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*Mid-cent. White House Conf. on Children and Youth
Iowa Commission*

Progress Report of the Committee on the Family

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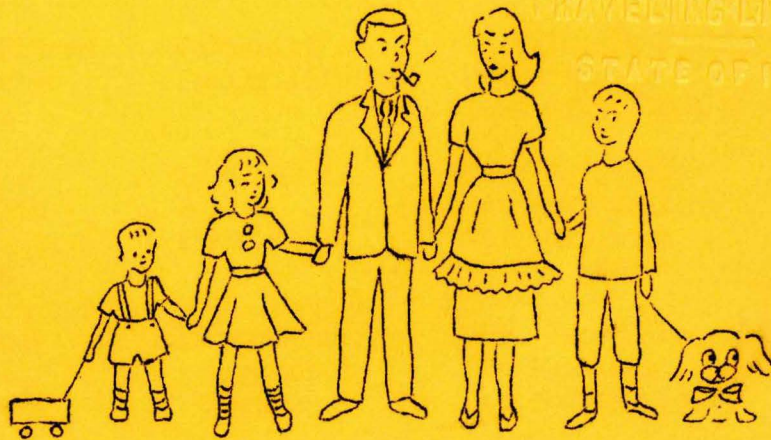
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IOWA COMMISSION ON CHILDREN AND YOUTH

Progress Report
of the
COMMITTEE ON THE FAMILY

October 1950



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of
COMMITTEE ON THE FAMILY

1950-1951

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Mrs. Frank P. Abraham Mount Pleasant, Iowa	American Legion Auxiliary	Miss Mary Gaugh Box 863 Spencer, Iowa	Public Child Welfare Services
Mrs. W. W. Bond 3333 Grand Avenue Des Moines, Iowa	Planned Parent- hood League	Mrs. Dagmar Hamilton 2839 - 35th Street Des Moines, Iowa	State League of Women Voters
Rev. Chas. Buckwalter Humboldt, Iowa	Iowa Legis- lative Council	*Mrs. Olive Holliday State Teachers College Cedar Falls, Iowa	Economic Aspects of Self- supporting Families
Robert C. Crook 302 Kresge Building Seventh and Walnut Des Moines, Iowa	American Legion Child Welfare Committee	*Dr. Elizabeth E. Hoyt Iowa State College Ames, Iowa	Economic Aspects of Self-support- ing Families
*Dr. W. Marston DePoister Grinnell College Grinnell, Iowa	Community Resources	Rev. H. Lee Jacobs Fort Dodge, Iowa	Iowa Council on Family Relations
Miss Dorothea Diers Wartburg College Waverly, Iowa	Youth Committee of the Commission	Miss Agnes McCreery Family Society Flynn Building Des Moines, Iowa	Private Family Agencies
Rev. R. J. Eilers Box 682 Alden, Iowa	Iowa Legis- lative Council	*Dr. Paulena Nickell Iowa State College Ames, Iowa	Home management
Mrs. Myrtle M. Eldred 209 Tonawanda Drive Des Moines, Iowa	Columnist on Family Life	*Dr. Vincent Nowlis University of Iowa Iowa City, Iowa	Parent-Child Relationships
Mrs. M. Opal Fore Iowa Mental Health Authority Des Moines, Iowa	Iowa Mental Health Authority	*Dean Carl Reuss Wartburg College Waverly, Iowa	Dependent Families
*Dr. David Fulcomer Dept. of Sociology Iowa State College Ames, Iowa	Provisions for Dependent Families	Mrs. James Shannahan 805 Buchanan Des Moines, Iowa	State P.T.A.
Willard O. Fuller City Health Dept. Des Moines, Iowa	Housing	*Dr. Ruth Updegraff Child Welfare Research Station University of Iowa Iowa City, Iowa	Child Development

<u>Member</u>	<u>Representation</u>	<u>Member</u>	<u>Representation</u>
*Dr. Thomas Vance Dept. of Psychology & Child Development Iowa State College Ames, Iowa	Community Resources	Mr. George Westby, Dir. Lutheran Welfare Society 423 Grand Avenue Des Moines, Iowa	Private Agency Services for Children
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*Dr. Beth Wellman University of Iowa Iowa City, Iowa	Development of Mental, Language, Motor and Artistic Abilities of Children	*Dr. Sybil Woodruff University of Iowa Iowa City, Iowa Miss Ardyce Woodside 1030 Harding Road Des Moines, Iowa	Economic Aspects of Self-support- ing Families Public Child Welfare Services

* Denotes "technician."

GENERAL INTRODUCTION

The present pattern of family life in Iowa finishes the background for the deliberations of all the Committees of the Iowa Commission. Therefore, a survey of general trends has been made, and many examples of good family life as well as of practices which do not contribute to the welfare of children were obtained. This information constitutes a "progress report" - another chapter in the ever-changing pattern of human understanding and collective effort through which the people of the state are constantly striving to meet the needs of their children and youth more adequately.

Population: While Iowa has been less affected by population changes than many states during the past decade, there have been some of sufficient importance to be a factor in future planning for children and youth.

Iowa's total population has increased only slightly, the official estimates placing it between two and three percent, for a total of 2,613,000. Authorities on population trends do not expect this to change much in the future, believing that Iowa has passed the period of rapid growth in population and has leveled off at what is approaching the optimum population. However, there has been a steady movement of people from the farms to the cities for many years. Early returns on the 1950 census show that the trend has continued. The rural counties show a loss of population which is marked in some cases, whereas all the cities show increases. Concurrent with this shift has come increased industrialization, estimated by the United States Department of Commerce to be 72 percent in the last ten years. Population listed as rural is often on the fringe of cities where some benefits and activities of rural life are available but are combined with industrial work in the city. The post-war "fringe" development includes a decentralization of industries and commercial recreation. Some retail businesses, manufacturing, open air theaters, skating rinks, taverns, bowling alleys, night clubs, have moved to suburban areas near practically every city in the state. Some factors accounting for this are the parking problems in cities, lack of space for expansion, and high taxes for support of municipal government. Many Iowa cities are seriously concerned about this trend. It raises, in addition to municipal problems, the problems of police and fire protection, adequate schooling, proper water supply, safe building practices, supervised recreation, etc. in the fringe areas. All of these have a direct bearing on the welfare of children.

An analysis of the distribution of Iowa's population, based on the preliminary returns of the 1950 census, emphasizes the rural character of all but a few of the counties. Sixty-nine of the ninety-nine counties lost population in the last ten years, amounting to more than 17 percent in each of three counties, in spite of an over-all gain in population of nearly three percent. This pattern and trend raise a problem of organization and administration of local services to which various committees of the Commission call attention. If greater adequacy of youth services is to be achieved in the field of public health, recreation, protective and rehabilitative services, education, library facilities, etc., the town, or even the county, is no longer an efficient unit for all areas of the state. Recommendations from various groups call for consideration of coordination of programs on a larger unit basis than the one in existence at present.

Although Iowa has a more balanced distribution of people and resources than do many of the states, there is some evidence that the populations of the counties where coal mining is no longer but was once a major industry, are not as fortunate as the average of the state. One would hesitate to apply the term

"stranded population" to these areas, notably the three counties mentioned above, with their heavy loss of population, although there would be some validity in it. Farm land in these counties is not the best in the state. Employment to substitute for mining has not developed to meet the needs adequately. A fourth county in which a large number of persons formerly depended on coal mining for their support, developed other opportunities through planned leadership years ago, and the impact of closed mines on the population is not as apparent in the subsequent census.

The relation of the local economic situation in the three counties to the needs of children may be illustrated by reports from two fields - public assistance and education. The number of cases receiving aid to dependent children in 1949-50 was from 38 to 163 percent higher than the state average per 1000 population, and the expenditures per capita of the total population exceed the state average, in all but one instance, by nearly twenty percent to four hundred percent. In the educational area, the taxable valuation per school census child in one of the coal mining areas is the lowest in the state, only \$653.10, as against \$142,087 in the richest school district, 217.6 times as great as the poorest.

Another area in which an average situation does not prevail is the Indian Reservation. Less than 500 people are involved, but youth problems of many kinds are disproportionately high. Aid to dependent children for instance, is more than twenty times as high as the state average.

The population of Iowa includes nearly one million (estimate at least 915,000) young people under 21 years. It is estimated that 24.6 percent of the total population is under 15 years of age. Nearly one third of all minors are 5 years old or younger. A marked change has occurred since the 1930's, a fluctuation which presents many difficulties in providing adequate health, education, and recreation facilities. In the five years from 1945 through 1949, the birth rate was the highest in Iowa's history - rising to 25 per 1000 population in 1947, the highest year. Nearly 300,000 infants have been added to Iowa's population in the last five years.

The steady reduction in infant and maternal death rates in the face of an exceptionally high birth rate and increased pressure on the existing hospital facilities, is an achievement. It makes a positive contribution to secure family life.

In statistics affecting marriage and divorce, Iowa was below the national average in the 1940's, but it had the highest marriage rate in a decade in 1946 and 1947, and the highest divorce rate in its history. Nearly 17 percent more new families were established from 1945 to 1950 than in the five preceding years. The number of divorces for the last half of the decade increased nearly 36 percent over the previous five years. The divorce cases involved nearly 6,000 children a year, fewer than 10 percent being adopted subsequently by step-parents.

Increased focus on family life and help for parents is evident. Iowa has for many years had an extensive program in parent education which was developed under the leadership of the state educational institutions. This has been expanded since World War II as a result of increased demand from parents. A state-wide family life conference has been organized and has held two well-attended state-wide meetings, in addition to district meetings. Many additional discussions followed the study of Iowa families under the stress of readjustment in the post-war period, made by Dr. Reuben Hill of the Iowa State College and subsequently published in his book, Families Under Stress, (Harper Bros.)

There has been definite regression in housing, although this should be temporary. Five years after the close of the war, thousands of families in Iowa are still in temporary shelters. Practically every city of the first or second class has trailer or shack areas of permanent residents, not counting the G. I. student housing problem. Many families which have had to purchase houses at excessive prices have sought additional income from: (1) employment of mothers; (2) renting rooms; or (3) boarding other people's children. The effect on family life has been marked in some instances.

The Commission has not been able to get accurate data about the employment of working mothers, but the best estimates of those able to judge is that there has been a substantial drop since 1945, leveling off in 1947 at a rate which is still much higher than in 1940. More working mothers now seek day care facilities for their children because of non-support or abandonment by the father. Fewer are able to pay full fees. The need of G. I. student families for income to supplement government allowances led wives to work, keeping up enrollment in day care facilities.

What may be a cultural change of some importance appears to be developing in the progress of adult forums and discussion groups and the interest around the state in adult education.

There is an increasing, conscious recognition of the group as a valuable asset in meeting the needs of individuals. This is further demonstrated in the field of recreation, where the value of group therapy is receiving more consideration. It is pointing up the need of training for discussion leadership - there are far too few people skillful in doing it. Group work training is now available in the state on a professional basis, as well as on the undergraduate level.

Definite progress has been made toward reducing unequal opportunities for minority groups. A state-wide mixed group has been studying the question of employment and supporting more liberal practices. The first Negro teachers to be employed for white classes have been successful. Segregated summer camps have been abandoned by most camping groups. While these may be small gains, they show movement, and one might add that the problem has never been as extensive in Iowa as in some areas. A number of retail stores in populous areas are employing a few Negro clerks to serve the customers. At least three nurses' training schools will admit Negro students on an individual basis.

Developments in the area of religious leadership in meeting the needs of families and youth for spiritual and moral guidance merit consideration. The Education Committee is continuing its surveys in adult and religious education; therefore, those subjects will not be included in this section. No comprehensive survey has been made, but the limited reports indicate trends for further study.

Some small communities with non-denominational churches have reported special problems in securing well-trained religious leaders. Because those churches are not a part of a large organized body, ministers hesitate to accept employment which would limit for them the counsel and guidance and other benefits (such as retirement plans) which come from affiliation. However, in some federated programs, the affiliation of the pastor with his own denomination is retained. There is more of a problem for what are strictly community churches than for the federated programs. Further study and planning in this area is indicated.

The State College at Ames and religious bodies of all faiths cooperate in the Christian Rural Fellowship, a movement to raise standards and increase the effectiveness of rural churches throughout the state. Churches which have during the year met certain standards of community participation covering every phase of community life are given certificates at an annual meeting at the State College. There has been marked progress in the last five years in this endeavor.

The value of the "larger parish project" in meeting the needs of rural communities for religious leadership is being demonstrated in one county with a staff of three men under the supervision of one. It provides services to twelve communities, thus bringing well-trained leadership to areas which could not secure it individually. Several other projects under skilled supervisors provide in-service training for student pastors from colleges.

In the last year, the Iowa Inter-Church Council, in conjunction with the Extension Division of the State College and the Farm Foundation of Chicago, initiated a project of county institutes on "The Church and Family Farm," stressing many aspects of rural family life, education, better farming, ownership and transfer of property, etc., and their integration with rural church leadership.

Illustrations have been provided of efforts made by churches to analyze what the youth in their community want from a religious program and to meet the need better. One church was faced with complaints that the religious services were not interesting to the young people and they did not attend. They were given the opportunity of participating by being responsible for planning the entire service one Sunday each month, under general standards which were agreed upon in advance. They have successfully discharged the responsibility for a long time, and youth attendance at services has increased greatly.

General Procedure and Activities

The Committee on the Family met three times since its organization in February, 1950, and there were two additional meetings of the technicians of the committee. The Family Committee participated with other committees of the Commission in four district meetings throughout the State of Iowa during the spring of 1950, at which time data was secured by means of a comprehensive questionnaire dealing with various areas of interest to the committee.

The Committee on the Family has not been able to make exhaustive studies during the year covering all aspects of family life, but rather has undertaken to make available material for discussion leaders in the hope that in this way the committee will be able to contribute toward family life in Iowa. Other committees of the Commission have specific responsibility for areas which are of concern to the Committee on the Family, and it is hoped that as the Commission moves ahead with its work it will be possible for the Committee on the Family to coordinate and cooperate in some of the special projects undertaken by other committees.

The remainder of this report is written for incorporation in the "Final State Report for the Midcentury White House Conference on Children and Youth," and has been organized in accordance with the proposed outline. The material constitutes a re-statement of that submitted in the committee's "Preliminary Report" issued in June, 1950.

I. Background

- A. A number of factors have had their effect on family life in Iowa during recent years. Among these the committee would like to mention the problems arising from the employment of mothers with small children; the shortage in the number of housing units that are available to meet the current demands of families, resulting in overcrowding and inadequate shelter; fluctuation in farm prices with its effect upon rural life; and the gradual rise in the cost of living with its effect upon urban life. Dr. Reuben Hill's studies of Iowa families which have been summarized in his book, "Families Under Stress", (Harper Brothers) emphasize some of the problems that have grown out of a post-war adjustment period in terms of intra-family relationships.
- B. State and Federal funds for child welfare services have been increased by more than 1/3 during the post-war period, thus permitting the extension of services to every county in the State. Special Education, Maternal and Child Health Services, Public Health Nursing, State Services for Crippled Children, have all been expanded in the past several years. The Iowa Mental Health Authority has four new mental health centers in urban areas, thus increasing the availability of that kind of service to families who need help with troubled children. More and better qualified personnel is again available in most of the state programs giving care to children. The Board of Control of State Institutions has given more attention to the adequacy of its program of service to children with increased emphasis on removing children from the institutional setting into foster homes.

Several groups in the State have undertaken the Study of Family Life and have developed special projects in respect to strengthening families. Among these are the Iowa Congress of Parents and Teachers, the American Legion, the Iowa Council on Family Relations, etc. The three state institutions of higher learning have undertaken extensive studies dealing with various aspects of family life during the past ten years and have developed a variety of services in the interest of improving family relations through special publications, institutes, radio broadcasts, visual aid materials, and adult education discussion groups. There are only five active Family Societies in Iowa now, and they are specializing more in the area of family counseling. A report from the Family Society of Des Moines states:

"From its organization in 1943 Family Society has taken it for granted that marriage counseling to individuals and talks to groups about family relations would be a part of its work. We have from the first had people coming to us for help with difficulties between husband and wife and with problems around the relationships with children.

"Family Society is essentially a service rather than a relief agency. Most of the people who come to us are independent financially. We do take referrals for special services from the public relief agencies.

"This year for the first time we have a worker who will be able to set aside from a fourth to a half of her time for Family Life Education. The remainder of her time will be given to individual counseling in the Agency. This will be added to what present case workers are already doing. A

recent review of our applications for the months May, June, July, and August shows us that one-fourth of the people who come to us are asking for help with the marriage relationships. As is generally true the first people to come to an agency are those with acute difficulty. Many have come too late to salvage their marriages.

"One of the significant things in this recent survey of our applications is that the majority are not referred by other social agencies but have themselves started out to find help. Some know of the Agency through the newspaper or the radio; many have heard of it from a relative or former client; some are sent by lawyers, doctors, or one of the national counseling agencies to which they have written.

"Our present interest is in having people come to us in time for prevention of serious difficulty. We only have a few young people coming before marriage, but feel we should have more. Our national agency, Family Welfare Association of America, is urging more and more family agencies to get into this preventive field both in individual work and through group education."

A similar report could be made by the sectarian welfare agencies; they give much family guidance and counseling as part of their regular program.

The committee deems religious training and practice in the home to be of vital significance to the sound development of children and their orientation to life. This subject was discussed at a committee meeting, and it is hoped that a survey can be made possibly in conjunction with the subcommittee on Religious Education of the Education Committee.

A state-wide survey made by the Federation of Women's Clubs revealed a great need for pre-marital and family counseling, and especially as part of a well-rounded church program. Only a small number of the reports showed that churches provide such services, either as a part of their program or on request of the individual.

- C. There has been some retrogression in the availability of funds to meet the needs of children in families receiving ADC. This reflects a lack of public understanding of the program. While the divorce rate is believed to be lowering, the frequency of divorce and separation increased the complexity of living for many children and youth. Young people have expressed a desire for a clearer interpretation of religion in daily living and a clearer interpretation of moral standards of conduct.

II. Progress in fact finding

- A. The Family Committee has compiled with the help of the technicians a statement of purpose and has undertaken the following areas of study:
 - 1. Discussion outline completed.
 - a. "Home and Family Characteristics Related to the Development of Abilities in Children"
 - 2. Studies in progress.

- a. "Parent-Child Relationships"
- b. "Local Resources Available to Families in Need of a Variety of Services"

The technicians compiled data from the questionnaires secured at the four district meetings and utilized their own areas of competence in evaluating the findings. The Family Committee is endeavoring to prepare digests of material which will be useful to those persons "carrying leadership responsibilities" for helping to create stable families.

B. Major unmet needs of children as found in the areas studied by the Committee on the Family.

1. The need for a state-wide program of general assistance brought about by the present inequalities in the administration by local jurisdictions of general assistance, medical care, and Soldiers' Relief.
2. The need for full grant payments in ADC in place of the present payment of 85% of minimum budget in most jurisdictions of the state.
3. The need throughout the state for more adequate housing facilities for low and middle income groups.
4. The need for programs of adult education and high school courses dealing with family life education, preparation for marriage, and child training.

C. Projects under consideration.

The Family Committee has decided to undertake the following studies during the year 1950-51:

1. Study of overall relief program with particular respect to ---
 - a. General assistance standards.
 - b. Assistance available to non-residents, migrants, and transients.
 - c. Soldiers' Relief in Iowa.
2. Study of housing facilities and needs in Iowa with particular reference to the requirements of rural and urban families.
3. Study of family life education programs currently in operation and an evaluation of needs in respect to the extension of such programs to adult, collegiate, and high school groups.
4. Preparation of discussion outline dealing with "Home Management".
5. Compilation of a directory of Iowa agencies actively engaged in programs of study and service to individuals and groups in respect to family life.

Because of the breadth of the objectives of the Committee on the Family, it will not be possible to encompass in the studies undertaken in any given period of time all of the areas which affect family life. As far as possible the

activities of other groups will not be duplicated in the work of the Committee, but the Committee will attempt to function as a "clearing-house" for information relative to the activities of various groups and agencies which are working in the interest of improving family life in Iowa.

IOWA COMMISSION ON CHILDREN AND YOUTH

COMMITTEE ON THE FAMILY

Statement of Objectives

The Committee on the Family, as one of the working committees of the Iowa Commission on Children and Youth, realizes at the outset that it is only one of a number of agencies and groups in this state which are trying to strengthen family life. Not only across the nation but more particularly in the State of Iowa, specialized agencies, such as, the Iowa Conference on Family Life, educational institutions, religious groups, parent-teacher associations, organized club groups, the American Legion and the American Legion Auxiliary, farm groups and many individuals are contributing generously of their time and energy in the interest of preserving the home which for all of us constitutes the keystone unit in a well-established democracy.

The Committee on the Family has defined its purpose in terms of three objectives:

1. To bring together and evaluate studies, research projects, surveys and such other data as may be available or may be obtained in the interest of evaluating family life in Iowa.
2. To make available to persons carrying leadership responsibilities digests of available material analyzing those factors which help to make for stable family life and which bring resources to the family which contribute toward this goal. Such information is to be made available to educators, religious leaders, and discussion group leaders for consideration and study by students, parents, and professional persons who are primarily concerned with family well being.
3. To evaluate the data coming to the attention of the committee in the interest of making recommendations for further study or recommendations for specific action. Such action would be proposed in the interest of better meeting the needs of families within the state through the stimulation of programs of service, through the clarification of legislative statutes, or through the expansion and revision of administrative policy.

Because of the breadth of the objectives enumerated, it is not possible for any one group to encompass all areas which affect family life within a particular period of time. This means that different areas of family life will be considered, in accordance with the data that may be available, the personnel that is willing to assist in a particular project, and the relevancy of the study undertaken. The committee will ask the Iowa Commission to release material from time to time on a unit basis with the privilege of revising and replacing such releases as new material becomes available. For the convenience of the persons who may be interested in receiving such material, it will be arranged for filing in a looseleaf notebook with subject headings covering various areas of study.

It is contemplated that a number of methods will be utilized in carrying out projects. The committee is anxious to make available helpful information, and asks that the reports released be evaluated in the light of the objective which they serve rather than in the light of established statistical methodology. This approach makes it possible to utilize the contributions of both specialists and laymen. It is hoped that much of the material released will provide a criteria whereby parents may be able to evaluate their own methods of raising their children.

The problem of getting persons interested in the work of the Committee on the Family from all over the State of Iowa has in itself made it necessary to limit the number of persons who take an active part as members. It is recognized that there are many individuals throughout the state who are in a position to make an outstanding contribution, but whose assistance may not have been solicited because of their unavailability or because they have not become known to the leadership of the Committee. It is the desire of the committee that any person who is willing to participate in its activities make themselves known so that they may be more directly affiliated with the work of the committee.

Approved by the Committee on the Family.
Spring 1950

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Spring 1950

ICWA COMMISSION ON CHILDREN AND YOUTH
COMMITTEE ON THE FAMILY

Home and Family Characteristics Related to the Development
of Abilities in Children

(Intelligence, Language, Motor, and Artistic Abilities)

A guide for discussion leaders highlighting
factors in the family setting which contribute
to the development of abilities in children.

Prepared by: Dr. Beth Wellman
Iowa Child Welfare
Research Station

April, 1950

Home and Family Characteristics Related to the Development of Abilities in Children
(Intelligence, Language, Motor, and Artistic Abilities)

The following report covers home and family characteristics related to the development of abilities of children (intellectual, language, motor, and artistic abilities). The content of the report is (1) a brief digest of research findings summated from the literature of technical studies on child development, (2) illustrative examples of homes that are unusually good in providing opportunities for fostering a high level of development, and other illustrations of homes unusually poor in providing such opportunities, and (3) some selected references that may be helpful to persons using the materials contained in the report.

The illustrative examples were obtained from persons attending the district meetings of the Iowa Welfare Association sponsored by the Iowa Commission on Children and Youth during March, 1950. The examples have been quoted verbatim from the material obtained and represent only a portion of the material collected.

In the following material several statements from the digest of research findings are grouped together, followed by first the illustrative examples of homes that are unusually good and secondly by illustrative examples of homes that are unusually poor. There is, as might be expected, some overlapping in the content of the different groupings.

I. Language, Vocabulary, and Speech.

A. Research findings.

1. Young children develop better vocabulary and general mental ability when the parents or other adults spend more time in reading to them and telling them stories.
2. Young children develop better vocabulary and language when they have a large amount of contact with and association with other persons rather than when playing off in the fields by themselves.
3. Better progress is made at all ages in language, vocabulary and speech if the children come from homes where the parents set a good example in their own vocabulary and speech, and where the parents make an effort to provide the child with plenty of reading material and show an interest in the child's activities.

B. Illustrative examples of homes unusually good in this respect.

1. "In this home are three children, ranging in ages from 12 to 2. This family is an ordinary middle class family, where the mother does all of her work, and the father works a regular 8-hour day, for a set salary. Often while the older children are at school the mother will take time out to read a short story to the youngest. However, sometimes it is necessary to improvise something where he can amuse himself

so she will give him a magazine and let him pick out the "mothers, daddys, cars, food or furniture." Magazines in general have much color in their advertisements which generally depict very familiar scenes. The evening brings on more confusion with the arrival of the other members of the family. The parents use good grammar, correcting themselves when there is a slip or if there is a question of the correct word, asking for general opinion. In that home learning and speaking good grammar is everybody's job and the children, while learning, realize even adults must be careful. Everybody enjoys the quiz shows, on the radio and in the paper."

2. "My own (family). From the time the boys (I had 2) were old enough to be interested, I read to them from the picture books such as "Little Red Hen", "Johnny Crow's Garden", etc. Before the boys were old enough to go to school, the younger boy said when the appropriate picture came into view, "And the stork said very philosophically"-- I remembered it because of the size of the word. Later magazines such as "Junior Home" and John Martin's Book" were taken; posters were made and colored, not as a means entirely of education, but as enjoyment. Colored paper, scissors, crayons, etc. were kept on a shelf. They were taught the difference between my magazines and books and yours, etc. Long walks were taken, birds, trees, and flowers identified. Numbers were taught incidentally -- numbers of birds on the wire, etc.; number of blossoms on a stalk, etc. Cards were played and dominoes, etc., to assist in number concepts, etc. School revealed both boys had high IQ's, and rated high in educational tests. Later Hillyer's Geog. and History of the World were read. The Des Moines Register was taken apart upon its arrival, after the boys became older, so that each child could read or look at pictures. The boys were always welcome to ask questions and they were answered to the best of my ability or the answers were looked up. We secured "Pictured Knowledge" and the Encyclo. Brit. Before they were able to read, as a special treat, the Encyclo. were spread on the floor and opened to engines or ships or something interesting. They were also taught some of the daily tasks and the need to conform to accepted practices. Love plus discipline."
3. "Word games are used, developing vocabulary. Blackboards provided upstairs and downstairs to provide writing and drawing space at a moment's notice; an easel and watercolors in kitchen (to provide contact with mother when she works there, and to eliminate need for too much precaution against soiling of surroundings). Providing "Hansel and Gretel" and other stories on phonograph -- recordings which illustrate use of good diction and grammar."
4. "Games in which new words are used, such as learning to spell and pronounce names of animals and vegetables. Letting the children purchase food at the city market, thereby learning new words. Teaching the older child new words and encouraging him to use them in everyday conversation."

5. "Spend considerable, regular time reading to him. One young mother gives as much of her time as possible to helping her children by reading to them and explaining every object and telling them what it is for. She never scolds them or grabs things out of their hands, but takes the time to explain in detail. Thus, the children are growing up in knowledge as well as acting and seeing how a grownup acts properly as well."
6. "Reading and telling stories; listening to records and radio; books and pictures of objects. Speech corrections quietly given; making use of library facilities; interest of parents in what child learns and use he makes of it. Many books and magazines available."

C. Illustrative examples of homes unusually poor in this respect.

1. "This home takes no paper, magazines, or has any books of any kind, not even a Bible or dictionary. The father or mother, neither finished the eighth grade in school."
2. "In this farm home the family consists of parents and one boy, age 8. This child had little or no companionship with other youngsters of his age. His only contact for education before school age was with his parents, who were careless in their enunciation and talked very fast. Results were the boy developed speech defect and special education for the lad was necessary later. The child was never taught songs, nursery rhymes, etc. in the home."
3. "The father and mother have careless speech habits. Children bring in cheap magazines and there is no effort to guide them in their reading habits. Children "pick up" vulgar expressions and slang, making their speech lurid. None of the beauty of the spoken language is ever brought out."
4. "Family talks very little and child is penalized for talking too much or too loudly. No reading or relating of stories, even the nursery rhymes. No magazines, books or newspapers for stimulation. Very few playmates."
5. "The father is out of the home and the mother is a mid-grade moron who stutters badly. Her vocabulary is limited to absolutely necessary words. There is no evidence of reading matter in the home. Obviously there is little here to aid in the development of language and the children show it."

II. The Child's Attitudes Toward New Endeavors.

A. Research findings.

1. Children learn by doing, by thinking things through for themselves. Skillful questioning by adults will help them to think through the answers for themselves.

2. Children put forth their best efforts under conditions of approval and interest by their elders; they may be checked or retarded in their efforts by too much ridicule, disapproval and intimations of inferiority. Continued use of the latter methods may result in stunted curiosity and loss of interest in learning.
3. Dependent children develop best when placed in permanent adoptive homes in early infancy (when they are continuously in the same home under loving care and attention and provided with adequate materials for constructive play).

B. Illustrative examples of homes unusually good in this respect.

1. "I know a home where this family works as a unit. Each child and each parent has a hobby and each member of the family works with each other member, and praise for effort is frequent. The children talk intelligently about their hobbies and can give interesting information about them."
2. "We have a boy who makes model airplanes and does a nice, neat job of it. He also spent the winter taking his bicycle apart, painting it, and then putting it back together. If he runs into difficulty, he comes to me for help. He also has a woodburning set and makes what-nots and sells them."
3. "Always let the child work along with them (parents). The father lets the boys help him in doing odd jobs. Carrying the nails or hammer. Looks on while the work is done. Also, the mother lets the daughter help while working in the house. Is given a dust cloth to help, etc. Thus, the children are learning and feeling they are a part of the household. Whatever they do they are thanked and praised which gives them a chance to expand and feel important and secure."

C. Illustrative examples of homes unusually poor in this respect.

1. "This child is never allowed to express an opinion. When he attempts to build something his father takes it over, citing the cost of nails and lumber although he is financially able to get these things. Often things which he succeeds in making are thrown away to keep from cluttering up the house."
2. "A child came home from school all very thrilled with a picture he had drawn. Mother looked and said, "What's that supposed to be?" and then laughed quite heartily when told and said, "Says it's a tree -- certainly doesn't look like one." etc."
3. "These parents had a child who when he became upset stammered. This was most annoying to the father particularly who of course then upset the child even more. He was taunted by the other children who were much amused by the scenes created."

4. "This family consists of 7 children. Family all has high IQ. Range in age from 12 to 22 years. Two older boys now married but visit in parental home daily. Oldest girl also married but lives nearby. Third boy now attending college half days. Second girl, 4th child, works in local welfare office. Average intelligence. Family has made fun of her in everything she attempts to do or say. Good looking girl, but is lacking in personality because she is afraid to do anything. Lost 3 jobs in two weeks' time. Now working in my office and gradually losing her fear of her own lack of ability because of talking over her troubles with worker who is trying to help her rather than discourage her."
5. "The 14-year-old lad in this particular home has apparently been the object of much ridiculing from the mother, stepfather and older siblings. School authorities referred the case to family physician for further discussion with the family. The family's opinion was that the boy had an inferiority complex. However, request came from the family for assistance in planning for the boy, and after a psychometric examination the child was found to be mentally deficient."

III. Number Abilities, Quantitative Concepts, Dimensions of Things, Seeing Similarities and Differences, Artistic Ability.

A. Research findings.

1. A good beginning in the learning of numbers, quantitative concepts and dimensions finds its roots in the preschool ages where a rich variety of play materials help the child in his early learnings.
2. Preschool children are capable of much greater learning in number abilities and quantitative concepts than they have commonly been credited with. To accomplish these learnings they need specific attention from adults along these lines.
3. A high level of ability in detecting spatial relations, making discriminations between forms, shapes, sizes, colors, and so forth, can be reached by the time the child enters school. These abilities are basic to the fundamental operations of reading and mastery of numbers as well as to the manipulation of mechanical operations. The child can be helped in these respects by provision of materials permitting or requiring him to make choices and discriminations along these lines.
4. Children develop a higher degree of artistic judgment and competence in art productivity if they belong to families where handicrafts are emphasized. Children learn craftsmanship through the process of experience in manipulating materials, demonstration, and observing skilled persons.
5. Children find emotional outlets and satisfaction in expressing themselves through art media. Provision of materials helps greatly, such as simple easels with large sheets of newsprint for water colors, the proper kind of paint materials for finger painting, and so forth.

B. Illustrative examples of homes unusually good in this respect.

1. "A home where paper, pencils, crayons, paints, scissors were provided on a special shelf. There were two small blackboards and crayons. Blocks and spools and small boards were provided to build. A sand pile was at the rear of the home for tunneling purposes. Games such as pegotty, Chinese checkers, etc. provided. Work boards with colored pegs secured from school supply houses. Lincoln logs to build with, pasteboard cut in various shapes such as circles, squares, triangles, etc. in order to build designs, etc. When children colored and asked 'What color shall I use?' the answer very often was 'What color would you use?' If the answer was unusual such as green for stockings, 'Did you ever see a woman wearing green stockings?' probably would end with the hose being colored brown, tan, burnt senna or similar color. Interest in watching a carpenter, followed by desire to build something of their own. Taking apart small tricycles and rebuilding them into racers. Getting first radio crystal sets. Later building his own set of small parts and the triumphant joy experienced when actually sound came through the earphone (much better than listening to the radio upstairs), etc."
2. "In this home the parents have provided simple equipment such as plenty of paper, scissors, crayons, paints, etc. The mother bought white shelf paper because she knows children like to make big pictures. In the kitchen was a small wall space where pictures could be hung, to stay up until others replaced them. Jig saw puzzles were worked on the dining room table with help from everybody."
3. "This child built a play house, a building six by six. His grandparents directed the work and purchased the necessary materials. The neighborhood boys assisted in the building and the neighborhood girls made curtains and renovated pieces of furniture. This child is permitted to attend craft classes at the neighborhood house and all necessary supplies willingly furnished."
4. "A home where there are two girls, 11 and 13. Both have had crayons, paint color books, story books and musical instruments are provided. One girl is artistic and has won small award at summer camp on her drawing. Other girl is artistic in dress and also won free lessons in music because she now shows natural talent in such, which has not been brought to light by either parent."
5. "Since I was once a construction worker, my 14-year-old boy has had lots of opportunity to watch skilled men do most types of cement, brick and woodworking. I have a set of carpenter tools that are in use most of the time now."
6. "Constructive toys were chosen. Visiting handcraft shops. Child's growth and development considered in choosing of activities, toys etc. Parents keep up on available hobbies and interests for children."

C. Illustrative examples of homes unusually poor in this respect.

1. "This family takes no interest in the children's activities. They are given money to go to movies all the time just to be out of the way of the parents. All the parents do is to go to dances or play cards. This is what their children are seeing."
2. "The K's have a large family but little or no activity. They mostly run loose with no attempt made to help or encourage them to use their hands constructively. The parents themselves have little knowledge of hobbies and activities and therefore cannot help them very much."
3. "Recently a home was visited in which the parents could offer no book from which the young boy could read for the worker. He had no play materials of any kind, and while the child insisted he could read from primer books, he was not able to perform due to lack of any books in the home for the boy. The mother stated he was supposed to do his reading at school, but had no interest in what he could do."
4. "This home consists of 5 girls. When money available they attend every change of shows. Girls slow in school. None have been interested in school higher than 8th grade. Some have married and now have large family of babies. Youngest of 5 girls now considered 'street walker' by the town."
5. "In this home, although there was sufficient income to buy expensive toys and they did buy them, there was no place for the child to play and most of the toys remained in the closet. The mother couldn't have the house cluttered and was afraid the child would cut the curtains and afraid the walls might get marked with crayons."

IV. Broadening the Child's Knowledge of the World in Which He Lives.

A. Research Findings.

1. The child's knowledge of the physical characteristics of the world in which he lives is greatly enhanced by planned excursions and association with informed adults.
2. Children make better progress in reading and other school subjects if they have had rich background experiences. They make better progress in later school if they have a fortunate start in school.
3. Young children develop better all-around ability when they attend a good modern nursery school staffed with adequately trained persons and supplying a variety of experiences and ample play materials for constructive efforts.

B. Illustrative examples of homes unusually good in this respect.

1. "Activities are initiated by the father. Trips to factories, fire station, city parks, police station. In this home, such 'excursion' activities are the father's chief training function."

2. "Three of my nieces take turns in going to the park or a parade or visiting a bakery, packing house or railway station with the children of each other. They have had winter, summer, spring and fall picnics. The children know of numerous occupations. They have been to the airport and had plane rides."
3. "Trips to homes, libraries, shops, factories, post office, dairies -- bird and bird lore books and visits to parks and nature's beautiful spots. Vacations of family consider the enrichment of child in new ventures."
4. "The younger children have hobbies. The parents help them collect material for scrapbooks, leaves, bark of trees, etc. The boys were given airplane rides. Then, after they returned home the father spent a lot of time in the boy's workshop discussing some model airplanes they were building."

C. Illustrative examples of homes unusually poor in this respect.

1. "A 9-year-old boy had never been allowed downtown or at a railway station. Last summer when he was allowed to go to a camp he was the laughing stock of the other boys because of his inexperience. He was afraid to budge from his seat on the train."
2. "In this home the parents are bored and say "Oh, you've seen those things a million times. Come on!"
3. "The parents are "too busy" with their activities (which are very worthwhile) to "bother" with such programs for children. The parents go to lodge, church, P.T.A., etc., and are seldom at home to take the children places or do things with them."
4. "The child seldom goes anywhere with his parents. He is not considered in the plans but goes along because he can't be left alone at home."

V. Motor Development.

A. Research findings.

1. As stated above, children from homes of the upper socio-economic levels (where the above types of experiences are more plentiful) usually develop better vocabulary, speech habits, sentence organization, number abilities and various types of concepts than those from the lower occupational levels (where the above types of experiences are less plentiful) although there are many individual exceptions. Such differences between socio-economic levels do not, however, appear to exist in proficiency in body coordination.

2. Children develop the greatest proficiency in motor achievements through well-timed guidance and long-continued, self-motivated practice. Practice without guidance on techniques is much less rewarding.
3. In order to develop motor proficiency, children need suitable equipment and opportunity for practice as well as guidance.

B. and C. Illustrative examples given above.

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