PARENT EDUCATION LEADERSHIP FUNCTIONS OF OHIO'S TAX-SUPPORTED COLLEGES AND UNIVERSITIES, AND PUBLIC ELEMENTARY SCHOOLS

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

NOREJANE JOHNSTON HENDRICKSON, B.S., A.M.

The Ohio State University

1958

Approved by:

[Signature]
Adviser
Department of Education
ACKNOWLEDGMENTS

This study has been made possible through the co-operation of many people. The writer wishes to express her sincere appreciation and gratitude to the respondents of the public elementary schools' and the tax-supported higher education institutions' questionnaires.

The writer is indebted to Professor Herschel W. Nisonger under whose direction this study has been made.

Expressions of gratitude are extended to Dr. Dorothy Scott and Dr. Earl Anderson who read the manuscript and offered valuable suggestions to the writer. A vote of thanks is also proffered to Dr. Esther McGinnis and Dr. Christen Jonassen for their interest and assistance.

To her husband, Dr. Andrew Hendrickson, and her daughter, Dorothy Ann, the writer owes an incalculable debt of gratitude for their forbearance. The writer expresses appreciation to her mother, Mrs. Caroline H. Johnston, for her continued encouragement.
# CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>INTRODUCTION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Specific Purposes of the Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Importance of the Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Basic Assumptions</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Scope and Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>General Method</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The Questionnaires</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The Pilot Study</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>The Main Study</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>21</td>
</tr>
<tr>
<td>II.</td>
<td>HISTORY OF PARENT EDUCATION</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>PART I. A GENERAL HISTORY OF PARENT EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Beginnings</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Early Educators Who Contributed to Parent Education</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>The History of Parent Education in the United States</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>The Parent Education Movement</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Organizations in the Field of Parent Education</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Other Influences on Parent and Family Life Education</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>PART II. PARENT EDUCATION IN OHIO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interest in Kindergartens and Nursery Schools</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Ohio's State-wide Plan for Parent Education (1928-31)</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>State Supported Parent Education Programs in the Public Schools</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Ohio's Commission on Children and Youth</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>The College and University Parent Education Workshops Sponsored by the Ohio Congress of Parents and Teachers, Inc</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>The Ohio Child Conservation League</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>The Institute of Child Development and Family Life, Ohio State University</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>105</td>
</tr>
</tbody>
</table>
### CONTENTS (continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. A QUESTIONNAIRE STUDY OF THE PARENT EDUCATION PRACTICES OF OHIO'S PUBLIC ELEMENTARY SCHOOLS AND TAX-SUPPORTED COLLEGES AND UNIVERSITIES</td>
<td>107</td>
</tr>
<tr>
<td>The Public School Questionnaire</td>
<td>108</td>
</tr>
<tr>
<td>General Information about the Study</td>
<td>109</td>
</tr>
<tr>
<td>The Public Elementary School Practices</td>
<td>111</td>
</tr>
<tr>
<td>The Tax-supported College and University Practices</td>
<td>114</td>
</tr>
<tr>
<td>A Comparison of the Public Elementary School and Tax-supported College and University Findings</td>
<td>167</td>
</tr>
<tr>
<td>Summary</td>
<td>171</td>
</tr>
<tr>
<td>IV. A RATIONALE FOR TAX-SUPPORTED EDUCATIONAL AGENCIES IN OHIO ACCEPTING RESPONSIBILITY FOR PARENT EDUCATION</td>
<td>172</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>178</td>
</tr>
<tr>
<td>Conclusions</td>
<td>178</td>
</tr>
<tr>
<td>Recommendations</td>
<td>180</td>
</tr>
<tr>
<td>VI. SUMMARY</td>
<td>186</td>
</tr>
<tr>
<td>The Historical Study</td>
<td>186</td>
</tr>
<tr>
<td>The Questionnaire Study</td>
<td>189</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>193</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>205</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>222</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>228</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Positions Held by the Sixteen Judges Who Assisted in the Study.</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>The Positions Held by Twelve College and University Judges.</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>Areas and Questions in Each Area Covered in the Public Elementary School Questionnaires (Forms I and II).</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>Areas and Questions in Each Area Covered in the Tax-supported College and University Questionnaires (Forms I and II).</td>
<td>19</td>
</tr>
<tr>
<td>5.</td>
<td>Types of Schools from Which the Questionnaire Was Returned, and the Grades Served by These Schools.</td>
<td>112</td>
</tr>
<tr>
<td>6.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area A.</td>
<td>114</td>
</tr>
<tr>
<td>7.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area B.</td>
<td>117</td>
</tr>
<tr>
<td>8.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area D.</td>
<td>120</td>
</tr>
<tr>
<td>9.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area E.</td>
<td>123</td>
</tr>
<tr>
<td>10.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area F.</td>
<td>124</td>
</tr>
<tr>
<td>11.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area G.</td>
<td>130</td>
</tr>
<tr>
<td>12.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area H.</td>
<td>133</td>
</tr>
<tr>
<td>13.</td>
<td>The Percentage of Judges Reporting Yes Answers to the Fifty Questions on the Public School Questionnaire Which Stated the Leadership Functions Approved by Them.</td>
<td>138</td>
</tr>
<tr>
<td>TABLE</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area A.</td>
<td>142</td>
</tr>
<tr>
<td>15.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area B.</td>
<td>146</td>
</tr>
<tr>
<td>16.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area C.</td>
<td>148</td>
</tr>
<tr>
<td>17.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area D.</td>
<td>150</td>
</tr>
<tr>
<td>18.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area E.</td>
<td>153</td>
</tr>
<tr>
<td>19.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area F.</td>
<td>154</td>
</tr>
<tr>
<td>20.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area G.</td>
<td>158</td>
</tr>
<tr>
<td>21.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area H.</td>
<td>161</td>
</tr>
<tr>
<td>22.</td>
<td>Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area I.</td>
<td>164</td>
</tr>
<tr>
<td>23.</td>
<td>The Percentage of Judges Reporting Yes Answers to the Forty-three Questions on the Questionnaires Which Stated the Forty-five Leadership Functions Approved by Them.</td>
<td>165</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

According to Yeager, the child's personality is developed in the home. Here he learns the conforming aspects of the social pattern, the language, the customs, ideals, and social adaptations. His training also includes the conventions, religion, and laws of his family, and his home serves as his chief source of moral training. The home gives each child an individuality, a feeling of belonging, an ancestry, and a birthright. Therefore a happy, secure home life is the basis for a proper education. It is essential to the American way of life.¹

The type of adjustment the child makes to school depends to a major extent on the type of home from which he comes. If teachers learn about the homes of the children, become friends of their parents, and become cognizant of the family situations and problems, the child's education is doubly assured. Through home visitations, through adequate information about the school, and through the establishment of a program of parent education, the school can gain the co-operation of the parents and do much to improve the home environment.²


²Ibid., p. 69.
The Problem

In this study, the writer was concerned with the roles of public elementary schools and tax-supported teacher-training institutions in the important area of parent education.

Specific Purposes of the Study

The study had the following specific purposes:

1. To present a general history of the parent education movement, including a brief history of parent education in Ohio

2. To determine the present parent education leadership functions or roles of Ohio's public elementary schools, and tax-supported colleges and universities

3. To determine how judges in each of the above-mentioned agencies envision the leadership functions or roles of their own agency in the field of parent education

4. To make recommendations for improving parent education opportunities and facilities in the State of Ohio by suggesting appropriate roles for the above-mentioned agencies; and to suggest areas for investigation in the parent education field

Importance of the Problem

From the Standpoint of the Public School

From the writer's viewpoint, the parents are a key group of adults which the school is naturally obliged to work with in order
to do its over-all job effectively. This need for co-operative working relationships between the home and the school has been stressed in a myriad of books. In Our Children Today, Lawrence Frank wrote:

The parent is responsible and wants to do his best for his individual child; the teacher is responsible and wants to do her best for the whole class. Both are essential to the healthy growth and development of the individual child, and this means only by continuous and genuine co-operation of parents and teachers can the child's needs be met.3

When one holds the current educational philosophy that schools should educate the "whole" child as he relates to his society, it appears vital that parent education must be considered a basic part of the school program. The individual child spends more hours daily under the guidance of his family than he does under school supervision. These two agencies, together, have the greatest educational influence on the child's development.

The importance of the child's home surroundings and also the need for educating parents to provide a healthy environment for children have been expressed in the Children's Charter, Clauses VII and XI which are stated below:

VII. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

XI. For every child such teaching and training as will prepare him for successful parenthood, homemaking,

and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.⁴

One of the recommendations made by the Committee on Parent and Family Life Education of the Ohio Commission on Children and Youth was "that boards of education and school administrators take responsibility to make certain that a parent education program exists in every community in the state."⁵ Further recommendations were made by this committee to improve and expand parent education services in existing organizations. The suggestion was made that these activities need to be co-ordinated by a specific agency. The school was one organization recommended as an integrating agency.⁶

When one thinks in terms of the relationship of the school to the community, it is essential to think of the core of community life, the home, an institution which is fundamental to modern society. The community is the sum total of its homes and other agencies. Although communities differ in numerous ways, there are certain coordinating forces in every district. The public school is one of these. The schools are built and utilized by the community so that the broader purposes for which education exists might be more fully

⁴ The Improvement of Education, Fifteenth Yearbook, Department of Superintendence (National Education Association, 1937), pp. 18-19.


⁶ Ibid., p. 30.
accomplished. Multiplying complexities of present day living make demands upon the public school resources for wider educational opportunities for all citizens.\(^7\)

If one conceives of the school as a community school, it is natural to accept the importance of school leadership in any community co-operative endeavor which emphasizes educating parents.

The public schools belong to the people of the community, who have built and paid for them and manage them through their elected representatives under state laws made through their own representatives. . . . There is no institution in any community so truly "of the people, by the people, and for the people" as its public schools.

It is logical, then, to assume that the educational and social uplift of any community should be broadly for all of its citizens. Wherever the means of education can be applied, there will the benefits of education accrue.\(^8\)

From the Standpoint of Tax-supported Colleges and Universities

Colleges and universities have begun to see the need for including parents in their programs. It is not uncommon for these institutions to have parents' days, publications for parents, and more recently, parent organizations or parent orientation days. The National Congress of Parents and Teachers has solicited the help of colleges and universities to assist in training lay leaders to work with parent study groups (see pages 53-55). In Ohio, nine colleges

\(^7\) Yeager, op. cit., p. 66.

\(^8\) Ibid., pp. 78-79.
and universities, seven of which are tax-supported, are assisting the Ohio Congress of Parents and Teachers in this work (see page 100).

Since colleges and universities are comprehended as teacher-training centers, it is natural to expect them to give educational services to public school educators who are confronted with the need of helping parents. The same social complexities which put pressure upon the public schools for greater service, likewise impel state-supported higher education institutions to accept the role of preparing public school educators to meet their manifold responsibilities. If the public schools by necessity must broaden their horizons, then it is inevitable that colleges and universities must also extend their services to offer training for educational leadership to educators and community leaders who need it. Educational institutions at all levels must evaluate themselves in respect to motivating parents to understand recent child development theory and the newer school practices. Some Ohio higher education institutions have taken a step in this direction through using radio and television programs to inform and educate viewers. However, in general, like other states in the nation, Ohio's higher education institutions have given little thought to the problem of preparing leaders in the field of parent education.
Basic Assumptions

The study has proceeded from the following basic assumptions:

1. Ohio's tax-supported colleges and universities and public elementary schools have some specific leadership responsibilities in parent education because of their unique facilities and attributes.

2. More effective parent education could be carried on in Ohio by these agencies if they would co-ordinate their efforts.

3. There is a greater need for both professional and lay leaders in the field of parent education than present facilities are meeting.

4. The parent education needs of the citizens of Ohio could be met to a greater extent than they are being met at present.

Scope and Limitations of the Study

The study has been limited to an analysis and comparison of parent education leadership functions in Ohio's tax-supported colleges and universities and public elementary schools as judged by experts and as currently practiced in these agencies. The writer was concerned with making recommendations for future parent education roles of these Ohio agencies. The writer did not study the function of community or lay organizations working in the field of parent education except where these were mentioned in the history of parent education.

Data were obtained from current reports available on Ohio's colleges and universities and public elementary school programs. The
recently inaugurated co-operative program of leadership training of the Ohio Congress of Parents and Teachers and nine Ohio colleges was studied.

The writer has made a broad study of what the Ohio public elementary schools and tax-supported colleges and universities were doing in parent education, but she has not included an evaluation of the many specific programs.

The investigation has been restricted to parent education as defined under the definition of terms on page 20.

General Method

In the study, questionnaires were used as the tools for measuring the parent education practices and services of the Ohio public elementary schools, as well as the Ohio tax-supported colleges and universities. Questionnaires were also used to determine the opinions of the public school judges and the college judges on the parent education practices and services that should be offered in each agency.

This was a broad study which covered a large number of parent education practices and services. The investigator believed a study of this type which delineated a picture of parent education in Ohio needed to be done before more specific studies could be attempted. With this in mind, the questionnaire method was chosen. According to Good, Barr, and Scates, "The questionnaire is an important instrument in normative-survey research, being used to gather information from
widely scattered sources." They also stated that the questionnaire is useful for securing information about conditions or practices, and that it may be used for gathering opinions, and gaining insight into attitudes of a group.

The Questionnaires

The questions used in the questionnaires were prepared from general information found in research studies and educational literature. A few of the main sources were William A. Yeager's Home-School-Community Relations, and School-Community Relations, The American Elementary School (Thirteenth Yearbook of the John Dewey Society), and Elmer S. Holbeck's An Analysis of the Activities and Potentialities for Achievements of the Parent-Teacher Associations, With Recommendations. Ideas were also gleaned from professional journals and the parent education experience of the researcher and her professional colleagues.

Four questionnaires were devised. Two questionnaires were developed for the public elementary schools. A questionnaire for practitioners (Form I) was sent to principals of elementary schools,


10 Ibid., p. 324.
and an opinion questionnaire (Form II) was sent to judges from the public school field. The questions in these two forms were identical; however, the practitioners were asked whether or not their schools performed the practice or offered the service, and the judges were asked whether or not the Ohio public elementary school should perform the practice or offer the service.

Two questionnaires were developed for the tax-supported colleges and universities, a practice questionnaire (Form I) and an opinion questionnaire (Form II) as described above. The practitioners' questionnaire was sent to the dean of each college of education with the request that he select a qualified person on his staff to fill in the information. The opinion questionnaires were sent to college judges selected from disciplines related to parent education.

Basically the questionnaires for the public schools and the colleges and universities included many of the same or similar questions, but some questions for each agency differed because of each agency's specific attributes and facilities.

The two forms of the college and university questionnaires were mimeographed as was the opinion questionnaire (Form II) for the public school judges. However, since a large number of the public school practice questionnaire (Form I) had to be mailed, a printed form of the questionnaire was used which enabled the investigator to get the complete questionnaire on one six-fold sheet (see Appendix A).
The Pilot Study

The practice questionnaires were sent with a letter of explanation to five public elementary school principals (Public School, Form I) and to five college professors (College and University, Form I). These individuals were asked to react to the questionnaire and critically evaluate the questions. The final revisions on the questionnaires were made on the basis of suggestions offered through conferences, written comments of the respondents, and the comments offered by the researcher's advisory committee.

The opinion questionnaire sought the same information for each agency as the practice form of the questionnaire. The main purpose for testing the opinion questionnaires (Form II) with the judges was to see if the directions were clear. Therefore the same procedure was followed for testing the opinion questionnaires, but only one conference was held with a representative judge from each agency.

The Main Study

Selection of the Ohio Public Elementary Schools

The Educational Directory of the State Department of Education for 1955-56 was used as a guide for selecting the public elementary schools. There were 2,943 elementary schools listed in this directory. Three hundred of these schools (slightly more than 10 per cent) were chosen to be included in the investigation. The
random number sampling method was used to select the schools. The sample was representative of the relative number of elementary schools in exempted village, city, and county organizations in Ohio. The total sample of 300 included 16 exempted village, 121 city, and 160 county schools.

... There are three legally defined types of school districts in Ohio: the County School District under the supervision of a county superintendent of schools; the Exempted Village School District with a population of at least 5,000. A center of population must be recognized by the Federal Census as a city before it can be designated as a City School District.

A letter of explanation, the practice questionnaire, and a stamped, self-addressed envelope were sent to 300 public school elementary principals. A second letter and questionnaire were sent to each school that had not replied by the end of October, 1957. Questionnaires filled in by qualified school personnel other than the principal were accepted by the investigator. These individuals were usually executive heads, superintendents of schools, or principal-teachers. A few principals did not return the questionnaires, but did write letters explaining why they felt their schools should not

---

11 Some of the 2,913 schools were parochial schools. In case a parochial school number was selected, it was discarded and the next number representing a public school was used.

be included in the sample (e.g., a city school for special students).
At the end of the time limit (November 20, 1957) 183 questionnaires,
or 61 per cent, of the original sample had been returned and were usable.

Selection of Public Elementary School Judges

The selection of the public school judges was based on the following criteria. The judges --

1. Had at least five years of experience in public school work.

2. Had experience in an administrative type position in public school work.

3. Had training in the knowledge and understanding of the family as a social unit.

4. Had given evidence of understanding the interaction of home and school.

5. Were employed in educational work in Ohio.

It was decided to include county, city, and exempted village superintendents, or their assistants, elementary education supervisors, heads of family life education connected with public schools, and college professors whose work was directly related to the public schools. A list of possible judges was set up and approved by the investigator's dissertation committee.

A letter of explanation, an opinion questionnaire, and a stamped, self-addressed envelope were sent to seventeen individuals who were invited to be judges. Sixteen replies were received. The
positions held by the public elementary school judges are listed in Table 1.

TABLE 1
The Positions Held by the Sixteen Judges Who Assisted in the Study

<table>
<thead>
<tr>
<th>Judges' Positions</th>
<th>Number of Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendents of City Schools</td>
<td>4</td>
</tr>
<tr>
<td>Superintendents of Exempted Village Schools</td>
<td>3</td>
</tr>
<tr>
<td>Superintendents of County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Superintendents of County Schools</td>
<td>1</td>
</tr>
<tr>
<td>County Elementary Supervisors</td>
<td>3</td>
</tr>
<tr>
<td>Directors of Public Schools' Family Life Education Programs</td>
<td>2</td>
</tr>
<tr>
<td>College Supervisors of Practice Teachers in Elementary Schools</td>
<td>1</td>
</tr>
<tr>
<td>Co-ordinators of College Student Field Experience</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Selection of the Tax-supported Colleges and Universities

The nine (total number) tax-supported colleges and universities in Ohio approved for teacher training and listed in the Educational Directory, 1955-56, were included in this study. A letter of explanation, a practice form of the questionnaire, and a stamped, self-addressed envelope were sent to each higher education institution in the study. By November 15, 1957 all of the colleges and universities had returned their questionnaires.
Selection of College and University Judges

The college and university judges were selected on the basis of the following criteria. The judges --

1. Had at least five years of experience as instructors or administrators in institutions of higher education.
2. Had professional interest in a field related to parent or family life education.
3. Had a broad educational background, preparing them for their fields.
4. Had training in the knowledge and understanding of the family as a social unit.
5. Were employed in Ohio institutions of higher education.

A list of judges meeting the above criteria was set up for the study and approved by the investigator's dissertation committee. A letter of explanation, an opinion questionnaire, and a stamped, self-addressed envelope were sent to fifteen professors representing psychology, sociology, education, home economics, and social administration. Twelve college professors replied. The positions held by the college and university judges are listed in Table 2.
TABLE 2

The Positions Held by Twelve College and University Judges

<table>
<thead>
<tr>
<th>Judge's Position</th>
<th>Number of Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Professors of Social Administration</td>
<td>2</td>
</tr>
<tr>
<td>Professors of Education</td>
<td>3</td>
</tr>
<tr>
<td>Professors of Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professors of Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professors of Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Procedure in the Study

The investigator reviewed the literature which pertained to the study. Since the scientific literature was very limited in this area, and there was a definite need for an organized history of parent education, it had been decided early in planning the study to prepare a general history of the parent education movement, including a short history of parent education in Ohio. This background material was important to the investigator in setting up the questionnaire study. The history chapter was designed to give the reader a look at the total field of parent education.

The questionnaires used in the study were designed to seek answers to the following questions. The data were analyzed accordingly.

1. What leadership functions or roles (present practices and services) were accepted or rejected by the (1) Ohio public elementary schools? (2) Ohio colleges and universities?
2. What leadership functions or roles (practices and services) were accepted or rejected by the (1) Ohio public school judges? (2) Ohio college and university judges?

3. Was there a difference between the leadership functions or roles accepted by exempted village, county, and city schools? If so, could these differences be accounted for?

4. What leadership functions or roles were being (1) rejected by both agencies? (2) Accepted by both agencies?

5. Was there a basic difference between the leadership functions or roles accepted by the practitioners and judges in each agency? If so, how could this be explained?

6. Was there evidence of co-operative working relations in parent education between the two agencies?

7. On the basis of the data studied in this investigation and the literature examined in parent education, what recommendations could be made for future leadership functions or roles of these two agencies?

Areas of the Questionnaire

The public school questionnaires (Forms I and II) have been divided into nine areas. The areas and the questions in each area have been given in Table 3.

The college and university questionnaires (Forms I and II) have been divided into nine areas. The areas and the questions in each area have been given in Table 4.
<table>
<thead>
<tr>
<th>Areas</th>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Direct services offered to the faculty to promote home-school relations</td>
<td>1-5</td>
</tr>
<tr>
<td>B. Information service offered to the general public</td>
<td>6-9</td>
</tr>
<tr>
<td>C. Specific recognition offered to the Ohio Congress of Parents and Teachers</td>
<td>10</td>
</tr>
<tr>
<td>D. General services offered to lay organizations</td>
<td>11-15</td>
</tr>
<tr>
<td>E. Encouragement given to staff members to participate in community activities</td>
<td>16-18</td>
</tr>
<tr>
<td>F. Services offered directly to parents</td>
<td>19-34</td>
</tr>
<tr>
<td>G. Provisions made for co-operative relations in the community</td>
<td>35-40</td>
</tr>
<tr>
<td>H. Provisions made for direct staff leadership in parent education</td>
<td>41-50</td>
</tr>
<tr>
<td>I. Attention given to leadership training workshops in parent education</td>
<td>51-55</td>
</tr>
</tbody>
</table>
### TABLE 4

Areas and Questions in Each Area Covered in the Tax-supported College and University Questionnaires

*(Forms I and II)*

<table>
<thead>
<tr>
<th>Areas</th>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional preparation in parent education offered by the agency</td>
<td>1-6</td>
</tr>
<tr>
<td>B. Information service offered to the general public</td>
<td>7-11</td>
</tr>
<tr>
<td>C. Direct services offered to the public schools</td>
<td>12-14</td>
</tr>
<tr>
<td>D. General services offered to lay organizations</td>
<td>15-21</td>
</tr>
<tr>
<td>E. Encouragement given to staff members to participate in community activities</td>
<td>22-24</td>
</tr>
<tr>
<td>F. Services offered directly to parents</td>
<td>25-32</td>
</tr>
<tr>
<td>G. Provisions made for co-operative relations of the college, public schools, and/or lay people</td>
<td>33-39</td>
</tr>
<tr>
<td>H. Provisions made for direct staff leadership in parent education</td>
<td>40-45</td>
</tr>
<tr>
<td>I. Attention given to leadership training workshops in parent education</td>
<td>46-50</td>
</tr>
</tbody>
</table>
Definition of Terms

The following definitions have been important to the study:

1. **Parent education**

   Parent education is the area of family life education which deals with helping parents understand their roles as parents. It deals specifically with the education of parents in understanding the patterns of child growth and development, the guidance of children in the light of those patterns, and the relating of the home to the school in carrying out the education of the child.

2. **Parent education in public elementary schools**

   Parent education in the public elementary schools consists of planned experiences or services offered by the schools to help parents gain insight into and understanding of child growth and development, the school program, and their roles as parents.

3. **Parent education in colleges and universities**

   Parent education in the colleges and universities consists of curriculum offerings in parent education to either lay or professional leaders or leaders in training, and any professional services offered to parent education groups if this professional service is considered part of the staff member's professional responsibility.

4. **Professional parent education leader**

   A professional parent education leader is one who has met the academic requirements and standards of the teaching profession, and who has directed his training, experience, and specialized knowledge, toward a vocational career which has as a major objective the educating of parents.

5. **Lay Leaders in parent education**

   A lay leader in parent education is one whose main work and interest is outside of the field of parent education, but whose qualities of leadership are recognized by a particular study group. He may or may not be a professionally trained person, but he does try to help his group determine its needs and define its problems. He does seek out reliable sources of information for his group to study and he leads discussions on this material. He does not assume the role of
an expert in subject matter areas, but he tries to become well informed on techniques of working with people in groups. He also seeks counsel and assistance of professional educators in his lay leadership role.

6. Leader-trainer

A leader-trainer is a professional parent education leader who works with a group of lay leaders to help them develop skills and techniques necessary to establish and operate parent study groups or to present parent education material in the regularly scheduled unit meetings.

7. Leadership training workshops

Leadership training workshops are planned meetings where one or more professional leaders and a group of lay leaders or potential leaders participate co-operatively in developing skills and techniques necessary to establish and operate parent study groups or to present parent education material in the regularly scheduled unit meetings.

Summary

The main purpose of the study was to investigate parent education leadership functions or roles of Ohio's public elementary schools and tax-supported colleges and universities as they were practiced in these agencies and as they were judged by experts in each agency.

This problem is important to educators since the home and the school have the greatest educational influence on the child, and they should work together for the optimum development of the child. The colleges and universities should broaden their services to give training for educational leadership to professional educators and community leaders.
The basic assumptions, scope and limitations, materials, method of procedure, and definition of terms for the study were stated.

The next chapter is devoted to a general history of parent education (Part I) and a history of parent education in Ohio (Part II).
CHAPTER II
HISTORY OF PARENT EDUCATION

PART I. A GENERAL HISTORY OF PARENT EDUCATION

The Beginnings

No one knows exactly when the idea of educating parents for parenthood began. From the earliest days of mankind parents took the role of teaching their children things they needed to know about life. In primitive cultures, the education of children was provided mainly through the family. The early Hebrew family had sole responsibility for educating its children. From approximately 1300 to 568 B.C. the Hebrew family was made the chief educational institution, and parental instruction was made compulsory under Hebrew law. Education was based on religion. The Babylonians conquered Judah and, during the period of exile, the Hebrews came into contact with a civilization superior to their own. Contact with another culture helped the Hebrews realize that the family was no longer capable of functioning as the sole educational agency. After Jerusalem was rebuilt, much thought was given to the education of children. The Hebrews were one of the early cultural groups to demand that parents send their children to school.¹

"About four hundred years before the Christian Era, Plato stressed the importance of early childhood and the necessity for family co-operation."\(^2\) He recognized that mothers as well as fathers had a direct effect on the education of children. Frost said of Plato's thinking on the family:

He feared the family as a danger to group unity and solidarity. In Athens the family had failed to teach the young. Thus, he held that the good of the state demanded public control of breeding, nursing, and training of children. Only slaves were permitted to have family life.\(^3\)

Plato emphasized that "all children of the citizens must be compelled to attend schools provided and staffed by the state. There could be no family education."\(^4\) Although many writers on the history of parent education credit Plato with recognizing the importance of educating parents, actually his interest was not in educating parents for better parenthood, but rather for a better state. Parenthood as such was not highly respected in the Athenian society.

As the western cultures became more complex, schools, either under religious or state control, assumed responsibility for the education of children. Certain doctrines about children's education were developed which influenced their rearing. Remnants of these


\(^3\)Frost, \textit{op. cit.}, p. 35.

\(^4\)Ibid., p. 36.
beliefs still affect parents' attitudes and practices, and therefore are important in the history of parent education.

In the transition period between the ancient period of European history and the Middle Ages, Augustine held that the child's nature was evil and should be curbed by severe punishment.\(^5\) His idea was in vogue up to the twentieth century. It was prevalent in England in the seventeenth century, and was brought to this country by settlers of the American colonies. John Robinson's book, *Children and Their Education* stressed the inherently evil nature of children.\(^6\) The doctrine of a child's natural evilness is often referred to as the doctrine of original sin or the doctrine of innate total depravity. Frank states that such a belief in an authoritarian concept helped make parents strict disciplinarians.\(^7\) The idea was based on the tradition that if parents really love their children they must save them from evil ways and future difficulties by using authoritarian means to force them into being decent human beings.

Actually up to the late nineteenth century little was known about child development. The child was thought of as a miniature adult. He was relatively unimportant in society. The interest in the

\(^5\)Ibid., pp. 64-65.


\(^7\)Lawrence K. Frank, "Discipline in Our Time," *Childhood Education*, Vol. XX, No. 1 (September, 1943), pp. 6-7.
child was based on his physical welfare and his future as an adult. According to Hurlock it was not until the twentieth century that the child came into his own as an individual. The American Elementary School states:

Certain forces and movements which had their origins in the nineteenth century took definite form and gained in scope and significance during the next century. Among these were the scientific movement, which began in the teachings and research work of the early psychologists; the study of child development, which had its origins in psychology, physiology and biology; and the New Education, with its dual emphasis on better school living and an improved society.

Although there was little understanding of child development principles as a guide to better family living by the end of the nineteenth century, there were a few educators whose thought was far in advance of their time. These educators contributed immensely to our understanding of the growth and development of the child and to the field of parent education.

Early Educators Who Contributed to Parent Education

The educators mentioned below are a selected group who have contributed to the understanding of the child and to the field of parent education.

---


John Amos Comenius (1592-1670) was born in Nivnitz, in Moravia, of Slav ancestry. He believed that education began at birth, and the first school was the home. He called this school, "the School of the Mother's Knee."¹⁰

... Comenius realized the necessity for parents to know something about the management of children that they might be able to lay the foundations upon which the teachers were to build, and he prepared for mothers a detailed outline called "Information for Mothers, or School of Infancy."¹¹

John Locke (1632-1704) lived at a time when it was believed that knowledge was innate. Locke held that there were no innate ideas since he could find no ideas which were universally known. His tabula rasa theory denied the old theological doctrine of innate total depravity. It also refuted the theory that the child is a miniature adult. His work influenced the thinking of Rousseau, Basedow, and Pestalozzi.¹²

Jean Jacques Rousseau (1712-1778) opposed the "child is a miniature adult theory" as well as the doctrine of original sin. He believed

¹⁰Frost, op. cit., pp. 117-118.


¹²The mind of the child at birth is a tablet on which nothing is written.

¹³Frost, op. cit., pp. 130-32.
that vice began when man entered into human relations. He thought that the education of the child should begin with the family and later be taken over by the state.\textsuperscript{14}

Johann Bernhard Basedow (1724-1790) wrote for the guidance of parents.\textsuperscript{15}

In his thinking, learning itself was secondary to the educational environment.\textsuperscript{16}

Johann Heinrich Pestalozzi (1746-1827) credited the instinctive feeling of the child toward his mother as an important factor in developing the higher aspects of man's moral, social, and religious life. According to Pestalozzi, the child should be taught to make his own judgments, and his environment should stimulate his full development.\textsuperscript{17} He advised education for parents and tried to bring parents together for mutual discussion of their problems.\textsuperscript{18}

Friedrich Froebel (1782-1852) thought of the family as the supreme human institution. It was basic to the child's development, and it gave the child his first impressions of religion.\textsuperscript{19} Friedrich Froebel was the father of the kindergarten. He, like Pestalozzi, devoted

\textsuperscript{14}Ibid., pp. 137-141.
\textsuperscript{15}Ibid., p. 144.
\textsuperscript{16}Ibid., p. 145.
\textsuperscript{17}Ibid., pp. 159-162.
\textsuperscript{18}Curtis, \textit{op. cit.}, p. 6.
\textsuperscript{19}Frost, \textit{op. cit.}, p. 189.
himself to the instruction of mothers. But he rejected Pestalozzi's view that the child belonged solely to the family. Froebel believed that the child belonged to both the family and society.

Herbert Spencer (1820-1903) believed that education should prepare one for complete living. Complete living was analyzed into certain definite activities in which one must engage: physical, vocation, parenthood, and citizenship. He thought that certain subjects ought to be studied for each of the above-mentioned activities. He felt that an understanding of physiology, psychology, and ethics was necessary for preparation for parenthood.

Francis W. Parker (1837-1902) studied Pestalozzi's and Froebel's works and was influenced by them. During the time that he was superintendent of schools at Quincy, Massachusetts, he introduced new methods in the schools. Many educators became interested in his schools because they were free from much of the regimentation and formality which characterized schools of his time. Parker became principal of the Cook County Normal School in Chicago in 1883. He helped establish the first parent-teacher study group in Chicago. This study group encouraged discussions among parents and teachers.

---


22 Harding, Lowry W., "Influences of Commissions, Committees, and Organizations upon the Development of Elementary Education (Continued)," Shane (ed.), The American Elementary School, op. cit., pp. 219-220.
G. Stanley Hall (1846-1924) initiated the child study movement and is sometimes referred to as its father. In 1883, he published *The Contents of Children's Minds on Entering School*. He worked toward the establishment of a scientific basis for learning. His early concern with the psychological needs of youth resulted in his book *Adolescence.*

In 1887, Hall established the Department of Child Study at Clark University. In 1909, A Child-Welfare Conference was held at Clark University at the invitation of Hall for the purpose of bringing together scientific knowledge of the physical, mental, and moral development of children, so that participating organizations might make this information available to all those caring for children. At the end of the conference, those attending were organized as the Conference for Child Research and Welfare.

John Dewey (1859-1952) has influenced educational thinking in this country. He believed that the school could not be separated from society, but that the school is a social institution and must be real for the child. Dewey stressed the child's own experience as the central factor in the learning process. The Dewey Laboratory School

---

23 Shane (ed.), *op. cit.*, Appendix, pp. 404-405.


under the direction of Dewey and his wife was the first real laboratory school in this country. It was begun in 1896 at the University of Chicago. Parents, teachers, and pupils worked together in this experimental school.26

Other leaders, including Alfred Binet, John B. Watson, E. L. Thorndike, Felix Adler, Robert Owen, and Maria Montessori made major contributions to the child study and parent education movements. These individuals had ideas advanced for their time which brought about changed attitudes in the rearing of children.

Even though early educators (e.g., Comenius, Pestalozzi, and Froebel) were interested in organizing parents for the purpose of studying children, their efforts in parent education were not rewarding. The parents did not respond to the leaders' endeavors.27 In many early cultures, the father had absolute power over his family. In still other cultures, the church or state had supreme control. Some parent educators have noted that parents became motivated to study children as these strong authoritarian patterns were broken down and were not replaced by other authorities.28 Other educators


27 Curtis, op. cit., p. 6.

have pointed out that parent education as a movement

... sprang from parents' awareness of the increasing complexity of their problems as social life grew more complex and change more rapid, and from their efforts to find solutions to these problems and to adjust to these changes. ²⁹

The History of Parent Education in the United States

Basically there have been no clear-cut definitions of parent education and therefore as a field it holds no clear-cut status. ³⁰

A recent Social Work Yearbook stated, "the present tendency is to view parent and family life education not as fields but as methods and approaches which can be utilized by a large variety of professions." ³¹

In reports of the history of parent education, the terms parent or parental education, pre-parental education, family life education, and parent and family life education were found. These phrases were often used indiscriminately. None of the terms had widely accepted definitions and seemingly were defined as narrowly or as comprehensively as the vision of the person defining them. In the literature it was found that one author would use the term...


family life education when referring to a specific course on the
physical aspects of sex education offered to seventh and eighth grade
boys. Another writer would label the course "Health" and relate it to
family life education, but not refer to it as a family life education
course. This confusion made very difficult the ordering of the
history of parent education into a pattern. To help clarify the con­
fusion for the purpose of a historical presentation, the following
terms have been discussed separately.

Parent or parental education as a term was not used to any extent
until the 1920's. Since then, if parent education definitions were
analyzed, one could find at least two common denominators. First,
the emphasis would be placed on the education of parents. Second,
the education would be on a voluntary basis. An organized course
in "child nutrition" for parents, a series of newspaper articles
planned for parents on "the child and his speech," a parent study
group meeting regularly to discuss "parent-child relationships," or a
cultural program designed to enlighten parents about the traditions,
living conditions, and problems of families throughout the world
could be considered examples of parent education.

The following definition of parent education is a comprehensive
one cited in an outstanding research study in the field of parent
education.

Parent education is a voluntary cooperative effort on
the part of parents studying under qualified leadership
to increase their understanding of child growth and
development, of parent-child relationships, of family life, and of family-community relationships with confidence and satisfaction.\textsuperscript{32}

In this definition, the content covered is extensive, the narrowing factor is the delimiting of the definition to the education of parents. Basically, then, the same type of material is presented in parent education as is covered in family life education; however, the information is adapted to the needs and interests exclusively of parents (see family life education, page 35).

Pre-parental education came into the educational terminology during the period following World War I. At that time, there was in Europe a trend toward an organized "youth movement." In America, the youth did not organize in this manner, but there was evidence that youth were reacting against the authorities and sanctions of adults.\textsuperscript{33}

These skeptical youth of the postwar period challenged the authority, values, and ideals of parents. Educators sought to


discover what youth needed to prepare for marriage, parenthood, and maturity. It was in relation to preparation of youth for home and family life in the elementary schools, high schools, and colleges that pre-parental education as a term was used. The label was extremely awkward and has never found wide acceptance.

Family life education as a term was found in the literature as early as 1931. It may have been used before that, but parent education and pre-parental education were used more commonly. In the 1930's the term family life education became popular, and it has retained its popularity to the present time.

In 1948, Muriel Brown stated:

Education for family living is that branch of adult education which deals specifically with the values, principles, and practices of family life. It has for its general objective the enrichment of family experience through the more skillful participation of all family members in the life of the family group. Its offerings include learning opportunities for both sexes and all ages.

The Social Work Yearbook for 1957 stated, "Family Life Education in its broadest sense includes all educational efforts designed to prepare people of any age to make the most of family living." It

---

34 Ibid., p. 24.


36 Social Work Yearbook (1957), op. cit., p. 239.
later mentioned that, given this interpretation, family life education relates to adult education, elementary and high school curricula, and higher education.

Esther McGinnis pointed out that family life education includes education for all stages of the family cycle. The stages can be briefly classified into the beginning family, the expanding family, the launching family, and the contracting family. McGinnis also mentioned that family life education has been used mainly in regard to secondary and higher education. However, at present she stated that the trend is to include all kinds of education about child rearing, home management, marriage counseling, etc., under this broad term.37

The salient factor about family life education is its scope. Parent education can be and is considered one of its facets.

Parent and family life education is a redundant phrase, but it is frequently found in present day literature.38 This term is used to clarify to the reader that all areas of family life education are being discussed.

---

37 Interview with Esther McGinnis, Professor, School of Home Economics, Ohio State University, December 18, 1957.

The Parent Education Movement

In its early history parent education was an excellent example of an American folk movement. The organizations which grew steadily and stabilized the movement were lay initiated and dependent to a major extent on lay leadership. The strength of these organizations has been recognized as "grassroot" strength.

The movement started in the late 1800's through the interest of thousands of small women's organizations scattered throughout America—women's clubs, mothers' clubs, women's aid societies, home and school unions, mothers' round tables, kindergarten associations, and other groups of this type whose members were interested in learning more about children. It was not until the nineteenth century that some of these groups were amalgamated into national organizations which are in existence today.

Organized parent education stemmed from two main sources—these early parent meetings and the professional interest in child development created by such psychological studies as Miss Shinn's "Biography of a Baby." Underlying its first forty years of activity is a persistent effort to invest the expert with the authority of which parents felt themselves deprived. Ironically enough, the movement has become educationally and sociologically important chiefly because it has failed to do this. New sanctions for parental behavior have indeed been found, but sanctions of quite a different nature.


Brown, in discussing the emphases of the parent education movement after the professionals entered the field (in the 1920's), mentioned the following six shifts of emphasis:

**The expert**

1. Told the parents what to do and how to do it.
2. Taught parents the principles of child development.
3. Attempted to teach parent-child relationships to the parents.

**The parents and specialists together**

4. Study the nature of parent-child relationships.
5. Study the interrelationships within the family.
6. Study the family and the family-community relationships.\(^{11}\)

At present, the co-operative endeavor of parents and specialists has broadened to include the study of family-community relationships with "community" often expanded to include the nation and the world.

Although the interest in parent education seemed to have reached a peak in the early 1930's, probably this is not a completely true picture. Since that time added effort has been put into evaluation of programs. Effort has also been put into strengthening the content of family life education and seeking appropriate teaching methods for the field. Research in parent education itself has been very limited. At the present time there seems to be a renewed

\(^{11}\)Ibid., p. 74.
Interest in research in this field, and there are several research projects being conducted which should be of value to the field.\textsuperscript{42}

Organizations in the Field of Parent Education

In the early history of the family life education movement (then called parent education), a few organizations were regularly mentioned. These were the Child Study Association of America, the National Congress of Parents and Teachers, the American Association of University Women, the American Home Economics Association, the National Council of Parent Education, and the Children's Bureau. Along with these organizations were mentioned the university child welfare research programs, and the "godmother" of the early parent education movement, the Laura Spelman Rockefeller Memorial. The many volunteer organizations, federal bureaus, university programs, state education department programs, and philanthropic foundations have

\textsuperscript{42} Presently two major research projects are devoted to parent education: (1) A research project entitled, \textit{Social Science and Parent Education} sponsored by the Russell Sage Foundation and the Child Study Association of America was initiated September 1, 1955, and will continue for three years. According to the description in the project sheet signed by Orville Brim, Jr., the Project Director, the basic assumption is that the fields of both social science and parent education can benefit from this research. (2) The University of Chicago Parent Education Project was initiated April 1, 1953 under the direction of Ethel Kawin. It had a two-year grant from the Fund for Adult Education established by the Ford Foundation. The Project had to do with developing materials and methods to help parents create for their children the kind of environment conducive to the development of mature citizens able to function effectively in a free democratic society.
played their prominent parts. It was not possible to give detailed histories of all the organizations which played a role in the early parent education annals, so the history of the few organizations presented most frequently in the literature have been reviewed to give the reader insight into the movement.

These organizations have been presented according to a functional plan which was not based on the chronological year of the particular organization's beginning. The histories of the three lay organizations have been given first. These have been followed by a history of the two professional organizations which were active in the parent education field as early as the 1920's. Later the Children's Bureau, Child Welfare Research Centers, and the Laura Spelman Rockefeller Memorial have been discussed. All of these agencies had a co-operative working relationship during the years that the National Council of Parent Education was in existence. The last organization which has been discussed is the National Council of Family Relations which was founded in 1938. It was the organization that the surviving elements of the National Council of Parent Education merged with in 1953.

The presentation of these major organizations has been followed with a discussion of other influences on parent and family life education. These have been arranged according to a natural chronological pattern if the nursery school and kindergarten movements in the United States are interpreted as beginning at the time when national associations in kindergarten and nursery education were established.
Two aims have been the crux of the parent education and family life education movements. First, the need for a broader education in understanding the growth and development of the child and, second, the implementation of this knowledge for the betterment of family living and thus of society. Although the term "parent" is used throughout the histories of these organizations a more exact term would be "mothers." The majority of the fathers have not taken a leadership role in parent education activities.

The Child Study Association of America

The Child Study Association of America had its beginning in the latter part of the nineteenth century (1888) when the historical "five mothers" met to discuss problems of childhood and child nature. Encouragement was given to the small group by Felix Adler who believed that parenthood was a vocation requiring knowledge, applied intelligence, and the wisdom that results from the combination. This first group was called "The Society for the Study of Child Nature." In 1912, it changed its name to "The Federation for Child Study." The aims of the organization were:

To secure, tabulate, and distribute information concerning methods of child study and their practical applications, to undertake organized research, to furnish means of cooperating between societies having similar aims, and to


\[\text{Curtis, op. cit., pp. 4-7.}\]
conduct conferences and lectures. Its slogan was "to make our parenthood more intelligent and of the highest use to our children."\(^5\)

In the beginning, the organization had as "authorities" philosophers (Rousseau, Plato, Spencer, and Felix Adler). Later with the growth of scientific knowledge, the emphasis was changed from the philosophical to the scientific.\(^6\)

The early study groups centered their discussions on "readings" and "abstracts" written by psychologists and educators. As was true in the over-all parent education movement, the expert was viewed with deep respect. In the early discussion groups, recognition was given to the scholarly presentations of the American psychologist John B. Watson who stressed that all behavior was "learned," conditioned by environmental factors. Attention was also focused on the works of Sigmund Freud, the physician from Vienna who was startling the world with his ideas about behavior.

At the same time, literature which pertained to parent education was being dispensed through the social hygiene, mental health, and progressive education movements.\(^7\) Basically the writing was leveled at the professional reader. The Child Study Association attempted to


\(^6\) Auerbach, op. cit., p. 16.

\(^7\) Ibid., p. 17.
interpret objectively these professional ideas for its lay
audience.

Study groups were organized in the New York City area under a
wide variety of auspices (settlement houses, churches, community organ-
izations, housing developments). Study groups in a number of cities
affiliated with the Federation of Child Study. The growth and promise
of the Federation interested the Laura Spelman Rockefeller Memorial.
As a result, in 1923, a small sum of money was granted by the Laura
Spelman Fund of the Rockefeller Foundation to start a monthly Bulletin
to serve as a communication medium between the study groups and the
Federation. Two years later the Bulletin became the monthly (now
quarterly) magazine Child Study.

As the demand for group study continued, the dearth of
competent leadership for parent education became critical.
Supported by the Laura Spelman Rockefeller Memorial, 160
fellowships were established: eleven of these fellows were
from foreign countries. A course organized at Teachers

Ibid., p. 17.

It was in connection with the study groups that Mrs. Sidonie
Matsner Gruenberg became active in the Association. She started as a
member of a parent group, but soon took a leadership role and in time
became Director of the Federation. Shortly thereafter (1924), the
society became the Child Study Association of America. Throughout
the history of the Association Mrs. Gruenberg's vision and leadership
have been outstanding. She still serves on the staff as a Special
Consultant.

The Child Study journal has subscribers in every state and
territory of the Union as well as forty foreign countries.

Auerbach, op. cit., p. 18.
College, Columbia University, in 1924, in co-operation with the Child Study Association, was the forerunner of today's expanding attention to family life education in colleges and teacher training institutions.  

At the same time, to meet the pressing need for leaders the Association set up its own training program for lay leaders. At first the training stressed content but later the emphasis was on developing techniques of parent group education.  

Through the years the Association has encouraged lay members to serve on its voluntary committees under the guidance of staff members. Some of the present committees date back to the time of the Federation of Child Study while others have been activated or discontinued in accordance with the need for them.  

In 1929, the Child Study Association opened a counseling service. This was a landmark in its history, for the Association's leaders recognized that some parents participating in group discussions needed more specialized attention than the staff could offer. Previously, the Association had referred parents who needed therapeutic assistance to physicians and community agencies. In recognition of the importance of preventive work, a full-time psychiatrist was added to the staff. At a later date, assistance was given to non-members on request.  

---

52 Ibid., p. 20.  
53 Ibid., pp. 20-21.  
54 Ibid., pp. 21-22.
At the present time, the counseling service offers brief counseling to parents when it is believed that the child will benefit if his parents change their attitude toward him or their handling of him.\footnote{Ibid., p. 22.}

The Child Study Association holds an all-day conference in New York City each spring which is open to the public and which serves as a two-way channel between the Association and other groups or individuals interested in parent education. The pattern for these yearly conferences was set in October, 1925 when the Association held its Conference on Modern Parenthood. This was the first public conference dedicated to the parent and the child. Nearly 1500 people attended it.\footnote{Ibid., p. 22}

In the same year the Association invited a group of representatives of thirteen national organizations working in the field of parent education to a conference. As a result of this meeting, the National Council of Parent Education was formed. Both of these agencies were aided financially through grants from the Laura Spelman Rockefeller Memorial.\footnote{Curtis, op. cit., pp. 4-7.}

The Child Study Association worked in close relationship to the National Council of Parent Education as one of its member organizations. In 1936-38, the Association conducted in co-operation with
the National Council and the National Advisory Council on Radio Education a major research study on parent education broadcasting. This study was published in 1939 by the National Advisory Council on Radio Education. By this date, the Laura Spelman Rockefeller funds for the National Council were no longer available, and it had to discontinue its work. The Child Study Association arranged to continue the distribution of the Council's remaining publications.

The Child Study Association annually sponsors an Institute in Parent Education held the two days immediately following its spring conference. The Institute is planned by a widely representative committee from various fields concerned with parent education. Recently the Association has published a Parent Education Exchange Bulletin which is aimed to help parent educators throughout the country keep informed on activities in their fields. Interested parent educators are requested to contribute material to this bulletin.

In 1951, the Child Study Association initiated an experimental program for the training of professional leaders of parent groups. The Association's interest in parent education has never lagged. Through the years it has placed its major emphasis on relationships within the family. It has also respected the unique quality of the individual personality. According to the Social Work Yearbook, the

---

58 Auerbach, op. cit., pp. 22-23.
Child Study Association is the only national agency exclusively devoted to parent education.59

The National Congress of Parents and Teachers

The National Congress of Parents and Teachers has more than ten and one-half million members throughout all the States and Territories of the United States.60 The organization is commonly recognized by both adults and children in our society by the initials P.T.A. To the average citizen, the P.T.A. is thought of as a local unit which unites the efforts of parents, teachers, school administrators, and interested citizens in a community in working toward the betterment of the schools. Actually the organization represented by these initials is of national scope. It has participated in an educational movement which has awakened interest in the child and the community.

The National Congress of Parents and Teachers grew out of the aspirations and vision of Mrs. Alice McLellan Birney of Dallas, Texas. At the birth of her third daughter, Mrs. Birney was impressed with the helplessness of the infant, and she felt the need for mothers like herself to have an opportunity to learn more about children and their welfare. About this time Congress was in session, and Mrs. Birney thought how wonderful it would be if there could be a mothers' Congress, which would enable mothers from all over the nation to get

59 Social Work Yearbook (1957), op. cit., p. 239.
together to learn about children. She visualized the mothers taking this knowledge back to their communities and putting it into practice. The execution of her idea took courage and work before it finally became a reality.

In the summer of 1895, Alice Birney vacationed at Chautauqua, New York. At this adult education center she met women from all over the country who encouraged the development of her idea. The problem of organizing the mothers of America was too large a job for any one woman. It took work, secretarial help, and funds. Mrs. Birney met Mrs. George Hearst (Phoebe Appleton Hearst) who was very much interested in the welfare of children. The meeting of Alice Birney, the woman with a vision, and Phoebe Hearst, the woman with a deep interest in children, as well as money to promote Mrs. Birney's dream, brought about the realization of the Mother's Congress. The two women stand as the co-founders of the National Congress of Parents and Teachers.

The first meeting of the National Congress of Mothers was held in Washington, D.C. on February 17, 1897. About 2,000 people attended the conference. They represented locally organized women's organizations throughout the country. "The call to the historic first meeting in February, 1897 established for all time the place of education for home and family living both as a project and a purpose in the National Congress of Mothers."61 The mothers were interested in all facets of

a child's life as shown by some of the outstanding people who participated in the program, such as Maud Ballington Booth, Frank Hamilton Cushing, and G. Stanley Hall.

The first name of the organization placed stress on mothers' education, rather than parent education as it is known today. Such an emphasis was natural, for the responsibility for rearing the young child was thought to be mostly the mother's. In its infancy the organization was geared to the study of the young child and the education of the mother as a parent and teacher. The young child was the focal point of all early child study groups.

The Mothers' Congress as an organization expanded in size as well as interest. In 1904 the Congress started a campaign for the organization of parent-teacher associations to procure mother influence in the schools. This was the beginning of a definite parent education movement. As a result of the campaign to secure mother influence in the schools, the name of the National Congress of Mothers was changed to The National Congress of Mothers and Parent-Teacher Associations in 1908. A major stress was placed on the study of the nature, growth, and development of the child.

In 1924, the clumsy title of the National Congress of Mothers and Parent-Teacher Associations was changed to the National Congress of Parents and Teachers.

\[62\]Ibid., p. 147.
According to Overstreet, the National Congress throughout its history has been actively interested in supporting legislation which benefits children. The roster of the legislation would be too long to enumerate but it has been concerned with laws for the protection of juveniles, children's health, child labor, better education, as well as recreation facilities. 63

The National Congress of Parents and Teachers has from its inception been an educational organization. It has as a major goal, the welfare of the child. To reach the goal it has worked to build an informed public through educative means. It has published pamphlets and booklets, furnished loan papers to groups of parents, sponsored radio programs, published its National Parent-Teacher magazine, held lay leadership training workshops, and provided funds for promoting parent education. 64

The announced policy of the National Congress of Parents and Teachers takes a stand against political activity of a partisan nature and holds the aim of co-operative relationship with teachers, administration, and board of education, rather than pressure activity. 65

It is probably the largest and most widely known group in which parents function co-operatively with the schools.

63 Overstreet, op. cit., p. 125.

64 Ibid., pp. 158-164, 264.

The above statements present a very brief history of the National Congress of Parents and Teachers. Although it would not be practical to give a detailed history of the many activities and committees of the organization from its beginning, the following information on its parent education program seems important to this study.

The organization's leaders have constantly accepted the premise that parents should be educated for parenthood, yet the term parent education was not used in the early lists of national committees. This lack was not surprising, for schools, colleges, and universities were not assuming leadership responsibility for educating for parenthood. In discussing the omission of parent education in its early national committees, the Parent-Teacher Organization has the following to say:

The omission of parent education was like the failure of the little girl in the geography class who simply could not find the Sahara Desert in North Africa where it was supposed to be. It was so big that it was all over the place; and the letters were so widely spread that to the child they did not appear as belonging to a single word. . . . In the thought and activity of parent-teacher pioneers parent education was literally "all over the place."

As the parent-teacher movement spread, schools, universities, and teacher-training colleges became interested in parent education. These agencies co-operated with lay organizations, and professional

---

leaders often served, as they do today, on committees of lay organizations. Such was the case in the National Congress when in 1923 Bird T. Baldwin, Director of the Iowa University Child Welfare Research Station, became chairman of the standing committee on Child Development. This committee was later named the Bureau of Child Development and had as a primary purpose the goal of promoting parent study groups. In 1928, at the death of Baldwin, the title was changed to a broader more accurate one, The Bureau of Parent Education. Shortly thereafter the National Congress dispensed with bureaus and the present Committee on Parent Education came into being. The committee has been a very active one. It has had responsibility for the development of parent education activities within the organization.

From 1928 through 1936, for example, the committee carried on a nationwide program, using a generous grant from the Laura Spelman Fund of the Rockefeller Foundation. A full time specialist, working under the national chairman, traveled "all over the place," into state after state, year after year, striving to advance the parent education program by three important means.® The purposes of these means were (1) to strengthen each state's resources and help to co-ordinate the work of all organizations interested in the education of parents; (2) to win the co-operation

® Overstreet, op. cit., p. 159.

® Ibid., p. 159.
of educators; and (3) to furnish the necessary advisory service needed to get local programs in good working order.

By the time the grant and project ended in 1936, there was a closer relationship between parent-teacher groups and schools and educators. There were also parent education study groups throughout the country. Concomitantly, there were a number of parent education conferences and institutes being held regularly on college campuses and elsewhere. The Parent-Teachers Association had helped to set the stage for parents to learn, and many parents were eager to improve themselves in the important job of being parents.

An expanded parent education program was inaugurated in 1949 by the National Congress. Its primary aim was to stimulate state programs to train lay leaders. The following plan was developed to accomplish this aim. The country was divided into five regions, far west, north west, middle west, south, and north east. Five nationally known parent education specialists (Ralph C. Ekert, Ethel Kawin, Mildred I. Morgan, Ernest G. Osborne, and Katharine H. Read) were appointed as part-time consultants, each to serve the state congresses in one of the five regions. The responsibility of these consultants were as follows:

1. To survey the parent education needs of the state in each area and the resources available to help meet these needs

2. To help parent education chairmen and other parent-teacher workers use the services of professional persons more wisely; to determine what kind of professional-lay relationships assure
real teamwork; and to learn how to communicate more effectively with persons who do not fully realize or appreciate the value of parent education in their own lives.

3. To develop a program that included a workshop for the training of lay leaders in the area (see Chapter II, Part II, pages 100-103)

A special committee was set up by the National Congress to guide this enterprise and also to co-ordinate the activities of the regional consultants.

As this plan went into action, workshops were held first in all five regions to promote interest and activity in parent education through every channel available to the P.T.A. These regional meetings were so successful that in November, 1950 the Committee on the Expanded Parent Education Program decided that it was time for each state congress to hold its own workshop. These were to be state-wide in scope and under the direction of a regional consultant. The state congresses participated wholeheartedly in this phase of the expanded parent education program. Six months before the termination of the regional-consultant plan (March 1, 1951) the parent needs of each state had been surveyed. In each state many of the resources available to meet these needs were found and plans were made to make full use of them.

---

The National Congress of Parents and Teachers has been co-sponsor of National Workshops under the leadership of Iowa and Northwestern universities. Its work in this area has been summarized by the Overstreets who wrote in 1949:

As a far reaching outgrowth of these university activities the National Congress of Parents and Teachers has established a three-year program in parent-teacher education, making Northwestern University the center of teaching and research in the field of home, school, and community relations. A grant of $25,000 for the experiment has been made by the National Congress, and a many-sided program has been planned by the president of the Congress and the dean of the School of Education, J. M. Hughes, assisted by a steering committee of faculty members and Congress leaders. E. T. McSwain, professor of education and dean of University College, is director of the project.

In taking a leadership role in parent education, the National Congress believes that parents should have the best opportunity for self education, and it is at the present time continuing to build a solid program aimed at strengthening existing programs, helping to organize groups in communities where there is no parent education, and helping to build closer working relationships with parent education agencies and their personnel.

The American Association of University Women

Since its beginning in the latter part of the nineteenth century, The American Association of University Women has supported and carried out research contributing to the welfare of the family. Although, unlike the two previously discussed lay organizations it

70 Overstreet, op. cit., p. 264.
did not have parent education as its primary goal, yet it has always given parent education a prominent place in its overall adult education program. Since this organization is composed entirely of college graduates it therefore would not be considered a typical lay organization.

Program activities of the A.A.U.W. include the conducting of study groups, participation in community affairs, and publishing study-group outlines, bulletins, pamphlets, and reprints of articles. It has a library service and it exhibits and distributes materials. Its official publication is the *Journal of the American Association of University Women*. In all of these activities parent education and child study have a definite part.

This organization, starting with a handful of members in 1882 and now numbering over 140,000 at the three-quarter of the century mark, has worked continuously to provide parents, teachers, social workers, and other interested adults with a more scientific understanding of children from infancy through adolescence. It has spent time evaluating educational methods and has made conscious

---

71 Curtis, *op. cit.* , pp. 4-7.

72 Originally entitled the Association of Collegiate Alumnae, in 1921, this Association and the Southern Association of College Women united to form the American Association of University Women.

efforts to improve methods of dealing with children in homes, schools, and other agencies. 74

The American Home Economics Association 75

The American Home Economics Association, a professional organization often referred to as the A.H.E.A., was organized in Washington, D.C. in the year 1909. The organization was an outgrowth of ten Lake Placid (N.Y.) Conferences held annually from 1899 to 1908. The founder was Ellen H. Richards, a sanitary chemist, who was particularly interested in improving the home and family. As Baldwin states in reference to the A.H.E.A., "Although the child was in the subconscious of all the association's thoughts, he scarcely received lip service in the organizational scheme before the 1920's." 76 At which time, agencies on a nation-wide basis were becoming interested in child development and parent education.

In 1926, a grant from the Laura Speelman Rockefeller Memorial made a planned program in child development and parent education possible. The grant was to be used to make a study of the more

74Gruenberg (chairman), Parent Education, Types, Content and Method, op. cit., p. 68.

75The basic material presented under the A.H.E.A. heading except where otherwise noted was adapted from Keturah Baldwin's, The A.H.E.A. Saga.

significant experiments and new developments in home economics education, particularly in child care and parent education. The results of the study were to be published.

The first grant was followed by a second grant in 1927. This money made the A.H.E.A. custodian of funds for a Washington (D.C.) Center for Child Study and Parent Education. In 1928, a fund of $80,000 was made available for this three-year co-operative project to be planned by A.H.E.A., A.A.U.W., George Washington University, University of Maryland, National Research Council, United States Bureau of Education, United States Bureau of Home Economics, and the United States Public Health Service. A designated sum of $5,000 was to be used for equipment. To assure continuance of the Washington Child Research Center, an additional $25,000 was granted in December, 1930. This money provided for the Center's continuance through June, 1933. However, the A.H.E.A.'s active connection with the Center terminated in 1932.

The Washington Center provided for a nursery school as well as courses in child behavior. It also carried on research in the general field of the family. A field worker in child development and parent education for the A.H.E.A. served as secretary for the governing board of the Center. The A.H.E.A. office contributed to the support of a

Anna E. Richardson was the first field worker. After her death in 1931, Dr. Esther McGinnis carried on the work for a year; then Leno T. Dennis (now Mrs. C. E. Rockwood) was appointed field worker. She worked on the staff until the expiration of the Spelman Fund grant in 1935.
special research program carried on by the Center among the Corbin Hollow Folk of the Virginia Mountains.

The first field worker was active in the National Council of Parent Education as well as an active participant in the 1930 White House Conference on Child Health and Protection. Later A.H.E.A. field workers were active at national conferences of groups working in parent education. They conducted research projects, and met with groups of home economists in state conferences. Bibliographies were compiled and publications written in the family life field. A few of the publications made possible through the Laura Spelman Rockefeller Memorial Fund were:

- Living Together in the Family, Lemo T. Dennis, 1934. 78

At the expiration of the Spelman grant in 1935, the Association continued to sell the remaining publications, and it was decided by the Association to continue work in the family life area. At this time, an information service was set up. A part-time worker was

78 This book, an early text used in high schools, was very valuable to the family living field. Between 1934-193, 25,000 copies were sold. The Association engaged Mrs. Mildred Weigley Wood to revise the book and, in 1946, the new enlarged and illustrated edition of Living Together in the Family was published.
engaged to prepare and revise bibliographies and to assemble an exhibit of publications in child development and parent education. Later this Family Life Education Service issued mimeographed releases four to six times a year. The Family Life Education Service was discontinued in 1942 when it was decided that the child development and family life material could be disseminated through the Association's other publications. In the Association, there was first a department of child development and parent education, and later a division of family relations and child development. At present there is a subject matter section on family relations and child development.

The official publication of the A.H.E.A. called The Journal of Home Economics is published monthly except July and August. Each issue has some space devoted to current research in family relations and child development, and throughout the years many lead articles have been devoted to this topic. The A.H.E.A. continued to publish other material in the family life field. In 1952, a workshop on family life education was sponsored by the Association in cooperation with the Home Economics Branch of the Office of Education, the School of Home Economics at The Ohio State University, and the Grant Foundation. Representatives from eleven states and the District of Columbia attended the workshop. The purpose was to
prepare resource materials to help strengthen the teaching of family relations in high school homemaking programs. 79

The A.H.E.A. has co-operated through the years with national organizations and federal agencies interested in child development and parent education. It has worked to support legislation which would benefit the family. It has been active in publicizing the importance of family life education, and it has tried to interpret to the public the meaning of better family living and the need for understanding children. The Association has been given credit for having initiated and carried out with the aid of many other groups the National Conference on Family Life held in Washington, D.C. in 1948.

The A.H.E.A. interests have been international as well as national. A paper on the "Activities in Family Life Education in the United States 1947-49" was prepared by a committee on child development and family life of the Association for the Sixth International Congress of Family Life in Brussels, 1949. The Association works co-operatively with the International Union of Family Organizations. It also has an international Scholarship Fund which allows young women from other countries an opportunity to study in the United States.

The National Council of Parent Education, Incorporated

The National Council of Parent Education came into being as a result of an invited conference sponsored by the Child Study Association in 1925.

The following paragraph describes the founding of the National Council of Parent Education after the 1925 conference:

In 1926 representatives of several national organizations, universities, and research centers convened in New York to report developments, to assess progress, and to consider needs. A continuation committee called another conference in 1927 at Detroit, in which it was unanimously agreed that a national office was needed (1) to stimulate parent education activities in education and other professions; (2) to promote co-ordination; and (3) to serve as a central bureau of information and counsel. Other committee meetings and conferences followed. The form of a Council of organizations was agreed upon and a constitution adopted. A small appropriation was secured, and in 1928 an office was opened. In November of that same year, the Council convened the first national conference of parent education workers and held its first business meeting. In June 1930 the National Council of Parent Education was incorporated as a nonprofit educational association in the State of New York, with twenty constituent members.²⁰

In the beginning, it was agreed that the Council should function only as a service agency for individuals and organizations in the field, taking care not to duplicate or compete with the work of other agencies.

The program by the request of member organizations was enlarged to consist of four major types of activities:

I. The operation of a clearing bureau of information and counsel.

II. Active cooperation with other organizations and professional agencies (sometimes local service programs but chiefly national programs which in turn provide support and counsel to local groups) in exploring opportunities and in devising, setting up, and conducting experimental programs and demonstrations.

III. The study and evaluation of programs, procedures, and trends.

IV. The development and clarification of policies and standards in committees and conferences of representative workers, and the publication, distribution, interpretation to the field of resultant statements of policy and professional standards. 81

The Council was one of the most outstanding parent education organizations of its time. Parent education in the United States has never been co-ordinated, but while the Council was in the prime of its existence (1930-33), it served as a central agency for workers in the field. The Council kept professional leaders informed on all types of activities through its journal, Parent Education.

The Council at first was made up of national agencies. The organization continued to grow, and in January 1934, individual professional workers were admitted into Council membership. In 1936, the National Council of Parent Education consisted of thirty-four organizations and 516 individual members.

81 Ibid., pp. 4-5.
The Council stimulated work in parent education. An example of this was its co-operative program of parent education carried out with the Extension Division of the United States Department of Agriculture in 1935. A specialist in parent education was loaned to the Extension Service from the Council staff. As a result of this, a permanent civil service position was created in 1936.

The National Council sponsored conferences to help parent educators better understand their field of work. Two publications, Community Organizations of Parent Education, and Rudiments of Parent Education--A Guide for Educational Administrators, both published in 1936, grew out of these conferences. The Council published other major publications. The research studies done by the Council staff or under their supervision were particularly valuable.

The National Council fellowship program was a major contribution to the field. From 1928-34, the Council's Fellowship Committee encouraged the development of programs of professional training in seven graduate schools. This encouragement came in connection with the provision of over 100 scholarships and fellowships. Many of the people who received their professional training through the Council's


fellowships are still giving leadership in family life education today. 84

The National Council was one of the three professional associations represented on the National Advisory Committee on Emergency Nursery Schools established by the United States Office of Education. It also assisted in organizing a program of parent education and family relationships undertaken by the Federal Emergency Relief Administration.

The National Council received its main support from the Laura Spelman Rockefeller Memorial (1930-1936). It also received money from other organizations. During the last few years of its existence it functioned on a minimum basis. The General Education Board of the Rockefeller Foundation appropriated money to the National Council of Parent Education during the time of the Emergency Education Program. Apparently after the Spelman grant was terminated (1936), the Council could not find sufficient financial aid to carry on its program. Most of the National Council Projects were terminated in 1937. 85

The Child Study Association of America continued to dispense the National Council of Parent Education printed material after the

84 Ibid., p. 6.

85 Minutes of the Meeting of the Governing Board held in the Palmer House, Chicago, Ill., February 7, 1937. (In the files of Dr. Esther McGinnis who was part-time consultant to the staff of the Council February 1-June 30, 1937.)
Council was terminated. A few interested leaders attempted to continue some of the work of the Council by organizing an informal National Committee of Parent Education, but without financial aid their efforts met with little success, and in 1953, it was merged with the Parent Education section of the National Council on Family Relations. 86

The Children's Bureau

The Children's Bureau came into being in 1912. It was "to investigate and report... upon all matters pertaining to the welfare of children and child life among all classes of our people." 87

The Children's Bureau was created by Act of Congress. It was the first public agency in the world whose function was to consider as a whole the conditions, problems, and welfare of childhood. From its inception, this center of research and information has been concerned with children's health and welfare as well as the best methods by which they might be promoted. The Children's Bureau was established because individuals and associations sincerely believed that the children were the most important of the nation's resources and that the Federal government should foster children's development and protection. 88


88 Ibid., p. 1.
The Children's Bureau was transferred from the Department of Commerce and Labor to the newly created United States Department of Labor in 1913. At present it is under the Department of Health, Education, and Welfare.

Through its investigations the Children's Bureau has made facts available for the guidance of professional groups and administrative agencies for developing programs to benefit children. It has co-operated with other agencies in formulating standards for various phases of child care and in interpreting these standards. It was given administrative responsibility for the first child-labor law in 1917-18, and the act providing Federal aid for the promotion of Maternal and Infant Hygiene, 1921-29, also the Social Security Act in 1935, and the Fair Labor Standard Act of 1938.89

The Maternal and Infant Hygiene Act of 1921 was restricted both in time limit and coverage to health care of the material and infancy period. These grants were withdrawn in 1929 at the beginning of the depression. The need for this service was very great. On August 14, 1935, the Social Security Act came into existence. This Act restored the maternal and child health program without limitation on the age of the children or the duration of the program. It also

provided for the meeting of other kinds of need in the welfare and health fields.\footnote{90}

The Children's Bureau has been interested in improving conditions for crippled children. It has encouraged states to make studies on mothers', pensions and widows' aids. It has consistently been active in protecting the general welfare of the child.

Educational work has been a large part of the Bureau's activities. Many parents throughout the country are familiar with the pamphlets, Prenatal Care, Infant Care, Your Child from One to Six, and Your Child from Six to Twelve put out at a nominal cost by the Bureau. This Bureau also publishes technical reports as well as an official bulletin, Children, which is published six times a year.

The Children's Bureau has a family life specialist on its staff.

One of the problems of our country today, juvenile delinquency, has had considerable study by the Children's Bureau.

The Child Welfare Research Centers

One of the most significant developments in the field of parent and family life education has been the establishment of centers for child welfare research. The centers are variously called bureaus, clinics, stations, or institutes and are under the auspices of universities, private foundations, or local, state, or federal government agencies. An example of a university-sponsored center is

the Iowa Child Welfare Research Station organized in 1917 and located at the University of Iowa, Iowa City. The Elizabeth McCormick Memorial Fund established in 1908 and located in Chicago is a sample of a center sponsored by a Foundation, and the Department of Child Guidance of Newark, New Jersey's Public School System, organized in 1916 as the Psycho-Educational Clinic by the Department of Medical Inspection of Newark, serves as an illustration of a clinic under a city agency.91

These centers tend to stimulate the interests of specialists in the sciences relating to children, give continuity to research, attempt to correlate the scientific findings on the various aspects of child life, have modified the curricula of undergraduate and graduate colleges, and usually serve as a co-ordinating center for all interests relating to children in a given territory.92

Many of the early founded research centers received large grants from the Laura Spelman Rockefeller Memorial. A few of the early centers (e.g., The Washington Child Research Center, Washington, D.C., and the Institute of Child Welfare, Teachers College, Columbia University) are no longer in existence.

The centers have given a permanent type of leadership in the family life education field. Parent education has been indebted to

91 For more detailed information on "Child Research Centers" see Gladys Gardner Jenkins, Helen Shaacter, and William W. Bower, These Are Your Children (Chicago: Scott Foresman and Co., 1953), pp. 300-305.

these centers for both reliable research data and the preparation of leaders.

The Laura Spelman Rockefeller Memorial

The Laura Spelman Rockefeller Memorial, founded in 1919 in memory of Mrs. John D. Rockefeller, Sr., had originally been planned with the idea of supporting projects and causes which had claimed her personal interest. When the funds at the disposal of the trustees exceeded these limited opportunities, a wider objective was sought in the welfare of women and children. Later, larger sums given by Mr. Rockefeller to the Memorial made even this objective too narrow; and in 1923, under the directorship of Beardsley Ruml, the Memorial embarked upon a broad plan to support research in the social sciences.93

This Memorial Fund made major contributions to all types of organizations interested in the welfare and the study of children. It contributed to most of the organizations presented to date in this paper.

Chancellor Hutchins of the University of Chicago said in 1929, "The Laura Spelman Rockefeller Memorial in its brief but brilliant career did more than any other agency to promote the social sciences in the United States."94

In 1928, The Laura Spelman Rockefeller Memorial was merged with the Rockefeller Foundation. A few of its specialized functions which did not fit into the program of the Foundation were transferred


94 Ibid., p. 200.
to a new organization named the Spelman Fund of New York. The Memorial gave the Spelman Fund $10,000,000 to carry on its work. This fund, in turn, was liquidated. The Rockefeller foundation created by John D. Rockefeller, Sr., in 1913 assumed responsibility for research in social sciences when it took over the Memorial.

The expenditures of the Laura Spelman Rockefeller Memorial up to January 3, 1929 were over fifty-five million dollars. This money made possible to a great extent the many parent education activities and opportunities which were carried on in the late 1920's and early 1930's. The grants were given for a period of years, and some of the grants did not terminate until the 1930's.

The National Council on Family Relations

The National Conference on Family Relations was organized in 1938. The name was changed to the National Council on Family Relations in 1947. It was organized to bring together in one association leaders in research, in teaching, and in professional service in the field of marriage and the family.

Its purpose is to advance the cultural values now principally secured through family relations for personality development and the strength of the nation. It seeks to

---

95 Ibid., Introduction.
96 Ibid., Introduction.
unite in this common objective persons working in all the different fields of family research, teaching and welfare.98

The quarterly journal, Marriage and Family Living, is the Council's official publication. At the national level, the Council is the largest specialized organization in the field of family life. It encourages the holding of regional, state and local conferences, and it has an annual national conference.

Other Influences on Parent and Family Life Education

Growing concurrently with the parent and family life education movement were the health education and mental hygiene movements. As these movements developed, the research in each movement emphasized the importance of the family. Each of these movements has stressed a preventive approach to family problems. Each has tried to make public the results of its work and contributions to family life education. Because of the work of these three movements

there is a growing emphasis on positive health, and a growing feeling that this can be achieved by the individual only if and when it is achieved by his entire family.99

The results of the research in each of the movements have given insight into the individual personality, and the importance of the family environment in developing healthy personalities. There is a need for


experts in the various fields to pool their resources and integrate their knowledge in planning and carrying out research which will affect the family. It is becoming more evident "that the family is the primary educational agency in human society; that its teachings inevitably determine not only the shape of things present but also the shape of things to come." 100

The White House Conferences on Children and Youth

The national interest in the welfare of children has been evidenced by the five White House Conferences on Children and Youth held under the auspices of the President of the United States. A conference has been held during each decade of the twentieth century. The first conference (1909 - Theodore Roosevelt) aroused interest in the creation of a children's bureau in the federal government. The second (1919 - Woodrow Wilson) expressed the first important body of child health and child welfare standards. 101 The third White House Conference, on Child Health and Protection, was one of the largest to assemble in the national capital to consider the needs of children (1930 - Herbert Hoover). "It was this conference which produced the Children's Charter, a statement of ideals for the guidance of practical effort in behalf of American children." 102 The fourth (1940 - Franklin

100 Ibid., p. 91.


102 The Children's Bureau, Yesterday, Today, and Tomorrow, op. cit., p. 46.
D. Roosevelt) stressed the importance of the child in a democracy and surveyed the conditions and services essential to the welfare of children. The fifth (1950 - Harry S. Truman) was proposed by the National Commission on Children and Youth which represented sixty-seven organizations concerned with the well-being of children. It centered on the healthy personality of the child in his family and community. It outlined the interrelated responsibilities of those who were closest to the daily lives of children.  

Recently the trend has been for each state to hold state-wide meetings in preparation for the White House Conference. These meetings involved a variety of lay and professional leaders directly in the constructive planning and working for the improvement of conditions for children in their own states. Published reports of the White House Conferences have been made available to those interested. (See Chapter II, Part II, pages 96-100.)

The Nursery School and the Kindergarten Movements

Both the nursery school and the kindergarten movements have emphasized parent education throughout their histories. The early child study associations centered their emphasis on the preschool age level as did the early child psychologists. The research centers established at universities were forerunners in establishing nursery schools, part of whose purposes were the education of parents. The major home economics departments in universities introduced child

---

study courses and established nursery schools. These departments gave emphasis to both preparental education and parent education.

The emergency education program stressed parent education through nursery schools (see pages 76-77). The National Society for the Study of Education's Twenty-eighth Yearbook stressed preschool and parental education. The National Association for Nursery Education and the National Kindergarten Association have always included parent education in their program goals.

There is no doubt that the nursery school and kindergarten movements have spurred on and built a foundation for the field of parent and family life education. Today most nursery schools and kindergartens are carrying on parent education as a basic part of their programs, for in order to help the young child grow and develop it is necessary to help his family. However, parent and family life education is no longer restricted to interest in the preschool child though this age level has an important place in the over-all field of family life education.

The Emergency Education Program

The emergency education program had its beginning in 1933. It was originated to give employment to the large number of teachers thrown out of work by the economic crisis, and to build the morale of the many people who were needy and suffering from unemployment.

When the emergency education program began, the plans of the Federal government called for parent education only in its nursery
school program. The early parent education programs previous to the emergency had emphasized the young child. However, in the emergency period, there were some states (e.g., Iowa) which had well-developed parent education programs serving parents of all age children. Many educators had begun to realize that parent education was an important aspect in the education of children. Families needed help because of the many problems of unemployment, uncertain incomes, rapid changes in standards of living, more leisure time, and similar problems. Leaders were cognizant that parent education for parents of preschool children alone was far too restricted. This point was especially emphasized by social workers and educators. Families were meeting critical problems and family life education was essential. Thus, the emergency education program was strengthened and broadened to allow for parent and family life education to be provided through general adult education, vocational education, and literacy education programs, as well as the emergency nursery schools.¹⁰⁴

Parent and family life education was needed. The programs were voluntary, but as can be seen by the following data, this service was being used. In March, 1936, 91,203 individuals were being served by 1,265 leaders in 5,539 classes. In March, 1937, 701 leaders served 66,297 parents through 4,067 classes. The reduction in 1937 could be explained on the basis that many leaders had been declared ineligible

for work-relief employment and others were not ready to take their
places. At first, 10 per cent of the persons employed on any project
could be from non-relief groups. This gave opportunity in the initial
period of organization to select a few persons for leadership who
otherwise would not have been available. As the program progressed,
the number of non-relief teachers was gradually reduced. 105

During the time the emergency program was in existence, new
ideas were developed about methods and materials as well as in-
service training for parent and family life education. There was a
continuous attempt to have permanently established parent and family
life education programs absorb as much as possible of the valuable
work done by the emergency education program so that at the end of the
emergency period the permanent programs could continue this work. This
goal was accomplished only to a limited extent.

The Second World War and Postwar Period

During the war period Gruenberg wrote:

In these perilous times not the least of the hazards
which the nation faces is the inherent threat to family
life. Families must become adjusted to physical disrup-
tion, to rapid transplantation, to material and social
deprivations, to divergent loyalties, and to intensified
emotional strains. Nor can we disregard the tendency
of families and communities alike, in time of stress, to
throw over slowly evolved democratic procedures in a
panicky retreat to rigid controls, and a blind resort to

105 Grace Langdon and Isabel J. Robinson, "Parent Education in
the WPA Education Program," Parent Education, Social Objectives for
force. There is no little danger that in meeting the immediate demands of the emergency we may inadvertently sacrifice those very values for which we are called upon to fight.  

Both President Roosevelt and Prime Minister Churchill emphasized the welfare of the home and family as a major stake in the war. The war was a particular stress period for families. Yet, because of the research carried on with soldiers in World War II much information was made available which will strengthen families in the future. One major finding came from the results of the medical examinations for the Selective Service. Out of the first million men examined, 150,000 were found unfit for military service because of physical disabilities due directly or indirectly to malnutrition. Other studies carried out on the origin and nature of anxieties and excessive fears produced much material for further studies in peacetime, and accentuated the importance of using positive methods of teaching children. These findings gave strong indication that families needed help.

During and after the war, there has been a less stable pattern of family living. Families have continued to migrate to cities, many of the women who went to work during the war have continued to work, and still others have become employed outside of the home.

107 Ibid., pp. 1-2.  
108 Ibid., p. 21.  
Juvenile delinquency has been on the upswing, the housing problem has remained acute, and the cold war, atom and hydrogen bombs have made families feel uneasy and insecure. The couples who had married during and right after the war have had to adjust to crowded housing conditions, delayed formal education, readjustment to civilian life, and many other problems of this type. Many of these couples had children, and they have taken their roles as parents seriously.

Interest in parent and family life education has increased. Cooperative nursery schools with parents as organizers and assisting teachers have become prevalent, and parents have taken a more active role in citizens' committees and in organizations which have as a major purpose the improvement of the school.

The whole problem of home-school-community relations has gained in significance and much research has been done and is being done in this area. Although the colleges and public schools have not assumed much responsibility for parent and family life education, the trend is toward an increase in offerings of family life education courses at both levels. Some schools have also taken definite steps to build co-operative experiences between the parents and the schools. Two examples of successful experiments have been given below to show the type of experimental programs being carried on.

The Elgin Illinois Public School System has developed an in-service training program for the training of lay leaders for effective group leadership. By February 1956, they had trained approximately 125 parent lay leaders in their in-service seminars. As a result of
this program, there was a better working relationship between the school personnel and parents, and some of the suggestions of parents had been incorporated into the school program. 110

The Casis School in Austin, Texas is not a typical public school in that it is jointly financed by the University of Texas and the Austin Board of Education, under an agreement to operate the school for demonstration and laboratory purposes. At the Casis School research projects have been planned co-operatively by parents, teachers, city school administrators, and University of Texas representatives. The research findings have influenced school practices. 111

Social scientists have been interested in the dynamics of family interaction. Research has been carried on in dynamics of the group 112 as well as on clarifying roles of family members. 113 The many areas relating to the family in which research has been conducted


are too numerous to mention. The action type of research has been very prevalent in this field. One of the greatest needs at present is to find effective methods and materials for presenting parent and family life education information, and also finding effective methods of evaluating the work being done in this field.

Recently there has been an increase in organizations serving parents of exceptional children. Most of these organizations have grown out of the desire of these parents to know more about their youngsters so that they can provide the environmental experiences necessary for the healthy growth and development of their children.

One of the major growths in the field has been the amount of professional information in popular form available to lay persons. Apparently parents have been reading this material for it has been carried regularly in the widely circulated popular magazines. There has been one difficulty in this approach to parent education and that has been that some of these articles are excellent while others are not educationally sound, and it takes the parents with insight and understanding of child development principles to be discriminative readers.

A few colleges have been putting on educational programs through their radio and television stations. A limited number of colleges have experimented with credit courses through television on topics related to family life education. Although there has been some research done on the use of radio in parent education, it can be said that neither of these methods has been tested adequately. Benefits
from using these methods have presumably been increased through the techniques of planned listening groups. With this method, the organized group can follow up the program with a discussion period. For some time to come universities and colleges will be experimenting with the use of television as an educational tool. The results of this type of experimentation have positive implications for parent and family life education.

This brief resume of parent and family life education during and after the second world war could give only highlights. It showed that as a field family life education has progressed, but that it still must be considered an infant as an organized educational field. It has started to gain academic respectability and there is now national awareness as to the importance of educating for family living. It would seem that in the future more communities will have broader and better integrated parent and family life education services for their children.

The trend toward parent and family life education, which began as a folk movement in the late nineteenth century, has now consolidated to a point where lay persons and the professionals are each taking appropriate and significant roles—the lay persons organizing into groups for effective action and the professionals supplying much of the technical and professional assistance needed.
PART II. PARENT EDUCATION IN OHIO

In this section, there has been no attempt made to cover a complete history of parent education in Ohio, but a few important highlights pointing up the measure of Ohio's concern for this field have been given.

Interest in Kindergarten and Nursery Schools

It was mentioned in Part I of this chapter that nursery schools and kindergartens in general recognized the need for parent education and incorporated it in their over-all programs. Schools established to serve preschool children have been natural places for parents and teachers to work toward practices which encouraged the optimum health of the child, physically, socially, and emotionally. According to Read, "The nursery school is one way to transmit the experience and findings of research centers to practicing parents."115

Preschools are not new to Ohio. Caroline Louise Frankenburg, a follower of Froebel, attempted to start a kindergarten in her brother's home in Columbus, Ohio in 1838.116 This kindergarten


115 Ibid., p. 253.

116 Some authorities recognize Frankenburg's kindergarten as the first one in the United States while other authorities do not.
failed, but in 1858, Frankenburg established one which was successful until she had to discontinue it two years later for health reasons.

Kindergarten started to become popular in Ohio about 1895. Both public and private kindergartens were established. They did not have adequate financial backing and mothers' clubs were organized to give them support.

Many mothers joined the clubs because they wanted to learn these new methods in which children learned by play and were recognized and allowed to develop as individuals. We find such clubs listed under names some of which indicate that they were identified with public as well as private schools: Home and School League, Froebel Club, Mothers and Teachers' Club, Parents' Auxiliary, Home and School Club, Mothers' Community Club, Welfare Club, Child Welfare Association.

In the 1920's, preschool training centers were established in some of the Ohio cities. These preschool laboratories were used in mothers' training programs under the supervision of the parental education divisions of the universities. Cleveland College, The University of Cincinnati, and Ohio State University had the three outstanding programs (see Ohio State-wide Plan, page 93).

An early statute in Ohio provided authorization to boards of education to provide kindergartens if they chose to do so, but it was not until 1936 that the Ohio legislature included kindergartens in

---


118 Ibid., p. 13.
the state financial aid program, thereby implying that there should be a free kindergarten in every elementary school, or at least available to every child.\textsuperscript{119}

In 1950, the preschool education section of the Ohio Commission on Children and Youth reported that in Ohio, as in many states, the preschool educational opportunities varied by counties or sections. The cities provided more kindergartens than the exempted village or county schools, but even in the urban areas there was a wide variation as to the number of kindergartens. There was also a diversity in the quality of the kindergarten programs, even though standards for the operation of public kindergartens had been formulated by the State Department of Education because state money was involved. The Ohio Commission (1950) recommended that kindergartens be established in every elementary school supported by public funds.\textsuperscript{121}

To date, the general picture remains the same. Although cities, exempted villages, and counties have increased their number of public kindergartens, the urban areas still offer the greatest opportunities while the counties as yet lag far behind.

Nursery schools have become popular too. According to Merrill Palmer's directory of nursery schools and child care centers, Ohio has

\textsuperscript{119}Information received from the legal advisory department of the State Department of Education.

\textsuperscript{120}Ohio's Children and Youth at the Midcentury, op. cit., p. 24.

\textsuperscript{121}Ibid., p. 82.
the following types of nursery schools: private, co-operative, community schools and centers, church schools, schools for exceptional children, and university laboratory schools.\textsuperscript{122}

In 1950, no state standards had been developed for nursery schools, day nurseries, playschools, or private kindergartens. Preschool centers which operated for more than three hours a day were supposed to have been licensed by welfare officials, but no one had responsibility for supervising the program, and there was no central registration of these groups.\textsuperscript{123}

Actually the licensing of day care centers (mentioned above) was discontinued in 1951. However, a major step was taken in 1953 when nursery schools again came under Ohio law.

The laws of Ohio require every nursery which cares for children four or more hours a day to have a CERTIFICATE issued by the Division of Social Administration of the Department of Public Welfare. This CERTIFICATE should be posted in a prominent place. It will tell you how many children the nursery can accept, the ages of the children, and when the CERTIFICATE expires.

A CERTIFICATE is only issued to a nursery which meets minimum standards with respect to the personnel, space, equipment, and care of children. Ohio law also requires every nursery serving six or more children to display a FOOD SERVICE OPERATIONS LICENSE issued by the local


\textsuperscript{123} Ohio's Children and Youth at the Midcentury, op. cit., p. 24.
county or city health department. The LICENSE should be dated for the current year.\textsuperscript{124}

In addition to the above regulations, some cities have specifications which govern nursery schools and private kindergartens. As yet, there has been no certification for nursery school teachers in Ohio. Nursery educators and other interested individuals in Ohio cities (e.g., Cincinnati, Toledo, Cleveland, and recently Columbus) have organized preschool associations which have as a main purpose improving nursery education. Recently a few of Ohio's colleges and universities (e.g., University of Cincinnati and Ohio State University) have offered workshops or classes for nursery school and day care teachers and administrators.

The present support of nursery school and kindergarten programs in Ohio gives evidence that parents are still interested in learning more about their children. They are willing to pay for nursery school and kindergarten programs which enrich their children's lives and help them gain insight into their youngsters' development. Many Ohio parents are participating in co-operative schools under the guidance of trained teachers. In most cases the co-operative schools were initiated by parents\textsuperscript{125} which is a further indication of their desire to learn about young children.

\textsuperscript{124}\textit{A Guide for Selecting Child Care Facilities in Columbus and Franklin County} (Columbus, Ohio: Council of Social Agencies, 1956), p. 2.

Ohio has progressed as rapidly in improving acceptable preschool opportunities as the majority of the forty-eight states. There is need for continued leadership not only in improving standards for the preschool but also in educating the general public as to the importance of raising the standards. It is anticipated that it will be some time before nursery school and kindergarten experience will be available to the majority of Ohio's children. Therefore the parent education services of these institutions shall be mainly restricted to parents in urban areas or parents who can afford to send their children to private preschool programs.

Ohio's State-wide Plan for Parent Education 1928-31

When one reads the general history of parent education, it is evident that the country as a whole was enthusiastic about parent education in the 1920's and early 1930's. Ohio was no exception for it was during these years that Ohio developed a state-wide plan of parent education. In reading the literature about the Ohio Plan, one gained the impression that it was greatly needed and rather successful. Yet the program was brought to an abrupt end when State funds were curtailed during the national depression of the 1930's. 126

126 The change happened so rapidly that the investigator could find no formal announcement in the literature which explained the sudden ending of the seemingly successful program. The last Better Parent Bulletin was published May, 1931. It did not mention that the program was to be discontinued. Professor Herschel Wisonger of The Ohio State University was able to supply the reason for the withdrawal of the program.
The Ohio Plan

The Ohio Plan came into being at the request of the Ohio Congress of Parents and Teachers. Because of this request, the Ohio State University and the State Department of Education inaugurated a service division of parental education in the summer of 1928. In the State Department, the work was done under the Division of Parental Education. In the University, the work was carried out under the Department of Adult Education. Jessie A. Charters was the head of this department, as well as the director of the division of parental education. The work was jointly financed between the University and the State Department, but all funds were disbursed by the University.

Although the idea for the Ohio Plan originated with the Ohio Congress, the Ohio parent education program was not in any way restricted to parent-teacher associations. The Department was a service department and served independent groups, and groups sponsored by all types of organizations including the Ohio Congress.

The plan as it developed included program help, materials, lectures, and other services to parents' study groups; leadership training, both lay and professional; a parents' laboratory preschool;

---


128 Ibid., p. 260.
radio broadcasts; a magazine, *The Better Parents Bulletin*; and non-credit as well as credit courses for parents. 129

Mrs. Charters, as director of the program, had access to the facilities of the University as well as the State Departments of Education, Child Welfare, and Public Health. The program had rich resources, and according to the literature, the demand for parent education over the state was greater than could be met by the division of parental education. 130

The staff of the Division, made up of a director, an assistant director, two preschool teachers, a field worker, and a secretary was well prepared for its work. 131 The director had worked with the Illinois Congress of Parent and Teacher Associations in its program entitled, "Child Study Groups in Every P.T.A.". This program was very successful, and the experience Mrs. Charters brought to the Division of Parental Education in Ohio was invaluable. The assistant director was a psychologist, Mrs. Amalie K. Nelson. One of her responsibilities was to supervise the preschool laboratory. The other staff members were equally suited for their positions.

---


The Ohio State Department of Education in 1928 was one of twelve state departments in the country having state-wide work in the field of parent education. During the short time that the Ohio Plan was active, a number of articles were written by the staff. Radio programs were in demand, and lay leadership one-day institutes were organized throughout the State. The parent education program, of course, was experimental. The literature mentioned that the plan for general college co-operation in leadership training was unique to Ohio. However, as can be seen in the section below, the plan never really materialized.

An Attempt to Incorporate Colleges into the Ohio Plan

One of the first steps taken under the Ohio plan was an attempt to gain the co-operation of the Ohio colleges. The leaders of the movement felt that this co-operation was desirable if not essential to the plan. In the summer of 1928, a letter was sent by the head of the new Department of Adult Education at Ohio State University to presidents of all the Ohio colleges asking for information about available services in the field of parent education. In this way, the new department came into contact with nearly everyone in Ohio who was


professionally interested in the education of parents. The college presidents were sympathetic with the movement and interested in its success.  

As was reported in the general history (pages 68-70) the colleges on the national level were at this time promoting research in child development and parent education. It was natural that the Ohio plan should depend on the colleges for leadership in promoting its state-wide program.

An invited conference was held October 19, 1929 on the Ohio State University campus to discuss the services which Ohio colleges might offer to parents, either in courses, consultation clinics, or as leadership training centers. The conference members were representatives of nineteen colleges and seven organizations interested in parent education. This enthusiastic group voted for a second conference to be held on February 21, 1930.

The February conference was attended by forty persons. Delegates were sent by fourteen colleges, and seven other college officials sent letters in lieu of personal attendance. Discussions at the second conference indicated hesitancy on the part of many of the delegates to start a service program in the colleges. This reluctance appeared to result from two causes: (1) the absence of a

---

134 Carrol Day Tibbals, op. cit., p. 466.
clearly expressed local need for the work, and (2) the impending financial depression.

In the summer of 1931, the Department of Adult Education of the Ohio State University decided to recheck the data obtained by the initial college survey of 1928. Of the sixty-five colleges contacted, forty-two answered the request to send their college catalogues. A questionnaire was sent to these forty-two colleges, and twenty-seven questionnaires were returned. In the report of the study, the well-developed parent education programs at Ohio State University, Cleveland College, and University of Cincinnati were not included. The following facts and conclusions were given for the study:

1. Colleges, the potential centers of parent education, were easily available in every district in Ohio.

2. Courses fundamental to the field of parent education were offered in forty-two colleges, and thirty-four colleges offered additional courses which would have been recommended to those interested in parent education.

3. Provisions were made in twenty-four colleges for admission of mature students who desired to enter as special students.

4. In addition to the three large colleges with well-developed departments, four colleges had definite work in the field of parent education (Wittenberg, Wilberforce, Kent, and Wilmington).136

135Ibid., p. 467.

136Ibid., p. 468.
The findings also showed that leaders were essential to the parent education movement. In order to secure a supply of leaders in Ohio there had to be some plan for their training. A certain amount of supervision and training could have been given by teacher-training institutions to local lay leaders. Specialists were already available in the colleges who could have given this training with little extra expense to the colleges. Most of the colleges did not recognize the possibilities of utilizing their departments which were already in operation, and only a few of them had any plans for providing parent education opportunities for parents and leaders in their service areas.

Few college catalogues stated whether the institutions would accept special students or not. This was an important classification for mature students desiring training in the field of parent education.

State Supported Parent Education Programs in the Public Schools

City parent education programs financed from state vocational education funds, disbursed through the State Department of Education, and supported by the city school Boards of Education have been maintained in Toledo (since 1938), Cleveland (since 1941), Cincinnati (since 1942), Zanesville (since February, 1946), and Youngstown
(since September, 1947). Each program has been headed by a parent or family life education specialist.

The best known of the Ohio programs is the Toledo Family Life Education Program. It is known nationally, for it came into being as one of the four experimental family life education programs sponsored by the United States Office of Education in 1938.

In Toledo, the parent education program is older than the experiment in family life education. Evelyn Eastman, the first full-time parent education specialist employed by the Toledo schools, came in 1938. Her appointment was stimulated by Enid Lunn, State Supervisor of Home Economics Education. Miss Lunn was anxious to help Ohio communities strengthen their educational offerings for parents and was willing to use vocational funds for home-making education to provide the trained leadership needed. It seemed only natural that this specialist should be considered a member of the staff of the Family Life Education Program, when this got under way.

In this report, the emphasis has been placed on the parent education part of the programs.

In the five cities mentioned above, the specialists have worked with community organizations and the public schools. Some of the cities have had more varied programs than the others, but in general, the specialists have given talks to groups, offered parent

137 Information was received from the State Vocational Home Economics Education office.


139 Ibid., p. 121.
education classes, carried out studies of needs in the field of parent education, compiled and prepared parent education materials, held institutes for lay leaders, reached parents through newspapers, radio, and television, and stimulated interest in parent education.\textsuperscript{140}

Just the highlights of the work done by the parent education specialists have been mentioned. That these programs were effective seems to be indicated by the fact that the local boards of education and the State Department of Education have continued their support year after year. A question which naturally arises at this point is why additional Ohio cities have not adopted such a program?

\textbf{Ohio's Commission on Children and Youth}

The Ohio Commission on Children and Youth came into being on May 11, 1949, by executive order of Governor Lausche. Its purpose was to provide leadership in planning and directing Ohio's participation in the nation-wide program of the Midcentury White House Conference on Children and Youth.\textsuperscript{141}

Professor Herschel W. Misonger of Ohio State University was appointed Chairman of the Commission. An executive committee was set

\textsuperscript{140}Information was received from the reports of the five programs turned in yearly to the State Supervisor of Home Economics. The reports are in the State Supervisor's files.

\textsuperscript{141}Ohio's Children and Youth at the Midcentury, op. cit., p. 4.
up which had charge of employing a staff, adopting a program, and organizing committees. The Executive Committee met monthly. One of its first steps was to adopt Commission functions and objectives. A second step was to organize committees at both the county and state levels. A report, Ohio's Children and Youth at the Midcentury, was contributed to by at least 500 Ohioans. It presented a well-rounded picture of the work of the Ohio Commission. 

Unlike the other White House Conferences (see Part I, pages 73-74) the 1950 Conference consisted of three important stages:  
1. The Pre-Conference (1948-50) gave citizens in local communities, counties, and states an opportunity to gather needed facts for action to improve conditions for children and youth and to translate already accepted goals into practice. 
2. The Conference (December 3-8, 1950) gave 5,000 lay and professional citizens an opportunity to meet in Washington, D.C. to discuss proposals for action and to arrive at agreement on ways and means of achieving the goals. 
3. The Post-Conference gave communities, counties and states, and the nation an opportunity to mobilize resources for carrying out immediate and long-range action programs. 

\[142\] No money had been appropriated directly to the Commission. Salaries for an executive and an assistant had been guaranteed by the Welfare and Health departments. The Executive Secretary began work on June 1, the Assistant on June 15, 1949. 

\[143\] Ohio's Children and Youth at the Midcentury, op. cit., pp. 4-5. 

\[144\] Ibid., p. 4.
The Ohio fact-finding committees labored enthusiastically on
the Commission's work. To encourage a follow-up program on the White
House Conference the county committees and the Commission's State
Committee were requested to submit specific recommendations for
action, by September 10, 1950. These two sources submitted 243
separate items. On September 16, 1950, the full Commission met for
two days to study and debate the recommendations. During these meet-
ings, the final platform consisting of 197 items was accepted by
unanimous vote. These recommendations were to be the basis for the
Commission's official follow-up program.\textsuperscript{145} The following recommenda-
ditions were listed for the committee on parent and family life
education (Division on Home and Family Life):

1. That the systematic study of child development and matters
   concerning home-school relationships be included as part of
   the program of every parent education unit.

2. That the Parent-Teacher Association, Child Conservation League,
   and other such organizations expand their educational work
   through child study groups.

3. That boards of education and school administrators take res-
   ponsibility to make certain that a parent education program
   exists in every community in the state.

4. That each church unit recognize its important role in the
   maintenance and strengthening of family life; that more
   emphasis be given to activities which whole families can
   enjoy together; that attention be given to the needs for
   premarital and family counseling and education and that the
   church give support to the development of community facilities
   to provide such services.

\textsuperscript{145}\textit{Ibid.}, p. 79.
5. That increased emphasis be given to parent education in the programs of service, civic and patriotic groups, farm organizations, and agencies already sponsoring existing parent education activities or assisting in the development of new ones.

6. That increased attention be given by the state officers of organizations sponsoring child study groups, to the development of lay leadership from the membership of such groups.

7. That efforts be increased by all organizations sponsoring child study programs to draw fathers into study groups and into leadership training.

8. That education for marriage and family life, including the nature and role of sex in human life, be integrated throughout the curriculum of the elementary and secondary schools and the colleges.\textsuperscript{146}

One other pertinent recommendation on parent education was made by the Standing Committee on Training and Personnel (Subcommittee on Preparation of Family Counselors and Parent Educators). This recommendation mentioned that training programs of schools preparing persons to serve or advise parents and children would include training in child psychology and development and family relations. It also specified that professional people should assume responsibility for acquiring the necessary knowledge in these areas.\textsuperscript{147}

Within a few days, after the White House Conference, President Truman declared a state of national emergency. It seemed obvious that the entire country would need to be concerned with civil defense and

\textsuperscript{146} Ibid., p. 80.

\textsuperscript{147} Ibid., p. 92.
mobilization for a long period of time. Gradually, the work of the Commission was seen to relate to the Civil Defense Program in Ohio.

The State Director of Civil Defense proposed the appointment of the Commission's Executive Secretary to the post of State Coordinator for Children and Youth in Civil Defense. The Executive Committee approved the proposal on January 27, 1951. The Coordinator was to serve in a dual capacity. The entire action program of the Commission was to be pushed, but the phases which related to "Children and Youth in Defense" would be given a greater emphasis. Fortunately the state of national emergency turned out to be short-termed.

The Ohio Commission did have a follow-up program. Naturally all of the recommendations adopted by the Commission could not be carried out, but they did serve as a guide for the future. Some of the recommendations have become realities. Probably the greatest accomplishment was the way the citizens showed that they could work co-operatively when they had a common goal.

The College and University Parent Education Workshops
Sponsored by the Ohio Congress of Parents
and Teachers, Inc.

Through the years professional leaders have been limited as to the number of people that they can work with in parent education. If

\[148\] 
\[\text{Ibid.}, \ p. \ 93.\]

\[149\] 
\[\text{Ibid.}, \ p. \ 93.\]
there is a shortage of professional leaders, then the responsibility must be assumed by lay leaders. This solution can only be effective if the lay leaders have training for their work. The Ohio Congress of Parents and Teachers began a long-range program in home and family living in 1951. The purpose of the new program was to develop a program where lay leaders could receive leadership training and become effective leaders.

The plan was organized in three sections: (1) A State-wide workshop was to be sponsored by the Ohio Congress of Parents and Teachers to which members of the state board of managers, council presidents, and a representative from each of the state colleges and universities were to be invited.\(^\text{150}\) This state-wide workshop was to be followed by an area workshop on the campus of each of these colleges and universities for training lay leaders of the area.\(^\text{151}\) (3) It was hoped that the colleges and universities might find it advisable to establish some permanent courses for the training of lay leaders in the field of parent education. The first two phases of the program have been completed.\(^\text{152}\)

\(^{150}\) The state parent education workshop was held (November 28-29, 1951) at the Deshler-Wallick Hotel, Columbus, Ohio. It was under the direction of Miss Ethel Kavin, Regional Consultant in Parent Education for the National Congress of Parents and Teachers (see p. 53). Fifty-eight council presidents, members of the board of managers of the Ohio Congress, and representatives of the six state colleges and universities, and Cleveland College (Western Reserve University) were present. The workshop was successful.

\(^{151}\) The state universities were Bowling Green, Kent State, Miami, Ohio, Ohio State, and Central State College.

The purpose of the state parent education workshop was to outline the problems which faced Ohio lay leaders in parent education and to plan with university representatives how the universities and the Ohio Congress of Parents and Teachers might co-operate to meet these problems.

Following the state-wide workshop, Ohio was divided into areas surrounding each college and university represented at the workshop. As the plans of each university for its workshop became organized, the president of each council and of each unit in the university area received information about the ensuing workshop from the staff office of the Ohio Congress. 153

Since the program has been in effect, a state-wide planning meeting for university representatives and Ohio Congress of Parents and Teachers representatives who have been involved in the workshop plan has been held in the fall of the year. At this time the program has been evaluated and plans have been made for the coming year.

Each college or university has developed its own workshop in co-operation with the Ohio Congress. On the whole, there has been a great demand for this leadership training. Since the first workshops were held, Muskingham College and Akron University, at their request, joined the other participating universities in carrying out the plan. Several times the workshops have been filled to capacity, and some eligible individuals have had to be turned down. Several of

153 Ibid., p. 8.
the universities have sponsored advanced training workshops. This response indicated the great need for this type of training. The cooperation of the universities signified that they recognized the need.

The workshops usually have centered on problems of organizing, maintaining, and programming study groups. They also have stressed methods of handling groups and stimulating discussion. Some emphasis has been given to child development theory, but it should be mentioned that lay leaders have not been expected to assume the role of experts in child development. However, they have learned a variety of suitable methods of presenting material, and they have become acquainted with current literature in the field. The workshops have stressed the participation of members. This participation has covered planning periods, working together in small groups, demonstration of techniques, and evaluation of the entire workshop.

The results of a follow-up study conducted by the Ohio Congress revealed that the leadership training workshops have given lay leaders more self-confidence. These leaders have been taking initiative in their parent-teacher associations, and have been utilizing methods and materials learned through their workshop experience.

---

154 Ibid., pp. 86-87.

155 Ibid., p. 87.
Ohio Federation of Child Conservation Leagues came into existence as a State federation of leagues of the Child Conservation League of America, the first of these having been formed in Ohio, in 1918. However, in December, 1920, fourteen (14) of the thirty (30) leagues came together in an organization meeting at Marion. . . . At that meeting, officers were elected, with Mrs. Addison Bain of Marion, as President. The printed programs of the 1920 and 1921 conventions bear the heading and officers of the original organization.156

The name of the organization was changed to the Ohio Conservation League, in 1931.

The purpose of the Federation was to develop a closer relationship among members of the league of Ohio so that the individual leagues and members would profit, and the united groups could become more effective in bringing about legislation to benefit children in society. The organization has an annual convention, a state paper, the O.C.C.L. News, a handbook for officers, and a library, as well as educational Study Courses.

The state slogan adopted in 1937 was "A Child Well Guided Today, Tomorrow Will Guide Well His Own Destiny." Since the Educational Study Courses were made available in 1939, the organization has grown rapidly. In 1949, a total of 352 leagues and 21 federations with a membership of nearly 7,000 persons was reported at the State convention.157


157. Ibid., pp. 6-7.
Recently colleges and universities throughout the country have expanded or established family life departments or family study centers. In this vein, The Ohio State University set up in 1955 an Institute of Child Development and Family Life. This Institute, sponsored by The Graduate School, has provided an inter-departmental and multi-disciplinary approach to research and professional training in child development and family life. It does not have a degree-granting function. Officers of the new institute have included representatives from the fields of psychology, home economics, sociology, and special and adult education. The Institute published its first newsletter in February, 1956.

The Institute has sponsored a lecture series yearly. It has offered an Inter-departmental Graduate Seminar. It has reported current research in family life being carried on by faculty and students. The Institute has been interested in stimulating research and training in family life education.

Summary

The Ohio State-wide Plan for Parent Education (1928-31) was designed to bring opportunities for child study to parents of every

---

158 For example, the University of Florida's Family Life Program; The Family Study Center of the University of Chicago, and the program for Family and Community Living instituted by the School of Science, Education and Humanities at Purdue University.
community in the state. The staff of the Division of Parental Education was to work through and co-operate with the public schools, colleges, and other interested organizations to extend to parents the knowledge of child development. To an extent the plan was successful, but it could not survive without the colleges furnishing leadership, nor without funds. Certainly some of the work done through the Ohio plan may have laid the groundwork for some of the present worthwhile parent education activities being carried on throughout the state.

In Ohio, church groups, colleges and universities, private social welfare organizations (e.g., the "Y" organizations, mental hygiene associations), government sponsored agencies (e.g., Agricultural Extension Service), private rural organizations (Ohio Farm Bureau, local granges), and lay organizations (Child Conservation League, American Association of University Women, The Ohio Congress of Parents and Teachers) have accepted some responsibility for parent and family life education.159

The main weakness in the Ohio parent education services has been that no agency accepts responsibility for co-ordinating the activities of these agencies. As a result, many parent education needs of Ohio's citizens have been unmet whereas in some instances services have been duplicated.

159 Ohio's Children and Youth at the Midcentury, op. cit., pp. 30-31.
CHAPTER III

A QUESTIONNAIRE STUDY OF THE PARENT EDUCATION PRACTICES OF OHIO'S PUBLIC ELEMENTARY SCHOOLS AND TAX-SUPPORTED COLLEGES AND UNIVERSITIES

In the history of parent education, the writer pointed out that the parent education movement was lay initiated. In the 1920's, the professional group entered the parent education movement. Since that time this group has contributed its special competencies to give leadership in parent and family life education. The professional leadership has been centered in various organizations, government bureaus, research centers, and educational agencies. The writer found little evidence in her historical study which indicated that specific leadership functions or roles had been determined for the myriad of agencies working in the field of parent education. As a result, there has been and is duplication of services as well as omission of services to parents.

In this study, the writer was concerned with the parent education leadership functions or roles of Ohio's public elementary schools and tax-supported colleges and universities. The method followed was to determine through the use of questionnaires what were the actual practices being carried on in each agency, and what would be an ideal set of practices as determined by a jury of competent judges for each agency. This method has been described in detail in the introductory chapter, pages 9-13.
In the questionnaire study, two forms (Form I and Form II) of one questionnaire were used with the public schools, and two forms (Form I and II) of a somewhat similar questionnaire were used with the colleges and universities. Form I in each case was used to discover the parent education practices of the agency and Form II what the approved practices were as determined by competent judges for the agency. Thirty-one of the questions in the questionnaire for the two agencies were designedly identical.

For the purpose of simplification only the leadership functions have been stated in the presentation of the findings; therefore, examples of the format of both forms of the public school questionnaire have been given below to give the reader an understanding of how the questions were asked.

**The Public School Questionnaire**

The Practice Questionnaire (Form I)

Our School: (Each principal should answer for his specific school).

Y N 1. Provides secretarial help to teachers who are contacting parents for conferences, preparing letters to parents, or working on other home-school communications.

Y N 2. Has a program for helping each teacher gain insight into the type of work done by the visiting teachers, school nurses, and other special personnel who have direct contact with the home.
The Opinion Questionnaire (Form II)

Should the Ohio public elementary schools:

YN 1. Provide secretarial help to teachers who are contacting parents for conferences, preparing letters to parents, or working on other home-school communications.

YN 2. Have a program for helping each teacher gain insight into the type of work done by the visiting teachers, school nurses, and other special personnel who have direct contact with the home.

The college and university questionnaires were designed to follow the same pattern. "Our college or university" was the heading on the practice questionnaire (Form I), and "Should Ohio's tax-supported colleges and universities" was the heading on the opinion questionnaire (Form II).

In this chapter, the writer has presented the data according to the following plan. A few statements have been made to give the reader a background of general information about the study. This discussion has been followed by the public school findings, then the college and university findings, and finally a comparison of the findings of the two agencies.

General Information about the Study

Caution must be utilized in reporting the results of a questionnaire study where the choice of answers offered to the recipient are "yes," "no," or "yes," "no," "uncertain." In this study a comment sheet was furnished to respondents who wished to clarify points or add information which seemed peculiar to their situations. Some
individuals in responding to the practice forms of the questionnaires mentioned that the restriction on the choice of answers made it difficult for them to decide whether or not their agencies offered certain services. In some cases, individuals added comments to specific statements which clarified their answers or marked the degree to which the practice was executed. Therefore a "yes" answer may have meant that a specific practice was common to the agency, or that it was offered by request only. In general, the respondents seemed decidedly conscientious in filling in the questionnaires, and they readily admitted that certain practices and services were not offered by their institutions.

Secondary to reporting the data, but relevant to those interested in this investigation, was the fact that letters and comments written to the investigator from the public school participants indicated that the questionnaire was helpful to them. One letter stated,

"Our administrative staff would like a copy of this questionnaire as a means of stimulating some of the desirable practices which are not at the present time a reality in our own system, but should be included."

Another comment was, "This questionnaire points up all the desirable characteristics of a fine school-parent-community relationship."

Many principals mentioned some specific plans that they were considering as future parent education activities in their schools. A large majority of the respondents to the practice questionnaires
from each educational agency checked that they desired a copy of the results of this study.

The practice questionnaires (Forms I) were returned from 183 public elementary schools (61 per cent of the sample) and nine tax-supported higher education institutions (100 per cent of the institutions). Although these two types of educational agencies reported that they practiced a number of incidental parent education functions, there was an implication in the data that the majority of the public elementary schools as well as tax-supported higher education institutions did not provide extensive, consciously planned programs of parent education.

As might be expected, the practitioners in both agencies practiced fewer parent education leadership functions than their judges accepted as appropriate functions for their agencies. In the public school findings there was a trend for the city schools to practice leadership functions to a greater extent than did the county or exempted village schools; however, even the city schools did not practice as many as 50 per cent of the leadership functions approved by the judges.

The Public Elementary School Practices

The questionnaire on actual practices (Form I) was returned by 183 Ohio public elementary schools which was 61 per cent of the sample. This number included 85 county, 88 city, and 10 exempted
village schools. The majority of the schools in the total study served pupils in at least six grades (see Table 5).

Table 5

Types of Schools from Which the Questionnaire Was Returned, and the Grades Served by These Schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Grades Served</th>
<th>Other Combinations</th>
<th>Total Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-6 K-6 1-8 K-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exempted Village</td>
<td>6 2 - -</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>County</td>
<td>35 5 29 6</td>
<td>10</td>
<td>85</td>
</tr>
<tr>
<td>City</td>
<td>14 45 4 12</td>
<td>13</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>55 52 33 18</td>
<td>25</td>
<td>183</td>
</tr>
</tbody>
</table>

The opinion questionnaire (Form II) was returned by sixteen judges. The method of selection of these judges was given in Chapter I, pages 13-14.

The public school questionnaire was divided into nine areas for the purpose of classifying the parent education functions. The area headings and the questions covered in each area have been presented in Table 3, page 18. The data have been analyzed and reported according to the nine areas. Each area has been discussed separately.

1 Data based on information found in the Educational Directory of the Ohio State Department of Education for 1955-56.
After the nine areas have been presented, a brief discussion of the total questionnaire has been given as a summary of this section.

**Area A (Questions 1-5 Inclusive)**

The five questions in Area A pertained to direct services provided to the faculty to enable them to carry on home-school relation activities. The findings for this area have been reported in Table 6.

At least three-fourths of the sixteen public school judges approved each of the five functions covered in Area A as appropriate practices for the public elementary schools. At the same time, at least one-half of the 183 public schools reported that they practiced three of the functions which encouraged home-school relations.

There was considerable variation in the degree to which these functions were practiced in the county, city, and exempted village schools. The city schools (77 per cent) provided secretarial help to their teachers engaged in home-school relations work to a greater extent than the county (48 per cent) or the exempted village schools (60 per cent) did. The difference was more pronounced among the practices of the three types of schools on providing a program for helping teachers learn about the work of special school personnel who have direct contact with the home. Apparently this type of function depended on the size of the school or community, for 70 per cent of the city schools reported the practice, whereas only 46 per cent of the county, and 20 per cent of the exempted village schools
Table 6
Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area A

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought To be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td>Yes  No  Uncertain</td>
</tr>
<tr>
<td></td>
<td>County  City  Exempted Village  Total</td>
<td></td>
</tr>
<tr>
<td>1. Provides secretarial help to teachers who are contacting parents for conferences, preparing letters to parents, or working on other home-school communications</td>
<td>18  77  60  63  88  0  12</td>
<td></td>
</tr>
<tr>
<td>2. Has a program for helping each teacher gain insight into the type of work done by the visiting teachers, school nurses, and other special personnel who have direct contact with the home</td>
<td>46  70  20  56  100  0  0</td>
<td></td>
</tr>
<tr>
<td>3. Has an in-service training program in home-school relations</td>
<td>15  33  20  24  88  0  12</td>
<td></td>
</tr>
<tr>
<td>4. Grants released time to teachers who have specific parent education responsibilities</td>
<td>22  26  0  24  75  6  19</td>
<td></td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as School Practices by School Administrators</td>
<td>Thought to be Desirable Practices by 16 Judges</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)  City (88)  Exempted Village (10)  Total (183)</td>
<td></td>
</tr>
<tr>
<td>5. Furnishes faculty members with information which would help them gain in</td>
<td>68  73  40  69  100  0  0</td>
<td></td>
</tr>
<tr>
<td>understanding the educational needs of the families in the community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
did so. Since the principals who responded to the question did not designate on the comment sheet whether or not their schools had special personnel, there was no way for the investigator to know why this function was not practiced as frequently in county and exempted village schools as it was in city schools.

The majority of the city schools (73 per cent) and county schools (66 per cent) furnished faculty members with information about the educational needs of the families in their communities. This function was practiced by less than one-half (40 per cent) of the exempted village schools.

Only 24 per cent of the 183 schools reported that they had an in-service training program in home-school relations. The same percentage granted released time to teachers who had specific parent education responsibilities.

Area B (Questions 6-9 Inclusive)

The four questions in Area B pertained to information services offered to the general public by the schools. The findings for this area have been reported in Table 7.

At least three-fifths of the sixteen judges accepted the four leadership functions in Area B as appropriate practices for the public elementary schools. At the same time, at least three-fifths of the 183 public schools practiced two of the four leadership functions.

Sixty-two per cent of the public schools reported that they provided periodic information on home-school matters to the newspapers.
Table 7
Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area B

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>County (85)</td>
<td>City (88)</td>
</tr>
<tr>
<td>6. Presents radio and television programs on topics related to child development*</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>7. Provides periodic information on home-school matters for dissemination to the public by newspapers*</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>8. Provides periodic information on home-school matters for dissemination to the public by radio and television*</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>9. Keeps the public informed on legislative issues related to school development and improvement*</td>
<td>67</td>
<td>64</td>
</tr>
</tbody>
</table>

*These leadership functions were listed on both agencies' questionnaires.
Each type of school practiced this function to approximately the same degree. The public schools further reported that 65 per cent of them kept the public informed on legislative issues related to school development and improvement. This was done by some from each type of school. According to these data, it was not customary for the public elementary schools to use the radio or the television as media for presenting information to the public.

**Area C (Question 10)**

Area C contained only one question. It dealt with the recognition given to the Parent-Teacher Association unit by the public elementary schools. The school administrators were asked if they gave formal recognition to the Parent-Teacher Association as the only official lay organization designated to work with the schools. Of the 183 schools, 70 per cent reported that they gave official recognition to the Parent-Teacher Association unit. The city schools (82 per cent) and the exempted village schools (80 per cent) had a greater proportion of affirmative returns to this question than did the county schools (55 per cent). This was one of the six practices in the total questionnaire which the judges rejected as an appropriate function for the public schools. It was the only rejected function practiced by at least one-half of the schools. Only 6 per cent of the judges approved the function (75 per cent of the judges gave negative answers and 19 per cent uncertain answers to this question directed to the public schools). The general comment from the judges was that public schools
should not give official recognition to any one organization. Several judges mentioned that they would have approved the function if the word "only" had been removed. The question of importance in regard to the school's recognition of the Parent-Teacher Association appeared to be whether or not it should be the only lay organization receiving recognition by school officials.

Area D (Questions 11-15 Inclusive)

The five questions in Area D pertained to general services offered to lay organizations by the elementary schools. The findings for this area have been reported in Table 8. At least four-fifths of the judges accepted the five functions in Area D as appropriate practices for the public schools. On the other hand none of the functions were practiced by at least 50 per cent of the 183 public elementary schools.

The majority of the city schools (59 per cent) reported that they did furnish assistance to lay groups in the selection and use of audio-visual materials on parent education, and that they furnished speakers and resource people for lay groups on topics related to child development. These data showed that the public elementary schools in Ohio gave very few general services to lay organizations.
Table 8
Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area D

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)</td>
<td>City (88)</td>
</tr>
<tr>
<td>11. Furnishes assistance to lay groups in the selection and use of audio-visual materials on parent education&lt;sup&gt;a&lt;/sup&gt;</td>
<td>35</td>
<td>59</td>
</tr>
<tr>
<td>12. Furnishes speakers and resource people for lay groups on topics related to child development&lt;sup&gt;a&lt;/sup&gt;</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>13. Furnishes bibliographies and lists of pamphlets to lay groups on topics related to child development&lt;sup&gt;a&lt;/sup&gt;</td>
<td>19</td>
<td>41</td>
</tr>
<tr>
<td>14. Furnishes audio-visual materials on topics related to child development and homeschool relations to lay groups within its service area&lt;sup&gt;a&lt;/sup&gt;</td>
<td>19</td>
<td>40</td>
</tr>
</tbody>
</table>
### Table 8 (continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County</td>
<td>City</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>15. Provides a statement of policy setting the boundary limits for lay organizations working in close association with the school</td>
<td>25</td>
<td>40</td>
</tr>
</tbody>
</table>

*These leadership functions were listed on both agencies' questionnaires."
Area E (Questions 16-18 Inclusive)

The three questions in Area E related to the encouragement given to staff members to participate in general community activities. The findings for this area have been reported in Table 9.

At least four-fifths of the sixteen judges accepted the three leadership functions in Area E as appropriate functions for the public elementary schools. At the same time, at least four-fifths of the public schools practiced two of the three leadership functions in Area E. The schools encouraged staff members to attend meetings where they could assist in creating better lay-professional cooperation and understanding, and they encouraged staff members to serve on committees which were outside of the schools' jurisdiction but were aimed at community improvement. Each type of school practiced these two functions to approximately the same degree. The third leadership function in this area (provides an official representative to the organized community council which represents the majority of community agencies) may not have been practiced because many of the communities might not have had such councils.

Area F (Questions 19-34 Inclusive)

Area F was the largest of the nine areas in the questionnaire. It had sixteen questions, and since question 25 had parts A and B, the area contained seventeen leadership functions which pertained to services offered directly to parents by the school. The findings have been presented in Table 10.
Table 9

Per cents of Respondents Reporting or Approving Specific Practices
In Parent Education in Area E

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County</td>
<td>City</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>16. Encourages staff members to attend meetings where they can assist in creating</td>
<td>86</td>
<td>97</td>
</tr>
<tr>
<td>better lay-professional cooperation and understanding (e.g., P.T.A., citizens'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>councils)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Provides an official representative to the organized community council which</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>represents the majority of community agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Encourages staff members to serve on committees which are outside of the school's</td>
<td>75</td>
<td>86</td>
</tr>
<tr>
<td>jurisdiction but are aimed at improving community conditions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These leadership functions were listed on both agencies' questionnaires.*
Table 10
Per cents of Respondents Reporting or Approving Specific in Parent Education in Area F

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)  City (88)  Exempted Village (10)  Total (183)</td>
<td>Yes  No  Uncertain</td>
</tr>
<tr>
<td>19. Provides a babysitting service to parents who are participating in a parent education activity sponsored by the school</td>
<td>20  38  20  29</td>
<td>31  38  31</td>
</tr>
<tr>
<td>20. Invites parents to planned educational experiences (e.g., exhibits, openhouses, demonstrations) designed to inform them about the school program</td>
<td>84  99  80  91</td>
<td>100  0  0</td>
</tr>
<tr>
<td>21. Informs parents of the reasons behind all major curriculum changes</td>
<td>74  87  70  81</td>
<td>100  0  0</td>
</tr>
<tr>
<td>22. Distributes pamphlets on child growth and development to parents</td>
<td>30  57  40  14</td>
<td>88  0  12</td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as School Practices by School Administrators</td>
<td>Thought to Be Desirable Practices by 16 Judges</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)</td>
<td>City (88)</td>
</tr>
<tr>
<td>23. Encourages parents to form special interest groups (e.g., special class parents' clubs, mothers' study groups, band parents) to help strengthen and develop special interest areas</td>
<td>63</td>
<td>52</td>
</tr>
<tr>
<td>24. Provides a pre-school or kindergarten orientation program for parents who are sending their children for their first school experience</td>
<td>58</td>
<td>82</td>
</tr>
<tr>
<td>25. Provides a meeting room for: A. Parents interested in participating in study group and unit meetings</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>B. Parents being trained as group leaders in parent education</td>
<td>36</td>
<td>42</td>
</tr>
<tr>
<td>26. Provides classes which would aid parents in understanding child growth and development</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as School Practices by School Administrators</td>
<td>Thought to Be Desirable Practices by 16 Judges</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)  City (88)  Exempted Village (10)  Total (183)</td>
<td>Yes  No  Uncertain</td>
</tr>
<tr>
<td>27. Uses personal methods (e.g., letters, telephone calls) in encouraging parents</td>
<td>88  94  80  91</td>
<td>81  6  13</td>
</tr>
<tr>
<td>to attend activities planned for them at the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Provides counseling service to parents whose children are having serious</td>
<td>79  96  100  88</td>
<td>94  0  6</td>
</tr>
<tr>
<td>problems in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Uses the parents in non-teaching roles in operating the school program (e.g.,</td>
<td>11  11  30  12</td>
<td>44  37  19</td>
</tr>
<tr>
<td>as playground or lunchroom supervisors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Provides a parent education section of the school library for parents</td>
<td>8  8  0  8</td>
<td>75  6  19</td>
</tr>
<tr>
<td>31. Invites parents to act as chaperones at school functions or drivers on field</td>
<td>86  90  90  88</td>
<td>80  13  7</td>
</tr>
<tr>
<td>trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Organizes parent study groups for the purpose of studying aspects of child</td>
<td>10  18  0  13</td>
<td>75  6  19</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as School Practices by School Administrators</td>
<td>Thought to Be Desirable Practices by 16 Judges</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td>County (85)</td>
<td>City (88)</td>
<td>Exempted Village (10)</td>
</tr>
<tr>
<td>33. Furnishes parents with the opportunity to participate in evaluations made of the home-school relations program</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>34. Provides parents with printed information on routine ways that they can cooperate with the school in order to insure a pleasant experience for their children (e.g., school supplies needed, arrival and departure time, lunch-time regulations, homework policies, etc.)</td>
<td>76</td>
<td>90</td>
</tr>
</tbody>
</table>

*These leadership functions were listed on both agencies' questionnaires.*
The judges approved fifteen of the seventeen functions as desirable for the public elementary schools. At least two-thirds of the judges approved fourteen of the functions, but one function (encourages parents to form special interest groups, e.g., Band Parents or Special Class Parents' Clubs) was approved by only 56 per cent of the judges. However, 31 per cent of the judges reported that they were uncertain as to their answer in regard to this practice.

Most public schools practiced nine of the Area F functions. One of these practices was concerned with inviting parents to act as chaperones at school affairs or as drivers on field trips. Many of the principals crossed out the word "drivers." The implication was that parents were asked to be chaperones, but not asked to be drivers for school activities. The function in question 19 (distributes pamphlets on child growth and development to parents) was not practiced by one-half of the 183 schools, but 57 per cent of the city schools did report that they distributed pamphlets to parents.

The two functions which the judges indicated were not appropriate practices for the schools had to do with providing a baby sitting service to parents engaged in parent education activities sponsored by the school, and using parents in non-teaching roles in the school program. Only 29 per cent of the 183 schools provided a baby sitting service to parents, and only 12 per cent used parents in non-teaching roles in the school program.
The services offered to parents by the majority of the schools were mainly those services which related directly to their educational programs (e.g., the schools informed parents of the reasons behind major curriculum changes; they invited parents to planned educational experiences designed to inform them about the school programs; they provided parents with printed information about school routines; they had kindergarten orientation programs for parents who were sending their children for their first school experience, and they provided counsel to parents whose children were having serious problems in school).

In general, the schools did not practice functions which were not directly related to the school programs, especially if these practices took school staff time (e.g., they did not provide classes for parents; they did not organize parent study groups; they did not provide a parent education section of the school library; nor did they provide parents with the opportunity to participate in evaluations made of the home-school relations programs).

Area G (Questions 35-40 Inclusive)

The six questions in Area G pertained to provisions made by the school for co-operative relations in the community in regard to home-school co-operation and parent education. The findings have been reported in Table 11.

At least two-thirds of the judges accepted each of the six leadership functions in Area G as appropriate practices for the public
Table 11
Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area G

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Per cent Reporting Existence of the Practice</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>County (85)  City (88)  Exempted Village (10)  Total (183)</td>
<td>Yes  No  Uncertain</td>
<td></td>
</tr>
<tr>
<td>35. Provides opportunities where lay people have occasion to work with teachers and administrators in making suggestions about the school curriculum*</td>
<td>32  41  20  36</td>
<td>75  13  12</td>
<td></td>
</tr>
<tr>
<td>36. Secures lay citizens' suggestions concerning the school curriculum through questionnaires, group discussions, and similar methods*</td>
<td>30  30  20  29</td>
<td>75  0  25</td>
<td></td>
</tr>
<tr>
<td>37. Seeks to develop a two-way communication system between the school and the home through planned discussion periods with lay and professional people at room meetings, citizen council meetings, and other such group meetings</td>
<td>27  52  30  140</td>
<td>81  0  19</td>
<td></td>
</tr>
<tr>
<td>38. Encourages citizens to attend school board meetings</td>
<td>52  54  70  54</td>
<td>69  0  31</td>
<td></td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as School Practices by School Administrators</td>
<td>Thought to Be Desirable Practices by 16 Judges</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)</td>
<td>City (88)</td>
<td>Exempted Village (10)</td>
</tr>
<tr>
<td>39. Furnishes a clearinghouse in which all agencies in the school's service area working in parent education can exchange information about each other's offerings and activities&lt;sup&gt;a&lt;/sup&gt;</td>
<td>11</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>40. Promotes or carries out home-school community studies of the educational needs of the community&lt;sup&gt;b&lt;/sup&gt;</td>
<td>29</td>
<td>26</td>
<td>20</td>
</tr>
</tbody>
</table>

<sup>a</sup>These leadership functions were listed on both agencies' questionnaires.
elementary schools. At the same time, over one-half of the schools practiced only one of the functions (they encouraged citizens to attend school board meetings). In response to question 37, less than 50 per cent of the 183 schools, but slightly over 50 per cent of the city schools practiced the leadership function which had to do with trying to develop a two-way communication between the home and the school through planned discussion periods in which lay and professional people participated. In general, the public elementary schools did not practice the services covered in Area G.

**Area H (Questions 41-50 Inclusive)**

The ten questions in Area H had to do with provisions made for direct staff leadership in parent education. The findings have been reported in Table 12.

The judges accepted nine of the ten leadership functions as appropriate for the public schools. At least two-thirds of the judges sanctioned seven of the nine approved practices, but only 50 per cent accepted the function of providing money from the school's budget for a parent educator's salary, and only 56 per cent approved the function of providing money for a school sponsored parent education program, though in reference to the above-mentioned functions there was only one negative answer reported to each. This meant that the majority of the judges who did not accept the functions were uncertain as to their answers about them. The function which was rejected by the judges pertained to providing the services of a
<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported As School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td>County (85)</td>
<td>City (88)</td>
<td>Exempted Village (10)</td>
</tr>
<tr>
<td>1. Designates a school administrator to act in an advisory capacity to lay organizations working with the school⁴</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td>2. Provides the services of a teacher to work with a group of lay leaders as an occasional consultant⁴</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>3. Endeavors to get articles on the school's experiments and innovations in parent education published in professional journals⁴</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>4. Provides money from the school budget to defray part or all of the salary of a professional parent educator whose main responsibility is to train lay leaders in parent education and coordinate parent education activities in the community⁴</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as School Practices by School Administrators</td>
<td>Thought to Be Desirable Practices by 16 Judges</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>County (85)</td>
<td>City (88)</td>
</tr>
<tr>
<td>45. Furnishes concise lists of purposeful activities which have educational value for both lay organizations and the school, to be given to lay organizations seeking worthwhile projects</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>46. Provides the services of a teacher to act as leader-trainer of a group of parents being developed as leaders of parent groups</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>47. Provides frequent evaluation of the home-school relations program of the school</td>
<td>19</td>
<td>39</td>
</tr>
<tr>
<td>48. Provides money from the school budget to finance part or all of a school sponsored parent education program</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>
Table 12 (continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as School Practices by School Administrators</th>
<th>Thought to Be Desirable Practices by 16 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent Reporting Existence of the Practice</td>
<td>Per cent Reporting Existence of the Practice</td>
</tr>
<tr>
<td></td>
<td>County (85)  City (88)  Exempted Village (10)  Total (183)</td>
<td>Yes  No  Uncertain</td>
</tr>
<tr>
<td>49. Uses parent teacher conferences for reporting pupil's progress either with or without the addition of written reports</td>
<td>54  80  60  67</td>
<td>81  0  19</td>
</tr>
<tr>
<td>50. Encourages teachers to make regular home visits</td>
<td>57  53  44  54</td>
<td>69  12  19</td>
</tr>
</tbody>
</table>

*These leadership functions were listed on both agencies' questionnaires.*
teacher to act as leader-trainer of a group of parents being developed as leaders of parent groups. It received approval from 44 per cent of the judges, and only 20 per cent of the judges answered "no" whereas the others were undecided.

The schools practiced two of the ten functions in Area H. These two functions were directly related to the schools' educational programs. Two-thirds of the schools used parent-teacher conferences for reporting pupil progress, and over one-half of the schools encouraged teachers to make regular home visits. Although only 40 per cent of the 183 schools designated an administrator to act in an advisory capacity to lay organizations working with the school, 50 per cent of the exempted village schools did so.

The percentage of "yes" answers reported by the principals to the questions in Area H were very low. For example, only 2 per cent of the 183 schools provided money from the school budget for the salary of a parent educator, and only 6 per cent provided money for a school sponsored parent education program. From these data, it can be seen that few provisions were made by the schools for direct staff leadership in the parent education area.

Area I (Questions 51-55 Inclusive)

Area I had five questions which were concerned with the attention given by schools to lay leadership training workshops. Each principal was asked if his school had been requested to hold lay leadership workshops which had as a purpose providing lay leaders
with knowledge and skills for establishing and operating parent study
groups. If such a request was not made of the principal, he was to
place a check mark in the space provided on the questionnaire and
omit questions 51 through 55. Otherwise he was to answer the
questions according to what his school did. It was anticipated that
the majority of the 183 schools would omit the Area I section. The
surmise proved true, for only seven schools (two city and five county
schools) replied to questions 51 through 55. The leadership functions
(found on both agencies' questionnaires) in these questions have been
given below.

51. Hold the workshop

52. Furnish space for such a workshop, but not assume
responsibility for planning or staffing it

53. Furnish a staff person who assisted the individuals
or organizations in developing plans for the work-
shop

54. Refer the individuals or organizations who made
this request to another institution or agency
which could assist them

55. Take the position that such a request is outside
of the school's educational responsibility

The seven schools which had been requested to hold workshops practiced
the leadership functions in questions 51, 52, and 53. The public
school judges accepted the same three functions as appropriate
practices for the schools.
Summary of the Findings Reported on the Public School Questionnaire (Forms I and II)

In the public school questionnaire there were 55 questions, but question 25 had parts A and B so the actual count of leadership functions in the questionnaire was 56. At least one-half of the judges accepted 50 of the 56 leadership functions as appropriate practices for the public elementary schools. The majority of the 50 leadership functions were approved by at least four-fifths of the judges (see Table 13).

Table 13

The Percentage of Judges Reporting Yes Answers to the Fifty Questions on the Public School Questionnaire Which Stated the Leadership Functions Approved by Them

<table>
<thead>
<tr>
<th>Percentage of Judges</th>
<th>50</th>
<th>56</th>
<th>60</th>
<th>69</th>
<th>75</th>
<th>80</th>
<th>81</th>
<th>88</th>
<th>94</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Number of Questions Receiving the Percentage</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

The six questions which were rejected by the judges were numbers 10, 19, 29, 46, 54, and 55. Question 10, on giving recognition to the Parent-Teacher Association as the only lay organization designated to work with the school, contained the only leadership function which was practiced by the schools and rejected by the judges. The judges reported that the public schools should not recognize any one organization.
As was pointed out in the discussion of Area I, just seven schools had been requested to hold lay leadership training workshops, so they were the only schools who answered questions 51 through 55. These seven schools practiced the same three leadership functions in this area as those which were approved by the judges.

At least one-half of the 183 public elementary schools practiced twenty leadership functions (nineteen approved functions) listed in the first fifty questions in the questionnaire. The judges had approved forty-seven of the functions listed in the first fifty questions. The public schools gave very few general services to lay organizations. The services offered to parents by the majority of the schools were mainly those services related directly to their educational programs (e.g., they informed parents of the reasons behind major curriculum changes, and they provided parents with printed information about school routines). In general, the schools did not practice functions which were not directly related to their school programs (e.g., they did not offer parent education classes to parents, nor did they provide a parent education section of the school library to parents). The public schools did not provide for co-operative relations in the community in regard to home-school co-operation and parent education (see Area G), nor did the majority of the schools provide for direct staff leadership in the parent education area except where this leadership was directly related to the teachers' classroom work (e.g., they did use parent-teacher conferences for reporting pupil progress, and they did encourage
teachers to make home visits). Very few schools provided money for the salary of a parent educator, or for a school sponsored parent education program. At the same time, it was not customary for schools to grant released time to teachers doing home-school or parent education work.

The city schools practiced the leadership functions to a greater degree than the county or exempted village schools did. The summary presented has been for individual schools and not school systems. It is probable that the results would not be greatly different if the study had covered school systems though this is a problem which should be studied.

The Tax-supported College and University Practices

Each of the nine tax-supported colleges and universities in Ohio returned a questionnaire for this study. The higher education institutions were the University of Akron, University of Cincinnati, University of Toledo, Central State College, Kent State University, Bowling Green State University, Miami University, Ohio University, and Ohio State University. The first three universities mentioned were municipal universities, and the others were State controlled. Two of the municipal educational institutions were not involved in the Ohio Congress of Parents and Teachers workshop program, and they left the section on workshops (Area I) unanswered. Also one State controlled college did not grant advanced degrees. Aside from these factors, the answers from the nine institutions were similar.
The college or university questionnaire which called for information regarding the institution's practices (Form I) was sent to the dean of the College of Education. He was requested to select a staff person to fill in the questionnaire. Each person was asked to use the "uncertain" column only when he could not ascertain the information. The instruction was followed to a major extent.

The college and university questionnaire was divided into nine areas for the purpose of classifying the parent education functions just as the public school questionnaire was. These areas have been reported in Table 4, page 19. The same pattern for presenting the college and university findings has been followed as was used in reporting the public school findings.

The opinion questionnaire (Form II) was returned by twelve judges. The method of the selection of these judges was given in Chapter I, page 15.

**Area A (Questions 1-6 Inclusive)**

The six questions in Area A pertained to the professional preparation for parent education offered by the higher education institutions. The findings have been reported in Table 14.

Only one leadership function was practiced by more than one-half of the colleges or universities, but four functions were approved by over one-half of the judges as desirable practices for the higher education institutions. The two functions which were rejected by the judges had to do with offering a major in parent
Table 1

Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area A

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. Offers a major in parent education at the doctoral level which prepares parent</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>education specialists to take positions with school systems, community organizations,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>churches, and other agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Same as 1, but at the Master’s level</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>3. Same as 1, but at the Bachelor’s level</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4. Includes at least one required course in the elementary teacher training</td>
<td>56</td>
<td>33</td>
</tr>
<tr>
<td>curriculum where undergraduate students study home-school relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Includes at least one parent education course as part of the required undergraduate</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>program of students in elementary teacher training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 14 (continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Includes at least one required course in the elementary teacher training curriculum where undergraduate students work with parents under professional supervision</td>
<td>Yes 56 Uncertain</td>
<td>Yes 25 No 58 Uncertain</td>
</tr>
</tbody>
</table>
education at the bachelor's level and including a required course in the elementary teacher education curriculum where undergraduate students worked with parents under professional supervision.

Although the judges approved offering a parent education major at the doctoral level (67 per cent) and at the master's level (82 per cent) only one higher education institution answered that it had a graduate program with a major in parent education. Actually this particular university did not have a major area labeled parent education, but a candidate could take a major in another field (e.g., adult education or home economics) and have his program planned with a major emphasis on family life or parent education. A similar plan might have been in effect in other Ohio tax-supported colleges or universities, but if so, no comments were made to that effect by the respondents.

Five of the nine higher education institutions had at least one required course in the elementary teacher education curriculum where undergraduate students studied home-school relations. Seventy-five per cent of the judges approved the practice. On the other hand only one institution had a required parent education course whereas 58 per cent of the judges reported approval of having it. One university professor who filled in the questionnaire stated that there is a real need for direct experience in the school-home situation for teachers in preparation. He further commented that this need should be evaluated in planning the over-all professional laboratory experiences of prospective teachers. One comment made by
approximately one-half of the judges was that the elementary education curriculum is already over-crowded and that no new courses should be added.

**Area B (Questions 7-11 Inclusive)**

Area B had five questions which were related to information services offered to the general public by the colleges and universities. The findings have been reported in Table 15.

At least 75 per cent of the institutions reported that they practiced four of the five leadership functions in Area B, and at least two-thirds of the judges approved the five functions as desirable practices for the higher education institutions. The one function which only 44 per cent of the colleges and universities practiced was on keeping the public informed about legislative issues related to school development and improvement.

**Area C (Questions 12-14 Inclusive)**

The three questions in Area C had to do with direct services offered to the public schools through the higher education institutions. The findings have been reported in Table 16.

The judges (at least 92 per cent) approved each of the Area C functions as desirable practices for the higher education institutions. The nine colleges and universities provided assistance to the public schools in their in-service training programs in home-school relations. At least one-half of the institutions did not practice the other two functions in this area; however, in relation to one of
<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. Keeps the public informed of forum series, dramatic events and musical events offered by the college or university and open to the public</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>8. Keeps the public informed on legislative issues related to school development and improvement</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>9. Presents educational radio and television programs on topics related to child development</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>10. Provides periodic information on home-college-community matters for dissemination to the public by newspapers</td>
<td>89</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 15 (Continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Provides periodic information on home-college-community matters for dissemination to the public by radio and television(^a)</td>
<td>Yes  78  No  11  Uncertain  11</td>
<td>Yes  100  No  0  Uncertain  0</td>
</tr>
</tbody>
</table>

\(^a\)These leadership functions were listed on both agencies' questionnaires.
Table 16

Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area C

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Provides professional assistance to public schools in their in-service training programs in home-school relations</td>
<td>Yes 100  No 0  Uncertain 0</td>
<td>Yes 100  No 0  Uncertain 0</td>
</tr>
<tr>
<td>13. Furnishes public schools with research findings to help them in their home-school relations programs</td>
<td>Yes 23  No 33  Uncertain 100</td>
<td>Yes 100  No 0  Uncertain 0</td>
</tr>
<tr>
<td>14. Offers a seminar to staff members of nearby public schools on problems in home-school relations</td>
<td>Yes 33  No 67  Uncertain 0</td>
<td>Yes 92  No 0  Uncertain 8</td>
</tr>
</tbody>
</table>
these practices (furnishes public schools with research findings to help them in their home-school relations programs) the colleges and universities reported that 44 per cent carried on the practice, whereas 33 per cent were not certain as to their institutions’ practice.

Area D (Questions 15-21 Inclusive)

Area D had seven questions which pertained to general services offered to lay organizations. The findings have been presented in Table 17.

At least one-half of the institutions practiced five of the leadership functions, and at least one-half of the judges approved seven of the functions in Area D. The colleges and universities furnished assistance to lay groups in the selection and use of audio-visual materials, and they furnished speakers, films, library services, and bibliographies to lay organizations. The majority of these institutions did not make pamphlets on child growth available to lay groups, nor did they make available a statement of services offered to lay groups through the institutions' facilities. From this finding, it can be implied that the services offered through the institutions were available to lay organizations upon request.

Area E (Questions 22-24 Inclusive)

The three questions in Area E were related to the encouragement given by the higher education institutions to their staffs to
<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>15. Makes available a list of professional people who speak to lay groups on topics related to child development&lt;sup&gt;a&lt;/sup&gt;</td>
<td>78</td>
<td>22</td>
</tr>
<tr>
<td>16. Furnishes assistance to lay groups in the selection and use of audio-visual materials on parent education&lt;sup&gt;a&lt;/sup&gt;</td>
<td>89</td>
<td>11</td>
</tr>
<tr>
<td>17. Provides a film-lending service to lay organizations within its service area&lt;sup&gt;a&lt;/sup&gt;</td>
<td>56</td>
<td>22</td>
</tr>
<tr>
<td>18. Provides library service to lay organizations working in parent education</td>
<td>56</td>
<td>22</td>
</tr>
<tr>
<td>19. Furnishes bibliographies and lists of pamphlets to lay groups on topics related to child development&lt;sup&gt;a&lt;/sup&gt;</td>
<td>67</td>
<td>11</td>
</tr>
<tr>
<td>20. Makes pamphlets on child growth and development available to lay groups free or at a nominal cost</td>
<td>56</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 17 (continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>21. Makes available to lay organizations working in parent education a statement of services offered to them through the college or university facilities</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

*These leadership functions were listed on both agencies' questionnaires.*
participate in general community activities. The findings have been reported in Table 18.

At least one-half of the judges approved each of the three functions as desirable practices for the institutions. The colleges and universities (89 per cent) practiced two of the functions which had to do with encouraging staff members to serve on off-campus committees aimed at improving community conditions, and to attend meetings where they could assist in creating better lay-professional co-operation and understanding. The majority of the institutions did not provide an official representative to the organized community council which represented the majority of the community agencies. This finding might be misleading, for one-fourth of the respondents were uncertain as to their institutions' practice, and those respondents who answered "no" did not comment on whether this was because the institution's community had no community council or because of some other reason. If the institutions encourage their staffs to attend meetings for community betterment, it seems paradoxical that they would not have an official representative on an organized community council.

**Area F (Questions 25-32 Inclusive)**

Area F had eight questions, but question 30 had three parts, so the area had ten leadership functions which pertained to services offered directly to parents by the institutions. The findings have been reported in Table 19.
Table 18

Per cents of Respondents Reporting or Approving Specific Practices
in Parent Education in Area E

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>22. Encourages staff members to serve on off-campus committees aimed at improving community conditions(^a)</td>
<td>89</td>
<td>11</td>
</tr>
<tr>
<td>23. Provides an official representative to the organized community council which represents the majority of the community agencies(^a)</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>24. Encourages staff members to attend meetings where they can assist in creating better lay-professional cooperation and understanding (e.g., citizens councils)(^a)</td>
<td>89</td>
<td>11</td>
</tr>
</tbody>
</table>

\(^a\)These leadership functions were listed on both agencies' questionnaires.
<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>25. Invites parents to planned educational experiences (e.g., exhibits, open houses, and demonstrations) designed to inform them about the college program</td>
<td>78</td>
<td>22</td>
</tr>
<tr>
<td>26. Sponsors teas and other social activities to give parents a special opportunity to visit campus</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>27. Sponsors a voluntary orientation program for parents of freshmen and transfer students so that they might get acquainted with the college or university's offerings, opportunities, and services</td>
<td>67</td>
<td>22</td>
</tr>
<tr>
<td>28. Promotes the organization of college or university parent groups designed to help parents understand the college student, his program, and problems</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Leadership Functions</td>
<td>Reported as College or University Practices by the Institutions</td>
<td>Thought to Be Desirable Practices by 12 Judges</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>29. Provides classes which would aid parents in understanding child growth and development(^a)</td>
<td>67 33 0</td>
<td>75 17 8</td>
</tr>
<tr>
<td>30. Provides a meeting room for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Parents being trained as leaders of lay groups in parent education(^a)</td>
<td>67 33 0</td>
<td>58 8 34</td>
</tr>
<tr>
<td>B. Non-university parents interested in participating in study groups</td>
<td>67 33 23</td>
<td>50 25 25</td>
</tr>
<tr>
<td>C. Parents participating in organized college or university study groups(^a)</td>
<td>67 33 0</td>
<td>58 17 25</td>
</tr>
<tr>
<td>31. Uses personal methods (e.g., letters, telephone calls) in encouraging parents to attend activities planned for them on campus(^a)</td>
<td>89 11 0</td>
<td>17 50 33</td>
</tr>
<tr>
<td>32. Provides counseling service to parents whose children are having serious problems in college(^a)</td>
<td>56 33 11</td>
<td>92 8 0</td>
</tr>
</tbody>
</table>

\(^a\) These leadership functions were listed on both agencies' questionnaires.
At least one-half of the judges accepted eight, and at least one-half of the institutions practiced nine of the ten leadership functions listed in Area F. The majority of the judges did not approve sponsoring teas and other social activities to give parents a special opportunity to visit the campus, nor did they sanction using personal methods (e.g., letters and telephone calls) in encouraging parents to attend activities planned for them on campus. The institutions practiced both of the functions rejected by the judges. The one approved function that the majority of the colleges and universities did not practice had to do with providing a meeting room for non-university parents interested in participating in study groups.

In this study no attempt was made to determine the degree to which the practices were carried out, or how they were executed. A study of this type should be made, for some of the functions may be practiced to a limited degree. In this area, there were two practices reported by the institutions which might be misleading. It was probable that the majority of the institutions did not have formal orientation programs set up for parents, but they no doubt had methods worked out for acquainting parents with the institutions' offerings, opportunities, and services if the parents desired this information. It was also probable that the classes provided for parents were not special classes, but regular credit courses open to parents who met the prerequisite requirements.
Area G (Questions 33-39 Inclusive)

There were seven questions in Area G which pertained to provisions made for co-operative relations of the colleges, public schools, and/or lay people. The findings have been reported in Table 20.

At least four-fifths of the judges accepted each leadership function in Area G as desirable practices for the institutions. The colleges and universities (at least 67 per cent) practiced five of the seven functions.

The institutions reported that they provided opportunities for professional and lay people to work together in improving public school education, and that they sought the public school administrators' and teachers' suggestions on revising the teacher education program. They also reported that they stimulated research in the communities; that they carried out home-school community studies of the educational needs of the communities; and that they encouraged school administrators to act in an advisory capacity to lay organizations working in close relation to the schools. There was no way to determine whether or not the colleges and universities practiced these functions regularly according to an organized plan or if they practiced them on occasion.

The institutions did not secure lay citizens' suggestions for teacher education through questionnaires, group discussions, and
Table 20
Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area G

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>33. Provides opportunities for public school administrators, teachers, and lay people to work with college instructors in improving public school education&lt;sup&gt;a&lt;/sup&gt;</td>
<td>89</td>
<td>11</td>
</tr>
<tr>
<td>34. Secures lay citizen's suggestions for teacher training through questionnaires, group discussions, and similar methods&lt;sup&gt;a&lt;/sup&gt;</td>
<td>22</td>
<td>67</td>
</tr>
<tr>
<td>35. Seeks the assistance of public school administrators and teachers in revising the teacher education program so as to improve the new teacher's on-the-job participation in home-school relations</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>36. Stimulates community organizations (e.g., P.T.A., A.A.U.W.) to carry out or assist with projects on better home-school-community relations</td>
<td>89</td>
<td>11</td>
</tr>
</tbody>
</table>
Table 20 (continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>37. Furnishes a clearing house in which agencies in the institution's service area working in parent education can exchange information about each other's offerings and activities&lt;sup&gt;a&lt;/sup&gt;</td>
<td>22</td>
<td>67</td>
</tr>
<tr>
<td>38. Encourages school administrators to act in an advisory capacity to lay organizations working in close relation to the schools</td>
<td>67</td>
<td>22</td>
</tr>
<tr>
<td>39. Promotes or carries out home-school-community studies of the educational needs of the community&lt;sup&gt;a&lt;/sup&gt;</td>
<td>78</td>
<td>22</td>
</tr>
</tbody>
</table>

<sup>a</sup> These leadership functions were listed on both agencies' questionnaires.
similar methods, nor did they furnish a clearinghouse in which agencies in their service areas could exchange information about parent education offerings and activities.

Area H (Questions 40-45 Inclusive)

The six questions in Area H had to do with provisions made for direct staff leadership in parent education. The findings have been reported in Table 21.

Each leadership function in Area H was accepted by at least one-half of the judges and four of the six functions were practiced by at least one-half of the institutions. It was not a common practice for the colleges and universities (22 per cent) to provide money for the salary of a parent educator whose work was to train lay leaders, act as a consultant to the public schools, and co-ordinate community parent education activities. Neither was it a common practice for the institutions (11 per cent) to delegate professional persons to be in charge of parent education activities as part of their regular work loads. The colleges and universities did provide the services of an instructor to work with a group of lay leaders as an occasional consultant, or to work as a leader-trainer of a group of parents being developed as discussion leaders for parent groups. They also designated a faculty person to act in an advisory capacity to lay organizations working with the schools, and they encouraged faculty members to publish articles on their experiments and innovations in parent education.
Table 21
Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area H

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>h0. Encourages faculty members to publish articles on their college experiments and innovations in parent education in professional journals a</td>
<td>67</td>
<td>22</td>
</tr>
<tr>
<td>h1. Provides the services of an instructor to work with a group of lay leaders as an occasional consultant a</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>h2. Provides all or part of the salary of a professional parent educator whose main responsibility is to train lay leaders in parent education, work as a consultant with the public schools, and coordinate parent education activities in the community a</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>h3. Designates a faculty person to act in an advisory capacity to lay organizations working in close relation to the public schools a</td>
<td>56</td>
<td>44</td>
</tr>
</tbody>
</table>

*Numbers may not add to 100 due to rounding.
Table 21 (continued)

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>44. Delegates one or more professional person to be in charge of parent education as part of his (their) regular work load</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>45. Provides the services of an instructor to act as leader-trainer of a group of parents being developed as discussion leaders for parent groups(^a)</td>
<td>67</td>
<td>33</td>
</tr>
</tbody>
</table>

\(^a\) These leadership functions were listed on both agencies' questionnaires.
Area I (Questions 46-50 Inclusive)

The five questions in Area I pertained to the attention given to lay leadership training workshops in parent education. The respondents were to answer the five questions if their institutions had been requested to hold the workshops, otherwise they were to omit questions 46 through 55. Seven of the nine institutions had been requested to hold workshops. The findings from these seven institutions have been reported in Table 22.

The judges (at least four-fifths) approved and the institutions (at least four-fifths) practiced holding the workshops and staffing them. The other three leadership functions listed in Area I were not recommended by the judges nor practiced by the colleges and universities.

Summary of the Findings Reported on the College and University Questionnaire (Forms I and II)

On the college and university practice questionnaire (Form I), one respondent from each college or university reported for the institution. Since some of these institutions were very large, some consideration should be given to the fact that one faculty person might not have had knowledge of all the parent education practices at the institution. However, there was opportunity for the respondent to reply that he was uncertain about the leadership functions, and there also was a comment sheet attached to each questionnaire for the use of the respondent.
Table 22

Per cents of Respondents Reporting or Approving Specific Practices in Parent Education in Area I

<table>
<thead>
<tr>
<th>Leadership Functions</th>
<th>Reported as College or University Practices by the Institutions&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Thought to Be Desirable Practices by 12 Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>46. Hold the workshop&lt;sup&gt;a&lt;/sup&gt;</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>47. Furnish space for such a workshop, but not assume responsibility for planning or staffing it&lt;sup&gt;a&lt;/sup&gt;</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>48. Furnish a staff person who assisted the individuals or organizations in developing plans for the workshop&lt;sup&gt;a&lt;/sup&gt;</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>49. Refer the individuals or organizations who made this request to another institution or agency which could assist them&lt;sup&gt;a&lt;/sup&gt;</td>
<td>14</td>
<td>57</td>
</tr>
<tr>
<td>50. Take the position that such a request was outside of the college or university's educational responsibility&lt;sup&gt;a&lt;/sup&gt;</td>
<td>14</td>
<td>71</td>
</tr>
</tbody>
</table>

<sup>a</sup>These leadership functions were listed on both agencies' questionnaires

<sup>b</sup>Table 22 has presented the findings from the seven institutions who responded to the questions in Area I. Two higher education institutions did not have leadership training workshops, and therefore did not answer these questions.
Each of the nine tax-supported institutions in Ohio returned a practice questionnaire. There were twelve college judges who filled in an opinion questionnaire. On these questionnaires (Forms I and II), there were 50 questions. Question 30 had parts A, B, and C, so that the actual count of leadership functions on the questionnaires was 52.

At least one-half of the judges approved 45 of the 52 leadership functions as desirable practices for Ohio's tax-supported colleges and universities. The majority of the 45 leadership functions (stated in 43 questions) were approved by at least three-fourths of the judges (see Table 23).

Table 23

| The Percentage of Judges Reporting Yes Answers to the Forty-three Questions on the Questionnaires Which Stated the Forty-five Leadership Functions Approved by Them |
|---|---|---|---|---|---|---|---|
| Percentage of Judges | 50 | 58 | 67 | 75 | 82 | 83 | 92 | 100 |
| The Number of Questions Receiving the Percentage | 4 | 4 | 6 | 8 | 1 | 7 | 8 | 7 |

The seven questions which were rejected by the judges were questions 3, 6, 26, 31, 47, 49, and 50. Two of these rejected functions found in questions 26 and 31 were practiced by the colleges. They sponsored social activities to give parents a special opportunity to visit the campus, and they used personal methods (e.g., letters and
telephone calls) in encouraging parents to attend activities planned for them on campus.

At least one-half of the nine institutions practiced 33 leadership functions (31 approved functions). This meant that the judges accepted fourteen leadership functions which were not practiced by the colleges. Over one-half of the institutions practiced the majority of the approved functions in Areas B (information services to the general public), D (services to the lay organizations), E (encouragement given the staff to participate in community activities), F (services to parents), G (provisions for cooperative relations among the colleges, schools, and lay people), H (provisions for direct staff leadership in parent education) and I (attention given to lay leadership workshops).

In general, the colleges did not have special personnel for parent education, nor did they assign their regular staff members parent education responsibilities as part of their regular work loads. They gave little attention to the preparation of parent educators in their graduate program; they did not require a course in parent education in their undergraduate elementary teacher education program, and they did not extend parent education services to the public schools.
A Comparison of the Public Elementary School and Tax-supported College and University Findings

The writer has attempted in this section to integrate the findings of the two agencies on the leadership functions found on the questionnaires of both agencies.

The responses to the individual questions have been presented in detail earlier in this chapter. The findings of the two agencies have been compared in the following statements. No attempt has been made to repeat the percentage of the schools or higher education institutions practicing these functions. Unless otherwise specified the functions discussed have been approved by each agency's judges.

Both of the agencies in the study have attempted to keep home-school or home-college-community information before the public. The schools and colleges have depended to a major extent on the newspapers for this purpose, but the majority of the colleges used radio and television too. The majority of the public schools have tried to keep the public informed on legislative issues related to school development and improvement. The colleges have not accepted this responsibility although the college judges approved it as a function of the higher education institutions.

As might be expected the majority of the colleges have presented radio and television programs on topics related to child development, but the minority of the public elementary schools have carried on the service.
The colleges gave more assistance to lay organizations than the public schools did but even the colleges did not keep the lay organizations informed of the services available to them through their institutions' facilities. It was implied in the finding that the services to lay organizations were available on request.

The public elementary schools and the higher education institutions encouraged their staff members to participate in community meetings where they could assist in creating better lay-professional cooperation and understanding. They also encouraged their faculties to serve on committees aimed at improving community conditions. A minority of schools and colleges provided official representatives to community councils, but probably this is because many communities do not have such councils.

Of the six questions asked both agencies about services to parents, the public schools answered five and the colleges six affirmatively. Each agency invited parents to planned educational experiences at their institutions. Each provided orientation programs for parents, and counseled parents who had children having serious school or college problems. Each provided meeting rooms for parent meetings, and used personal methods of contacting parents. The public schools did not usually provide space for parents being trained as leaders of lay groups. According to the comments on the respondents' questionnaires, more schools would be willing to do this if they were requested to do so by an organization. It is doubtful if the colleges had a formal orientation program, but they did offer
orientation assistance to parents. The one function which the college judges disapproved for their agency but which was approved by the public school judges and practiced by both agencies was the use of personal methods (e.g., letters and telephone calls) for contacting parents. The college judges felt that this was not a desirable practice for higher education institutions.

The five leadership functions just discussed pertained mainly to parent services closely related to the school or college programs. The one question which was asked of both agencies and which was not as directly connected with the school program was whether or not the agencies provided classes for parents. Very few schools provided this service, but the majority of the colleges and universities reported offering such classes. In all probability these were not special classes for parents, nor informal, non-credit classes, but rather formal courses which were open to parents qualified to take them.

Only a small percentage of the public schools and higher education institutions obtained lay citizens' suggestions on school or college curricula. Few of the public schools provided opportunities for professional and lay people to work together on educational problems but most of the colleges and universities reported doing so.

The majority of the colleges promoted or carried out home-school-community studies, but few of the public schools performed this service. The public schools and higher education institutions did not provide a clearing house service in parent education to any
extent. The public schools reported that they rarely encouraged their staffs to write articles on their agency's innovations and experiments, but a high percentage of the colleges and universities gave this encouragement. The majority of the schools did not designate an administrator to work with lay groups working directly with the schools, but the colleges did specify a faculty person for this work.

The minority of the schools and the majority of the higher education institutions provided a teacher to act as a consultant to lay groups and also as a leader-trainer of lay groups. The public school judges did not approve of the schools furnishing leader-trainers to lay groups. Neither the higher education institutions nor the schools make a practice of providing money for a professional parent educator's salary.

The schools have been requested to a very limited extent to hold lay leadership training workshops. The few that have been asked held the workshops. Seven of the nine higher education institutions held these workshops and assisted in staffing and planning them.

In reference to the 31 questions (32 leadership functions) directed to both agencies, the public school judges approved 29 (91 per cent) of the functions, and the public elementary schools practiced 10 (35 per cent) of the approved functions. The college judges approved 28 (88 per cent) of the common agency functions, and the colleges practiced 23 (82 per cent) of these. Although this
section has not been concerned with the specific functions directed to one of the agencies, it has been concerned with a comparison of the agencies' practices. The writer has pointed out that of the 24 leadership functions directed only to the public schools, the judges approved 21 (88 per cent) and the schools practiced 10 (48 per cent). On the 20 leadership functions directed only to the colleges, the judges approved 17 (86 per cent) and the colleges practiced 8 (47 per cent).

Summary

The judges in each agency approved the majority of the leadership functions on their agency's questionnaires. The public schools practiced less than one-half of the functions approved by their judges, whereas the higher education institutions practiced approximately three-fourths of the functions approved by their judges. The colleges practiced a much higher percentage of the common functions appropriate for both agencies than the public schools did. Both agencies practiced approximately the same percentage (public schools, 48 per cent; higher education institutions, 47 per cent) of the specific leadership functions directed to their own agency.

If the parent education needs of the State are to be served, these major tax-supported agencies will have not only to determine their roles, but find ways to reinforce and compliment each other in an over-all parent education program.
CHAPTER IV

A RATIONALE FOR TAX-SUPPORTED EDUCATIONAL AGENCIES IN OHIO
ACCEPTING RESPONSIBILITY FOR PARENT EDUCATION

The public elementary schools are the educational agencies which serve the majority of the children in the State. Through their educational programs, they come in contact with the families of all of these children. Since the schools are supported by the people, and in a sense belong to the people, the schools are the ideal agencies to foster well-planned parent education programs. This point was demonstrated on the national level in 1934 when the State Departments of Public Instruction were asked to organize and supervise the parent education programs under the emergency education program.¹

Parents have two broad needs for parent education. One of these is the need to understand child growth and development, so that they may guide their children effectively. The other need is to understand the school's program, and the parent's role in adjusting to and co-operating with the school. The ideal agency to help parents fulfill these needs is the school itself. If this responsibility were accepted as an integral part of its program by the school, the parents would benefit through their increased understanding of their roles as parents. The schools would benefit through

parent understanding and support. The community would benefit through the combined efforts of two of its major groups working toward improving family life, and also because the parents would be better prepared to take more active roles in the community organizations by bringing to these organizations new understandings, ideals, and realizations of community needs. But most of all the children would benefit through a better educational program which extends into the community and which is reinforced by the homes.

This discussion of the school taking on parent education responsibilities as an extension of its educational program does not mean it should be the exclusive parent education agency in the community. But as was true in the parent education programs sponsored by the schools under the emergency education program, the schools should initiate co-operative ventures in parent education by assisting the various organizations in the community working in parent education to co-ordinate their efforts and broaden their programs to give the best possible leadership in the field. Just so the schools in their educational programs for children work co-operatively with other agencies serving the needs of youth.

The importance of the homes and the schools in the personality development of children has been stressed in the literature for a number of years. The homes and the schools are two agencies in the community which ought to reinforce each other. The children learn from all of their experiences on the playground, in organizations, on the street corners, in churches, and wherever else they happen to
be. However, the homes and the schools are the children's
stabilizers. If these agencies are in conflict the children are
apt to be confused; if these agencies are harmonious, the children
are apt to be secure. This does not imply that there should be
no differences of opinion between the schools and the homes, for
this would be too great a conformity and lead to stagnation. It
does mean that basically the parents should understand what the
schools' goals are, why they have these goals, what their problems
are in carrying out their goals, and how the parents can help them
in the schools' work. On the other hand, the teachers and admin-
istrators of the schools should have an understanding of the
needs, and problems of the families they serve. Based on this
understanding of the families, the schools ought to take the
initiative in providing parent education programs designed to help
parents become more effective in rearing their children. The homes
and the schools must build mutual trust and respect through working
together for the children's welfare. If this spirit of give and
take develops between the two agencies, they will be free to
combine their efforts to work toward positive goals, and there will
be less place for criticism of each other.

It is impossible to split the child into sections some of
which the home is responsible for guiding, and other sections which
become the responsibility of the school or other community agencies.
Community forces ought to try to help each child reach his growth
potential through integrating their strengths. This is not an easy
assignment. Some communities because of their peculiar attributes will be more successful in helping their children than others. Regardless of community differences, it is not unrealistic to suggest that steps be taken in each community to initiate and maintain home-school co-operation based on planned parent education programs sponsored by the schools as an extension of their educational programs. For parent education to be effective on a statewide basis it must be made available to all parents. If parent education is sponsored by the schools, it ought to be considered part of the schools' over-all educational responsibility. If this be true, then ultimately such programs would have to be staffed with trained personnel, and the State should be expected to furnish financial support and leadership for this extension of the schools' educational program.

The tax-supported colleges and universities are created to discover, preserve, and disseminate knowledge. This is done through research, teaching, and the performance of educational services. The higher education institutions' responsibility in parent education should be in accord with their special competencies. These agencies ought to be preparing prospective teachers and administrators in realizing the importance of the family in educating its children. The colleges and universities should be assisting future professional leaders in developing skills which will enable them to work with parents in interpreting the school program and helping parents to gain an understanding of child development. These institutions
should also be helping these prospective leaders learn about community organization, so that they can extend the school leadership into the community.

The higher educational institutions are also in a peculiar position to give educational assistance to public school personnel working in the field. The colleges and universities ought to offer seminars, workshops, and educational meetings on home-school-community problems to these individuals whenever there is an indication that these services are needed. Since these higher education institutions prepare teachers, they have direct communication lines with the public schools. They should encourage school administrators to seek consultation services from the colleges and universities in areas where they are competent and could be helpful (e.g., on research, setting up in-service training programs, content problems).

The higher education institutions emphases in the parent education field (usually referred to as a facet of family life education on the higher education level) should be on (1) providing graduate programs for specialists in parent education, (2) strengthening undergraduate teacher-training programs in the whole area of home-school-community relations, (3) serving as consultants to schools, lay organizations, and other community agencies working in family life education, (4) carrying out research in the whole area of family life education, (5) using available mass media (educational radio and television) to reach the public with sound
educational programs, and (6) stimulating professional and lay organizations to improve their parent education services.

Naturally these agencies should have professional staff in the field of family life and parent education to accomplish these activities. These institutions should also work out a communication system among themselves so that each of them can keep abreast of what the others are doing in family life education activities, such as research, experimentation, new programs, and so on.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The previous chapters have presented the findings of the entire study as well as a rationale for public elementary schools and tax-supported colleges and universities in Ohio accepting responsibility for parent education. In this chapter, the writer has presented the conclusions for the study and the recommendations made for each type of educational agency studied.

Conclusions

1. The history of the parent education movement showed that lay people through their organizations have demonstrated to the educational agencies a need for help in the field of parent education. In Ohio, the Ohio Congress of Parents and Teachers has been the most consistent organization in requesting this help.

2. The educational agencies have usually responded to specific requests made of them by lay organizations seeking professional assistance, and to plans offered by government agencies (e.g., the parent education program of the Emergency Education Program; the United States Office of Education's experimental programs in family life education); but in most states, including Ohio, the educational agencies have not initiated any large-scale plans on their own for developing parent education.

-178-
3. The judges representing the public elementary schools and the tax-supported colleges and universities approved the majority of common leadership functions which were listed on both agencies' questionnaires. This meant that each of the agencies have some functions to perform which would be considered appropriate for both agencies. Thus there would be an expected overlapping of agency roles on general services which either agency or both might offer in parent education.

4. The judges of each agency approved the majority of the specific leadership functions found only on their own institution's questionnaire. Thus each agency has some unique leadership functions in parent education.

5. The colleges and universities offered a greater number of services in parent education than the public schools did. These services were incidental and not offered as a result of a planned program approach to parent education, nor did they necessarily represent the best use of the agency's special competencies.

6. The public schools recognized the Parent-Teacher Association as their chief organization for carrying on the parent education work for the schools, yet few schools reported that their administrators served in an advisory capacity to their Parent-Teacher Associations.

7. The higher education institutions have not prepared professional parent educators at the graduate level, but they are carrying on lay leadership training programs. The need for these lay leadership
training programs emphasize the need for higher education institutions to use their competencies to prepare professional educators who in turn could do lay leadership training.

8. Family life education programs in five cities have received continued support from their school boards. This is an indication that these programs have served a public school need, yet there have been no recent extensions of this type of program in Ohio.

9. Since the time of the Ohio state-wide plan (1928-31), no organization has taken initiative for promoting or co-ordinating parent education on a state-wide basis.

10. Considering the over-all findings from the Ohio historical study, and the questionnaire study, and adding the fact that the State Department of Education has no special provision for parent education (such as is found in New York State and California), it can be concluded that Ohio's tax-supported educational agencies have not assumed a major responsibility for promoting parent education.

Recommendations

The following recommendations are based on the conclusions of the study and the literature in the parent education field. The writer has given consideration to the fact that there is a wide variation in the types and quality of parent education services offered by the individual schools and higher education institutions in the study. In general, there is a need for each individual school
and higher education institution to formulate a long-range plan for improving its parent education services. Each type of agency must genuinely accept parent education as part of its over-all educational responsibility before major progress can be made in this area.

With respect to the public elementary schools, it is recommended that --

1. Boards of education and school administrators take initiative for making certain that a parent education program exists in every community in Ohio.

2. The schools co-operate with their parent education units in providing child study opportunities for parents on a universal scale.
   
   a. The schools take the initiative in surveying or having surveyed the parent education needs in their communities, and take the necessary steps to assist in meeting these needs.

   b. Wherever the system of grade or room mothers serving as liaison persons between the school and its parent education organization is used these liaison persons be given training by the school to prepare them for their roles.

   c. The schools offer to parent education organizations such resources as program aids, consultation services, and library materials.
d. School facilities be made available to parent education organizations wherever this action does not interfere with the regular school program.

3. Schools provide in-service training programs for teachers which would include training in home-school relations.

4. Depending on the size of the school, one or more teachers be given released time to work on school-parent education activities.

5. Consultation service be offered through the schools to parents who need counseling on child behavior problems which are within the realm of a school counselor's competencies.

6. Schools take responsibility for co-ordinating parent activities in the community especially in cities which sponsor an adult education program and where this duty can be assumed by the director of adult education.

7. Every school not having an adult education program endeavor to start one. Schools have an obligation to help adults keep mentally alive and solve their educational problems. Adults who are the beneficiaries of the schools usually become supportive of the school program. An adult education program makes an excellent administrative home for most of the school's parent education activities.

8. The State Department of Education make provision for supervisory services for parent education in elementary schools. This supervision might be provided through the Division of Vocational Education especially if this division were broadened to provide for general adult education services.
9. The Division of Vocational Education of the State Department of Education should offer to subsidize parent education leadership training activities in all schools throughout the state the same as it is doing for Youngstown, Zanesville, Cincinnati, Cleveland, and Toledo.

10. The schools initiate steps to take responsibility for lay leadership training programs such as those presently carried on in (1) cities sponsoring family life education programs, and (2) colleges and universities cooperating with the Ohio Congress of Parents and Teachers in its lay leadership workshop program.

11. Wherever possible schools use the press, radio, and television, as well as other community resources, for interpreting their educational programs to the community.

12. The schools seek the tax-supported colleges and universities special competencies wherever needed in setting up leadership training programs, parent education surveys, in-service training programs, and other programs of this type.

With respect to the tax-supported higher education institutions, it is recommended that --

1. As public schools and other agencies become more active in the field of parent education the tax-supported colleges and universities develop or strengthen their graduate programs in family life education.
2. Each college or university examine its undergraduate teacher training program with a view to increasing its emphasis on home-school relations.

3. A conscious effort be made by the undergraduate teacher education faculty to relate home-school relations theory to class projects and laboratory experiences with the intent of helping the students understand the importance of keeping open the channels of communication between the home and the school.

4. Higher education institutions, through their graduate faculties and departments or bureaus of research, stimulate and conduct research in family life education.

5. The seven colleges and universities continue the present parent education lay-leadership training programs until the public elementary schools are prepared to take over this responsibility. At this time the colleges and universities should concentrate on preparing professional family life educators.

6. The Institute of Family Life Education at Ohio State University consider acting as a clearing house for family life education services and research carried on by the Ohio tax-supported colleges and universities.

7. The colleges and universities continue to give assistance to the public schools in the area of home-school relations, and wherever possible to improve and extend this service.
8. The colleges and universities in their use of educational television include child development and family life education as one of their content areas.
CHAPTER VI
SUMMARY

In this study, the writer was concerned with the roles of Ohio's public elementary schools and tax-supported teacher-training institutions in the important area of parent education. There were two approaches to the problem. One was the historical study of the parent education movement with special reference to Ohio history. The other was the questionnaire study of the practices of the two agencies, both as to actual practices and as to desirable practices as adjudged by competent judges in each agency.

The investigation was conducted to determine the present roles of the educational agencies and to make recommendations for future roles of these institutions. These recommendations have been based upon the judges' findings, the historical study, the literature in the field, and from suggestions of professors working at the university level in one of the areas of family life education.

The Historical Study

No attempt has been made to summarize the entire chapter on the historical study, but the writer has tried to indicate some findings from it of importance to the over-all study.

The parent education movement was lay initiated. The lay people recognized their need for knowledge and they sought the help of
professionals. The professionals and lay groups had difficulty learning how to work together in a field where both groups had attributes to offer each other. This problem has been worked out to a considerable degree through research on lay leaders in parent education.\(^1\) This research has been helpful in defining the lay leader's importance to the parent education field, and also the lay leader's role in relation to the professional leader's role.

A trend which was prevalent in the history was that grants of money gave impetus to parent education work. This was true when the Laura Spelman Rockefeller Memorial funds were available, and also when government funds were available in the emergency period of the 1930's. The Spelman funds provided for research in the field of child development and parent education. They also provided for agencies to have special personnel in parent education, and in the middle 1920's and early 1930's, they provided for a co-ordinating agency (The National Council of Parent Education, now defunct). Other foundations (e.g., Russell Sage Foundation and the Ford Foundation) have provided funds to further parent education research.

Parent education activities related closely to social and economic changes. After the first world war people were searching for answers to their problems. This factor gave momentum to parent education work. The Laura Spelman Rockefeller Memorial funds were available, and also when government funds were available in the emergency period of the 1930's. The Spelman funds provided for research in the field of child development and parent education. They also provided for agencies to have special personnel in parent education, and in the middle 1920's and early 1930's, they provided for a co-ordinating agency (The National Council of Parent Education, now defunct). Other foundations (e.g., Russell Sage Foundation and the Ford Foundation) have provided funds to further parent education research.

\(^1\)Two examples of lay leadership studies were Discovering Lay Leadership in Parent Education conducted by Ruth Andrus and published in 1935 by the University of the State of New York Press, and Mary Shirley's study, Can Parents Educate Each Other? published by the National Council of Parent Education in 1935.
education, and it was at this time that pre-parental education came into being. During the national depression of the 1930's, much attention was given to parent education. Again during the second world war and right afterwards, there was a stress period for families and attention was directed to family life education. During this period, the family life and parent education movement was not as organized as it had been in the 1930's, but the educational institutions were developing programs in family life education, the magazines were filled with lead articles on topics related to parent and family life education, and the White House Conference on Children and Youth stressed the healthy personality of the child. This conference was the first to have a pre-conference and a post-conference to get the citizens of every State involved in the over-all problem of improving conditions for children.

Since 1950, there has been a steady interest in parent education. By that time the National Congress of Parents and Teachers had its expanded parent education program well under way, and in 1951 the Ohio Congress had begun its long-range plan which involved educational institutions in a program of lay leadership training in parent education. Higher education institutions had begun to establish or expand family life education or child study centers, and several comprehensive research studies had been initiated. The general national trends reported for the parent education movement held true for the movement as it applied to Ohio.
In the historical study, it was found that the many activities carried on by the numerous organizations were not well co-ordinated. There was little evidence in the history that individual agencies had tried to define their operational roles in the field. The pattern seemed to be one of autonomy, each agency carrying on certain types of functions which historically had developed in it whether the functions were appropriate for the agency or not. Therefore, there are many duplications and gaps in services in parent education. Some of the agencies (e.g., the public schools and higher education institutions) which were well suited to carry on parent education activities were not assuming this responsibility to any great extent in the majority of states. This was one factor which caused the writer to become interested in conducting the study of the practices of the tax-supported educational agencies in Ohio.

The Questionnaire Study

The public school questionnaire (Form I, practice) was sent to the principals of 300 Ohio schools chosen by the random sampling method. The sample was representative of the relative number of elementary schools in exempted village, city, and county organizations in Ohio. One hundred and eighty-three questionnaires (61 per cent) were returned. This number included 85 county, 88 city, and 10 exempted village schools. The public school questionnaire (Form
II, opinion) was returned by sixteen of the seventeen judges chosen through criteria set up for the study.

The college and university questionnaire (Form I, practice) was sent to the deans of the colleges of education at the nine tax-supported institutions. Each institution returned a questionnaire. The college and university questionnaire (Form II, opinion) was returned by twelve judges chosen through criteria set up for the study.

According to these data, neither the public schools, nor the colleges and universities provided money for the salary of a professional parent educator whose work would include giving parent education leadership in the community. Neither type of institution had faculty members designated to carry on parent education as part of their regular work load. This finding meant that any parent education activities were added to the regular responsibility of each agency's staff. The implication of this finding was evident in the returns from the public schools. The 183 principals who returned the long questionnaire must have had some interest in parent education. A large majority of these respondents checked that they wanted a copy of the results of the study. The investigator received both letters and remarks on the comment sheet of the questionnaire which indicated that the principals were trying to improve their parent education services. Yet the results of the questionnaire study showed that the schools practiced relatively few of the functions listed on the questionnaire. The functions
practiced were mainly those directly connected with the teacher's classroom work (e.g., parent-teacher conferences and preschool orientation programs), or they were functions which took little time (e.g., encouraging citizens to attend school board meetings and encouraging faculty members to attend community meetings), or they had a public relations value for the school (e.g., periodically reporting home-school information through newspapers and keeping the public informed on school legislative issues).

Relatively few services which involved staff time and which were not directly connected with the school program were practiced. There was little evidence that the public schools were giving guidance to lay organizations working with the school, or that they were trying to help parents gain an understanding of child development, or that they were trying to stimulate parent education activities in the community.

The colleges and universities practiced three-fourths of the approved leadership functions listed on their questionnaire. They performed over four-fifths of the approved functions covered on both agencies' questionnaires. However, they practiced less than one-half of the functions directed only to their agency. Of these twenty specific functions, seven had to do with graduate or undergraduate education or educational services to the public schools. Five of these seven functions were approved by the judges, but only two were practiced by the colleges. The higher education institutions
accepted as practices fourteen less functions on the total questionnaire than the judges approved, and they accepted or practiced two functions which were not approved.

It was anticipated that the judges in each agency would accept the majority of the functions, and this was the case. In the study, there was no attempt made to determine the degree the practice was carried out or how it was executed. This is a problem for further study. The investigation did not include a study of the school systems; it is possible that the systems provide some specific services in parent education which the individual schools do not provide. This is an area which should be investigated.

Throughout the study the investigator was aware of the relationship of these educational agencies to the Ohio Congress of Parents and Teachers. A study of the role of the Ohio Congress of Parents and Teachers in parent education as it relates to tax-supported educational agencies should be made.

The recommendations made for the public elementary schools and the tax-supported colleges and universities stressed the importance of these institutions offering parent education services which are in accord with each agency's special facilities and competencies. The recommendations also emphasized the need for the mutual co-operation of these agencies as well as the need for both agencies to strengthen their parent education programs and extend their educational influence into the communities.
APPENDIX A

PUBLIC SCHOOL LETTERS AND QUESTIONNAIRES
October 7, 1957

Mr. Principal,  
School  
_______, Ohio  

Dear Mr. ________:

For some time Ohio's public elementary schools, and tax-supported colleges and universities have shown an interest in parent education. This letter and questionnaire have to do with a study which has as its purpose the determining of the functions or roles of the above mentioned agencies in the field of parent education. The study is being conducted by the undersigned under the direction of Professor Herschel W. Nisonger, Director of the Bureau of Special and Adult Education at Ohio State University.

To ascertain an accurate picture of Ohio's public elementary schools' current practices in parent education, 300 elementary school principals are each being requested to fill in the questionnaire on public school practices and services. It is hoped that you will be willing to cooperate in the study by filling in the enclosed questionnaire.

A summary of the results of the total study will be available to each respondent who wishes a copy.

A self-addressed, stamped envelope is enclosed. Thank you for your cooperation.

Sincerely yours,

Morejane Johnston Hendrickson  
Graduate Student  
Ohio State University  

148 East North Street  
Worthington, Ohio
October 30, 1957

Dear Principal,

You are one of 300 Ohio principals of elementary schools who were mailed, on October 7, 1957, a parent education practice questionnaire, a letter of explanation, and a stamped, self-addressed envelope. At present, approximately one-half of the principals representing exempted village, county and city schools have shared their schools' parent education practices with this investigator. It is hoped that you are planning to return your questionnaire.

Certainly with professional meetings, flu epidemics, and preparation for the holiday season, this fall period has been a busy one for Ohio principals. Yet this study is important for Ohio Schools too. The greater the number of schools reporting their parent education practices, the more valid the results will be. If you have been meaning to fill in the questionnaire, will you please return it to the investigator by November 20?

In case your questionnaire has been mislaid, I am enclosing an extra copy in this letter.

Morejane Johnston Hendrickson
Morejane Johnston Hendrickson
Morejane Johnston Hendrickson
Graduate Student
Ohio State University

158 East North Street
Worthington, Ohio
Public School Practices
Concerning Parent Education

Name of School

For the principals of elementary schools in Ohio:

This questionnaire is being sent to 300 public elementary school principals in Ohio. Each principal is requested to fill in the questionnaire from the administrative viewpoint of his own specific school. There is no expectation that your school does or does not engage in these practices or offer these services. Many of these statements were taken from the literature written on home-school relations. Some of these activities may have a place in a city school whereas they may not be adaptable to a county or exempted village school and vice-versa. A few of these activities you may find to be impractical for any public school system.

For each question, please indicate whether or not your school offers the indicated service by circling the appropriate answer.

\[ Y = \text{Yes} \]
\[ N = \text{No} \]

Remember a No answer is fully as acceptable as a Yes answer. Please keep in mind when you fill in this questionnaire that just practices and services assumed as a responsibility by your school and not by your school's parent-teacher association should be checked Yes. The primary purpose of this questionnaire is to determine the current practices of the public elementary schools. There is a space for any comments at the end of the questionnaire.

Example:

Our School: (Each principal should answer for his specific school).

\[ Y \] 1. Furnishes discussion leaders for lay groups on topics related to child development.
If your school offers this service, encircle Y as indicated. If not, circle N.
Our school: (Each principal should answer for his specific school.)

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provides secretarial help to teachers who are contacting parents for conferences, preparing letters to parents, or working on other home-school communications.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Has a program for helping each teacher gain insights into the type of work done by the visiting teachers, school nurse, and other special personnel who have direct contact with the home.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Has an in-service training program in home-school relations.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grants released time to teachers who have specific parent education responsibilities.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Furnishes faculty members with information which would help them gain in understanding the educational needs of the families in the community.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Presents radio and television programs on topics related to child development.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Provides periodic information on home-school matters for dissemination to the public by newspapers.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Provides periodic information on home-school matters for dissemination to the public by radio and television.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Keeps the public informed on legislative issues related to school development and improvement.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gives formal recognition to the PTA unit as the only official lay organization designated to work with our school.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Furnishes assistance to lay groups in the selection and use of audio-visual materials on parent education.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Furnishes speakers and resource people for lay groups on topics related to child development.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Furnishes bibliographies and lists of pamphlets to lay groups on topics related to child development.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Furnishes audio-visual materials on topics related to child development and home-school relations to lay groups within its service area.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Provides a statement of policy setting the boundary limits for lay organizations working in close association with the school.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Encourages staff members to attend meetings where they can assist in creating better lay-professional cooperation and understanding (e.g., P.T.A., citizens' councils).</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Provides an official representative to the organized community council which represents the majority of community agencies.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Encourages staff members to serve on committees which are outside of the school's jurisdiction but are aimed at improving community conditions.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Provides a baby sitting service to parents who are participating in a parent education activity sponsored by the school.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Invites parents to planned educational experiences (e.g., exhibits, openhouses, demonstrations) designed to inform them about the school program.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Informs parents of the reasons behind all major curriculum changes.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Distributes pamphlets on child growth and development to parents.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Encourages parents to form special interest groups (e.g., special class parents' clubs, mothers' study groups, bad parents') to help strengthen and develop special interest areas.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Provides a pre-school or kindergarten orientation program for parents who are sending their children for their first school experience.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Provides a meeting room for:</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Provides classes which would aid parents in understanding child growth and development.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Uses personal methods (e.g., letters, telephone calls) in encouraging parents to attend activities planned for them at the school.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Provides counseling service to parents whose children are having serious problems in school.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Uses the parents in non-teaching roles in operating the school program (e.g., as playground or lunchroom supervisors).</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Provides a parent education section of the school library for parents.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Invites parents to act as chaperones at school functions or drivers on field trips.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Organizes parent study groups for the purpose of coordinating aspects of child development.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Furnishes parents with the opportunity to participate in evaluations made of the home-school relations program.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Provides parents with printed information on routine ways that they can cooperate with the school in order to insure a pleasant experience for their children (e.g., school supplies needed, arrival and departure time, lunchtime regulations, homework policies, etc.).</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Provides opportunities where lay people have occasion to work with teachers and administrators in making suggestions about the school curriculum.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Secures lay citizens' suggestions concerning the school curriculum through questionnaires, group discussions, and similar methods.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Seeks to develop a two-way communication system between the school and the home through planned discussion periods with lay and professional people at room meetings, citizen council meetings, and other such group meetings.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Encourages citizens to attend school board meetings.</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Furnishes a clearhouse in which all agencies in the school's service area working in parent education can exchange information about each other's offerings and activities.</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Promotes or carries out home-school community studies of the educational needs of the community.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Designates a school administrator to sit in an advisory capacity to lay organizations working with the school.</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Provides the services of a teacher to work with a group of lay leaders as an occasional consultant.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Endeavors to get articles on the school's experiments and innovations in parent education published in professional journals.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Provides money from the school budget to defray part or all of the salary of a professional parent educator whose main responsibility is to train lay leaders in parent education and coordinate parent education activities in the community.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Furnishes concise lists of purposeful activities which have educational value for both lay organizations and the school, to be given to parent organizations seeking worthwhile projects.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Provides the services of a teacher to assist leader-trainers of a group of parents being developed as leaders of parent groups.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Provides frequent evaluation of the home-school relations program of the school.</td>
<td></td>
</tr>
</tbody>
</table>
Y N 48. Provides money from the school budget to finance part or all of a school sponsored parent education program.

Y N 49. Uses parent teacher conferences for reporting pupil's progress either with or without the addition of written reports.

Y N 50. Encourages teachers to make regular home visits.

Has your school been requested to hold a lay leadership training workshop which has as a purpose providing lay leaders with knowledge and skills to establish and operate parent study groups? If not, place a check here —— and omit questions 51 - 55. If so, did your institution ——.

Y N 51. Hold the workshop?

Y N 52. Furnish space for such a workshop, but not assume responsibility for planning or staffing it?

Y N 53. Furnish a staff person who assisted the individuals or organizations in developing plans for the workshop?

Y N 54. Refer the individuals or organizations who made this request to another institution or agency which could assist them?

Y N 55. Take the position that such a request is outside of the school's educational responsibility?

Name of person filling
in the questionnaire

Present position

Date

Check here if you would like a copy of the results of this study ——.
October 7, 1957

Mr. ____________________________________________
City Superintendent of Schools
________________________, Ohio

Dear Mr. __________________:

This letter is written to ask you to be a judge for a parent education study being conducted as part of the requirements for the Doctor of Philosophy degree at Ohio State University. It is under the direction of Professor Herschel W. Nisonger, Director of the Bureau of Special and Adult Education.

As a judge on the part of the study which deals with Ohio's public elementary school's practices and services concerning parent education, you are requested to fill in the enclosed opinion questionnaire.

The results of the total study which includes functions or roles of Ohio's tax-supported colleges and universities and public elementary schools will be available to each respondent who wishes a copy.

A self-addressed, stamped envelope is enclosed. Thank you for your co-operation.

Sincerely yours,

Norejane Johnston Hendrickson
Graduate Student
Ohio State University

148 East North Street
Worthington, Ohio
October 29, 1957

Mr.
City Superintendent of Schools
_______________, Ohio

Dear Mr._______________:

On October 7, 1957, you were mailed a letter inviting you to be a judge for a parent education study being conducted by the undersigned under the direction of Professor Herschel W. Nisonger at Ohio State University.

As a judge, for the study, you were requested to fill in an opinion questionnaire on parent education practices and services in Ohio Public Elementary Schools. If you plan to fill in the above-mentioned questionnaire, will you please return it to the investigator by November 15?

Sincerely yours,

Norejane Johnston Hendrickson
148 East North Street
Worthington, Ohio
Public School Practices
Concerning Parent Education

This opinion questionnaire is being sent to twelve judges in the Ohio public schools. Each judge is asked to help answer the question: "What should be the function (role) of Ohio's public elementary schools in parent education?"

You are asked to give your opinion concerning practices and services which might be undertaken to further parent education. Will you please indicate your best judgment by circling the code letter in front of each statement which most nearly corresponds to your opinion about the practice described? Please keep in mind that you are being asked about the school's responsibility for practices and services and not its parent-teacher association's responsibility. There is a space for any comments at the end of the questionnaire.

You are requested to select one of the following answers for each question in the questionnaire. Examples are given below.

Choices: The Ohio public elementary schools:

Y -- Yes, should offer the service or engage in the practice.

N -- No, should not offer the service nor engage in the practice.

U -- Uncertain as to whether the public elementary schools should offer the service or engage in the practice.

Examples:

Should the Ohio public elementary schools:

Y N U 1. Furnish discussion leaders for lay groups on topics related to child development.

If you agree that such a service should be provided, you would circle Y as indicated.

Y N U 2. Depend on the parent-teacher association or organization to accept the major responsibility for the home-school relations program carried on by the school.

If you agree that such a practice should be engaged in, you would circle N as indicated.
| 1. | Provide secretarial help to teachers who are contacting parents for conferences, preparing letters to parents, or working on other home-school communications. | N |
| 2. | Have a program for helping each teacher gain insight into the type of work done by the visiting teachers, school nurses, and other special personnel who have direct contact with the home. | Y |
| 3. | Have an in-service training program in home-school relations. | Y |
| 4. | Grant released time to teachers who have specific parent education responsibilities. | N |
| 5. | Furnish faculty members with information which would help them gain in understanding the educational needs of the families in the community. | N |
| 6. | Present educational radio and television programs on topics related to child development. | Y |
| 7. | Provide periodic information on home-school matters for dissemination to the public by newspapers. | Y |
| 8. | Provide periodic information on home-school matters for dissemination to the public by radio and television. | N |
| 9. | Keep the public informed on legislative issues related to school development and improvement. | N |
| 10. | Give formal recognition to the Parent-Teacher Association (Ohio Congress) as the only official lay organization designated to work with the schools. | N |
| 11. | Furnish assistance to lay groups in the selection and use of audio-visual materials on parent education. | N |
| 12. | Furnish speakers and resource people for lay groups on topics related to child development. | N |
| 13. | Furnish bibliographies and lists of pamphlets to lay groups on topics related to child development. | N |
| 14. | Furnish audio-visual materials on topics related to child development and home-school relations to lay groups within its service area. | N |
15. Provide a statement of policy setting the boundary limits for lay organizations working in close association with the school.

16. Encourage staff members to attend meetings where they can assist in creating better lay-professional cooperation and understanding (e.g., P.T.A., citizens' councils).

17. Provide an official representative to the organized community council which represents the majority of community agencies.

18. Encourage staff members to serve on committees which are outside of the school's jurisdiction but are aimed at improving community conditions.

19. Provide a baby sitting service to parents who are participating in a parent education activity sponsored by the school.

20. Invite parents to planned educational experiences (e.g., exhibits, open houses, demonstrations) designed to inform them about the school program.

21. Inform parents of the reasons behind all major curriculum changes.

22. Distribute pamphlets on child growth and development to parents.

23. Encourage parents to form special interest groups (e.g., special class parents' clubs, mothers' study groups, band parents) to help strengthen and develop special interest areas.

24. Provide a pre-school or kindergarten orientation program for parents who are sending their children for their first school experience.

25. Provide a meeting room for:

   A. Parents interested in participating in study group and unit meetings.
   
   B. Parents being trained as group leaders in parent education.

26. Provide classes which would aid parents in understanding child growth and development.
27. Use personal methods (e.g., letters, telephone calls) in encouraging parents to attend activities planned for them at the school.

28. Provide counseling service to parents whose children are having serious problems in school.

29. Use the parents in non-teaching roles in operating the school program (e.g., as playground or lunchroom supervisors).

30. Provide a parent education section of the school library for parents.

31. Invite parents to act as chaperones at school functions or drivers on field trips.

32. Organize parent study groups for the purpose of studying aspects of child development.

33. Furnish parents with the opportunity to participate in evaluations made of the home-school relations program.

34. Provide parents with printed information on routine ways that they can cooperate with the school in order to insure a pleasant experience for their children (e.g., school supplies needed, arrival and departure time, lunch-time regulations, homework policies, etc.).

35. Provide opportunities where lay people have occasion to work with teachers and administrators in making suggestions about the school curriculum.

36. Secure lay citizens' suggestions concerning the school curriculum through questionnaires, group discussions, and similar methods.

37. Seek to develop a two-way communication system between the school and the home through planned discussion periods with lay and professional people at room meetings, citizen council meetings, and other such group meetings.

38. Encourage citizens to attend school board meetings.

39. Furnish a clearing house in which all agencies in the school's service area working in parent education can exchange information about each other's offerings and activities.
YNU 40. Promote or carry out home-school community studies of the educational needs of the community.

YNU 41. Designate a school administrator to act in an advisory capacity to lay organizations working with the school.

YNU 42. Provide the services of a teacher to work with a group of lay leaders as an occasional consultant.

YNU 43. Endeavor to get articles on the school's experiments and innovations in parent education published in professional journals.

YNU 44. Provide money from the school budget to defray part or all of the salary of a professional parent educator whose main responsibility would be to train lay leaders in parent education and coordinate parent education activities in the community.

YNU 45. Furnish concise lists of purposeful activities which would have educational value for both lay organizations and the school, to be given to lay organizations seeking worthwhile projects.

YNU 46. Provide the services of a teacher to act as leader-trainer of a group of parents being developed as leaders of parent groups.

YNU 47. Provide frequent evaluation of the home-school relations program of the school.

YNU 48. Provide money from the school budget to finance part or all of a school sponsored parent education program.

YNU 49. Use parent teacher conferences for reporting pupil's progress either with or without the addition of written reports.

YNU 50. Encourage teachers to make regular home visits.

If Ohio's public elementary schools are requested to hold lay leadership training workshops which have as a purpose providing lay leaders with knowledge and skills to establish and operate parent study groups, should they ---

YNU 51. Hold the workshop?

YNU 52. Furnish space for such a workshop, but not assume responsibility for planning or staffing it?
Y N U 53. Furnish a staff person to assist the individuals or organizations in developing plans for the workshop?

Y N U 54. Refer the individuals or organizations who made this request to another institution or agency which could assist them?

Y N U 55. Take the position that such a request is outside of the school's educational responsibility?

Name of person filling in this questionnaire_____________________

Present position______________________________________________

Date_____________________

Check here if you would like a copy of the results of this study____.

Comments:
APPENDIX B

COLLEGE AND UNIVERSITY LETTERS AND QUESTIONNAIRES
Dr.
Head of Teacher Education
University of __________
_____________, Ohio

Dear Dr. ______________:

This letter and the questionnaire which accompanies it are being sent to the Heads of Teacher Education in the Ohio tax-supported colleges and universities as listed in the Educational Directory, 1955-56. Each Head is being requested to give this questionnaire to the faculty member on his staff who he feels is qualified to report information on parent education practices and services at his institution.

This parent education study is being conducted as part of the requirement for the Doctor of Philosophy degree at Ohio State University. It is under the direction of Professor Herschel W. Nisonger, Director of the Bureau of Special and Adult Education.

The main purpose of the study is to determine the present parent education functions or roles of Ohio's tax-supported colleges and universities and public elementary schools.

The results of the study will be available to each respondent who wishes a copy. Since there are a limited number of tax-supported institutions of higher education in Ohio, it is hoped that each of the institutions will cooperate so that this part of the study will have high validity.

A self-addressed, stamped envelope is enclosed. Thank you for your cooperation.

Sincerely yours,

Norejane Johnston Hendrickson
Graduate Student
Ohio State University

148 East North Street
Worthington, Ohio
October 29, 1957

Dr.
Head of Teacher Education
University of ________________, Ohio

Dear Dr. ______________:

On October 7, 1957, a parent education practice questionnaire, a letter of explanation, and a stamped, self-addressed envelope was sent to each of the nine tax-supported colleges or universities in Ohio.

At present, seven institutions have returned the questionnaires. It is hoped that all of these institutions will participate in the study so that the findings will be meaningful.

If you have requested a staff person from your university to fill in the parent education practice questionnaire, will you ask him to return it to the investigator by November 15?

In case your questionnaire has been mislaid, I am enclosing another copy.

Sincerely yours,

Norejane Johnston Hendrickson
148 East North Street
Worthington, Ohio
College and University Practices
Concerning Parent Education

College or University __________________________________________

This questionnaire is being sent to tax-supported institutions of higher education in Ohio which are approved for teacher training. It calls for information about your college or university's current practice concerning various aspects of parent education. There is no expectation that your college does or does not engage in these practices or offer these services. Many of these statements were adapted from the literature on home-school relations. Some of these activities may have a place in a college or university program and others may not.

For each question, please indicate whether your college offers the indicated service by circling the appropriate answer.

Y --- Yes
N --- No
U --- Uncertain

Remember a No answer is fully as acceptable as a Yes answer. It is hoped that the answer Uncertain will be used only on those statements that ask for information which cannot be ascertained. The primary purpose of the questionnaire is to determine current practices of the colleges and universities. There is a space for any comments at the end of the questionnaire.

Example:

Our college or university:

Y N U 1. Furnishes discussion leaders for lay groups on topics related to child development.

If your college or university offers this service, encircle Y as indicated, if not, encircle N. If the information is not available to you circle U.
Our college or university:

Y N U 1. Offers a major in parent education at the doctoral level which prepares parent education specialists to take positions with school systems, community organizations, churches and other agencies.

Y N U 2. Same as 1, but at the master's level.

Y N U 3. Same as 1, but at the bachelor's level.

Y N U 4. Includes at least one required course in the elementary teacher training curriculum where undergraduate students study home-school relations.

Y N U 5. Includes at least one parent education course as part of the required undergraduate program of students in elementary teacher training.

Y N U 6. Includes at least one required course in the elementary teacher training curriculum where undergraduate students work with parents under professional supervision.

Y N U 7. Keeps the public informed of forum series, dramatic events and musical events offered by the college or university and open to the public.

Y N U 8. Keeps the public informed on legislative issues related to school development and improvement.

Y N U 9. Presents educational radio and television programs on topics related to child development.

Y N U 10. Provides periodic information on home-college-community matters for dissemination to the public by newspapers.

Y N U 11. Provides periodic information on home-college-community matters for dissemination to the public by radio and television.

Y N U 12. Provides professional assistance to public schools in their in-service training programs in home-school relations.

Y N U 13. Furnishes public schools with research findings to help them in their home-school relations programs.

Y N U 14. Offers a seminar to staff members of nearby public schools on problems in home-school relations.
15. Makes available a list of professional people who speak to lay groups on topics related to child development.

16. Furnishes assistance to lay groups in the selection and use of audio-visual materials on parent education.

17. Provides a film-lending service to lay organizations within its service area.

18. Provides library service to lay organizations working in parent education.

19. Furnishes bibliographies and lists of pamphlets to lay groups on topics related to child development.

20. Makes pamphlets on child growth and development available to lay groups free or at a nominal cost.

21. Makes available to lay organizations working in parent education a statement of services offered to them through the college or university facilities.

22. Encourages staff members to serve on off-campus committees aimed at improving community conditions.

23. Provides an official representative to the organized community council which represents the majority of the community agencies.

24. Encourages staff members to attend meetings where they can assist in creating better lay-professional cooperation and understanding (e.g., citizen's councils).

25. Invites parents to planned educational experiences (e.g., exhibits, open houses, and demonstrations) designed to inform them about the college program.

26. Sponsors teas and other social activities to give parents a special opportunity to visit the campus.

27. Sponsors a voluntary orientation program for parents of freshmen and transfer students so that they might get acquainted with the college or university's offerings, opportunities, and services.

28. Promotes the organization of college or university parent groups designed to help parents understand the college student, his program, and problems.

29. Provides classes which would aid parents in understanding child growth and development.
30. Provides a meeting room for:

Y N U  A. Parents being trained as leaders of lay groups in parent education.

Y N U  B. Non-university parents interested in participating in study groups.

Y N U  C. Parents participating in organized college or university study groups.

Y N U  31. Uses personal methods (e.g., letters, telephone calls) in encouraging parents to attend activities planned for them on campus.

Y N U  32. Provides counseling service to parents whose children are having serious problems in college.

Y N U  33. Provides opportunities for public school administrators, teachers, and lay people to work with college instructors in improving public school education.

Y N U  34. Secures lay citizen's suggestions for teacher training through questionnaires, group discussions, and similar methods.

Y N U  35. Seeks the assistance of public school administrators and teachers in revising the teacher education program so as to improve the new teacher's on-the-job participation in home-school relations.

Y N U  36. Stimulates community organizations (e.g., P.T.A., A.A.U.W.) to carry out or assist with projects on better home-school-community relations.

Y N U  37. Furnishes a clearing house in which agencies in the institutions service area working in parent education can exchange information about each other's offerings and activities.

Y N U  38. Encourages school administrators to act in an advisory capacity to lay organizations working in close relation to the schools.

Y N U  39. Promotes or carries out home-school-community studies of the educational needs of the community.

Y N U  40. Encourages faculty members to publish articles on their college experiments and innovations in parent education in professional journals.
Y N U 41. Provides the services of an instructor to work with a group of lay leaders as an occasional consultant.

Y N U 42. Provides all or part of the salary of a professional parent educator whose main responsibility is to train lay leaders in parent education, work as a consultant with the public schools, and coordinate parent education activities in the community.

Y N U 43. Designates a faculty person to act in an advisory capacity to lay organizations working in close relation to the public schools.

Y N U 44. Delegates one or more professional persons to be in charge of parent education as part of his (their) regular work load.

Y N U 45. Provides the services of an instructor to act as leader-trainer of a group of parents being developed as discussion leaders for parent groups.

Has your college or university been requested to hold a lay leadership training workshop which has as a purpose providing lay leaders with knowledge and skills to establish and operate parent study groups? If not, place a check here ___ and omit questions 46-50. If so, did your institution ____

Y N U 46. Hold the workshop?

Y N U 47. Furnish space for such a workshop, but not assume responsibility for planning or staffing it?

Y N U 48. Furnish a staff person who assisted the individuals or organizations in developing plans for the workshop?

Y N U 49. Refer the individuals or organizations who made this request to another institution or agency which could assist them?

Y N U 50. Take the position that such a request was outside of the college or university's educational responsibility?

Name of person filling in this questionnaire________________________

Present position____________________________________________________

Date________________________

Check here if you would like a copy of the results of this study ____.

-5-
Comments:
October 7, 1957

Dr. __________
Professor, School of __________
_________ University
_________, Ohio

Dear Dr. __________:

This letter is written to ask you to be a judge for a parent education study being conducted as part of the requirement for the Doctor of Philosophy degree at Ohio State University. It is under the direction of Professor Herschel W. Nisonger, Director of the Bureau of Special and Adult Education.

As a judge on the part of the study which deals with Ohio's tax-supported colleges and universities' practices and services, you are requested to fill in the enclosed opinion questionnaire.

The results of the total study, which covers functions or roles of Ohio's tax-supported colleges and universities and public elementary schools will be available to each respondent who wishes a copy.

A self-addressed, stamped envelope is enclosed. Thank you for your cooperation.

Sincerely yours,

Norejane Johnston Hendrickson
Graduate Student
Ohio State University
1148 East North Street
Worthington, Ohio
October 29, 1957

Dr.
Professor, School of
________________ University
________________, Ohio

Dear Dr. ______________:

On October 7, 1957, you were mailed a letter inviting you to be a judge for a parent education study being conducted by the undersigned under the direction of Professor Herschel W. Nisonger.

As a judge, for the study, you were requested to fill in an opinion questionnaire on parent education practices and services in Ohio's tax-supported colleges and universities. If you plan to fill in the above-mentioned questionnaire, will you please return it to the investigator by November 15?

Sincerely yours,

Norejane Johnston Hendrickson
148 East North Street
Worthington, Ohio
This opinion questionnaire is being sent to twelve judges in institutions of higher education in Ohio. These judges represent disciplines related to the field of parent education. Each judge is asked to help answer the question: "What should be the function (role) of Ohio's tax-supported colleges and universities in parent education?"

You are asked to give your opinion concerning practices and services which might be undertaken to further parent education. Will you please indicate your best judgment by circling the code letter in front of each statement which most nearly corresponds to your opinion about the practice described? There is a space for any comments at the end of the questionnaire.

You are requested to select one of the following answers for each question in the questionnaire. Examples are given below.

**Choices: Ohio's tax-supported colleges and universities:**

- **Y** - Yes, should offer the service or engage in the practice.
- **N** - No, should not offer the service nor engage in the practice.
- **U** - Uncertain as to whether the colleges or universities should offer the service or engage in the practice.

**Examples:**

Should Ohio's tax-supported colleges and universities:

- **Y**  
  1. Furnish discussion leaders for lay groups on topics related to child development.

  If you agree that such a service should be provided, you would circle **Y** as indicated.

- **Y**  
  2. Organize lay study groups for the purpose of studying aspects of child growth and development.

  If you agree that such a practice should not be engaged in, you would circle **N** as indicated.
Should Ohio's tax-supported colleges and universities:

Y N U 1. Offer a major in parent education at the doctoral level which prepares parent education specialists to take positions with school systems, community organizations, churches and other agencies.

Y N U 2. Same as 1, but at the master's level.

Y N U 3. Same as 1, but at the bachelor's level.

Y N U 4. Include at least one required course in the elementary teacher training curriculum where undergraduate students study home-school relations.

Y N U 5. Include at least one parent education course as part of the required undergraduate program of students in elementary teacher training.

Y N U 6. Include at least one required course in the elementary teacher training curriculum where undergraduate students work with parents under professional supervision.

Y N U 7. Keep the public informed of forum series, dramatic events and musical events offered by the college or university and open to the public.

Y N U 8. Keep the public informed on legislative issues related to school development and improvement.

Y N U 9. Present educational radio and television programs on topics related to child development.

Y N U 10. Provide periodic information on home-college-community matters for dissemination to the public by newspapers.

Y N U 11. Provide periodic information on home-college-community matters for dissemination to the public by radio and television.

Y N U 12. Provide professional assistance to public schools in their in-service training programs in home-school relations.

Y N U 13. Furnish public schools with research findings to help them in their home-school relations programs.

Y N U 14. Offer a seminar to staff members of nearby public schools on problems in home-school relations.
Y N U 15. Make available a list of professional people who speak to lay groups on topics related to child development.

Y N U 16. Furnish assistance to lay groups in the selection and use of audio-visual materials on parent education.

Y N U 17. Provide a film-lending service to lay organizations within its service area.

Y N U 18. Provide library service to lay organizations working in parent education.

Y N U 19. Furnish bibliographies and lists of pamphlets to lay groups on topics related to child development.

Y N U 20. Make pamphlets on child growth and development available to lay groups free or at a nominal cost.

Y N U 21. Make available to lay organizations working in parent education a statement of services offered to them through the college or university facilities.

Y N U 22. Encourage staff members to serve on off-campus committees aimed at improving community conditions.

Y N U 23. Provide an official representative to the organized community council which represents the majority of the community agencies.

Y N U 24. Encourage staff members to attend meetings where they can assist in creating better lay-professional cooperation and understanding (e.g., citizen's councils).

Y N U 25. Invite parents to planned educational experiences (e.g., exhibits, open houses, and demonstrations) designed to inform them about the college program.

Y N U 26. Sponsor teas and other social activities to give parents a special opportunity to visit the campus.

Y N U 27. Sponsor a voluntary orientation program for parents of freshmen and transfer students so that they might get acquainted with the college or university's offerings, opportunities, and services.

Y N U 28. Promote the organization of college or university parent groups designed to help parents understand the college student, his program, and problems.

Y N U 29. Provide classes which would aid parents in understanding child growth and development.
30. Provide a meeting room for:

Y N U  A. Parents being trained as leaders of lay groups in parent education.

Y N U  B. Non-university parents interested in participating in study groups.

Y N U  C. Parents participating in organized college or university study groups.

Y N U  31. Use personal methods (e.g., letters, telephone calls) in encouraging parents to attend activities planned for them on campus.

Y N U  32. Provide counseling service to parents whose children are having serious problems in college.

Y N U  33. Provide opportunities for public school administrators, teachers, and lay people to work with college instructors in improving public school education.

Y N U  34. Secure lay citizens' suggestions for teacher training through questionnaires, group discussions, and similar methods.

Y N U  35. Seek the assistance of public school administrators and teachers in revising the teacher education program so as to improve the new teacher's on-the-job participation in home-school relations.

Y N U  36. Stimulate community organizations (e.g., P.T.A., A.A.U.W.) to carry out or assist with projects on better home-school-community relations.

Y N U  37. Furnish a clearing house in which agencies in the institution's service area working in parent education can exchange information about each other's offerings and activities.

Y N U  38. Encourage school administrators to act in an advisory capacity to lay organizations working in close relation to the schools.

Y N U  39. Promote or carry out home-school-community studies of the educational needs of the community.

Y N U  40. Encourage faculty members to publish articles on their college experiments and innovations in parent education in professional journals.
Y N U 41. Provide the services of an instructor to work with a group of lay leaders as an occasional consultant.

Y N U 42. Provide all or part of the salary of a professional parent educator whose main responsibility would be to train lay leaders in parent education, work as a consultant with the public schools, and coordinate parent education activities in the community.

Y N U 43. Designate a faculty person to act in an advisory capacity to lay organizations working in close relation to the public schools.

Y N U 44. Delegate one or more professional persons to be in charge of parent education as part of his (their) regular work load.

Y N U 45. Provide the services of an instructor to act as leader-trainer of a group of parents being developed as discussion leaders for parent groups.

If Ohio's tax-supported colleges and universities are requested to hold lay leadership training workshops which have as a purpose providing lay leaders with knowledge and skills to establish and operate parent study groups, should they --

Y N U 46. Hold the workshop?

Y N U 47. Furnish space for such a workshop, but not assume responsibility for planning or staffing it?

Y N U 48. Furnish a staff person to assist the individuals or organizations in developing plans for the workshop?

Y N U 49. Refer the individuals or organizations who made this request to another institution or agency which could assist them?

Y N U 50. Take the position that such a request is outside of the college or university's educational responsibility?

Name of judge: __________________________________________________________

Present position: ________________________________________________________

Date: __________________________________________________________________

Check here if you would like a copy of the results of this study __________
BIBLIOGRAPHY

Books


The Improvement of Education. Fifteenth Yearbook, Department of Superintendence: National Education Association, 1937.


Articles


Reports, Study Guides, and Newsletters

The Newsletter of the Council on Co-operation in Teacher Education,

The Ohio Child Conservation League, Study Guide, Ohio Child Conservation
League, 1950.

Ohio Children and Youth at the Midcentury, Report of the Ohio Commiss-
ion on Children and Youth. Columbus, Ohio: American Education
Press, 1951.

Reports and Evaluation of College and University Parent Workshops.
Workshop Evaluation Committee, Ohio Congress of Parents and

Unpublished Materials

"A Guide for Selecting Child Care Facilities in Columbus and Franklin
County," Columbus, Ohio: Council of Social Agencies, 1956.

Kolvisto, Helmi, "The Role of the Home Economics Teacher in the Educa-
tion of Slow Learning Girls in Ohio Public Secondary Schools with
Implications for Teacher Education" (unpublished doctoral disserta-
tion, Ohio State University, 1954).

Memorandum on a Program for the National Council of Parent Education,
Part B, "The Founding and Development of the National Council of
Parent Education," Prepared by Ralph P. Bridgman, Executive Director
of the Council, December 1936. (Typed report in the files of
Dr. Esther McGinnis.)

Minutes of the Meeting of the Governing Board of the National Council
of Parent Education, Inc., held in the Palmer House, Chicago,
Illinois, February 7, 1937. (Typed report in the files of Dr.
Esther McGinnis.)

Report of the Director to the Governing Board for the First Half of the
Year, October 1, 1935-September 30, 1936. National Council of
Parent Education, Inc. (A typed report in the files of Dr. Esther
McGinnis.)

Interview

Ohio State University. Personal interview with Dr. Esther McGinnis,
Professor, School of Home Economics. December 18, 1957.
I, Norejane Johnston Hendrickson, was born in Coudersport, Pennsylvania. My secondary school education was received in the Coudersport Public Schools. My undergraduate training was received at Mansfield State Teachers College, Mansfield, Pennsylvania, which granted me a Bachelor of Science degree in 1943. During the next five-year period, I taught home economics at North East High School, North East, Pennsylvania.

From Michigan State University, I received the Master of Arts degree "with distinction," in 1951. While in residence there I had a graduate assistantship in the Home Management-Child Development Department of The School of Home Economics.

My teaching experience at the university level has been mainly in child development. I was an instructor in The School of Home Economics at Ohio State University for three years. Before teaching at Ohio State University I was on the staff at Simmons College.

In 1953-54, I was appointed University Scholar at Ohio State University. Since 1953 I have been combining the duties of a wife and mother with a limited amount of service in the field.