personality. We are to meet life not evade it."

"We work with instead of for people."

"We try to adapt our program to the needs of each group. It is an experimental program providing opportunity for these people to solve their own problems."

"Protecting our children and preserving our homes are the two goals for which all of us are striving."

"I try to challenge but never discourage my parents."

"We must respect the individuality of each child."

The foregoing comments illustrate what these leaders are trying to accomplish as well as express their attitudes and feelings toward their work.

Attitudes of Parents and Patrons. By talking with these people the following statements were gathered which are indicative of attitudes of participants toward the family life program in their city:

"People should associate with other people. These classes give us opportunity to discuss our experiences and pool our resources."

"The program helps me relive school days."

"The Christian association and wonderful talks influence me greatly."

"It is a good way to get acquainted. I enjoy these meetings more than anything else that I attend."

"This program helps me live with my family."

As was true of the leaders' attitudes discussed on a previous page, these statements from parents and patrons are only a few of those collected but they do represent the feelings expressed by them. A strong feeling of loyalty and admiration for the leaders was expressed.

Summary of the Family Life Program. The staff is eager to expand into wider areas which will protect and enrich family living

of all groups. They are inspired to work on, trying to help the underprivileged, the depressed and the confused, guiding them to become more independent in life and more intelligent in meeting life's problems. This department works on the theory that when conditions in the home are improved family relationships will also improve. At present the centers are in a state of fluctuation, gradually changing from a self-help organization to something that will more nearly meet the present and future demands of people in the neighborhood.

The advantages that were evident in this type of a program would include:

1. The program is highly individualized. Each leader may choose her most effective method to lead her group.
2. The bi-monthly training classes unite the group of leaders.
3. The staff has an opportunity to obtain the viewpoints of various schools of thought by having their discussions led by different specialists in family life education.
4. The entire program displays an air of democracy at work.
5. The family life education program is free to any group of 20 or more interested people. The group is privileged to choose its leader and its topic for study.
6. The idea of self-help tends to relieve the feeling that charity is being accepted.

The advantages are outweighed by the disadvantages, however, few things attain perfection and this program in family life education is no exception. The disadvantages of a program organized according to this plan are:

1. In some instances child guidance and family relationships are subordinated to meal planning, interior decoration, finance, etc.
2. The program leans toward religious education and for that reason might not appeal to or reach some groups.
3. The same groups of parents may be benefited year after year.
4. The program could be more directly correlated with the public schools and thereby reach more parents.
5. A director chosen from the leader group might unconsciously become more interested in the phases of the program that she has helped to build and therefore give more attention to these phases than she does to the phases she had not been directly identified with as a leader.

By the above conclusions it is not inferred that this organization is not desirable. It is outstanding in cooperation among leaders, in enthusiasm for work, and in results accomplished among the people reached by this instruction. It ranks among the effective family life programs in the middle-west.

#### Parent Guidance in City B

Development. City B, an industrial city even in peace time, was visited for five days during the month of February, 1945. This large city has many nationalities, many religions, and many customs and traditions which are conducive to a wide range of living standards. The needs, aspirations, and life goals vary widely from one small district to the next. On the whole these people have cooperated well because this city has established itself as an orderly metropolis and not as a center of great strikes, race riots and other types of lawlessness.

This situation is due, of course, to a number of factors, one of which is the public schools. The school system has remained under able administration. During the past quarter century the superintendency has been under three capable men. Each in his turn has been able to maintain the middle road, not so progressive that he or his program was rejected and yet working steadily to bring in new ideas which met the needs of the children. Directly under the superintendent are four assistant superintendents in charge of the four divisions of the school system. One assistant superintendent is in charge of buildings and grounds, one in charge of business, one in charge of personnel, and one in charge of instruction. Their duties correspond closely to their titles. Omitting the first officer, the other three are concerned with parent guidance activities.

The activities within the school system are organized into various departments each with a director in charge. The departments are assigned to one of the four divisions and a director is responsible to that assistant superintendent. The department staff is responsible to the director. For illustration, there is a director of the kindergarten and primary grades who is responsible for the services of a large staff of teachers of these respective grades. Likewise intermediate, secondary education, music, family life education and many other departments are thus organized. All of these just mentioned come within the division of the superintendent of instruction. A smaller group in the personnel field is within the division of the superintendent of personnel. Special education, counseling, the psychologists, census and visiting

teachers are in this division. The system is organized so that duties and projects will not be duplicated or assigned to the wrong department. There are division staff meetings and a system-wide council that discusses and passes upon proposed projects. The council assigns all new projects to the logical department. Each department is loyal and appreciative of the others. A high degree of cooperation exists between the various agencies of the school system.

Parent Guidance in the Schools. The parent guidance program is not confined to any division of the school because that would in itself limit its development. Parent cooperation is a valuable asset to any school system and the leaders of this city are fully aware of the opportunities. Parent education has a prominent place from the kindergarten through high school and would involve all those connected with both personnel and with instruction divisions of the school system. All teachers and directors are encouraged to unite the parents, the children, and the school.

Because of the extensiveness of the parent guidance program in City B, only two phases of this work will be described, high school counseling which is within the division of personnel, and family life education within the division of instruction. These two departments were not chosen because they necessarily excelled others in parent guidance activities but rather because they are a fair sampling of such work in the school system.

The High School Counseling Program. In City B the parents of high school students are reached through the counseling department of the high school. This department has been under the same director since 1925; a woman who had been a successful teacher in the city schools. She has grown with the department and has succeeded in establishing this system as one of the outstanding high school counseling programs of the nation. She is well prepared in her field having completed her doctor's degree. She also directs workshops or teaches in a large university during summer vacations.

The high school counseling staff is composed of 14 counselors, one located in each of the high schools within the city. Both men and women are employed. Before an individual can become a counselor he must first establish himself as a successful teacher in the city schools. The reason for this is that no one can counsel effectively who is not himself a successful teacher, understanding the teacher's viewpoint and the problems of the school and the community. Each counselor has had clinical experience and is from time to time encouraged to further his education.

The director and 14 counselors feel responsible for initiating the guidance program for the 17,000 boys and girls that are enrolled in the high schools. In cooperation with the home-room teachers, the principal and other school personnel, they have studied the needs, aspirations, and shortcomings of these high school students. These educators have endeavored to help the students to adjust adequately to the school, the community and later to adult life. "The objective of counseling is to assist students to make maximum growth while in school through acquiring

the habits, knowledge, skills and attitudes that contribute most to satisfying and serviceable living...Some of the counseling activities are remedial; most of them are preventative. All of them are pointed toward a more adequate adjustment of the student in the school and in the community." (Kans. City Pub. Sch., 1944)

In order to counsel a child wisely the advisor needs to know and understand something about the child. In a large system this would be next to impossible if some plan of records were not worked out. Cumulative records of the school system show each child's scholarship, grade promotion, health record and progressive psychological test results. On the basis of this record the student is coded when he enters the seventh grade as 1, 2, 3, 4, 5, respectively. One indicates superior scholarship and no major physical handicaps; five indicates an individual with problems which make adjustment difficult. The other numbers indicate a range in degree of variation.

Added to this information are records on a counseling card which is brought up to date twice each year. The data on the card include the student's curriculum, vocational interests and college choice or other anticipated education. This information may be a guide for the counselor, teacher, child or parent. Parents are informed either by writing or telephone concerning their child's deficiencies. Conferences are held with the child and the parents concerning the child's difficulties. Pre-enrollment each March gives the child and the parents an opportunity to plan the child's program for the next year. This plan is especially desirable when summer school or other requirements must be met before the student

can graduate with his class.

The personal growth card was developed and used by teachers and counselors. By this the student is aware of characteristics that are important to his personality development. Over a four-year period the child's personality development is evaluated by approximately five teachers each year.

When advising a child or his parents, the counselor tries to present the whole situation, including health, scholarship, attitude, vocational interest, and college requirements if the individual is college minded.

The counseling department, in cooperation with the department of research and curriculum, studies and evaluates various tests that are given. All tests including aptitude, achievement, college entrance and intelligence tests are added to the cumulative record of the student. All evidence is balanced and much guidance is done on the basis of these results.

The part-time work program in the city is extensive, and becomes more so each year of the war. Employers' orders for student help are referred to the counselors. This work program has four major purposes: (1) to place students in such a way that the work experience will be helpful to their total educational experience, (2) to meet the needs of employers and serve the community, (3) to assist students who have secured work independently to maintain a balanced school-work program, (4) to make occasional surveys and other studies of student employment and the problems involved.

The public schools made an extensive study of industrial employment. The results of the study are used in counseling students

both for employment on a short time or on permanent basis. The parents sign a card of approval before the student is recommended for work. The counselors take an active part in planning with students and employers for outside work. A record is kept of the work. The counselor is a key person between the child, the parent, and the employer.

The counselors cooperate with the United States Employment Service, with all branches of the armed service on pre-induction counseling and all other organizations that deal constructively with youths' problems. Personal problems that significantly influence the success or failure of the student are brought to the counselor. When problems need additional attention, they are referred to other departments for cooperative service.

The specific duties of the high school counselors vary from school to school depending on the needs of the students and parents within the district. For example, in one school where more than 70 per cent of the students attend college, the counselor is concerned that students meet college requirements. The counselor has catalogues and handbooks from all major colleges to guide her in placing students in a satisfactory college situation. The vastness of this program can be shown by statistical records of 1940. In that year 318 students went to college from this particular school. Of that number, 189 attended colleges in near-by areas and the remaining 119 went to 54 different colleges scattered over the country. For further illustration, another school is specifically interested in careers after graduation from high school. This counselor is concerned in counseling students so that they will

qualify for a vocational position. An outstanding event that was visited in one particular school is Career Day which is usually held in February. The morning was devoted to lectures, discussions, and panels by men and women who were successful in their chosen field. The student body had previously indicated their interest in two or more fields and were directed to the meetings that paralleled those interests. At the conclusion of the meetings the students returned their career cards with comments to the teachers so that these cards could be used in planning each student's future program. Career Day gives the students opportunity to become familiar not only with the various occupations but also with the qualifications and requirements of the job.

In the afternoon of Career Day an assembly program was given for students and parents. One feature of this program was a play written and produced by the speech department. This play accented the techniques of securing and the advantages in holding a position as well as better employer-employee relationships. The play illustrated the "dos" and "don'ts" for employees.

The counselor is not a disciplinarian. The singleness of the counselor's role has the advantage of fostering confidence and admiration of students and parents alike. If confidences of a personal nature are disclosed to the counselor, these are never revealed without the individual's consent. By this relationship both pupils and parents feel free to confide in the counselor.

From the foregoing discussion it is easy to conclude that the counseling program is broad and requires counselors of great

adaptability. The counselor must be able to adjust to the needs which may include steering the adolescent safely around patterns of delinquency; serving as a liaison officer between parents and students and the community; and guiding the student so that he can adequately accept a worthwhile place in society. Adult counseling and community service are also demanded of the counselors who are often called upon to work on community committees.

Family Life Education. The department of family life education was organized in August 1944. The director is responsible to the superintendent of instruction in contrast to the counseling department which is under the superintendent of personnel. This department is designed to continue and enlarge the parent education program which was formerly sponsored by the teachers college division of the Junior and Teachers College. The director is a capable woman who has worked extensively with both children and adults. For a number of years she has studied family life and has taken her advanced degree in child guidance at a leading university. The director works with teachers, principals, parents, and other community workers. She is also responsible for the training and supervision of the discussion group leaders in the parent education program which is sponsored by the parent-teacher associations and the public schools. The director acts as a counselor for leaders of parent groups, parents and others that desire to talk with her individually concerning their problems.

The objectives of this family life program are: (1) to assist in the development of an understanding of child growth, (2) to help promote constructive and satisfying family relationships, (3)

to help develop and maintain a desirable state of mental health for children and adults, and (4) to assist in the promotion of better understanding of the school program by parents. (Kans. City Pub. Sch., 1944)

The services of this department are available to the schools, the different parent-teacher associations, and other community groups. The director consults with various members of the school staff that are interested and willing to promote parent education. Groups may seek her for advice or she may go to them to present some plan for promoting parent guidance in that organization. This work is not forced upon any school or organization and the extent to which it operates in any locality depends largely upon the interest and cooperation of the local school staff and the parents. Other than class instruction and discussions, this department employs the radio, local newspapers and pamphlets to convey the principles of family life education.

Each Wednesday morning while school is in session a class in parent guidance instruction is held from 9:30 to 11:00. The class is open to all persons interested in the movement and attendance is required of all leaders and potential leaders. The class meets in a large room that is comfortably furnished and abounds in books. Magazines and illustrative materials are collected and used extensively. Interested persons are encouraged to take out books and material to study.

After attending these classes one year and having received the approval of the director, the lay leaders go out as leaders in parent guidance instruction. This leader staff varies from

five to ten. At present the leaders are successful homemakers who are interested in child guidance and family life education. Many are college trained and all have spent time in study. Technically, many have advanced beyond the lay leader stage.

Types of subject matter and method used will be given as a sampling of the total context. One meeting was attended during which the leader staff and the director discussed, "Experiences Which Help to Meet the Emotional Needs of Children." Several general statements such as the following were read to the group:

Small children must have a certain amount of attention. They need affection which does not mean gushing. Confidence in themselves and in others increases self control.

The majority of the leaders contributed to the discussion which included varied instances from real life. The discussion was directed toward an appreciation of the child's growth and the need to stabilize his emotional life in order that he can meet both pleasant and unpleasant experiences.

Play was an item that received considerable attention. In the discussion the following points were emphasized: (1) play is important from both a physical and an emotional standpoint, (2) play needs adequate adult guidance, (3) mothers should use creative material and capitalize on materials in the kitchen and about the home, (4) toys that can be used for many purposes are a wise selection (for example, blocks can be used for climbing as well as building material), (5) what the material does to the child is more important than what the child does to the material, and (6) play should develop the child's ideas not the adults.

The next item discussed was the importance of regular routine to emotional stability. It was emphasized that in new experiences the child needs to understand what is going to be expected of him. The child's participation when company is invited to the home illustrates this point. Many instances were given by the group. Most mothers agreed that the child should share in the preparation and part of the entertaining of the guests but that the parent should be firm and direct the child to bed before he becomes too excited or exhausted.

In summarizing the following facts were given as necessary for the child's emotional development.

1. The child needs

- a. Some work experiences, care being taken not to exploit the child.
  - b. Some creative experiences--with crayon, clay, paper, cooky dough, etc.
  - c. Many experiences with nature. (It was pointed out that pets give intellectual experiences, a feeling of belongingness, a degree of responsibility, and that they help to offset cruelty. Excursions to see animals are valuable.)
  - d. Many experiences with good literature--stories and poems.
  - e. Many experiences with science. (One leader told of a wee child's experience with uncooked bacon.)
  - f. Spiritual experiences that are beautiful and positive.
  - g. Attractive surroundings, beautiful pictures, etc., have a stabilizing effect on the child.
2. The parents need to grow and develop, and thus gain a sense of adequacy and enjoyment from their family relationships.

These leaders go out to the various parent groups by request from the local parent-teacher associations to the City Council.

The problems to be studied are determined by the principal, the leader, and representatives of the parents. At present the group discussions, for the most part, are centered on two age levels - the pre-school and the elementary school child. For instruction the leader is paid \$4.00 per meeting by the local group requesting the service. A series is composed of six to eight meetings per school year and held either weekly or monthly, depending upon the desires of the group.

The services of the family life director are available to civic groups desiring assistance in family life education. A limited number of individual parents and leaders can obtain free counseling on request.

The methods used in groups depend upon the leader and the group. Discussion, observation and participation are the most frequently used procedures.

The extensiveness of the parent guidance work in a school depends on the interest of parent-teacher association groups, the principal and the teachers. In a school the director or the regular teaching staff may see the need for parent education and hold a meeting to discuss plans for action. There are many instances where the teacher, with the approval of the principal, may consult the director and with her help work out a program which promotes better understanding of children, school and home. One such program was visited. A third grade teacher and the children worked up a program emphasizing the value of play and physical education both in the school and the home. The program centered around the regular physical education work as it is taught in the school.

The meeting place was the gymnasium, the time 2:45 p.m. The mothers gathered and were seated in chairs and on benches around the edge of the gymnasium. The principal talked to the mothers for a few minutes welcoming them to the school and then she introduced the director of family life education. For approximately 15 minutes the director talked with these mothers about the value of play in the home.

She started by telling the mothers the importance of play for all ages. She then asked them how they played with their children at home. These mothers came from homes where most emphasis was placed on earning a living and if recreation entered in, the family usually went to the neighborhood movie.

This director talked of the advantages of picnics and outdoor activities for physical development. These mothers were shown games and activities from the gymnasium floor that illustrated some of the things that could be done by the family at home. The director told these mothers that it was important for the whole family to enter into the play. The children demonstrated their play activities for about 30 minutes after which refreshments of cookies and punch were served.

The second meeting visited was at the YWCA where a group of young business women met to discuss family relationships. These girls ranged in age from approximately 18 to 30 and were interested in a variety of marital problems. At this particular meeting the discussion centered on pre-marital problems. These young women were all employed. None had been introduced to classes in family relationships in college. They were doing considerable

reading outside class and the references given would be comparable to those used by a college class. Many questions were discussed for example: (1) What are the factors which make for success in marriage? (2) What place does the married woman have in business? (3) How should a husband and wife who are both working divide the home duties? (5) Is it possible to change a husband's personality after marriage?

In answering these questions it was pointed out that the underlying philosophy was "getting along is the conscious effort of both partners in marriage." The following principles were listed as important: (1) it is important to work at marriage as at any other job, (2) recognizing, understanding and accepting certain differences in a potential mate is highly desirable, (3) in personal adjustment there is either progression or retrogression, (4) one cannot solve a problem alone when it involves two people, and (5) a married woman has three jobs when she works, her own, her husband's and the home.

The meeting lasted for one hour. In conclusion it was emphasized that in marriage nothing was settled once and for all. The family pattern is continually changing. Adjustment must always be made. Plans for future meetings include "The Happy Marriage", a discussion to be led by a young married woman in the city, and "Physical Aspects of Marriage" to be led by a local doctor's wife.

The final meeting attended was directed by one of the leaders in family life education. The topic discussed was "The Rough-House Age." The meeting place was the auditorium of an elementary

school. As an introduction the leader summarized the previous meeting and made a few statements concerning the unlimited energy of the children of the rough-house age. Discussion was quite informal as the leader and the mothers called each other by name and all talked freely. One mother asked the question, "What is the rough-house age? My children are of varying ages and would all come under this classification."

The answer was that, "it is considered to be between eight and 12, just before the boy-girl interest." The reason advanced for this extra stimulation is that the glands and body growth are being speeded up in preparation for puberty so these children have excess energy. Children of this age are characterized by the following: (1) resent and like to take a stand against authority in the home because they are unable to stand alone in society outside the home, (2) become sensitive to bathing and dressing and have their own ideas of privacy, (3) resent severe questioning, (4) enjoy loud noises, (5) discover that parents are not always right, (6) are tearing down children's patterns to construct adult ones, (7) are becoming aware of differences in the role of men and women, (8) are eager to try their wings on all adventures, (9) have the gang instinct strongly developed, (10) take pleasure in dressing queerly, and (11) become interested in dirty stories.

The last characteristic listed caused a heated discussion among the mothers, namely, what to do about dirty stories. One mother insisted that her child never listened to dirty stories and revealed that when schoolmates wished to engage in entertaining themselves thus that the classmates would say to her child, "You go away; this

is not for you." This child's mother was proud of her wise handling of the situation. Other mothers present were not so certain as to this procedure of group exclusion but were generally agreed that this is a phase in child growth not to be overlooked and that most children participated in telling dirty stories and enjoyed the activity.

The needs of the children of the rough-house age include: (1) a balance of food, rest, play and understanding, (2) a need for knowing values to determine that which is waste and destruction, (3) social experiences such as large group activities and small group experiences where two or three playmates come to the home, (4) parents that show tolerance and acceptance rather than hysterics, and (5) parents that can distinguish between awkwardness and destruction and minimize that which is awkward.

These mothers talked freely concerning their own children but were not particularly receptive of suggestions from their neighbors and friends. The leader's contribution carried more weight than what these mothers contributed as experiences pertaining to their own children. The next two meetings were to be discussed under the following titles, "Parents Annoy Children" and "Is Discipline Old Fashioned?"

The meetings just described represent only a portion of the activities carried on by the department of family life education. The director is consulted on many problems pertaining to nursery school, pre-natal development and other phases that are relevant to her field. She talks before many civic groups and answers questions by conference, telephone and letter. Discussions are prepared for bulletins, local papers and radio.

Summary of the Counseling Program. Counseling means to deliberate together in confidence. By constantly striving to meet the needs of the individual pupil the counselors of City B perform a guidance service to the student, the parent and the teaching staff. Some of the counseling is remedial but most of it preventive.

The counselors of City B work with individuals, groups, and community preparing high school students to adjust more adequately to the school and to the community. The staff is willing to counsel with all who desire their help. The counseling department cooperates with other departments in enrolling students, establishing and filing records, aiding with the part-time work program, and helping with other functions that occur in the school organization. This department works with the community through the Neighborhood Community Councils, the YMCA and YWCA, the Council of Churches, parent-teacher associations and other civic minded organizations.

The counseling department in City B has a highly developed vocational guidance program and in this capacity does significant work. The cooperation, loyalty and foresight that these staff members have in relation to the students, the school, and the community constitute the contributing reason for the successful counseling department in City B's high school. Some of the less desirable features of this program would include: (1) the enrollment is large and consequently a particular counselor cannot spend long periods with individual students, (2) the problem students receive the greatest amount of the counselor's time (a character-

istic of many school systems). This use of the counselor's time may bring results but does raise the question as to the amount of counseling that would be beneficial to the rest of the student body.

Summary of the Family Life Program. The parent guidance program in City B is well organized and administered under the leadership of a specialist in the field of family life education. Most of her efforts center on work with parents who have children under high school age although she may have classes with other groups. She also reaches many individuals by conference, radio, newspaper, and public talks. The size of the city makes it impossible for the director to contact all groups personally so she appoints leaders and conducts classes or staff meetings whereby these leaders become more familiar with the subject matter to be used. The leaders in turn conduct group discussions. The discussion method is most frequently used and discussions stem from introduction of general statements pertinent to the topic, or from the introduction of life incidents.

The advantages of this program are:

1. The findings of recent scientific studies are interpreted to the lay public.
2. A large well equipped library of recent books and periodicals is available to all the leaders and interested people.
3. The program is organized under one leadership so unity and organization are well defined.
4. Weekly training classes develop and maintain efficient, informed group leaders.
5. The public schools, through this family life program are able to direct parent education in the channels that school authorities think is most desirable.

The disadvantages of the program are:

1. The patrons and parents are prone to consider this department as just another phase of the public schools to be accepted.
2. The parents that need the most guidance are not attending the meetings.
3. A paid director working on school time, and paid leaders, tend to remove the personal touch felt in the program of City A.
4. Some schools might be deprived of parent education since the local school group is required to pay \$4.00 per meeting for this service.
5. Fathers are seldom reached because most of these group meetings are held in the afternoon.
6. The majority of the group discussions centered around child guidance, neglecting other phases of family life education.

This program is in the first year of its organization so there are many ideas and ideals that are only in the introductory stage. The methods of procedure and the material used compare favorably with those used by many college classes in child guidance. The director is alert and conscious of new theories and applications in the sphere of child psychology and guidance.

#### SUMMARY AND CONCLUSIONS

The purpose of this study was (1) to survey the literature on the parent guidance movement in the United States, (2) to investigate the family life program in City A, and (3) to investigate certain phases of the parent guidance program in City B.

Literature is cited which reveals the development of parent guidance, emphasizing the trends since 1930.

A summary was made of each of the city programs after data were collected by: (1) attending classes and observing the method of procedure, (2) attending staff meetings and observing the procedure, (3) interviewing directors, leaders, counselors and parents, and (4) studying official reports and literature pertaining to the specific programs.

The literature revealed that for the first three decades of this century all parent education centered on the child, his health, habits, and behavior. The mother's health was considered only at time of pregnancy or lactation. Early in the 1930's authorities began to consider parental attitude in relationship to the child's problems. At the close of this decade literature stressed the importance of love and security for both the parents and the child as essential to the happy adjusted child. By the late 1930's interest concentrated on family life, the whole family and its relationships. At this time evidence pointed to an increased interest in pre-parental education which resulted in establishing child guidance and family relationship classes as part of the high school and college curriculum. As war became evident democratic living became a part of parent education programs. This trend stressed the idea that a home where democratic principles prevail is the source of one's feelings about himself and his obligation to society.

City A illustrates a program of family life education which is informally organized. These leaders are responsible to the state supervisor for vocational homemaking. Leadership in City A grew from the lay leader rank, however, these leaders would no

longer be considered lay leaders because of their years of association and training in the program. Practices and skills in homemaking receive as much emphasis in City A's program as do child guidance and family relationships. Staff meetings are held where general topics are discussed and then each leader adapts the material to her group. Any group of 20 or more may receive instruction from the department. The department's aim is to improve conditions in the home and to help people live more abundantly.

In City B the parents of high school students are reached through the high school counseling department. Much of the counseling is vocational in nature, but other aspects of the development of personality are not neglected. This staff counsels individually with students, parents, and other adults, and cooperates with the school system, with industry and the community in an attempt to help the high school youth adjust to adult living. The goal is to develop in each student an integrated personality, adjusted to himself, his family, his vocation, and his society.

The family life program in City B is under the direct supervision of the school system. The director, a specialist in child welfare, is employed to train leaders for parent groups, to lead discussion groups interested in family living, and to promote family life education in the city through giving talks before groups, preparing bulletins, newspaper articles, and radio talks. This family life specialist is not a dictator but is a director who guides parent education in areas of elementary and pre-school child development and in certain areas of pre-natal and pre-marital instruction. This program is organized to promote child develop-

ment and family relationships, leaving other phases of homemaking to adult education.

These two cities illustrate programs of parent guidance with wide variations in the amount of supervision and direction, yet each program produces effective results. In both systems important factors in the success of the programs are the personalities of the leaders and the methods used by them. Like other phases of adult education, parent guidance is voluntary and must therefore be made attractive to parents. It must meet certain needs and stimulate interest in the goals of successful parenthood.

Since present day families are small, each child becomes increasingly important to his parents and to society. Thus parenthood becomes a profession requiring thought and study as do other professions. Parent guidance is one means of protecting and encouraging successful living in the family, an institution vital to any healthy society.

This study shows some of the possibilities that could be developed by a well planned parent guidance program either in a local community or in a larger unit. The need for parent guidance is evidenced by the concern of parents, educators, social workers, and probation officers. Our penal and mental institutions are crowded. Delinquency, divorce, and other disappointments give evidence of either the individual's or society's maladjustments. Most authorities agree that much of the individual's personality is determined by his early environment. Society has neglected to assume responsibility for family life and in too many instances the individual family has guided the child unwisely. During the past 15

years progress has been made in psychology and sociology. All these social science discoveries that could benefit human relationships should find their way into daily living.

Two near-by cities have accepted responsibility for family life education. Other cities should do likewise rather than leave this part of education to chance. The schools and the parents would be more in sympathy with each other if effective parent guidance could be realized. Our educational system should be organized to the end that family life could be protected.

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## APPENDIX

## QUESTIONS FOR THE DIRECTOR

General:

1. How long have you been in this work?
2. Have you worked with any other communities? Where?  
How?
3. How does this work differ from that you have done elsewhere?
4. Will you list your staff, describing each position?
5. What is the length of service?
6. Do you find it difficult to keep an ample force?

Financial:

1. What is the budget appropriation? Is it sufficient?
2. What is its source?
3. What would you estimate is a satisfactory initial budget for a program of this type?
4. Is one justified in investing considerable in literature and supplies?
5. How much annually?

Program Development:

1. When did this program begin? Under what conditions?
2. Have there been any obstacles? Explain:
3. Have the changes been radical? Explain:
4. How many parents does your program serve? Mothers? Fathers?
5. What are the interests of these groups?

child guidance	finance	others
family relationships	current topics	
certain skills	culture	

6. Are formal classes held? By whom?
  - a. How often?
  - b. What subjects are taught?
  - c. What time of day?
  - d. How long are they in session?
7. What personal counseling is done?
8. Is this under the parent guidance program? What is the relationship?

Results:

1. How does this program differ from programs in other localities?
2. What are the advantages here?
3. What post-war plans do you have for this program?
4. What do you predict for the future of parent education, not only in your locality but in the state and nation at large?
5. General comments:
6. Has the war affected this program?

Attendance  
Type of parents enrolled  
Change in parent's attitude

7. Schedule of meetings
  - a. How often are the meetings scheduled?
  - b. Who decides on time and place?
  - c. What is the length of meetings?
  - d. What is the most desirable time to hold meetings?
  - e. How often are training classes held?
  - f. How are these conducted?
8. What would you say concerning available literature?

Mechanics:

1. What type of meetings are conducted:

discussion	movies	others
lecture	panels	
talks by specialists	demonstrations	
2. Are lay leaders used?      How?
  - a. How are they selected?
  - b. How long do they serve?
  - c. What are the requirements for lay leaders?

education	popularity	persistence
training	enthusiasm	others
experience		
  - d. How do personality characteristics affect success?

aggressiveness	popularity	persistence
sincerity	enthusiasm	others
  - e. Does social position influence choice?
  - f. Does political position influence choice?
3. Are these lay leaders willing to devote time and energy to prepare for a successful meeting?
4. Are they paid for these services?      How much?

## QUESTIONS FOR THE LEADER

General:

1. How long have you been in this work? Preparation?
2. Have you helped with any other similar programs? How?  
Where?
3. What time do you devote to this work?  
Training  
Preparation for meeting  
Actual meetings  
Counseling
4. Will you describe your family briefly?  
Background  
Size of family  
Age of children

Program Development:

1. How many parents does your program serve? Mothers? Fathers?
2. What is the average age of these parents? Size of family?
3. What stage of the family cycle are they in?
4. In what income bracket would you classify most of them?
5. Why are these people attending the meetings?
6. What are their chief interests:

child guidance	certain skills
family relations	current topics
finance	others
community development	
7. When did these people first begin meeting?
8. What was the reason for these first meetings?
9. Has the war had any effect on this program?  
attendance  
type of parents  
attitude of parents

Mechanics:

1. What type of program meeting do you consider the most successful?  
discussion demonstration  
lecture panels  
movies others
- Describe
2. Do your parents deviate much from the procedure you had planned?
3. How do you stimulate group response? Are you successful?
4. Do the parents participate in the discussion? Few? Many?
5. What determines the course of the next meeting?
6. Are these parents agreed on what they want from their meetings?
7. Do the following have any effect on the unity of this group?  
social status religion occupation nationality  
education race size of family
8. When is the best time of day to hold these meetings?
9. What day of the week?
10. How long should the meetings last?
11. When does your group meet?

Outcome:

1. Does your group have any definite plans for the future?  
What?
2. What are the post-war plans for the group?

Remarks:

## QUESTIONS FOR PARENTS

1. When did you become interested in the parent guidance program?
2. When did you enroll in this type of work?
3. Were you influenced by any one (neighbor, relative, literature, etc.)?
4. What was your specific interest in the program when you entered?
5. Have these programs met your needs?
6. Do you attend meetings regularly?      Occasionally?
7. What have you found most worthwhile?
8. Do you have any suggestions for improvement or change?
9. How many are in your family?      Approx. age parents? Children?

Occupation of wage earner  
Recreation

Home ownership  
Length of time family has lived in the community  
Community and civic interests

Please include any additional remarks you think might help with this study.