PROMOTION OF MENTAL HEALTH IN THE PRIMARY AND SECONDARY SCHOOLS:
AN EVALUATION OF FOUR PROJECTS

Formulated by the

Committee on Preventive Psychiatry of the Group for the Advancement of Psychiatry

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The school is an institution devised by society to provide special experiences in learning, primarily those which lead to the acquisition of knowledge. In the course of time, it has come gradually to share other functions which belonged originally to the family. Among those is the important role of assisting parents in the child’s development in preparation for his healthy personal and social adaptations as an adult. The traditional concern of the field of educational psychology has been with technics to increase and improve facility in the acquisition of knowledge. Then came the realization that good physical health and freedom from physical illness are important factors in attainment of this goal. More recently, forward looking educators have recognized the overwhelming body of evidence which indicates the tremendous significance of healthy emotional development for good intellectual performance. As a result of this slow evolutionary process, the educational system is ready now to include programs for the promotion of healthy emotional development as part of the regular curriculum; and to accept further responsibilities for the preparation of its students for adaptation to the problems of stressful life.

The psychiatrist interested in prevention realizes that the high incidence of mental and emotional illnesses constitutes not only a serious problem in treatment but jeopardizes our culture as well. He recognizes that it would be far more efficient to prevent than to treat if adequate technics for influencing large groups of people could be developed, for illnesses are wasteful of human energy and resources. Preventive psychiatry has as one of its chief goals the prevention of mental and emotional illness by the use of technics which influence large groups. It is not possible from a conceptual standpoint to reach this goal unless another goal—the promotion of healthy mental and emotional maturation—is added. Within the framework of present psychiatric knowledge, these twin goals are interdependent but not necessarily identical. It is thus possible to state a basic hypothesis of preventive psychiatry: An increase in the mental and emotional maturity of a given population will be reflected in a decrease in the psychiatric morbidity of that population. However, any increase in the emotional and mental maturation of the population has broader implications than a decrease in the incidence of mental disorders. It implies the development and maintenance of healthy attitudes in individuals so that they are capable of adapting to and withstanding the ordinary vicissitudes of life; of utilizing their energies constructively; and of achieving a harmonious compromise between personal needs and the realities of the environment. In this way the promotion of emotional maturity would improve adaptation in interpersonal relations, in group relations, and possibly also in international relations.

Because the early life experiences of the child are so important for healthy development of his personality, certain effective mental health programs may well begin with parents, educators, and all those responsible for the training of the child. An ideal area is available in the primary and secondary schools. Therefore, it is important for the psychiatrist interested in prevention to understand what the educator is attempting to do through the process of education to improve the personality functioning of children. Can the psychiatrist, with his insight into human behavior, aid the educator as both advance toward the common goal of increasing the effectiveness of personal and social adaptation to the exigencies of stressful life?

The psychiatrist may offer assistance to the educator in trying to reach their common goal in one or all of four general areas: The first area which has to do with methods of early detection and treatment of deviant behavior in school children, is the one on which emphasis usually has been placed. In this area, the psychiatrist may help in training teachers to recognize seemingly mild, deviant behavior which may have serious consequences; or may aid in treatment of the individual child directly or by supervision of another therapist.

The second area in which the psychiatrist may be of assistance to the educator is in the training of the teacher either during his academic career in normal school, college or university, or later during his in-service function. By active participation the psychiatrist may help the teacher to extend his insight into human growth, development and the varieties of behavior; to include understanding and appreciation of the multiple causes of behavior; and thus encourage him to apply this knowledge in his relations with the school child. Conflicts between teacher and his pupils lessen as the teacher acquires more understanding. With better understanding he becomes more capable of appreciating and handling the problems of the child. The different attitudes that the

1 The Committee wishes to acknowledge its appreciation for the cordial and thorough cooperation of Colonel H. Edmund Bullis, Mrs. Elizabeth S. Force, Professor Ralph H. Ojemann and Mr. John R. Seeley both for their frankness in group discussions with the Committee and for making all facilities of their individual projects available to members of the Committee.
teacher thus acquires towards the behavior of the child shits his responses and the type and severity of his discipline. In turn, the behavior of the child changes and a more desirable relationship develops. Hence the training of the teacher in mental hygiene principles is of fundamental importance for the emotional development of the child. What education is doing in this area and how psychiatry may assist, will be the subject of a separate study and report.

The third area in which the psychiatrist may assist the educator is by becoming a member or consultant of the policy making or administrative groups which deal with such matters as educational policy, planning of the school curriculum, teacher selection, selection of candidates for normal schools, etc. In this capacity, the psychiatrist could be of inestimable value to the group by acquainting them with psychological implications of any measure which they are contemplating.

The fourth area where the psychiatrist may assist the educator is by active collaboration in those projects which are oriented towards influencing the mental health of the child through the child's direct experiences in the classroom.

The present report deals with this fourth area. It was impossible for the Committee to investigate and evaluate all the projects which are being developed in the field of education and which are oriented towards promotion of the mental health of the child. Many educators evidently are exploring and testing methods to extend educational devices in this direction. The Committee hopes that the four prominent projects which were studied are, however, representative of these trends in education.

The four projects which were studied are:

1. The Bullis Project, developed by Colonel H. Edmund Bullis and Miss Emily E. O'Malley in the elementary schools of Delaware.
2. The Force Project, developed by Mrs. Elizabeth S. Force in the Tom's River High School at Tom's River, New Jersey.
3. The Ojemann Project, developed by Professor Ralph H. Ojemann in the University Elementary and Secondary Schools of the State University of Iowa at Iowa City, Iowa.
4. The Forest Hill Village Project, developed by an interdisciplinary group at the University of Toronto, Toronto, Ontario, Canada, in the elementary and secondary schools of Forest Hill Village, Ontario, Canada.

Members of this Committee have visited the first three projects and have observed the classes in operation, interviewed students and teachers, and, in some instances, parents of the school children. Discussions, both informative and critical, were held with workers on each of the four projects at a number of meetings of this Committee.

Present-Day Practices in the School System of Importance for Preventive Psychiatry

Before describing these four mental health projects, it appeared desirable to indicate briefly some of the present-day problems in school systems with which these or similar projects must be integrated. Such projects cannot develop in vacuo but must give due consideration to other factors operative in the school systems. Unless these are taken into consideration, the success of any of these projects may be limited or spoiled.

The first important problem is school administration. The administration of school systems is highly decentralized in this country, allowing some wide variation from community to community. In general, it may be said that from the point of view of the social structure the school systems present an organization in which the lines of authority flow downward from the superintendent and the school board through the principals and supervisors to the teachers in the classroom, with quite restricted powers of the teachers to alter programs and their mode of operation. It becomes important to have the supervisor and superintendent of the school system have a clear understanding of such endeavor in order that any program in mental hygiene may be effective at the classroom level.

Many schools have developed guidance services to which teachers can refer individual problems. A close working relationship exists at many places between the guidance personnel and the teachers. There are also a number of training programs for teachers in psychological counselling on a post-graduate level. They will, thus, attain more insight into their own roles as group leaders in the classroom situation and also understand better the diversified emotional needs of the children. It is, however, not only possible but even likely that this insight will be somewhat confusing because it may well interfere with the efficiency in the traditional teaching program. Minor disturbances in the flow of classroom activity may be more frequent with such enlightened teachers than with a teacher primarily emphasizing maintenance of "good" discipline. Unless the school administration is willing and capable of absorbing such "disturbances" the teacher will expose himself to criticisms by following a path which is correct in the light of his understanding. Thus it is of primary importance for the school administration to have a clear understanding and be sympathetic toward the operation of mental hygiene principles before either his teachers or specific projects may function successfully in this direction.

The second important problem is the teaching personnel and its training. The development of dynamic psychiatry and psychology has been very rapid in the last two decades. Training institutions for teachers are continually altering their curriculum to keep pace with the increased demands for psychological understanding which should be a part of a teacher's skill. The psychiatrist approaching a teacher who recently graduated will find him equipped with a surprising amount of information about the recent literature in psychology and psychiatry. This knowledge varies

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2A recent list of requirements for certification required 10 hours of general psychology; Dockser, F. C.: Psychology. New York: Prentice-Hall, 1942: 10 hours of educational psychology; Cole, L. E. and Bruce, W. F.: Educational Psychology.
with the age of the teacher, older graduates having had less information. The knowledge is also predominantly of the "reading type," despite the increase in practice teaching. It is here that a good supervisor during the period of in-service training will give the apprentice teacher very many clues about the psychological functioning of his children and the best ways of handling classroom problems, but the problem often arises that the academic acquaintance with psychological material cannot be consolidated by having sufficient access to clinical cases handled in staff meeting style. The requirements of classroom discipline and the speed of teaching the prescribed amount of material forces the teacher to keep individual considerations at a minimum for the sake of progress of the whole. The size of the class, the different age levels, and the spatial arrangement of the children in the class are important considerations. These teachers, because of their academic preparation, may readily understand the goals of any of the mental health projects and thus be sympathetic with their initiation within their school system. The project itself may well stimulate these teachers to obtain further in-service experience to increase their awareness, understanding and teacher proficiency.

The third important problem is the relationship of the teaching program to the attitudes and values held by the parents. Parents as individuals and parents as a group, represented on the school board, are likely to reflect their own "philosophy" about what is a good education for what goals. The type of concern with the individual student and the careful attention to anxieties and emotional reactions which is part of the approach of those engaged in preventive psychiatry appears to many parents as a good way of spoiling and coddling the child instead of preparing him by hard discipline for the tough and competitive life which he will be forced to lead in our culture.

Another common feeling on the part of parents is the wish to see the school system emphasize the training of the outstanding pupil in preparation for potential future great artists, scientists, or public leaders rather than focusing on the "mediocre, average" pupil and safeguarding his mental health. For these parents the best opportunity to acquire a high degree of information and a well-disciplined, purposeful character for the small elite seems well worth sacrificing the comfort of other "less valuable" individuals. This attitude contrasts with the aim of mental health programs to help each individual according to his equipment and according to his best chances for a happy, well-adjusted life.

Both teachers and school administrators have to heed the variety of parental attitudes. A continuous flow of communication between parents and teachers as well as school administrators will be needed to make possible a determined mental health program in the face of all these difficulties.

Very many teachers are eager for new information and wish to develop mental health programs in the classroom. The need of integration of such programs with the total aims of the educative process and with the goals of the parents must be mastered if we are to hope to make effective any project such as outlined below.

THE BULLIS PROJECT

The impetus for the development of one of the first projects oriented toward the teaching of positive mental hygiene principles to normal children in public schools came from Colonel H. Edmund Bullis. This was quite fortunate. Colonel Bullis, due to his previous experience as Executive Officer of the National Committee for Mental Hygiene, which position he left for this task, had a full realization of the alarming increase in morbidity of mental illness and was well prepared to begin the development of a positive mental hygiene program. As a result of his interests and desires, it finally became possible for him, with the assistance of Miss Emily E. O'Malley, to begin their projects in a number of schools in the state of Delaware, in Nassau County, New York and in Brooklyn, New York. From this beginning has developed a crystallized method and procedure which has spread into many other school systems, until now

Further information may be obtained by writing to The Delaware State Society for Mental Hygiene, 1404 Franklin Ave., Wilmington, Delaware.
over 200,000 children annually receive these courses.

Colonel Bullis' aims may be best expressed in his own words: "I have been convinced for many years that it is possible for most young people to build up a robustness of personality so that in their later lives—when emotional crises come up—they can face up to them without breaking down mentally. The purpose of these human relations classes is to help our boys and girls to become more robust from an emotional and personality standpoint."

Colonel Bullis and Miss O'Malley have attempted to reach their goals by developing lesson plans which can be given to students in the sixth and seventh grades. These lesson plans have been integrated and published in two books entitled "Human Relations in the Classroom, I and II." Hambleton, Wilmington, 1948. The material is so organized that it can be added to the curriculum either as separate courses or integrated as part of English or Social Studies for one hour each week.

The general theory psychodynamically is that there are four basic human drives: adventure, security, recognition, and sex. and that these drives and their derivatives, if constructive outlets are provided, lead to happiness and mental health, and, without constructive outlets, lead to unhappiness. The lesson plans are therefore structured about this general theory. In addition, the method includes the provision or assumption that "little can be learned about personal problems except through personal experience and that ordinary teaching or lecturing or giving advice fall far short in providing the kind of insights that come out of life encounters with emotional problems. While it is impossible to furnish children in the classrooms with real life situations to discuss and to learn to understand, our efforts and techniques are to endeavor to create as nearly as possible these actual life situations."

The weekly class thus follows a general lesson plan. Each class is initiated by the teacher reading a stimulus story which features the emotional problem for discussion on that day. "The students are then encouraged to discuss freely the emotional problems presented in the stimulus story, to give their appraisal of the solutions effected in the story, to speculate on the motivations lying back of the behavior, and then—most important of all—to indicate from their own personal experiences parallel situations to those presented in the stimulus story. In this retelling of emotional experiences, often bringing out into the open problems they have never discussed before, a better understanding of their actions often results. The students also gain insight listening to their classmates tell freely of how they meet certain emotional problems."

Besides the usual method of the teacher reading a story, panel discussion, play reading or radio skits may also be used to stimulate class discussion. Throughout the discussion an attempt is made to bring out various principles of mental hygiene. Pupils are encouraged to bring out in the discussion their personal experiences which parallel or have some bearing on the discussion being conducted. A conclusion is finally reached in regard to the emotions under discussion. The lesson plans follow a definite order. For instance, lesson one, "Public Enemies of Good Human Relations," concludes with the teacher making the following remarks: "Our success in life will be largely determined by our ability to get on well with others. We can, if we will, learn to improve our personality traits." This lesson had included a discussion of personality traits, such as intolerance, prejudice, jealousy, conceit, unfairness, disrespect, cruelty, selfishness, suspiciousness, hostility, stubbornness and unfriendliness. Examples of subsequent lesson plans are: the second, "How Personality Traits Develop"; the third, "Our Inner Human Drives"; the fifth, "How Emotions Affect us Physically"; the sixth, "How Emotions are Aroused"; the seventh, "Emotions Displayed at Halloween"; the eighth, "Our Unpleasent Emotions"; the ninth, "Emotional Conflict"; the tenth, "Our Pleasant Emotions"; the eleventh, "Emotional Problems at Home," etc.

As mentioned, each lesson plan ends with a conclusion by the teacher or better the teacher guiding the class to formulate their own conclusions. Several may be selected at random for illustration. For the lesson plan, "Our Unpleasant Emotions," the conclusion is as follows: "We should remember that many times we are afraid of something because we do not really understand it. We must try always to see what this thing is of which we are afraid, to look at it squarely and to study just what we fear. We must learn to live with fear, to accept it, to feel afraid but not ashamed of being afraid, and to use up our fear as we go along—not to let it pile up within ourselves. Bring fear out in the open; talk about it, and then we shall be able to accept it as naturally as we accept anger, or disgust, or happiness. . . . Doing what one fears—if it is an obligation—is the best remedy for doing away with it."

Another example of a conclusion selected at random is on the lesson plan, "Submitting to Authority." "We cannot always suppress our emotions—it is not good to do so—for we all have to let off steam at times. However, we can try to harness our emotions constructively in the problems that face us in our daily lives. We have all to learn to submit to those in authority—and not let our emotions cause us to act in such a way that we may regret it later. Keep your 'team feeling,' and remember that a continued effort to do your best is the most constructive reaction to overseverity, or what you believe to be an unfair decision. It is a more mature way to act than the babyish reaction of 'making a scene.' Prove your worth and you will be the real gainer in the long run."

A third example of the conclusion of the lesson, "Why Daydream?" "Boys and girls who daydream too much have not as yet developed definite interests which keep them busily occupied. Many children unconsciously daydream to shut out or escape from a world where they are uncomfortable or unhappy and to enter a daydream world where they can be temporarily happy. By daydreaming we can sometimes
soften our disappointments. A little daydreaming is not harmful if it helps us plan and helps us strive to accomplish something worthwhile. Generally, however, daydreaming is an inadequate substitute for solving our problems. We must not allow ourselves to get in the constant habit of daydreaming as a means of escape from unpleasant situations. We evade our problems because we are afraid of failure. Remember, daydreaming can inspire accomplishment but cannot substitute for it successfully."

Comments and Evaluation

The Bullis project is a pioneering one and has pointed the direction for others. It has been organized to the point where a textbook is available. This increases its usefulness and extends its availability. The lesson plans attempt to deal with common emotional experiences, each oriented around a story or situation. Out of each illustration issues a moral which has for its purpose improving conduct and human relations. It is considered by the authors that these "morals" would lead to an optimum degree of adjustment. By giving the children these devices, the theoretical strength of the course lies in strengthening the super-ego structure of the personality.

Of considerable importance is the fact that there is little training for the teacher. Colonel Bullis and M. Virginia Mason, State Director of Human Relations Classes, conduct extension courses under auspices of the University of Delaware for teachers in-service on teaching human relations classes. They also conduct short workshops and training programs in various parts of the state. However, the training courses for the teachers are so brief that the individual biases of the teachers may continue and thus invalidate the material in many instances. In addition, no thorough preparation for all teachers conducting human relations classes is attempted. In fact, many of the teachers where these courses are in operation have had no specific training. The authors do recognize that the teacher needs to be relatively open-minded, tolerant of various forms of behavior, and have tolerance for the various emotional aspects of life.

Another important aspect of the project is the free atmosphere for discussion of emotional problems in a matter of fact way so that this content can be considered just like any other subject matter. The wide variety of topics presents, then, an opportunity for the students to express their own feelings, reactions and experiences. This aspect may be of more importance for the students than the more formalized aspects of the lesson. The chance of relating problems which are otherwise kept secret, and the demonstration in the classroom of the universality of human problems, do give opportunity for abreacting personal experiences with some chance of integrating these experiences into the life of the child. This particular aspect of the method might lead to a change in attitude.

There is also the likelihood of identification with the teacher, which may result in increase in ego strength and the development of better defenses against anxiety.

The sample classes visited by the members of the Committee resembled other classes in which school subjects are taught in the following respects: The teacher asked the questions and the children vigorously waved their hands. They competed for the teacher's attention so that they would be called upon to give answers. Some of the questions were regarded by the teacher as right or wrong, and the student got to know whether he had done well or not.

These mental hygiene classes differed from other classes in the following respects: There was much interest shown by the pupils who appeared to be attentive and enthusiastic. A number of the responses represented spontaneous expressions of feelings. Some children gave their opinions in more elaborate manner than in the usual classroom recitation. A number of them related personal episodes. Sometimes answers to questions were not regarded as right or wrong.

The clinical impressions of those who have become familiar with the methods and techniques are that the 15 per cent or so of the class ordinarily excluded from activities and discussions and who are characterized as shy children become more socially active. There is need for further observations as to the effects of these courses on the child in the areas of child-parent relationships, general social behavior, incidence of anxiety states, incidence and working through of individual problems, etc. This is true especially because of the wide use made of the method in many school systems.

The course structure is based on an over-simplified scheme of motivation of four human drives, and the assumption that these drives and their derivatives, when proper outlets are found, lead to happiness and mental health, and, when not found, lead to unhappiness. There is some justification for keeping the lessons simple, for many of the teachers of this mass educational effort could not deal with more complex structure. There is, therefore, a large didactic element in the course which attempts to convey the idea that control and conformity to the existing mores leads to happiness.

The moralistic attitude is quite obvious. This is generally considered contrary to an accepted principle that such educational methods should be as free as possible from moralizing.

The material given as a separate course in mental hygiene can lead to the matter being entirely isolated and, for the most part, leaves the child untouched as far as the rest of his life is concerned.

There is a possibility that this method may unleash anxiety which cannot be handled by the child and may, therefore, cause actual harm. With more than 200,000 children in these classes annually, it should be possible to determine whether any children have suffered as a consequence of these courses. Certainly some children as a result of these classroom experiences must bring their personal problems to the teacher or to some other understanding adult for private discussion.
Conclusions

This project has received widespread recognition and application in many school systems. It is and has played a very prominent role in the development of the incorporation of mental hygiene principles in the class. It would seem that the results of these courses could be evaluated to assist in determining whether or not this method is reaching its objectives.

The Committee would like to suggest that an endeavor be made to set up a research project to study a good sampling of students to determine the ways in which they are affected by the course. Are there changes in the degree of anxiety, in the types of defenses used against anxiety, and are there changes in their interpersonal relations with associates, teachers, parents and other people?

THE FORCE PROJECT

In the small town of Toms River, New Jersey, the various small businesses in the community found many of the high school graduates lacking in certain personality traits and ignorant of certain elementary rules of courtesy. It was felt that if these deficiencies could be overcome, the youth of the community would be more valuable as employees. The employers in the community therefore made request to the high school to institute changes in its curriculum which would improve the employability of its graduates.

Originally, the primary aim was to devise a method by which the students would be taught to learn the approved technics of social behavior and thus have an improved relationship with their employers. "Some of the pupils seemed totally unaware of the elementary rules of courtesy and oblivious to the improvement in their personalities which practice of these rules would bring... Another group is conscious of the savoir-faire and would like to acquire the poise and grace which comes from knowing what to do on different occasions." An attempt then was made to design a course to deal with "the tools of social life." The object of this course was to teach the rules of social behavior—etiquette. It was a short step from this course which had as its ultimate goal the improvement of interrelationships between the student and employer to conceptualization of improved interpersonal relationships in all the important life situations. Another course, therefore, began to develop which had for its purpose improvement in family living. Mrs. Elizabeth S. Force, a teacher of English, was given the task of developing these courses. She was instrumental for the design, the technics, and the methods used.

The general object of the first course was to acquaint children with the proper social forms of behavior. The underlying rules were (1) consideration for the feelings of others, and (2) regard for the rights of others. If relationships with others became more pleasurable, friction would be avoided, while improvement would occur in interpersonal relations. The first course on "Social Techniques and Etiquette" was offered as a voluntary course in grades 11 and 12. The second on "Family Living" in grades 11 and 12 also. Both classes met for a fifty minute period a day, five days a week. The courses were given in a room nicely and pleasantly furnished, with none of the earmarks of the ordinary classroom. The class sessions were conducted in a free, easy, and informal manner with open discussion. The courses were voluntary; about two-thirds of the students in each grade elected them.

The first unit, that of social behavior, covers the following content, although not necessarily in this order: (1) the history and development of rules of behavior; (2) rules of behavior in school; (3) in the home; (4) in business; (5) in the community at large, and (6) on special occasions. There is available a library of about two hundred books on etiquette and social behavior, mental health, and human relationship in its various aspects. In the actual operation of the course, the discussion soon goes into minute detail in almost all situations of a student's life. As a result, the emphasis in the course shifts from the teaching of pure behavior per se to the attitudes one should maintain and have towards members of the family, employers, associates, and others in various situations. The development of attitudes is not stressed but is a very important result of the progress of the course. A mimeographed outline of the topics is utilized by the members of the class, and many small, concise folders dealing with topics that "every pupil should know" about good grooming, movie manners, being a spectator, behavior in assemblies, behavior when traveling, etc., are made. The course, therefore, covered a great variety of subjects which are discussed and more important, practiced at length in class. The students thus not only discuss the particular topic freely but practice their new social techniques both in and out of class. One aspect of the final examination consists of taking the class to one of the large seashore hotels for the day. Here their conduct, together with traveling, in the dining halls, lobbies, toward waiters, bellboys, and other hotel personnel, can be observed. The entire emphasis in this course is upon getting the student to feel gratified at what he has learned and how he has developed, rather than on any particular mark as a grade for the course.

The course on family relationships, which follows the one on social behavior, is in large part an effort to do something about the high rate of divorce and juvenile delinquency which so often results from broken homes. A course of study in family relationships was designed to help the students with their current problems in their own homes and also with the problems of mating, marriage, and later family living. Its object was to awaken them to the vital importance of the family in making good human beings and thereby having a better life.

An outline was prepared as a guide for teachers only, but is not used as a teaching pattern in directing such courses. It was prepared by a committee and

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4Further information concerning the Force Project may be obtained by writing to Mrs. Elizabeth S. Force, Toms River High School, Toms River, N. J.
represented an intensive piece of work, with a bibli-
ography of some one hundred and six books, as well
as a large list of journal articles. It comprised eight
units. The first indicated the biological bases of
family life as seen from the lowest animals on up to
man. The second showed the influence of ancient
civilization on our ideology and on the family as we
see it. The third described the importance of the
family, with particular emphasis on the mother-
child relationship. The fourth dealt with the se-
lection of a mate, courtship, adjustment to another
person, and with the legal technicalities and pro-
cedures involved in marriage. The fifth discussed
the necessary influences for happiness in marriage;
the type of difficulty which results in disorganization
of the family, how to meet these, and the processes
involved in making a successful marriage. The sixth
was concerned with the biologic aspect of family life
and with the matter of financial problems. The
seventh discussed the resources for family fun and
the use of leisure time. The eighth and last unit
dealt with the contributions of the community to
the security and welfare of the family and also the
proper contributions of the family in turn to the
community. This guide, therefore, attempted to
make the subject matter of how to live something
which is teachable in a class and which may provide
real help to adolescents, both with their current prob-
lems and with their great adventures in life: namely,
choice of career and establishment of marriage, home
and children. However, the approach used is not
this logical one, so described in the outline, but a
psychological one beginning with student needs and
interest which may vary from term to term.

The booklet used by the students which serves as
a guide covers such topics as the following: First,
"Will you marry me?" This includes such ques-
tions as how soon should you begin to prepare for
the day when you will be married: will it be time
enough when you receive the engagement ring or the
day you land a job? Actually, says the author,
presentation for marriage began on the day of your
birth. Some of the children will be prizes; others
may be failures. What can be done about it? Is it
too early, is it too late? What preparation is needed?
Will reading books help? Shall one save money?
Can one strengthen his character, improve his person-
ality, build a hope chest, learn to cook? Such ques-
tions are raised, and many general statements are
questioned. Then follows in this booklet a page
for mounting some of the clippings, magazine
articles, motion picture reports, etc., which are
brought in and discussed in class in connection with
these particular matters. There is an item for listing
those movies in which marriages seem true to life,
and another list in which they seem unreal. There
is an item asking the requirements for marriage. A
bibliography follows each topic. Another topic, for
example, is called "Happiness versus Hokum." For
discussion there is broached the formula of movies,
radio, and slick magazines; namely, if you are beau-
tiful and fragrant, men will love you; if men love
you, they will marry you; if men marry you, you
will be happy. Discussion continues to dissipate this
type of wishful thinking and to add solid planks to
the platform on which one may build a married life.
How much should you live on the clouds, how much
on solid earth? A further example may be cited re-
volving about the topic called, "What on earth does
he see in her?" This covers such matters as, what I
am like and what I would like to be like; how did
you become what you are; is it more important to
be the right one than to find the right one: objec-
tionable behavior and attitudes of husbands and
wives; desirable attitudes and behavior. What does
it mean to have a mate who wears well? Another
topic is, "What kind of mate are you becoming?"
This deals with the rights and responsibilities of
members within the family. A fifth topic is
"Money matters and how." Romantic love, it says,
can survive financial problems, marriage not so
easily. A sixth topic has to do with dating and is
called, "What are you doing tonight?" Entertaining
at home, single dating, double dating, petting, how
much love making is permissible, are all presented
for discussion. Do dating and alcohol mix, the
single standard and double standard, are explained.
To what extent is youth committed to doing what
the crowd does? Is the girl or boy or both respon-
sible for the behavior on dates? Another topic deals
with engagements. What in your judgment is an
engagement? Is a ring necessary? An eighth topic
deals with marriage during its very early days, weeks
and months; it also deals with the subject of dishes
and drudgery. Topic nine examines the realities of
married life and presents opportunities to discuss
the routine duties that accumulate when the home is
established. "Now we are three" is the final topic
which allows discussion of children in the family.
A child's physical and emotional needs are then
studied.

It should be emphasized that the methodology of
teaching this material includes practice and active
participation on the part of the students. Students
are encouraged to observe other adults and children
in various situations. Ideas and opinions are shared
with the class by the active participation of fathers,
mothers, physicians, clergymen, business executives,
lawyers, etc. who are urged to visit the class. More-
ever, the students learn to develop genuine affection
and understanding for infants and young children
through actual experience with those brought to the
class.

Comments and Evaluation

In summary, we may say that the purpose of
these courses is twofold: to help adolescents develop
social skills and, through frank and spontaneous dis-
cussions, approach realistically the problems of love,
marring and parenthood. As the students become
familiar with the problems of major human life
situations, they will develop attitudes which will be
of assistance to them in making a more adequate
adjustment. Attitudes result from the discussions
which revolve about the skillfully selected material.
No attempt is made to have the students memorize
large masses of factual data.
The social skills which are developed through discussion and practice add to the student's feelings of security by making it possible for him not only to cope with the realities of social interaction, but also to be at ease with any need to improve his social status.

The technique of teaching this material is very important. It has been the particular genius of Mrs. Force that has made these courses successful. The teacher is constantly asked questions and she must know intuitively how far she can safely go in her answers. For students who want or need more than is offered by the present curriculum, referral to therapeutic agencies is the approved course. The teacher, therefore, must have a broad grasp of reality herself and recognize her own limitations. In addition, she must understand that interpersonal relationships may vary from one pattern to another and still be appropriate: that no one pattern is the "right" one. She must be broadly oriented so as to be non-dogmatic or moralistic but maintain a frame of reference of reality for all discussion.

A very important aspect of the mental hygiene effect of these courses depends upon the transference situation: that is, upon the pupil-teacher relationship. It was quite evident from classroom observa

Conclusions
This project of teaching social behavior and family life should receive widespread recognition and application in many schools. Although the techniques and content have been structuralized, it will take unusual people for the teachers. It is, however, particularly adaptable to any high school for the courses would fit into any current curriculum.

The Committee urges that further study be made of the students who have participated in these courses versus a control group to determine what changes have occurred in attitudes, personality structure and behavior. Such findings would lend considerable validation to the Committee's impression that these courses have been highly successful.

THE OJEMANN PROJECT

In general, teachers control the behavior of the children in class by disciplinary measures based on the overt behavior of the children and without taking into account the causes of behavior. The individual teacher's attitude towards the children and the intensity of his own needs to control them determines his response, i.e., the type and severity of the discipline. Professor Ojemann thought it probable that if a teacher learned to understand the causes of behavior, his attitude toward the children would change and he would not simply inhibit the children's behavior but would deal with it in a way which would be more mutually satisfying. This hypothesis was tested and it was demonstrated that when the conflict between teacher and pupil was lessened the children did better work. The teacher had become more effective because he had approached the pupils' behavior through an understanding and appreciation of their backgrounds, ambitions and worries. The teacher thus dealt with his pupils in a dynamic rather than in a static manner.

These studies had broad implications. Professor Ojemann asked, "Can children learn to appreciate the differences between the overt or surface and the dynamic approaches to behavior and apply the latter approach in their relations with parents, teachers and other adults, with their associates and in guiding their own development? If they can, will that reduce emotional conflict and increase mutually satisfying interrelationships?" Studies were then initiated which had this problem as their goal. The results of these studies showed that children in both primary and secondary grades could learn and apply the beginnings of the dynamic approach to behavior. Following this, the pertinent problem was how material dealing with human behavior could be inserted into the school curriculum. There were two possibilities: either material could be presented in a

Further information, teacher guides and the materials which supplement the texts in various core areas may be obtained from Professor Ralph H. Ojemann, State University of Iowa, Iowa City, Iowa.
separate course on human relations or interjected wherever human behavior is discussed within the curricula. The latter procedure was selected.

The examination of current curricula indicated an increasing tendency to think of various studies as grouped into core areas: thus English and other languages; mathematics and natural science; social studies: vocational subjects and industrial arts, including home economics; and guidance. Several of these dealt directly with human behavior, e.g., social studies: home economics, as family relationships; guidance; and English (human behavior in literature). Study of the content in textbooks used in the core areas, including those used in social studies, revealed that a non-dynamic (or overt and surface) approach was practically the only one utilized; that is to say, the child from the time he first entered school was trained to formulate judgments, establish a system of values, and react to others primarily in terms of overt behavior, and was not taught to inquire into and gain understanding and appreciation of the causes of behavior.

An example from a text on "Civics" will serve to emphasize the existing situation. The problem of crime is discussed in terms of the organization of a police force, its functions as prescribed by law, methods for detecting and apprehending criminals, the organization of courts and their functions, training schools and prisons and their function of detention, and perhaps some discussion of the relation of poverty to crime. Nowhere is there any discussion of the motivations underlying criminal behavior or of the police or courts trying to understand the motivations and considering these in dealing with the criminal. There is no discussion of the usefulness of understanding the motivations and their application in the rehabilitation of the criminal. Nor is there discussion of the problem of prevention of crime by attempting to remove the causes of criminal behavior. Neither is there any discussion of why some persons living in the same neighborhood or even in the same home become criminals while others do not.

Since practically all of the material presented to students deals with the "surface" approach to human behavior, it was decided that a dynamic approach in a separate course in human relations would be inadequate to influence the students in a significant way. Professor Ojemann concluded, therefore, that there ultimately must be a revision of all texts and materials used in the schools which are concerned with behavior. This, of course, is a long term goal.

He decided to approach this problem experimentally and undertook studies to determine how materials on the dynamics of behavior could be integrated into core areas such as social studies, guidance and home economics. He found it necessary to develop small sections at a time, try these on students, evaluate and revise until the content of the whole of a given area had been covered. He felt that concomitantly with this, other school experiences which affect the child should be integrated and consistent. Thus, the attitude of the teacher becomes important. Considerable time is spent, therefore, in the training of those teachers who present the additional course material to the students, utilizing workshop techniques in their training. In addition, other teachers must be assisted through formal and informal inservice courses to develop a more dynamic understanding of the causes of behavior. Moreover, the child should be encouraged to learn to utilize his knowledge in his interpersonal relations with adults and other children both at school and at home and be guided in using a dynamic approach to his own problems and plans.

The goals, then, become clearly defined. By teaching psychodynamic principles to students and by giving supervised practice in their use they will become more mature. For this to occur, this knowledge must become well integrated into the individual so that changes in attitudes and behavior result. He must apply these concepts to his own life experiences. The student must come to understand and appreciate emotional processes and motivations not only within himself but in others as well. Hence Professor Ojemann's objective is to develop a mentally healthy race of psychologically oriented human beings free from mental disorder.

The methods of Professor Ojemann are based on the assumption that the child can know and appreciate basic psychodynamic concepts. He believes that just as were mathematical concepts once considered beyond the comprehension of the average adult and kept the secret of a cult or priesthood, so a number of psychodynamic concepts are thought to be today. Through time the mathematical concepts became a body of common knowledge even for the child. Cannot our basic psychodynamic concepts of today likewise become a body of common knowledge for tomorrow?

The method used is characterized by increasing the content of all courses dealing with human behavior. Concepts used to increase this content are psychodynamic in nature and are presented repeatedly so that they become part of the habitual way of thinking, feeling and acting. In the presentation of these psychodynamic concepts the emphasis is on discussion and participation by the students, with particular regard to their own experiences. The important concepts are: (1) the concept of motivation; (2) the concept of multiple causation; and (3) a distribution of values rather than a dichotomy of "right" and "wrong."

Professor Ojemann has been developing these concepts in materials for presentation in various classes since 1941. Materials have been prepared in units to supplement sections of standard texts. These materials reorient the text book content in terms of motivation and causation so that the understanding of behavior becomes more complete. It is impossible to outline in a brief description of this project the numerous topics which deal with various aspects of human behavior, for they include various areas in community civics, history, other aspects of social studies, guidance, and family relationships.

By 1948-49 several parts had been fairly well tested and are now routine content or procedures in
the State University of Iowa's elementary and secondary schools, in a rural consolidated school and in a city school system. These materials are considered in an experimental framework so that studies as to the effectiveness of the program are constantly being maintained. These studies are oriented to evaluate, first, the immediate effects of the materials on attitudes and behavior, and second, the degree of maintenance of these attitudes and changes in behavior over a long period of time.

The materials that have been fully developed may be indicated as follows: (a) in the 7th grade in the course in community civics, community problems are analyzed in terms of the dynamics of human behavior. (b) in the 8th grade the student examines his own experiences at school, at home, in his play with others, in his leisure and in maintaining his general health, and plans his course of action based on an analysis of causes. There is also a discussion of family relationships in the home economics course, (c) in the 9th and 10th grades where world history and the history of major social institutions are taught, not only the major events are learned but each civilization or institution is examined to ascertain, how far it meets the major human needs, (d) in the 11th grade where American History and Problems are taught, there are units on the conservation of human resources including the nature, extent and causes of mental illness; the care of the sick; and the nature of a program of prevention—with stress on mental hygiene, (e) in the 12th grade where modern social problems are taught, there is a series of units on courtship, preparation for marriage and parenthood using what had been previously learned about causes of human behavior.

In pre-school and primary grades up to Grade 3, three methods are being evaluated:

I. A manual has been prepared to help teachers learn to deal with the daily situations in the classroom and, on the playground.

II. Some of the selections in the first reader have been rewritten.

III. Simple plays or skits have been devised in which children can dramatize different ways of dealing with behavior which they meet in their child's world.

In the 4th, 5th, and 6th grades, reading materials have been prepared for evaluation as part of regular social science readers—dealing with children like the students themselves. In addition, in room councils in which all children participate, the dynamic approach is consistently applied to their real problems.

To date, the studies that have been made indicate that there has been improvement in the understanding of human behavior. The application of this knowledge has resulted in definite changes in attitudes towards self and others.

Comments and Evaluation

Much time must elapse before answers can be supplied to many pertinent questions which arise out of Ojemann's approach. Follow-up studies over a period of many years are essential and have been initiated.

The Committee, which reviewed Professor Ojemann's material, was impressed:

Firstly: By the breadth of the approach which methodologically is not confined to the development of a course in human relations, but is oriented toward "humanizing" all content which deals with behavior, and which has as its goal the development of a cultural milieu in which all interpersonal relations are modified by an appreciation of multiple causal factors.

Secondly: By the fact that pedagogical techniques are used as the primary tool. There is relatively little which could be called therapy within the entire program. Even in the 'guidance' course in the 8th grade there is no attempt to uncover conflicts or utilize catharsis to any degree.

Thirdly: By the clarity and simplicity of the considerable written material. This is of tremendous aid both to students and to the relatively naive teachers. Although the teachers have "workshop" preparation, the material is so designed that they (the teachers) need not be sophisticated in knowledge of human behavior. Thus, it has wide application.

Fourthly: By the enthusiasm of the students for this approach. It was as if an inherent wish were satisfied. We know that it is gratifying to the child to understand the how and why.

Fifthly: By the contagion of the interest of the students and teachers which stood out prominently. The teachers were affected by the students' interest to the point of noticeable changes in their attitudes and modification of their behavior.

Sixthly: By the absence of moralizing. A distribution rather than a dichotomy of values is emphasized.

It seemed to us that the Ojemann approach, which utilizes primarily pedagogical techniques did stimulate the students to free discussion and to put into practice what they had learned. It therefore, seemed definitely of value in promoting emotional development.

There is apparently an assumption that by learning to understand the multiple causation of behavior, subsequent attitudes will not be limited to the particular bit of behavior noted but will include a larger constellation which will include the antecedent causes. That is to say, that there will be a greater plasticity in attitudes and the systems of values will become more relative and less rigid.

The role of the teacher in encouraging and helping the students in a permissive and tolerant manner to discuss the causes of behavior is extremely important in fostering the development of a more tolerant super-ego, as well as a stronger ego, thus relieving guilt and anxiety.

The project might be criticized for failure to attempt to help the children to understand their more complex unconscious motivations. This is not valid for young children but might apply to older ones e.g. 7th grade and up. It, however, avoids the dangers and pitfalls of such an undertaking which
would undoubtedly create a demand for therapy, which the teachers are not prepared to render effectively even at the most superficial level.

There was a deficiency in the absence of material on sexual development. Such material is now in the process of being incorporated into the program.

Better trained teachers are needed, as some showed limitations of comprehension and others were personally afraid of the material. Longer and more detailed workshop training courses have more recently been developed.

Since this project is dependent upon the learning process, the question was raised as to whether or not the students, by knowing the material, would be affected emotionally unless adequate stimulation was maintained.

A definite question was raised as to whether or not this project could be effective with delinquent groups of children or children from poorly organized family environments. Studies to answer these questions have been initiated.

**Conclusions**

This very comprehensive project attempts to change the entire intellectual and emotional orientation of the child, with the view that by taking into consideration motivation, multiple causation, and other psychodynamic principles, greater emotional maturation will be achieved, and mental illness prevented. The project attempts to do this by innumerable examples presented to the students throughout the school years so that desirable patterns of behavior, thinking and feeling will occur. Professor Ojemann has maintained his project within a research frame of reference, and the Committee wishes to commend him for this. It is only through rigid control and broad time-consuming evaluatory procedures that this project can be fully developed. The implications of this method are so great for the future development of education *per se* that we hope Professor Ojemann will maintain his intense desires to currently evaluate his material as to its effects upon the child to the relative exclusion of the constant demands for exploitation of his techniques.

**THE FOREST HILL VILLAGE PROJECT**

Several years ago the Canadian National Committee for Mental Hygiene decided to sponsor a program in the elementary and secondary schools which had for its object improvement in both mental health and emotional development of children. The project was entrusted to an interdisciplinary group at the University of Toronto, Toronto, Canada, consisting of the departments of social work, education, psychology, and psychiatry. The plan has been in operation for the past two years in the schools of Forest Hill Village, a suburb of Toronto, Canada. The entire project was reported in detail to the Committee by Mr. John R. Seeley, social psychologist associated with the group.

The project as conceived is a multipronged one. One aspect has to do with teacher training. From various parts of Canada, a dozen or so highly selected teachers are chosen to spend a year being trained by this interdisciplinary group in the principles of mental hygiene. The training curriculum is a very complex one and includes didactic material, discussion groups, and participation in classroom teaching, counseling, etc. with school children. Their experiences are designed to permit them to function as a link between the school and the clinical personnel, teachers, children, and the members of the families in the home. They are presumably trained to affect the educational system from within in such a way that it may be either more contributory to the child's mental health or less disruptive of it.

Another aspect of the project is the inclusion of a clinical team consisting of a psychiatrist, social worker, and psychologist, which is available for direct service with children who are sufficiently disturbed to require treatment. In addition, there is a preliminary screening group to advise regarding the management of less disturbed children. This group consists of school psychologist, child's teacher, the child's principal, one or more of the teachers in special training, and a clinical expert. For those children whose problems are too complex, referral is readily available to the psychiatric consulting team.

Another aspect of the program is the operation of the parent education scheme which brings parents together in groups and allows relatively free discussion regarding mental hygiene principles.

The last component of the project is the operation in selected grades of the schools of what may be called “human relations classes.” It is upon this latter aspect of the total program that we wish to focus our attention.

The human relations classes are given in grades 6 to 12 for one hour each week. These classes consist essentially in honest and free discussions. The children are allowed to discuss whatever topic they feel to be problemmatic at that time. This means that the topic itself and the manner of dealing with it are group-determined and not in any sense determined either directly or indirectly by the instructor. These classes then are as completely non-directive as it is possible to have them. The instructor, or teacher, has to learn in fact not to be an instructor in the usual sense. The children can then feel quite free to express their feelings in considerable detail and relate their emotional experiences freely before a non-judgmental group. The experience so far seems to have indicated that no matter at what point the discussion is begun, the children very shortly concentrate on those problems which are important for them, and that as soon as this occurs, interest is heightened, involvement is increased, and the discussion becomes quite productive. It should be mentioned again that the children participating in these free discussions are protected in their abreacting experiences by the closely associated school counseling and psychiatric therapeutic teams. It must be quite obvious that for these completely unstructured classes to operate successfully, the leader of the group, the teacher, must be highly trained in psychodynamic
principles, have certain personality assets, and be quite skilled in the operation of the class.

These classes, then, have all the aspects of a group therapy project. It is thereby hoped that the cathartic method will allow for the expression of experiences which are conflict-provoking and therefore allay anxiety and permit the integration of the experiences into the personality without the need for the maintenance of certain patterns of defense. The commonality of experience, which will reveal itself to the group, also has this objective in view. The complete permissiveness of the teacher, presenting no judgmental material, should lead to a rapid and rather intense child-teacher relationship which should have its corresponding effect upon the super-ego structure of the pupil. Theoretically, then, the project is designed to improve personality formation by increasing the emotional maturation process so that the child may meet more capably the ordinary stresses of his life as he grows older.

The entire project is in a research frame of reference, which, it is estimated, will require another three years before any definitive findings are obtained. The research frame of reference is quite broad. An important aspect of this consists in an attempt to study by the combined methods of the psychiatrist, sociologist, and psychologist, the operation of the entire community where the study is located, with special reference, of course, to the formation and malformation of personality, particularly in the home and in the school. Another aspect of the study consists in an endeavor to assess by objective and/or other clinical methods the value of the various procedures used in the entire program including the effectiveness of the discussion methods in the classroom. The methodological approach, therefore, uses techniques from those of the field anthropologist, psychologist and psychiatrist, with the hope of making a serious evaluation of personality development to the actual ongoing life of the community both within and outside of the schools.

Comments

The Committee has made no attempt to evaluate the operation of these unstructured classes, for they have been in operation but a short time and are supplying the material for the research frame of reference for the interdisciplinary group conducting this project.

There are two aspects to conducting classes of this type for school children which are quite clear. One is the need for a therapeutic team to be readily accessible to assist those children who uncover problems which cannot be effectively handled within the operation of the class itself. The second important aspect is that the teacher participating in these classes must be a highly trained and skilled person.

Conclusions

The human relation classes, a part of the Forest Hill Village Project, are non-directive, unstructured, and group-determined. With skilled leadership, these classes should lead to improvement in personality integration, i.e., emotional maturation, and, therefore, make for better adult adjustment with less danger of psychiatric or social morbidity. The Committee will wait with considerable interest the findings of the group of participants in this project. The Committee commends the group for preventing exploitation before evaluation.

SUMMARY

Four different projects which are functioning in the classroom to affect the emotional development of the school child have been described. These four projects, differing quite radically one from another, have a common goal: the improvement in emotional maturation of the child so that more effective personality function is possible, thereby reducing psychiatric and social morbidity.

Each one of these projects attempts to reach its goal by a somewhat different method. The Bullis project hopes through weekly discussions centering around stories out of which mental health precepts can be derived to impart knowledge and develop attitudes which will be of value to the emotional maturation of the child. The procedure, thus, may be essentially a super-ego strengthening device. In addition, a certain amount of cathartic experience may occur which will reduce conflict and thus lessen anxiety.

The Force project is very practical. It deals with real problems of social and family life. It teaches essentially skills and techniques of adjustment to life's most frequent situations. Knowledge is given and attitudes are developed compatible with the vicissitudes of day-to-day living. In addition, security may be obtained, anxiety thereby reduced, by preparing the student for subsequent vertical social mobility.

In further contrast, the Ojemann project is oriented towards teaching the students to think naturally in terms of multiple causation and motivation, by presenting material constantly throughout all the courses that deal with human behavior. The object is to inculcate certain principles of psychodynamics so that they are always ready for application in daily life, much in the same manner that a child who knows arithmetic will be able to apply his knowledge for all the ordinary daily requirements in the use of numbers. Attitudes and behavior would thereby be changed in such a way as to lead to emotional maturation and mental health; as, for instance, the shifting of judgmental values of overt behavior to relatively non-judgmental ones.

The fourth method, the Forest Hill Village project, unlike all the others, has a direct therapeutic goal. It is oriented towards relieving the child's anxieties by allowing non-directive discussions with free participation by all students. Conflicts may thereby be prevented or eradicated, anxiety relieved, and the commonality of emotional processes becomes apparent. Emotional maturation and mental health may then more readily proceed.

Comparison of these four projects indicates considerable difference in the amount of time devoted to each one. The Ojemann and Force projects are ac-
tually generous with time. The Force project requires one hour five days a week during the 11th and 12th grades. The Ojemann project, when it becomes fully developed, will be part of the child's learning experience every day from the time he enters elementary school until he completes high school. In contrast, the Bullis and Forest Hill Village projects require little time. Both are given one hour each week, the Bullis project for the 6th and 7th grades, material for the 8th grade is in preparation, the Forest Hill Village for the 6th to 12th grades.

It should be once more reiterated that the role of the teacher in all of these methods is of extreme importance. The more permissive and tolerant the teachers are in the discussions of causation, experiences, emotional problems, etc., the easier does it become for the students to accept and appreciate such functionings within themselves. The teacher-pupil relationship, dependent upon the attitudes of the teacher, fosters the development of a more tolerant super-ego. The more tolerant the super-ego and the more insight into motivation, the greater the relief from anxiety. Thus may the ego be expanded, strengthened, and hence does the child become more adaptable to the exigencies of his life stress.

In addition, the four projects require different degrees of preparation and skill on the part of the teachers. The Forest Hill Village project makes the most demands on the teacher. Not only does it require considerable knowledge of psychodynamic principles but it includes knowledge and experience with group psychotherapeutic techniques which are difficult to acquire in themselves. The Force project makes the next greatest demand upon the teacher. Without a theoretic structure, yet with important aspects of the mental hygiene effect of these courses dependent upon transference, the teacher must function intuitively in the handling of class discussion and practice. This suggests both careful selection of those to be trained as teachers and prolonged experience with the techniques of class discussion and practice in their training. The Ojemann project requires less training for it adheres essentially to the tradition of pedagogy yet the teacher must be well oriented psychodynamically to function efficiently. The Bullis project requires the least preparation, for the material presented and discussed follows a prescribed course and leads to definite conclusions.

It should be emphasized again that three of the four projects are taught as separate courses and, therefore, may not be as effective in reaching their goals as a program integrated into the entire school curriculum as is done in the Ojemann project.

These projects with the goals so clearly defined should be considered as one aspect of preventive psychiatry in action. They utilize techniques based upon mental hygiene principles that may be applied to large groups of children. They have developed within the framework of education, primarily by educators and sponsored by education. They indicate the tremendous interest of the educator in the emotional development of the child and his total life adjustment, for education has shown itself ready to accept this responsibility. Hence there is constant demand by numerous school systems for inclusion of one or the other of these projects within its curriculum.

The importance of these projects should not be underestimated. As a step in the direction of reduction of psychiatric and social morbidity, they should appeal to educator and psychiatrist alike. Because of their importance, careful evaluations of the effect of these projects are sorely needed to assist and guide in their subsequent development. Two of them, the Ojemann and the Forest Hill Village projects, are developing in a research frame of reference. Further studies should be initiated regarding the effects of the Bullis and Force projects. Careful evaluatory studies will lend justification to a rapid expansion in additional school systems of one or another of these projects.

This report, then, will have succeeded in its purpose if it assists in orienting educator and psychiatrist alike to certain trends in education of importance for healthy personality development. It is hoped that this report will do more, will stimulate educator and psychiatrist alike to accelerate the acceptance by education of some of the responsibility for the emotional development of the child. Thus would education be truly an aspect of preventive psychiatry for the goals would be clearly in view—improvement in emotional development and reduction in psychiatric and social morbidity.
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