

To improve parental understanding of the social and emotional needs of the child and youth in general.

To improve parent-child relationships in the home.

To improve pupil attitudes by improvement of the parental attitudes.

Implementation

The project was conducted from January 31 through June 17, 1966, in 14 adult schools, 11 senior high schools, and 14 junior high schools. One junior high school held two classes, one in the afternoon and one in the evening.

Participants included 810 women and 202 men of Negro, Mexican, Caucasian, and Oriental descent with a broad range of educational backgrounds. They were parents of children whose ability levels ranged from low achievers to the college capable.

Classes for 20 parents were held in two nonpublic schools.

Activities

Staff activities.—The staff recruited pupils actively through publicity and by visiting community organizations. The staff attended five inservice education meetings to learn more about basic needs of children, secondary school curriculum, methods of instruction, family and community life in disadvantaged areas, new services, recruitment problems, and methods of evaluation.

Pupil activities.—Parent discussion groups brought neighbors together for the first time. Some parents learned how to communicate openly and meaningfully with their families. Several newly arrived immigrants learned about local schools.

Outcomes.—Twenty-two classes were conducted with a total semester attendance of 243 parents.

Sixty-two percent of parents indicated a gain in better understanding of the educational program designed for their child.

Sixty-five percent of the parents reported that they had visited their child's school in a 4-month period.

Three out of four parents reported an improved understanding of the social and emotional needs of their children and of youth in general.

The parent education classes discussed methods of improving parent-pupil relations and how to change pupil attitudes by improving parent attitudes.

Four out of five parents said they would attend a similar class next semester and would bring a friend.

Conclusions

A majority of the parents taking part in the project reported that they had gained a better understanding of their child's educational program and enjoyed the opportunity to discuss topics about pupil-parent relationships and attitudes.

Parents indicated that they would support and attend this type of class in the future.

Mr. QUIE. Here is one of the places where we have to look as to how the Federal Government is going to assist.

I know you are addressing yourself as to how far the Federal Government should direct this. I know you are addressing that, Mr. Howe. But I think we, as Congressmen, must look at the success of these programs, also.

Let me ask you a few more questions, if I may.

If any of my colleagues feel I am taking too long and want to question, just ask me to yield.

Mrs. GREEN. Before we depart entirely from the Teacher Corps, do you have the Higher Education Act before you?

What does section 504 provide?

Mr. HOWE. We will get it.

Mrs. GREEN. It seems to me that it would give you the exact same thing as in the Teacher Corps. That is, without the label on it.

Mr. HOWE. I am sorry, I don't have that here.

Mrs. GREEN. The Commissioner is authorized to make grants or contracts with State or local education agencies, institutions of higher