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DETERMINATION OF ELEMENTS DESIRABLE
FOR A COURSE IN FAMILY LIFE EDUCATION
FOR THE SENIOR YEAR OF HIGH SCHOOL.

University of Michigan, Ph.D., 1961
Education, psychology

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DETERMINATION OF ELEMENTS DESIRABLE FOR
A COURSE IN FAMILY LIFE EDUCATION FOR THE SENIOR
YEAR OF HIGH SCHOOL

By

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A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in the
University of Michigan
1961

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ACKNOWLEDGMENTS

It is with distinct pleasure that I take this opportunity to express my appreciation for the careful cooperation which so many persons extended in making this research possible.

To the members of my dissertation committee, Professors Stewart Hulslander, Allen Menlo, John Trytten and Edgar Willis, I acknowledge their assistance and encouragement. To Professor Stanley Dimond, I am especially indebted for his wise counsel and astute suggestions for refinements throughout the progress of this study. He gave unstintingly and graciously of his time and effort. It was a genuine privilege and an inspiration to work with him.

Special thanks is extended to Professors Harlan Koch for having started me on this study and to Francis Curtis for his continued interest, encouragement and faith in me.

To the nineteen specialists who cooperated as jurists in the evaluations required for this study, as well as to those teachers, principals and supervisors of cooperating schools, I offer sincere thanks.

Finally, I wish to express my deep appreciation for the innumerable kindnesses extended to me by my parents, friends and associates. In particular, I wish to thank Carl Christy for permitting me to take a study leave from my professional duties at Redford High School, to Eva Marie Van Houten for her careful and painstaking editing and to Albert Loosli for his help in proof-reading. These seemingly endless gestures of good-will have aided immeasurably in bringing this study to completion.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

The first half of the twentieth century has been distinguished dramatically by the extreme rapidity of change. The amazing acceleration of scientific and technological advance has had momentous consequences in industry, in agriculture, in transportation, and in the waging of modern war.

These developments have also revolutionized American home life. Young people today face an entirely different world from that which their parents, let alone their grandparents, knew in their youth. They take for granted scientific marvels that only a relatively few years ago were hardly envisaged. Their ways of life and their sense of values are founded upon circumstances and promises which are greatly different from those that governed the generation preceding theirs--to the continued confusion, and at times, consternation of their parents.

It is only since the beginning of the present century that electricity has invaded the home and made possible the myriad machines and gadgets that characterize modern housekeeping. The automobile, which has given such incredible physical mobility to the American people, was an erratic and expensive plaything of the rich less than sixty years ago. Travel by air, which has now become commonplace, did not begin until the Wright brothers made their first flight at Kitty Hawk in 1903. Coach and tourist passenger plane travel exceeded

first class flights for the first time in July, 1960. The predicted rate of increase in the first six months of 1960 indicates that airlines will exceed combined rail and bus passenger miles between American cities by the end of the year.¹ The movies were no more than the faintly flickering images of the vitascope at the beginning of the century, and the immensely significant experiments in the field of communications which introduced radio and television were brought to fruition in the last forty years.²

The decade of the fifties has seen great changes in technology reflecting advances in research. The "Space Age" has been born, the "Atomic Age" and the "Age of Automation" have moved beyond infancy. The State of Oregon's report,³ at the 1960 White House Conference, tersely puts it thus:

. . . the increasingly popular emphasis on the scientific and technological fields . . . may tend to subordinate the ethical, cultural and human values which are necessary if a person is to have a well-balanced life.

The worldwide "population explosion" proceeds in the United States, too. Here, as elsewhere, death rates have been going down while the number of births have gone up. These trends projected a few decades into the future lead to a world future of "standing room only." A majority of the Nation's 48 million children under eighteen now live in urban areas and about a fourth live on farms. This has

¹Harry Hansen, (ed.), The World Almanac 1961, (New York: World Telegram and The Sun, 1961), p. 783.

²Eli Ginzberg (ed.), The Nation's Children, Vol. I, (New York: Columbia University Press, 1960).

³National Council of State Committees for Children and Youth, The States Report on Children and Youth, (Washington, D. C.: Library of Congress Press, 1960), p. 52.

resulted in excessively crowded school rooms and inadequate facilities.

The population of the United States has grown with extraordinary rapidity throughout our entire history as a nation. This rapid growth has resulted from a high birth rate and a substantial surplus of births over deaths throughout most of our history, together with a heavy volume of immigration during the latter part of the nineteenth century and the early part of the twentieth.

Marriage and birth rates rose sharply in the early years of the war, and population in the first half of the decade grew almost eight million, or only one million less than the entire increase during the 1930's. This gain was more or less in line with what might have been expected to result from the combined effects of a sharp recovery from prolonged depression and American entrance into large-scale war.

Over the long run, divorce rates in the United States have risen from about 5 per cent of the number of marriages in the 1880's to approximately 10 per cent in the 1911-1920 decade and to around 25 per cent during the past few years. Evidently more people are marrying in haste and repenting at leisure and more are marrying more than once than was true even a few years ago.¹

The problem of divorce which young people must face is two fold: (1) They are influenced by the problems of the home in which they have to grow up, and (2) These effects cannot but influence

¹A more detailed coverage of these trends may be found in the following: Peter F. Drucker, "America's Next Twenty Years," Harper's Magazine, CCX (1955), 58; Fenton Turek, "American Explosion," Scientific Monthly, LXXV (1952), 187-88; J. Frederic Dewhurst and Associates, America's Needs and Resources, (New York: Twentieth Century Fund, 1955), p. 856.

their preparations for homes they will themselves make.

Today's teen agers are getting married and becoming parents in larger numbers and at younger ages than have previous generations. Nearly half of all American wives aged 15-19 gave birth to a child in 1956. In 1959 there were 4,320,000 babies born in the United States.¹

This century has made many advances in the fields of child-development, mental hygiene, psychology, pediatrics, and psychiatry. To what degree has this information reached the millions of teen-agers who soon will be parents? A recent survey of some 17,000 youth concludes that the majority of high school and college students today are not well informed about what is considered good child-rearing practice. They want children but they are confused about parental roles, and the expectations they have of children and of themselves as parents tend to be unrealistic.²

High school seniors were only slightly better informed than tenth graders, leading the researchers to conclude that whatever curricular content is concerned with family living is evidently having little if any impact on attitudes toward child-rearing practices. Present courses are inadequate. A further implication is that the schools are a logical place to emphasize the influences and resultant effects of parental attitudes and behavior on the emerging personalities of children.

¹"American Wives and Mothers," Statistical Bulletin, 40 (1959), 4.

²O. Spurgeon English, Max Katz, Albert H. Schefflin, Elliot Danzig, and Jeanne Speiser, "Preparedness of High School and College Seniors for Parenthood," A.M.A. Archives of Neurology and Psychiatry, 81 (1959), 469-79.

Continuing along this same vein, the Maine report of the recent White House Conference expresses this concern: "Our Children scarcely have time to become youths when many of them also become parents." The State report points to a "tremendous need for expansion of parent programs by churches, schools, and community organizations to give parents greater confidence in dealing with children."¹

One of the young men attending Forum IV of the White House Conference on Children and Youth expressed in this manner the need for family life education:

It is pretty bad if we cannot take a subject as vital as this, or make room for these kinds of subjects in our schools, since this preparation means so much to our future happiness and hence our success, much more so than some of the subjects we must now take.²

Never before in history has the American home been under pressure from so many groups to give its loyalties to various pressure programs and mass movements. Parents are as bewildered as are their children. The schools, too, though recognizing the need, have been caught unprepared as a result of the rapidity of technological advances. An awareness of these needs, was the inspiration for this proposed investigation.

Perhaps the theme of the recent White House Conference on Children and Youth shown in a running account through the state reports best expresses the underlying reasons and purposes for the study here proposed: ". . . . that wealth has not made Americans

¹Ginzberg, op. cit., p. 110.

²Evelyn Willis Duvall, "What Kind of Parents Will Today's Teen-Agers Be?", Marriage and Family Living, XXII (1960), 266.

happy, that unprecedented affluence is accompanied by unprecedented anxiety; and that today's children are being seriously affected by the general mood of insecurity, the uncertainty about ultimate meanings and goals that afflicts the American society of 1960."¹

PURPOSE OF THIS STUDY

The purpose of this investigation is to determine desirable elements for a course in family life education to be taught in the senior year of high school to mixed classes of boys and girls.

NEED FOR THIS STUDY

The need for this investigation is based on the following reasons:

1. High School Students Want Information Dealing with Personality Development, Social and Family Relationships, and Preparation for Marriage.

When family life education has been offered in the schools, student reaction to it has been enthusiastic. When it was not offered, students have indicated their desire for such instruction. For example, a state-wide follow-up of a sample of the 1949 high school graduates in Iowa showed that the students gave their high school a vote of confidence as having provided considerable help in all but one of the ten imperative needs of youth as defined by the Educational Policies Commission. The one area that was rated

¹Detroit Free Press, March 27, 1960, Section E., p. 8.

poorly by the students was the contribution of their high schools to their preparation for marriage and family relations. Fifty-four per cent of the young people reported their high school training was of little help to them in this area; 32 per cent reported it was of some help; and 14 per cent reported it was of much help. Girls reported more favorable preparation than boys.¹ The clear implication here is that the girls took home-economics while boys did not.

Youth are much concerned about their relations with their parents. For this reason, the school has a meaningful starting point for discussion and learning about proper child-parent relationships. No other institution reaches so many potential parents, and all evidence points to the fact that these potential parents are personally concerned.

Kirkendall reflects this viewpoint when he states:

Current developments in education for marriage and family living at the high school level prove that the focus of pupil interest and need lies in personal development and in working out effective inter-relationships. Youth are concerned with understanding themselves as individuals, and in improving their personal adjustments and personalities. They are desirous of understanding how to improve their relationships and acceptability with their peers, how to fit acceptably into their sex-role, and how to understand and adjust to situations arising in their own homes with their parents.²

¹Lee G. Burchinal, "Research on Young Marriage: Implications for Family Life Education," The Family Life Coordinator, Vol. IX, No. 1-2, September-December, 1960, p. 19. (Adapted from Mimeographed report, Iowa State Department of Public Instruction, Des Moines 19, Iowa, "Statewide Follow-up Study of 1949 Graduates," p. 12.)

²Lester A. Kirkendall, "Preparation of Teachers for Education in Marriage and Family Living," Marriage and Family Living, (1949), 133.

2. Parents Are Requesting That This Information Be Taught In Our Schools.

Evidence of the desire for teaching home and family relations in schools is revealed in a speech of Mrs. James Parker, president of the National Parent Teacher's Association at the national convention held in Philadelphia in May, 1960: "Today's teen-agers get better advice on how to choose a college, a career, or a car than they do on how to pick a husband or wife." She further states that, "the responsibility for training young people for marriage lies squarely on the home . . . but if the home doesn't meet this responsibility, the school has to do it. It is the only other force strong enough."¹

Dager and Harper have reported that 60 per cent of all principals of Indiana high schools felt that parents wanted the schools to offer family life courses; only 8 per cent did not feel the parents wanted such courses.²

3. Schools Are Not Certain About What to Include in a Family Living Course for Seniors.

While there is recognition of the desirability of a course in family living, lack of agreement among the experts makes schools

¹National Congress of Parents and Teachers, "Work in Progress," Keynote message of Mrs. James C. Parker, president of the National Congress of Parents and Teachers, prepared for delivery at 10:00 a.m., on Monday, May 23, 1960, at the convention of the National Congress. (Letter from Mrs. J. B. Roynon, Public Relations Division, National Congress of Parents and Teachers, June 22, 1960.)

²Burchinal, op. cit., p. 19, (Adapted from Edward Z. Dager and Glenn Harper, "Family Life Education in Indiana Public Schools: A Preliminary Report," Marriage and Family Living, 21 (November 1959), p. 387.)

uncertain what elements to include in a course in family living at the senior high school level. In addition, there is confusion and controversy as to how to implement such a course and how to teach it.

Hudson's analysis of the content of the ten most commonly used family living textbooks reveals lack of agreement regarding the subject matter for high school texts designed for use in family life education courses. Further, the analysis reveals that there is no consensus regarding desirable space apportionment for topics dealt with in such texts. . . . He states: ". . . . there is little agreement among the writers of these textbooks as to the relative importance of specific subjects in family life education."¹

McMillan's study of family life education at the elementary school level showed that most of the "so called" family life courses were being taught by home economists and the students were mostly girls. More specifically, she states: "Family life education had different meanings and emphasis in different schools and in different places throughout the country."²

Landis, who has published many textbooks in this field, points up this same weakness in the family life education programs when he states:

There is no agreement on some points concerning the family life education program; communities differ about the details of methods and materials. It is important, then, for leaders

¹John W. Hudson, "A Content Analysis of Selected Family Life Education Textbooks Used at the Secondary Level," Unpublished doctoral dissertation, The Ohio State University, 1956, p. 90.

²Marian McMillan, "An Experimental Program of Family Life Education for Elementary Schools," Unpublished doctoral dissertation, Pennsylvania State University, 1957.

to get together and to map out programs of action on the points on which they do agree, rather than to let the whole program be held up while time is spent quibbling over minor differences. There is enough work to be done in the major areas where we agree.¹

Perhaps Folsom states this point most succinctly at the college level, though it also applies to the high school:

Family courses growing out of home economics are still apt to be handicapped by the very natural emphasis of that department upon techniques and of social procedures as opposed to philosophy and the deeper sociological understanding. Yet there is a trend toward the same thinking as is found in significant developments in the growing tendency to offer home economics to men students.²

4. Teachers Are Asking for Help.

The literature indicates that teachers need help in what should be taught as well as with techniques and methods for teaching. Typical expression of this need is revealed in statements such as the following:

I shall be interested in the results of your survey and would appreciate your sharing your findings with me.³

We have relatively few Family Living classes as such being taught in Wyoming high schools. Three homemaking teachers are teaching a senior family living course (two are one-semester courses and one is a full-year course). . .

There have been from time to time, senior courses in marriage and family relations taught by men in some high schools . . . often a Senior Problems course deals with some aspects of this.⁴

¹Judson Landis, "Community Responsibility in Family Life," Journal of Social Hygiene, XXXVII (1951), 4.

²Joseph K. Folsom, Youth, Family and Education, (Washington, D. C.: Library of Congress, 1941), p. 125.

³Letter from Marie S. Nagoosky, District Supervisor, Home Economics Education, Purdue University, School of Science, Education and Humanities, Lafayette, Indiana, May 29, 1959.

⁴Letter from Pauline H. Drollinger, Consultant, Homemaking Education, Department of Education, Voc. Division, Cheyenne, Wyoming, May 15, 1959.

Landis reflects the dilemma of teachers thus:

Some people see family life education as training for girls in cooking and sewing. Some see it as sex education, some as parent education and still others as family economics. A well balanced program will include all phases: the biological, psychological and economic aspects of family life, household tasks, cultural changes in the family, and training for parenthood. Such a program will not give undue emphasis to any one phase of family life.¹

Most teachers are trained in one, or at most two, of these areas. Landis goes on to say:

In general, the school program in family life education has been difficult to get started because there were not adequate materials for use in the elementary and secondary schools, and there were not enough teachers qualified by personality and training to do the work.²

5. Research Reveals a Paucity of Scientific Studies in Family Life Education at the Senior High School Level.

Intensive evaluative studies of family living courses at senior high school level are non-existent, perhaps, because this phase of a school's curriculum is even now in its infancy. Sperry's³ study describes the family life program at Highland Park Michigan High School. Treanor⁴ surveyed home-making curriculum guides to discover practices in teaching family living. McMillan's⁵ study pointed out the present

¹Judson Landis, "Community Responsibility in Family Life," Journal of Social Hygiene, Vol. XXVII (1951), p. 9.

²Ibid., p. 13.

³Irwin W. Sperry, "A Study of a Secondary School Program in Preparation for Marriage and Family Living with Implications for the Preparation of Secondary School Teachers in the Area of Home and Family Life." Unpublished doctoral dissertation, Wayne State University, 1952.

⁴Helen Treanor, "A Survey of State Homemaking Curriculum Guides to Discover Practices in Teaching Family Living," Unpublished Master's Thesis, Ohio University, 1951.

⁵McMillan, op. cit., pp. 210-11.

confusion in terms of what constitutes family living at various school levels. Hudson¹ examined the ten textbooks most commonly used in family living courses. His study had the most significant bearing on the present investigation and is described in detail in Chapter II.

Therefore, for the above stated reasons, a study of the desirable elements for a course in family education is important and urgently needed as a guide for implementing the course in the senior high schools of our nation. It is hoped that the final array of elements will prove valuable to the many high school teachers called upon to organize a course in family living.

GENERAL PLAN OF THE STUDY

The plan for the development of the desirable elements for a course in family life education for seniors had four phases:

The first phase was to secure syllabi and courses of study in current use in the senior high schools of the nation. Together with the request for these syllabi, a brief questionnaire was enclosed in an effort to determine the scope of family life education during the senior year of high school. A detailed account of this and phases two and three of this study may be found in Chapter III.

The second phase of this study was to compile tentative criteria for the evaluation of desirable elements for a course in family life education. In order to obtain these tentative criteria, selected references in family life education, syllabi in current use in high schools, textbooks in current use, and supplementary literature

¹Hudson, op. cit., pp. 1 - 128.

used in the classroom were analyzed. Newspaper and magazine articles relating to family life education as it affects the adolescent were also analyzed. Publications from the National Council of Family Relations, American Social Hygiene Association, American Home Economics Association, U. S. Office of Education, and the National Education Association were also analyzed. By selecting statements from the above mentioned sources, a tentative list of criterion statements was built. Such of these statements as appeared three or more times in the literature were compiled into a master list of proposed criteria.¹

In the third phase, the proposed criteria were submitted to teachers, principals, students, or any combination of these, in selected high schools of the United States for suggested additions or deletions. Schools selected had been recommended by the State Supervisors of Home and Family Living as being representative of those having functioning family living programs with mixed groups in senior high schools.²

This third phase involved three steps: First, the construction of a family living rating sheet based upon a revised list of criteria prepared from the list which had been submitted to the selected high schools; second, the selection of a national jury of highly qualified persons in family life education and related fields; third, the rating of the criteria by this jury.

¹See Appendix A

²A sample of the letter sent to these high schools may be found in Appendix A.

The fourth, or final, phase involved the tabulation, analysis, and interpretation of the ratings of the jury; from which the list of elements desirable for a course in family life education in the senior high school was prepared. Chapter IV reports this part of the investigation.

DEFINITION OF TERMS

Before discussing the study in detail, some consideration must be given to definition of terms commonly used in this investigation. For example, it is pertinent to inquire into the meaning of family life education. Various definitions have been offered.

Nimkoff says:

Any learning which contributes to understanding of self, helps the individual to move toward the achievement of a recognized goal, gives him courage for his aspirations, and fosters a better adjustment of relationships both within and outside the home is education for living in families.¹

Curtis E. Avery and Lester A. Kirkendall give this definition:

Family life education involves any and all experiences which help the human personality develop to its fullest capacity as a present or future family member—those which equip the individual to solve most constructively the problems unique to his family role.²

The American Social Hygiene Association offers this definition of family life education:

¹Meyer F. Nimkoff, member of Editorial Board, Marriage and Family Living. Given in a speech before the National Conference, Purdue University, August 19, 1955.

²Oregon Developmental Center Project in Family Life Education. A report prepared by Curtis E. Avery and Lester A. Kirkendall for the E. C. Brown Trust. (Portland, Oregon, 1955). p. 2.

It is an organized effort to provide appropriately graded information and experiences that will develop in each individual an appreciation of himself, his family and society so that he may achieve maximum physical, emotional, social and spiritual growth and therefore live harmoniously with members of his own and the opposite sex.¹

From the foregoing array of opinions concerning what constitutes family life education and ways and means of promoting it, emerges the following working definition which will be employed in this study:

Family life education is an organized effort to provide appropriately graded information and experiences that will develop in each individual an awareness of inter-personal competence that will make it possible for him to achieve maximum physical, emotional, social, and spiritual growth in order that he may live harmoniously with members of his own and the opposite sex.

The term family living (with reference to a course) will be used synonymously with family life education as it pertains to this investigation.

Criteria refers to those statements which appeared in the literature at least three or more times as descriptive measures of the elements which should be included in a course for seniors in high school in family life education.

Elements are the more specific aspects which were included in the criteria for a course in family living. In this sense, the "criterion" statement is the broad generalization, while the element is a specific fact, experience, or procedure.

¹Edgar C. Cumings, "Family Life Education in School and College," Marriage and Family Living, XX (1958), 117-20.

BASIC ASSUMPTIONS

The writer assumes that one may secure valid principles and facts bearing upon family life education and preparation for marriage for teen-age youth by a careful and wide reading of the literature in the field; that the teachers, supervisors, and others who have cooperated in this study have been conscientious in making their reports; that the jury which was selected includes competent authorities on family life education and preparation for marriage practices; that the group of institutions selected for the study provides an adequate sampling of family life practices as they exist in the United States; and that valid conclusions can be drawn from the data secured.

LIMITATION

This investigation is limited to the problem as stated. No attempt is made to determine qualifications of the teacher, curricular sequence, order of arrangement, methods of presentation or amount of time to be spent on each element. These considerations are outside the scope of this study.

ORGANIZATION OF THE REPORT OF THE INVESTIGATION

This report is presented in five chapters as follows:

Chapter I introduces the problem, the general method of investigation, and its background. Chapter II consists of a survey of scientific studies in this and related fields. Chapter III deals with the derivation and revision of proposed criteria for the development of the elements for a course in family life education to be

taught in the senior year of high school. Chapter IV presents an evaluation of the revised criteria. Chapter V presents the summary and recommendations.

CHAPTER II

RELATED LITERATURE

No one can say which of the modern objectives of education is the most important. Certainly they are all interrelated. Folsom claims "that family living should rank at least on a par with vocation, citizenship, leisure, and health; that it is neither implied in or automatically cared for by other objectives; that it requires explicit recognition in itself."¹

No one knows whether adjustment to family life is better or worse than it was a hundred years ago; we do know that it is a more prominent center of problems. But even if it could be shown by some absolute scale of measurement that family life is improved, the home of today would still be a center of more problems than yesterday's home, one reason being that people now can do and dare to do something about it.

From a still different perspective, much has been written and is being written about what is wrong with the American family. The range of national magazines carrying articles related to the family suggests the high readership provoked by problems of courtship, marriage and family life. Among these self-styled experts there are college presidents, psychiatrists, ministers, social workers, judges, labor leaders, anthropologists, political commentators, and the American Mother of the Year. All agree that the family is ailing.

¹Joseph K. Folsom, Youth, Family and Education. Prepared for the American Youth Commission, American Council on Education, Washington, D. C., 1941, pp. 3-287.

In an effort to determine the facts, let us examine some of the procedures employed in related studies and the findings of scientific studies that have been made pertaining to family life education as it is being offered in the schools in the United States.

METHODOLOGY

As the research design for this investigation emerged, three investigations pertaining to methodology seemed to have significance. Curtis¹ study in the field of general science is the first curricular investigation that synthesized the results of available analyses dealing with a special subject, general science. From eighteen contributing sources, an extensive list of 1850 subject-matter items was secured, and the relative values of these 1850 items were then determined. In the discussion of the method, Curtis states:

A synthetic curricular investigation aims only to combine the data from analytical researches and other sources already available, and, by means of an appropriate statistical technique, to determine the relative values, within the limitations of the problem as stated, of all the subject-matter topics contributed by all the courses used.¹

Another study which is pertinent here because of its method is that of Herrick.² He developed criteria for citizenship training in the senior high school. He made a thorough search of the literature in citizenship training for the purpose of compiling a list of tentative

¹Francis D. Curtis, A Synthesis and Evaluation of Subject-Matter Topics in General Science. (Boston: Ginn and Company, 1929), p. 83.

²Theral T. Herrick, "The Development of Criteria of Citizenship Training in the Senior High School." Unpublished doctoral dissertation, University of Michigan, 1947.

criteria for a program in senior high school. The list was then submitted to eighty selected high schools in the United States for such additions or deletions as they cared to make. Later a citizenship rating sheet based upon the revised list of criteria was developed. This revised list was submitted to a national "jury" of twelve members for evaluation. Following the tabulation, analysis and interpretation of ratings of the jury, an inventory was constructed for the evaluation of citizenship education in senior high school.

Racham¹ used a similar procedure in a study of student personnel services in institutions of higher learning. After a thorough study of the relevant literature, he selected principles and facts, which in his estimation would best serve as bases for criteria to be used in evaluating, stimulating, and improving the student personnel services program of a university. The first unrefined list contained more than 2000 items, many of which later were either combined with others or eliminated. The list which finally emerged comprised 225 criteria. These principles and facts were next consolidated into fifteen areas characteristic of student personnel programs. A first step was to run a "pilot study" by submitting these tentative criteria to leaders in student personnel services programs at selected institutions. The institutions selected were decided arbitrarily according to the following specifications: The institutions should have an enrollment in excess of 4000 day students, the institutions should be

¹Eric Racham, "The Determination of Criteria For the Evaluation of Student Personnel Services in Institutions of Higher Learning." Unpublished doctoral dissertation, University of Michigan, 1950.

colleges and universities comprised of various schools and colleges rather than institutions solely liberal arts or solely technical in nature. Once an institution was selected as described above, the criteria were forwarded to the chief personnel officers at each address with a set of instructions which requested them to perform the following operations: To check each criterion for accuracy of statement of principle; to check the comprehensiveness of the list of criteria by making such additions to and deletions from it as they deemed advisable. A rating scale based upon the above-mentioned revised list was then constructed. A sixth step was to submit this rating scale to a selected number of competent specialists in student personnel services, asking them to check each criterion for the extent to which its inclusion was associated with institutional excellence, from the stand-point of its possible usefulness for evaluation and for the accuracy of the statement of principle. The specialists were asked to delete or add to the list as they considered advisable. The ten national jurors were selected in accordance with specific criteria patterned after Herrick's¹ study. Tabulation, analysis, and interpretation resulted in an inventory whereby institutions of higher learning might evaluate their programs in student personnel services.

The methodology used in each of these above named studies indicates that it is possible to synthesize a reliable list of topics through (1) searching the literature, (2) making a pilot run for

¹Ibid., p. 143.

additions or deletions and (3) submitting the final array of topics to a selected list of specialists for ratings, comments, and further refinement.

Let us now examine those studies which have to do with selection of elements for a course in family life education.

STUDIES OF FAMILY LIFE EDUCATION

Few scientific studies relate to the problem of determining the elements for a course in family life education in the senior high school. One of the earliest of the curricular studies having significance for this investigation was carried out by Geisel.¹ He believed that certain mental hygiene courses which he had taken during adult life had been so helpful that he ". . . wished he had had the opportunity to gain certain basic concepts earlier in life." With this thought in view, he decided to investigate the possibility of incorporating such aspects of mental hygiene as would be practical into a course for high school students. He asked himself the question, "Would it be possible to order, organize and discipline an area of knowledge and a series of activities that would be deeply meaningful for high school students?" Thus, he organized a series of experiences and a body of knowledge around the aim of helping students understand the motivation or "why's" of behavior. His basic assumption was

¹John B. Geisel, "Evaluation of High School Course in Mental Hygiene," Unpublished doctoral dissertation, University of Michigan, 1943.

"that if students knew more about themselves and their relations with other people, they would be helped . . . to maintain or to develop a mental balance best suited to individual happiness."¹

He submitted a questionnaire of twelve items covering the areas of personal adjustment, social adjustment, scientific values, and success in life to a group of former students who had had the mental hygiene course. There were 147 boys and 193 girls in this group. His general conclusions revealed that "the opinion of parents and students are mutually reinforcing, hence more reliable than would be the case if major differences of quality existed between them. The conclusions based upon student opinions are supported by the conclusions based upon parent opinions."² Both sets of opinions indicated that mental hygiene could be offered with advantages to high school students of the 11th and 12th grade.

Geisel concludes thus:

The information provided by both groups of respondents particularly as regards the values of the course, indicates that the subject matter should deal with three groups of problems: (1) problems concerning the individual student, how to understand and improve himself, (2) problems dealing with the individual in relation with other people, especially at home and at school, and (3) problems having to do with becoming an adult, in further schooling, occupation, and preparation for marriage.³

Geisel further suggests that "the subject matter of the course should be extended and intensified particularly with regard to the following topics: shyness, self-consciousness, and feelings

¹Ibid., p. 12.

²Ibid., p. 225.

³Ibid., p. 226.

of inferiority, anxiety, fear, nervousness, temper control, moodiness and emotional disturbances; gossiping, jealousy, intolerance, unfriendliness and similar habits; sulking, showing off, talking too much, being conceited, bluffing, and the like; also individual problems like a personal clash with someone or a difficulty in relation with the opposite sex."¹

Sperry² in a discussion with high school administrators concerned with the desirability of establishing a program in the secondary school which would assist high school youth in preparing for more adequate home and family living concluded "there was no question but that such a program was desirable." he stated, however, that it was impossible to get teachers who were equipped to handle such a program. Most of the administrators emphatically agreed.

At the invitation of the Superintendent of Schools in Highland Park, Michigan, Sperry used the on-going program already in effect as a laboratory for his study. He believed that the existing program would:

yield clues as to the nature of a much needed teacher education program in this area. Through this means a program might provide the kinds of experience needed to develop those characteristics in teachers which would meet the needs of adolescents in the areas of personal development and family life.³

¹Ibid., p. 226.

²Irwin V. Sperry, "A Study of a Secondary School Program in Preparation for Marriage and Family Living with Implications for the Preparation of Secondary School Teachers in the Area of Home and Family Life." Unpublished doctoral dissertation, Wayne State University, 1949.

³Ibid., p. 88.

Sperry's study was undertaken as a cooperative study with the Highland Park High School staff. He described in detail the program in home and family living for the eighth, ninth, tenth, eleventh, and twelfth grades. He explained the special emphasis on preparation for marriage and family living in the following statement:

Although it is felt by the staff concerned with education for home and family living that skills in homemaking are necessary and desirable, the conclusion has been reached that this is not enough. Family living, it is contended, involves not only problems of creating a good physical atmosphere in the home, but also necessary and perhaps most important of all phases of family life is the solution of problems of human relationships. Accordingly, a series of experiences were designed, aimed at providing a basis for the solution of human relationship problems both as to the student's present family life and his future family of his own.

He stated further that:

The overall purpose of this phase of the program seems to be to develop within boys and girls the ability to function more happily and with greater satisfaction in their family and peer groups. The achievement of personal happiness and adjustment is coexistent with the good of the family group.

He described some of the problems of developing a program in home and family living, such as (1) enlisting the interest and cooperation of faculty and administration; (2) relating the program in home and family living to the rest of the school program; (3) selecting teachers for the program; (4) developing content and techniques which will provide the kinds of experience needed; (5) establishing adequate community relationships to enable the plans to proceed; and (6) recognizing need and direction of possible extension.¹

Though these problems were presented as unique with the Highland

¹Ibid., p. 29.

Park High School program, he states: "Many of these problems must be faced to a greater or lesser degree in the development of a program in family life education anywhere."¹

Sperry states that in his study the mental hygiene approach to personality development was used. It should be noted here that the Highland Park School program is atypic. In the Highland Park Board of Education's own statement: ". . . . a segment of secondary education which is somewhat unique in the nation's schools."²

In this summary, Sperry states:

The final focal point around which problems have arisen in regard to the program is related to the extension of the program. Two points involved here are whether the program should be extended and if so, what the direction of such extension should be.³

Further, he reiterates:

Since family life education is a comparatively new field, satisfactory techniques have not been developed to determine the real effectiveness of such program.⁴

Smith⁵ made an exploratory study of individual need for marriage and family life education among urban members. She interviewed seventy-five American Negro families in the Manhattan borough of New York City. Her interview schedule was constructed to obtain

¹Ibid., p. 29.

²Highland Park Board of Education, Education for Family Living, Revised July 1948, foreword.

³Ibid., p. 216.

⁴Ibid., p. 217.

⁵Celestine I. Smith, "An Exploration of Individual Need for Marriage and Family Life Education Among Urban Family Members," Unpublished doctoral dissertation, Teachers College, Columbia University, 1952.

information regarding the following: (a) current problems of family life, (b) persistent or recurring problems or life situation, especially as they were related to childhood experiences, (c) the uniqueness of personality, and (d) indications of need for marriage and family life education. In order to gain this information she asked the same fifty questions of each participant. She selected her participants from people who lived in apartments in the community. The second step in dealing with the data involved a cursive reading of the seventy-five cases for the purpose of classifying the interviews according to the major problems expressed. She discovered the following general problem areas: money, sex, differences between mates in likes and interests, entry into the second half of life, the childless family, the handling and education of children, and the aging family member. She did not state whether these were in order of greatest importance or need.

The third step in dealing with the data involved a comparative study of the likenesses and differences between respondents and their problems. The uniqueness of the individual personality and of his problem was brought out more distinctly through this procedure.

The fourth step in handling the data involved a charting of very brief summary findings for all respondents. Results of her study of seventy-five interviews show the major problem areas to be:

1. Problems of money and problems of differences between mates in likes and interests
2. Problems of child-rearing and sex education of children
3. Problems of unfulfilled desire for children

4. Problems of sexual adjustment in marriage
5. Problems of inadequate income and the broken home
6. Problems of the family member entering the second half of life
7. Problems of adjustment of the aging family member

Analysis of the data showed that many different educational approaches were necessary to meet individual needs. Therefore, many different agencies should be actively engaged in the task of education for family living.

The final question of the interview schedule made inquiry into the respondents' contacts with community agencies. The largest number of contacts, forty-six, was with the child health and hospital services of the community; the second largest number, fourteen, was with the library.....Except for contacts with child health or hospital services, respondents as a whole had very limited contacts with educative forces in the community. Many had never heard of nearby community centers while others did not know the location of their nearest library branch. It might be noted here that the community in which this investigation was made and the persons who were interviewed were not representative of the nation as a whole. On the basis of the expressed needs, as indicated in this study, one might conclude that some kind of family life education is necessary. It is on this point that the study by Smith has a close relationship to family life education at the high school level. Certain of the needs pointed out by Smith, therefore, are appropriate for consideration in a senior high school program.

Treanor¹ examined twenty-two state homemaking curriculum guides to discover current practices in teaching family living.

Her purpose was threefold:

1. To discover the extent to which family living was included in the total homemaking curriculum.
2. To discover the type of home and school experiences which were suggested in the training for satisfying home and family living.
3. To discover the teaching aids which were suggested for use in teaching family living.

She limited her study to state curriculum guides published between the years 1947 and 1950. She states:

Although the number of schools developing core curricula is not as yet large, increasing interest and emphasis are being placed on the cooperation of teachers in planning a personal and family living curriculum suited to the needs of boys as well as girls.²

From the findings of Treanor's study, the following pertinent conclusions were drawn:

1. The implication carried by the titles of the guides was that each teacher was expected to adapt the suggestions given in the guides to her local situation.
2. From the variety of areas of homemaking found in the suggested programs, it was concluded that "homemaking" is no longer dominated by foods and clothing.

¹op. cit., p. 37.

²Ibid., p. 28

3. There was an increasing interest in a core curriculum plan of organization in homemaking education and including homemaking as a part of the core for general education.

4. Joint and exchange classes were considered a means for reaching more students with homemaking education.

5. There was no common practice as to the amount of family living to be taught in the secondary school since this area ranged from units in one year to units in all four years of homemaking.

6. From an analysis of home and school experiences found at each level of homemaking, it was concluded that the experiences were, for the most part, planned with consideration of the developmental needs of adolescents, the level of maturity and the needs of the students, their homes, and their communities.

McMillan's¹ study is significant here because it deals with present day concepts of family life education curriculum at the elementary school level. McMillan discusses the breadth of content at the elementary level and for her study states three specific aims:

1. To show the nature and importance of the family life education program at the elementary level.
2. To show how such a program may be applied to the elementary level, in terms of organization, methods, materials, and administration.
3. To develop an instrument which can be used to evaluate the reaction to the program by teachers, parents, and students. She states that there is little evidence of family life programs per se in the elementary school picture to date.

¹McMillan, op. cit., p. 51.

Further clarification of the elementary school program is noted in this statement:

A program at the elementary level does not conceive family life education as a specialized course. Rather, it is seen as the child's total elementary school contacts, plus all environmental contacts, which include his family, his friends, and all his associates as well as his home and community, all of which contribute to his education for family life.¹

At the present time, the biggest contribution which the elementary school makes to family life education is being made through homemaking classes. In most school systems, this has been offered to girls in the seventh and eighth grades. Within the last few years, boys have been included in some homemaking programs. Aside from the contribution made by homemaking departments, however, very little is being offered for boys and girls below the seventh grade.²

On several occasions, she refers to the high school curriculum in family living. For purposes of this study, those pertinent statements concerned with senior high school include:

Programs in family life education have different meanings and emphasis in different schools and in different places throughout the country, yet all tend to be directed toward improved home and families. In some school systems a family life program means a specialized course at the secondary level, possibly during the last year of high school.³

She continues her comments thus:

Specialized high school courses in the area of family life education are titled in many different ways, often bearing names that give little or no indication that the family is the focus of study. A title such as "Senior Orientation" is more indicative of getting ready for college than of studying family living, yet it is a title given a family life course. Such titles as "Family Living," "Home and Family Living," and "Marriage and Family Living" are found more frequently and tend to reflect course content rather well. In general, such

¹Ibid., p. 54.

²Ibid., p. 53.

³Ibid., p. 51.

classes attempt to help adolescents with their personal and social problems, and offer basic preparation for marriage and parenthood.¹

Her study is concluded by a description of the three local elementary school programs which were used for experimental purposes. An evaluation of the success of the pilot study might be expressed in a statement from McMillan's Summary and Findings:

Teachers, parents, and students believe that a family life education program, as developed in this study, is of value to youngsters; that activities emphasizing family life principles make for more effective learning in all areas of the school curricula.²

The most significant study with implications for this investigation is the one made by Hudson,³ analyzing the content of selected family life education textbooks used at the secondary level.

An intensive study of textbooks used in family life education was made by Hudson on the theory that family life educators are attempting to influence the attitudes and values of students and that such education has become one of the social forces affecting orientation toward family living and may have an important impact on the evolving family structure and organization.

The specific problems explored in this study were:

1. What is the concept of family life described in these textbooks?
2. What types of subject matter are included in high school textbooks on family living?

¹Ibid., p. 51.

²Ibid., p. 226.

³Hudson, op. cit.

3. What sources are used to establish the concept of family living; for example, what sources do the authors use in presenting their particular point of view?

First, he reviewed the history and beginnings of the field of family life education. He reported that the writings span a period of over twenty-five years and the contributors included such diverse interest groups as home economists, sociologists, psychologists, insurance companies, ministers and general writers. He called attention to the fact that due to increased emphasis on "family living," many teachers are pressed into teaching in this area without preparation, experience or training. For these reasons, the textbook takes on central importance since the teacher is likely to rely on its content as an outline and source for his teaching as well as for informing and motivating the student. Hudson based his selection of textbooks on the following assumptions:

1. That the textbook still provides the focus for most classroom teaching.
2. That publishers keep the teachers and school systems informed of current textbooks.
3. That books written as texts for family life education at the secondary level are actually used as texts.
4. That the content of family life education textbooks presents, in general, the subject matter in family life education.
5. That writers of the texts are leaders in the field and reflect current thinking in this area.

Thirty letters were sent to professional leaders in family life education requesting the titles of textbooks in current use in the United States. Fifty publishers were contacted requesting the titles of books they published for use as textbooks in secondary family life education. The American Home Economics Association, The National Council on Family Relations and various departments of the United States Department of Health, Education and Welfare were contacted. These sources proved fourteen texts published in the last ten years to be in current use. Four were eliminated for such reasons as: They were written for use in parochial schools or, because they dealt "primarily with child care and development," and therefore were not representative of textbooks in general.

Hudson's final step was that of analyzing the subject matter contained in the ten textbooks selected. He first listed ten aims or purposes of family life education. Because these aims were stated in terms too general to aid in determination of subject matter categories, he finally decided on a composite of these various methods. The categories emerged from two general sources: 1. Those empirically derived and 2. Those arising from a theoretical framework of family life education. A summary of his analysis of subject matter shows a series of seven categories as follows:

Dating, descriptions of families past or present, family life with at least one child, mate selection, personality development, physical development, and social development. Additional categories were sex, social development, alcohol, childless homes, consumer education, housing, legal aspects of marriage and family life expectancy and infant mortality, narcotics, orientation material, prostitution, school, social activities and recreation, tobacco, venereal disease.¹

¹Ibid., pp. 25-9.

An examination of Hudson's findings reveals that the ten major content categories contained 91.8 per cent of the total content of the ten family life education textbooks analyzed. He found that personality development ranked first with 21.3 per cent of total space. Five of the textbooks gave this category the greatest amount of space. Among the ten texts, the percentage of space devoted to personality development ranged from 42.37 per cent to 4.28 per cent. Family life ranked second with 19.97 per cent of the total space. Three of the textbooks gave family life the greatest amount of space. Among the ten texts, the percentage of space devoted to family life ranged from 57.18 per cent to 1.74 per cent. Mate selection and dating occupied first place in the two remaining texts. Mate selection comprised 12.09 per cent of the total space and ranged from 30.20 per cent to 6.37 per cent.

The content analysis revealed that there is lack of agreement regarding the subject matter which ought to be incorporated in high school texts designed for use in family life education courses. Further, the analysis revealed that there is no consensus regarding desirable space apportionment for topics dealt with in such texts. He states ". . . that there is little agreement among the writers of these textbooks as to the relative importance of specific subjects in family life education."¹

The area of sex, generally assumed to be of particular interest to high school students, is included as subject matter in only three of the texts. Only one of the texts devoted a significant percentage

¹Ibid., p. 58.

of space to sex. Even if the material on physical development is combined with that on sex, the percentage of space in all the texts above mentioned was still small in comparison to that devoted to other subject-matter areas.

It is worth noting that the fields of home economics, psychology, and education dominate the "Suggested Readings" or bibliography, while such fields as sociology, family life education, and disciplines directly concerned with the growth of the child are represented in lesser degree.

There seemed to be a relationship between the field of specialization of the textbook author and the field of specialization most frequently cited in his text. One author, whose field of specialization is sociology, included fifteen references by sociologists, nearly eight times as many as any other field of specialization cited.

In the textbooks used in Hudson's study, characteristic patterns of the home and family were evident. Most of the authors agreed that the "democratic family" was the ideal type. Also, there was general agreement as to the characteristics of the democratic family. The impression gained from the texts was that American families are predominantly democratic in their structure and that other forms of family life are disappearing rapidly or are already extinct.

Duval¹ takes exception to this, as evidenced in the following statement:

There is no blueprint for the model American family.
There are many, many patterns of promise being tried in America

¹Evelyn Duval, Family Living, (New York: The MacMillan Company, 1950). p. 379.

today. All kinds of families are finding all sorts of family living to be good for them, in their way.

SUMMARY OF HUDSON'S STUDY

After a careful analysis of Hudson's¹ study of textbooks being used currently in family life education courses in high school, this investigator has arrived at the following conclusions extracted from his study and which have bearing here:

1. There is a wide variation among the textbook authors in the subject-matter areas given the largest percentage of space. The difference in the percentage of space devoted to various subject-matter areas is a reflection not only of what the authors consider important, but also of lack of agreement concerning what constitutes the subject matter of family life education.
2. The authors show least agreement on the major content area of sex. Two of the books do little more than mention the subject. Hudson's comment on this condition is as follows:

The small apportionment of space given this subject can probably be attributed to a number of factors. There has been great resistance in many communities to permitting the teaching of the subject in the classroom.²

Religious organizations have protested the inclusion of sex education in the public schools on the grounds that it is rather the responsibility of the home and church. Undoubtedly, these and other

¹Hudson, op. cit., p. 56.

²Ibid., p. 90.

factors have discouraged authors and publishers from attempts to treat the subject of sex more fully. Most authors treat sex by implication, as if young people were unaware of the sexual aspects of life.

In the light of the experience of counselors, as well as the findings of research done by Kirkendall,¹ and others, it would seem that family life educators should reconsider the handling of this subject.

Hudson makes the same judgment in this way:

The failure of textbook authors, . . . to treat this subject serves to perpetuate the nineteenth-century attitude that sex is something to be hidden and not discussed as a natural and normal part of human growth and development.²

The lack of textbook material on sex places an additional burden upon the teacher. For this reason, many teachers are justifiably reluctant to teach family life education.

3. Another aspect of family life education programs is becoming more clear. It has come to be recognized that if a family life educational program is to be effective, it must of necessity, include both boys and girls. Early attempts were made to encourage boys to take home economics classes in which the content was specifically oriented to family life education. Recently there has been a movement to shift family life education courses away from their

¹Lester A. Kirkendall, "Family Life Education in the High School--Looking Ahead," Marriage and Family Living, XIII, (1951), pp. 109-112.

²Hudson, op. cit., p. 91.

home economics orientation, but the change has occurred too recently to permit the development of a body of content less dependent upon home economics.

The fact that sociologists were the authorities most frequently cited in the family life textbooks, with psychologists and educators a close second, may indicate a trend from the traditional home economics orientation and toward the behavioral sciences.

4. A qualitative analysis present in Hudson's study provides a profile of the American family as it is visualized and expressed in the content of family life education textbooks, which present a nearly uniform description of the characteristics of family life. The textbook family is democratic, middle-class and upwardly mobile, and places a high value on adjustment, "good-personality," cleanliness and grooming. This would indicate a tendency on the part of the authors to stereotype the middle-class family as the idealized conception. This would properly raise such questions as: "Is life in the textbook family reality-oriented?" Is the textbook formula for living practical and effective: Is the textbook family culturally and spiritually satisfying? Does the textbook family promote superficiality, snobbery and triviality?

In this same vein, various aspects of the American family have been studied by the social sciences for the past fifty years. As a result of this research, it has been demonstrated that although there are uniformities among American families, there is not a single

type that is representative of the "American family." This fact is noted for example by Warner and Lunt in the Social Life of a Modern Community, Vol. I; Davis and Havighurst in Father of the Man; the Lynds in Middletown; and Hollingshead in Elmtown's Youth. Hudson's comments on this weakness of family life education textbooks bears this out:

The authors of the family life education textbooks reported in this study, however, describe a rather narrow segment of middle-class families. They almost completely neglect lower-class, upper-class, rural, and ethnic family patterns.¹

Since the research to date on personality development and family life has not documented what type of family life is best for the attainment of optimum growth and development of the individual, it would seem appropriate for the textbooks to be more inclusive of the various types of family patterns represented by students. In the textbooks, the parent-child relations are characterized by an interest in the growth and development of the child, and the use of reason, conciliation and compromise where differences arise. However, no recognition is given to the large number of families which still resolve differences through a mandate or disciplinary action on the part of the parents.

Furthermore, major tragedies and crises are lacking in the textbook families. Illness, unemployment, poverty, death and other

¹Books which deal with this problem in greater detail include: Lloyd W. Warner and Paul S. Lunt, The Social Life of a Modern Community, (New Haven: Yale University Press, Yankee City Series, Vol. I., 1949); W. Allison Davis and Robert J. Havighurst, Father of the Man (Boston: Houghton Mifflin, 1947); Robert S. Lynd and Helen Lynd, Middletown (Harcourt-Brace, 1929); August B. Hollingshead, Elmtown's Youth, (New York: John-Wiley and Sons, 1949).

experiences which pose major problems for real families are lacking in text discussions. Budgets and allowances are described as a means to an end; the attainment of a vacation, new clothes, or a car. Families that live from paycheck to paycheck are seldom mentioned.

Most authors consider the subject of divorce and agree that at times it may be better for married persons to dissolve their relationship rather than continue one that is likely to damage the personalities of members of the family. The material on divorce, however, tends to be more statistical than sociological, with attention directed to frequency of occurrence, high risk years in marriage, and relationship to religious affiliation and legal aspects, rather than the impact of divorce on the family and its members and the adjustments concurrent with it. The frequency of separation and desertion and their effects on the family are seldom considered. Persons who find themselves in marital conflict are encouraged to use guidance facilities.

The goal of a happy marriage and family life for the student, as presented in the texts, rests upon the development and wise use of his personality. As indicated in the analysis of the subject-matter content, the authors devote the greatest proportion of space to the subject of personality development.

Thus far we have noted, from the studies cited, that family life education in the classroom per se is still trying to find its way. It might be helpful to the reader to summarize the conditions in family life education as found at the time of this study.

SUMMARY OF RELATED LITERATURE

1. Professional educators, as well as people outside the professions agree that more emphasis should be placed upon aspects of mental health and personality development.

2. There is need for better school, child, parent cooperation in terms of family life education activities.

3. Although educators generally agree as to the purpose of family life education, there is considerable lack of agreement concerning the means of accomplishing family life education and what specifically its content ought to be.

4. There is need for clarification of the role of family life education in the school curriculum, particularly in the senior high school.

5. If a textbook is used, (some believe there should be none) its content should be developed from a scientific approach, rather than the author's own views or field of specialization.

CHAPTER III

DERIVATION AND REVISION OF PROPOSED CRITERIA FOR THE DEVELOPMENT OF THE ELEMENTS FOR A COURSE IN FAMILY LIFE EDUCATION TO BE TAUGHT IN THE SENIOR YEAR OF HIGH SCHOOL TO MIXED GROUPS

INTRODUCTION

In the preceding chapter it was noted that scientific studies of the elements for a course in family life education during the senior year of high school were non-existent. For this reason, and because of the needs stated in Chapter I, this investigation proposed to establish criteria from which elements for a course in family life could be derived. As a starting point, it seemed pertinent to determine what various schools over the nation were doing in classes in family life education for seniors.

PROCEDURE

A first step was to send a letter to the secretary of the National Council on Family Relations to obtain a list of those schools teaching family living courses. Since no such list was available, letters of inquiry were sent to the Supervisors of Home and Family Living of each state. The information desired was two-fold: 1. To obtain current syllabi or courses of study being used for teaching family living. 2. To get additional information by means of a brief questionnaire, from at least two of the "most representative" schools in this area of education.¹

¹The selection of the "two most representative schools" was left to the discretion of each supervisor.

Enclosed in each letter to the supervisors were a self-addressed stamped envelope, and two questionnaires. The list of supervisors was obtained from the U. S. Department of Health, Education and Welfare. Some states listed the names of two or more supervisors of home and family living. A total of eighty-nine letters were sent to each of the forty-eight states, including Puerto Rico, and to the then territories of Alaska and Hawaii. In order to assure return of the questionnaires, the state supervisors were asked to be personally responsible for their return. The information requested in the questionnaire concerned the title of the course, whether it was a single semester course, whether it was offered to seniors only, whether it was offered to mixed groups of boys and girls, and which department was teaching this subject. A copy of the questionnaire appears as Appendix B.

Responses were received from sixty-nine of the eighty-nine state supervisors or 77 per cent. Thirty-two printed syllabi were received, eight courses of study, and five briefly written outlines indicating the units taught. Many schools stated that they were in the process of revising their units in this area or were about to include such a course as a result of a teacher or teachers having attended workshops in this field. It was assumed by the investigator that only a person actively engaged in teaching in this area of education would be sufficiently well informed to deal with the proposed criteria. For this reason, fourteen schools were eliminated, leaving a total of fifty-five schools.

From these questionnaires it was revealed that there is little uniformity among the schools. Table I indicates the range of the responses.

TABLE 1
REPORT OF SIXTY-NINE "REPRESENTATIVE" HIGH SCHOOLS ENGAGED IN THE
TEACHING OF FAMILY LIFE EDUCATION COURSES OR UNITS. *

Length of Course			Grade Offered		Nature of Group			Nature of Course		Department in which taught				
3 or more units	one semester	one yr.	12th	11th and 12th	Boys and Girls Separate	Girls only	Boys Girls Mixed	Required crse.	Elective	Home Econ.	Phys. Educ.	Sci-ence	Soc. Stu.	Fam. Living
7	33	34	31	17	8	17	51	4	61	61	2	0	5	1
9.5	44.6	45.9	64.5	35.5	10.5	22.3	67.2	6.2	93.8	87.4	3.0	0	8.0	1.6

* Titles of courses varied from Home-Living, Home and Family Living, Homemaking, Advanced Homemaking, The Family, Adolescent and Personal Problems, Looking Toward Marriage and Preparation for Marriage.

** Lower figure indicates per cent of those replying.

The second phase of this investigation was the compilation of criteria for the development of the elements for a course in family life education. Current literature on family life education, as stated in Chapter I, was used as the major source of the proposed criteria with which this study is concerned. The criteria thus compiled represent the various shades of opinion expressed by educators on the major issues involved in family life education and related fields. From the literature a list of statements was compiled. A record was kept of the frequency of each statement or opinion. In order to be included in the proposed list, a statement had to appear at least three times from the sources, namely: syllabi which were in current use in high schools, text-books which were in current use, and supplementary literature which was being used in the classroom. Newspaper and magazine articles relating to family life education as it affects the adolescent were also analyzed. Publications from the National Council of Family Relations, American Social Hygiene Association, American Home Economics Association, U. S. Office of Education, and the National Education Association were also analyzed for the purpose of teasing out criteria.

Any statement which could be applied to family life education at the senior high school level was recorded. The first, unrefined list consisted of 878 statements which could be categorized under such headings as school administration, educational programs for children and youth, health education and recreation, personality development, spiritual development and character formation, vocational competence, economic competence, teacher education, educational pro-

grams for adults and community relationships.¹ For an all-school family life education program, each of these would have considerable importance. At present, however, family life education in most schools does not hold a widespread place in the school curriculum. Rather, a single simply organized course in family living is needed to meet the rising tide of teen-age problems including early marriages. It appears, indeed, that a course for seniors, many of whom will not go on to college, is urgently needed.

With this frame of reference, it was obvious that in order to establish criteria for the elements of a course, some of the groupings included in the Nineteenth Yearbook had to be eliminated. Using Hudson's² study on textbooks as a guide for the scope of a family living course, it was arbitrarily decided that mental health and personality development, parent-child relationships, vocational and economic competence and preparation for marriage were the areas which ought to be included. Statements were carefully analyzed to eliminate duplications of meaning. Four local high school teachers engaged in family life teaching programs aided in making this analysis. The list of emergent criteria comprised sixty-one broad statements, which included specific sub-topics for a total of 243 items.

In order to make sure that the criteria were stated clearly and that important ones had not been overlooked, the list was submitted

¹These groupings were adapted from American Association of School Administrators, Education for Family Life, Nineteenth Yearbook, (Washington, D. C.: 1941), pp. 164-73.

²Hudson, op. cit., p. 25-29.

to the fifty-five representative high schools throughout the United States which had shown they were actively engaged in teaching units or courses in family life education. This was the third step in this investigation.

A letter enclosed with a self-addressed stamped envelope and the proposed criteria was directed to the principal of each of the fifty-five selected high schools, requesting cooperation in this study. In the letter, grateful acknowledgment was made to the teacher who had filled out the earlier questionnaire. Instructions were given to the principal, or teachers, or selected students, or any combination of such individuals who were interested in improving family life education, to examine the list of proposed criteria and to restate any topics that were not clear, or to add any topics that were overlooked. The letter further called to the attention of the participants that they were not being asked to evaluate these items at this time, since this was to be done later by a jury of prominent leaders in this field. The purpose was to get as complete and accurate an array of elements as could be obtained. Copies of the letter of transmittal and the proposed criteria are included as Appendix C.

Forty-five of the fifty-five schools cooperated by examining and returning the material. Thirty schools re-stated or added to the criteria. Two schools returned blank forms. One principal did not return the original list but sent a three-page typewritten outline and a notation stating, "We've had this course for fourteen years." Another principal returned a request for the completed findings of this study, but did not return the list. In total, forty

usable replies were received or 73 per cent.

PROCEDURE FOR REVISION OF STATEMENTS

Of the several possible methods of approaching the revision of the proposed criteria, the following method seemed most suitable for the purpose of this investigation:

1. Each "original" statement, topic, and related sub-topic of the proposed criteria was used as the heading at the top of a sheet of 8½ x 11 paper. There were 243 topics in all.
2. The returned list of proposed criteria, with revisions, was given an identifying code number ranging from one to forty.
3. After careful analysis of the nature of the suggested revisions, the following groupings were devised:
 - a. Comments not included in the original list of criteria were considered as "add."
 - b. Items crossed out were regarded as "omit."
 - c. Where the respondent raised a question of interpretation, this item was referred to as "reconsider." In this case, the interpretation of a local teacher, engaged in family life education in the high school was used.
 - d. Where there was a suggestion to change the order of a topic, or to change a word without altering the original meaning, the change was made and the statement was considered as "revise."
 - e. Under "miscellaneous," all other comments were included.

4. Tabulation was made by considering each single statement and sub-topic of the sixty-one statements. Each of the forty returns was analyzed and the revised statements and sub-topics were grouped under the "a," "b," "c," "d," or "e," groupings as explained above.

There were no comments which were considered unworthy of consideration in preparation for the last revision before sending the list to the final jury. The frequency of statement changes, including sub-topics, appear as Table 2 which follows.

TABLE 2

CRITERIA CHANGES SUGGESTED BY PRINCIPALS AND TEACHERS
OF FORTY SENIOR HIGH SCHOOLS
ENGAGED IN FAMILY LIFE EDUCATION

Statement No.	A Add	B Omit	C Revise	D Reconsider	E Misc.	Total No. Comments
1.			1			1
a.	5	1	2	1	0	9
b.	3	0	1	1	0	5
c.	2	1	2	0	0	5
d.	4	0	0	0	0	4
e.	10	1	1	0	0	12
f.	3	4	2	0	0	9
g.	4	1	2	0	0	7
h.	2	4	0	3	0	9
2.	1	4	2	0	0	7
3.	1	0	0	0	0	1
4.	1	1	0	0	0	2
5.	3	0	1	0	0	4
6.	0	1	4	0	0	5
7.	1	1	1	0	0	3
8.	0	0	0	0	0	0
9.	1	1	0	0	0	2
10.	1	1	1	0	0	3
11.	0	0	0	0	0	0
12.	0	2	1	0	1	4
13.	0	2	3	0	1	6
14.	0	4	1	0	0	5
15.	0	2	1	0	0	3
16.	0	0	0	0	2	2
17.	0	0	0	0	2	2
18.	1	0	0	0	1	2
19.	0	0	1	0	0	1
20.	1	0	2	0	0	3
21.	1	0	0	0	0	1
22.	0	0	0	0	2	2
23.	7	0	1	0	1	9
24.	0	0	0	0	0	0
25.	0	0	0	0	0	0

TABLE 2, continued

CRITERIA CHANGES SUGGESTED BY PRINCIPALS AND TEACHERS
OF FORTY SENIOR HIGH SCHOOLS
ENGAGED IN FAMILY LIFE EDUCATION

Statement No.	A	B	C	D	E	Total No. Comments
26.	1	1	1	0	0	3
27.	0	1	1	0	0	2
28.	1	0	0	0	0	1
29.	1	0	0	1	1	3
30.	1	0	0	0	0	1
31.	0	0	0	0	0	0
32.	1	1	1	0	1	4
33.	0	0	0	1	1	2
34.	1	0	0	0	0	1
35.	0	2	1	0	2	5
36.	0	0	0	0	0	0
37.	1	0	0	0	0	1
38.	0	0	0	0	1	1
39.	0	0	0	0	0	0
40.	0	0	0	0	0	0
41.	0	2	0	0	1	3
42.	0	0	0	0	0	0
43.	0	0	0	0	0	0
44.	0	0	0	0	0	0
45.	1	1	0	0	1	3
46.	0	0	0	0	0	0
47.	1	2	0	0	0	3
48.	6	0	1	0	0	7
49.	2	1	0	0	0	3
50.	4	0	1	0	1	6
51.	0	0	0	0	0	0
52.	0	0	0	0	0	0
53.	0	0	0	0	0	0
54.	0	0	0	0	1	1
55.	0	0	1	0	2	3
56.	0	0	0	0	0	0
57.	0	0	0	1	1	2
58.	0	0	0	0	0	0
59.	0	0	0	0	0	0
60.	0	1	1	0	0	2
61.	0	0	0	0	0	0

Analysis of the total list presents the "original criteria" sent to the schools, the "comments" made by the schools and the "revised criteria" in terms of Elements of a Course in Family Life Education as sent to the jury of experts. (See Appendix D.)

Closer inspection of the suggested list of changes by representatives of the forty selected schools shows that statement l.e. Peer Groups and Their Influence on Personality, (See Table 2) shows the greatest number of additions, ten; or 83 per cent of all comments for this topic. In the same group, topic f. Environmental Influences (other than family), and h. Physical Influences, received an equal number of "omit" comments, four, or 44 per cent of all comments for these topics. Under the category, "revise," statement (6) received the highest number of comments "Education for family life should be taught indirectly through all the other courses, home-rooms, etc., and other activities in the curriculum.", or 80 per cent of all comments for this topic. On statement (35) Whenever possible, genuine family experiences should be utilized to make the learnings functional. This can be accomplished by: (a) case studies, (b) problems common to most families, (c) experiences which the students relate, (d) personal problems, there were several comments indicated that great care and discretion was needed to handle this topic.

Several respondents found the list "complete." A typical comment from one large high school is: "Our teachers think that they cover most of the areas you listed, but likely do not cover them as thoroughly as you do"¹

¹Statement from William J. Geiger, McKinley High School, Honolulu.

Another representative comment comes from a local high school, ". . . . because we have "many" courses relevant to the general area of Family Life, each tends to be rather concentrated and specific as opposed to a catch-all course."¹

Another typical comment is from a school in New York State: "There is a tremendous amount of material included in these statements. Each school and course would find it necessary to be selective in the use of material, with the selection dependent upon size of classes, and students themselves."²

A significant number of respondents requested names of textbooks. Illustrative of this is the following comment, "This outline is very inclusive and should prove valuable as a guide. In teaching the course is any basic text used? Undoubtedly much supplementary work needs to be added. We will be interested in your work as it progresses in relationship to this outline."³

The original list of criteria was sent to the fifty-five high schools for the purpose of obtaining as complete an array of topics as possible. No attempt was made to structure the content. However, during the final revision, in order that the list be as systematic and precise as possible, numerical order was changed to topic order, grouped as follows:

¹Check list from James E. Clark, teacher, Family Living, Ann Arbor High School, Michigan.

²Check list from Robert Roda, Haldane Central High School, Cold Springs, New York.

³Check list from principal of Maynard G. Wolf, Scottsburg High School, Indiana.

- A. Aims and Objectives
- B. Course Content
- C. Who Should be Taught
- D. Place in the Curriculum
- E. Who Should Teach

The final list and directions are reproduced as Appendix D.

In general, replies seem to have been thoughtfully made.

Many principals and teachers found time to write personal notes or letters concerning points which interested them about the study as a whole.

After revision of the wording of the elements, the list of criteria was ready for rating by the judges. It is assumed that since the cooperating participants of these selected senior high schools showed sincere interest in the field under investigation, since there was evidence that they were engaged in an active teaching program in family life education, their comments and suggested revisions were conscientiously reported and were made after careful deliberation. The resultant modifications improved the list of criteria. This revised array with statements and sub-topics was submitted to a carefully selected jury of experts for evaluation. Jurists were asked to rate each statement and its sub-points according to a four-point scale: 1. Undesirable, 2. Unnecessary, 3. Desirable, 4. Essential.

Chapter IV will deal with the procedure and the findings of this part of the investigation.

CHAPTER IV

EVALUATION OF THE REVISED CRITERIA

INTRODUCTION

Chapter III described the steps that were taken in the development of criteria for the derivation of the elements which should be included in a course in family life education during the senior year of high school. The resulting refinements and revisions produced an array of 383 elements which were submitted for final evaluation to twenty-three selected specialists in the field of family life education or related fields. It would be safe to state that in the past fifteen years, or since World War II, the expressed beliefs and judgments of most, if not all, of the specialists who cooperated in this study have had a considerable effect upon the field of family life education as evidenced by their contributions to professional and scientific literature. Their fields of specialization represent a broad background of knowledge, namely: mental health, psychiatry, home-economics, parent education, sociology, consumer education and marriage counseling. Their expressions, recorded here, should have value for senior high schools which are now offering courses in family living or will be attempting to do so.

USE OF THE QUESTIONNAIRE

When using the questionnaire as a device for assembling data, or for that matter when using any device for assembling data, consid-

erable care must be exercised if judgments are to be reliable and valid. One obvious precaution is to make certain that replies are adequate from the standpoint of both quality and quantity.

According to Leonard Koos¹, a questionnaire may be used for three purposes: (1) "to ascertain the state of practice in some field of activity, (2) to secure basic data to be used in ways more fundamental than to afford a mere description of practice, (3) to secure opinions, judgments, or the expressions of attitudes of respondents from which, if nothing more, tentative measures or evaluations may be derived."

It is desirable at this point to consider the reliability and validity of this technique before describing the process in detail.

RELIABILITY AND VALIDITY OF GROUP JUDGMENTS

The use of group judgments is by no means a new or untried practice. That judgments of groups of people from a reliable and valid basis for evaluation of data is shown by both Herrick² and Racham³, whose studies were discussed in Chapter I and in Chapter II. The methodology for this study has been based on that of Herrick and Racham.

¹Leonard V. Koos, The Questionnaire in Education. (New York: MacMillan Company, 1928), p. 147.

²Herrick, op. cit., p. 138-41.

³Racham, op. cit., p. 214.

In 1933 Fred P. Frutchey reported a study which also involved group judgments.¹ The problem was to determine whether a group of well trained and experienced specialists in science teaching might achieve a relatively high degree of agreement in scoring an essay-type examination, provided that the criteria upon which the examination was to be judged were clearly and concisely stated in advance.

Frutchey presented a number of problem situations in the form of brief paragraphs to a group of high school students who had completed a year's work in chemistry. These students were asked to explain their predictions by enumerating the principles of chemistry which were involved.

The judges evaluated (1) the predicted outcome of each problem and (2) the explanation of the prediction in terms of principles of chemistry. To simplify the evaluation the scorers were given statements of the essential ideas involved in the predictions and the explanations of them. Each judge recorded on a chart his evaluation of each student's response to each question. The scores thus obtained were correlated with the scores obtained by the other judges. The coefficients of correlation ranged from .85 to .95 with an average coefficient of .90. The author concludes, "This indicates that the answers which were marked high by one scorer were also marked high by the other scorers, and that answers which were marked low by one were marked low by the others."²

¹Fred P. Frutchey, "Measuring the Ability to Apply Chemical Principles," Educational Research Bulletin, XII, (1933), 255-260.

²Ibid., p. 259.

Woodby¹ made a study in 1952 in which he synthesized a comprehensive list of subject-matter topics in general mathematics from ten contributing sources in order to determine the relative values of these topics for general education in the secondary school. He set out to compile a comprehensive list of subject-matter items from certain terminal courses in mathematics which were being offered at the junior college level, and to evaluate these items as to their worth for general education. He first selected a large sample of courses from junior and senior college catalogues, 101 courses in number, for analysis of their subject-matter content. Sixty-two courses were used in his analysis. Second, he used a questionnaire to obtain information about these courses and about the sources of subject-matter materials included in these courses. Third, he made a compilation of a composite list of all the mathematical topics that were found in the sources revealed through "step 2." His final step was to evaluate the topics in the list by a jury of specialists. His jury consisted of eleven specialists in mathematics and eight specialists in education.

In this investigation, the jury technique was also used for evaluating the list of elements.

The use of ratings by a jury of experts in educational research has many precedents.

¹Lauren G. Woodby, "A Synthesis and Evaluation of Subject-Matter Topics in Mathematics for General Education." Unpublished Ph.D. dissertation, University of Michigan, 1952.

Certain empirical studies demonstrate the worth of ratings. Symonds concludes that under ordinary conditions ratings give results as reliable as those obtained from the ranking method. Conklin and Sutherland in a study of jokes found that ratings gave smaller mean deviations, in other words, varied less from one judge to another, than did rankings. Ratings were accorded a coefficient of .79 in reliability as compared with a reliability of .73 for rankings. Since the humor of a joke may so quickly wear off with repetition, one can readily see why single presentations should give more stable results.

Marsh and Perrin in a study of the validity of ratings, correlated them with more objective criteria. The judges observed the subjects while they performed certain tasks and then made their judgments without knowing the test scores. The ratings for intelligence correlated .78 with test scores. Ratings of some human traits and performances thus have a satisfactory degree of validity. These experimenters found that the degree of validity of ratings varies for different traits as we should expect.¹

¹Joy P. Guilford, Psychometric Methods, (New York: McGraw-Hill Company, 1954), p. 297.

For more detailed information, see: Percival M. Symonds, "On the loss of reliability in ratings due to coarseness of the scale." Journal of Experimental Psychology, 1924, 7, 456-461. E. S. Conklin and J. W. Sutherland, "A Comparison of the scale of values method with the order of merit method." Journal of Experimental Psychology, 1923, 6, 44-57; S. E. Marsh and F. A. C. Perrin, "An experimental study of the rating scale technique." Journal of Abnormal and Social Psychology, 1925, 19, 383-399.

According to these different studies, the number of judges necessary to attain reliable and valid outcomes in group judgments need not be large. Guilford points out that "According to Rugg one should use the pooled ratings of not less than three independent judges. Symonds demands at least eight judges. According to Bradshaw, with the average trait a reliability coefficient of .80 may be obtained with five to twenty-two judges; a reliability of .90 may be obtained with ten to fifty judges; and a reliability of .95 may be obtained with twenty-one to one hundred and six judges."¹

Keesler cites evidence to indicate that group judgments are both reliable and valid provided:

...(1) that the judges be well trained and experienced, i. e., experts in their field of specialization, and (2) that the criteria in terms of which the judgments are to be made be clearly and concisely stated for the purpose.²

Therefore, since use of the ratings has many precedents in educational research, the jury technique is employed for this investigation.. Let us now review the procedure for the selection of the final jury of specialists.

SELECTION OF JUDGES

Twenty-seven judges were arbitrarily settled upon for this study. The judges were selected on the basis of the following criteria:

¹Guilford, op. cit., p. 279.

²Oreon P. Keesler, "Contributions of Instructional Films to the Teaching of High School Science." Unpublished doctoral dissertation, University of Michigan, 1945, p. 115.

1. He is actively engaged as a teacher, director, research worker, or writer in the field of family life education or related fields.
2. He is well trained in his field.
3. He has been associated with the field long enough to be considered an expert by persons other than the writer.
4. He has exercised considerable influence in the field as demonstrated by his writing, his public addresses, his having held responsible offices in one or more of the various national associations dealing with family life education.
5. He is willing to cooperate sincerely as a judge in this study.

A survey of professional magazines and interviews with prominent educators provided a list of twenty-seven potential judges. A letter of transmittal giving pertinent details about the study was sent to each of these requesting their help. The letter of invitation, the return postal card and the final questionnaire appear as Appendix D.

Of the twenty-seven experts solicited, twenty-three accepted the invitation to serve. Of these one later declined after first indicating willingness, and two did not reply. The actual jury finally consisted of nineteen specialists and an additional one whose evaluation did not arrive in time for tabulation, but whose comments were given careful attention. The judges are listed in Table 3. Thus Guilford's study apropos of number of judges required is fulfilled herewith.

In addition, Keesler's first requirement in his frame of reference for using the jury technique has been met; i. e., "that

¹Guilford, op. cit., p. 279.

the judges be well trained and experienced, i. e., experts in their field of specialization.¹

In order to meet Keesler's second requirement, namely: "that the criteria in terms of which the judgments are to be made be clearly and concisely stated for that purpose," steps previously described in Chapter III had already been taken, that is, the proposed criteria had been revised in the light of the suggestions made by the forty-five cooperating schools. Therefore, by submitting the proposed criteria to the schools and then by revising them in light of the suggestions received, it is felt that this study meets the second requirement in Keesler's frame of reference for group judgments, namely: that the criteria "be clearly and concisely stated."²

¹Ibid., p. 115.

²Ibid., p. 115.

TABLE 3

JUDGES WHO PARTICIPATED IN THIS STUDY

Mrs. Mary Alice Banks
Assistant Professor of Home Economics
Indiana State Teachers College
Terre Haute, Indiana

Robert O. Blood, Jr.
Professor of Sociology
University of Michigan
Ann Arbor, Michigan

Douglass Brown
Professor of Social Welfare
Florida State University
Tallahassee, Florida

Muriel W. Brown
Parent Education Specialist
Children's Bureau
Washington, D. C.

Ralph G. Eckert
Consultant in Child Study
Professor of Family Relations
School of Home Economics
University of Connecticut
Storrs, Connecticut

Louise Fernandez
Associate Professor of Home Economics
New York University
1133 E. 35th Street
Brooklyn, 10, New York

Robert Osib Foster
Marriage Counselor
Psychiatric Clinic
Hillcrest Medical Center
Box 3658 Utica Square Station
Tulsa 9, Oklahoma

Katharine B. Greene
Marriage Counselor, Wayne County
600 Randolph Street
Detroit 26, Michigan

TABLE 3 — Continued

Reuben Hill
Professor of Sociology
Director of Minneapolis Family Study Center
400 Ford Hall
Minneapolis 14, Minn.

Leonard Himler, M.D.
Psychiatrist St. Mary's Hospital
University of Michigan
School of Public Health
Ann Arbor, Michigan

Mary Lee Hurt
Specialist in Curriculum Studies
U. S. Office of Education
Department of Health, Education & Welfare
Washington 25, D.C.

Lester A. Kirkendall
Professor of Family Life
Oregon State College
Corvallis, Oregon

Esther McGinnis
Professor Emeritus
Ohio State University
Box 243
Worthington, Ohio

Marian McMillan
Professor and Head of Family Life Education
Wayne State University
5029 Second Avenue
Detroit 2, Michigan

Aaron L. Rutledge
Head of Counseling Service
Marriage Counseling and Psychotherapy
Merrill-Palmer Institute
71 E. Ferry
Detroit 2, Michigan

William Martin Smith, Jr.
State 4H Club Leader
Pennsylvania State University
University Park, Pennsylvania

TABLE 3 -- Continued

Irwin V. Sperry
Director, Institute for Child & Family Development
Woman's College, University of North Carolina
Greensboro, North Carolina

Arch W. Troelstrup
Chairman Home and Family Division
Stephens College
Columbia, Missouri

Irma Unruh
Supervisor Family Life Education
Detroit Board of Education
467 W. Hancock
Detroit 1, Michigan

Fred I. Wilhelms
Professor of Education
San Francisco State College
San Francisco, California

PRESENTATION OF THE ELEMENTS

Materials sent to the cooperating educators who had agreed to serve as jurors in this study included a form letter briefly explaining the background of this investigation and explaining how the collected data would be used. (See Appendix D.)

An instruction sheet was devised which asked each judge to rate each item from "Undesirable" to "Essential," on a four point scale: (1) Undesirable, (2) Unnecessary, (3) Desirable, or (4) Essential. (See Appendix D.) The judges were reminded that this proposed list of elements was directed to the needs of the typical high school student. These instructions also invited the judges to add to, delete, or comment upon, the elements as they chose. (See Appendix D.)

TABULATION, ANALYSIS AND INTERPRETATION OF THE JUDGES' RATINGS AND ADDITIONS

Nineteen judges returned completed questionnaires properly rated within five weeks. One judge returned the uncompleted questionnaire because he did not feel competent to rate the content. One requested further information. To the last, a letter giving the additional information was sent immediately; however, since no further correspondence resulted and the questionnaire was not returned, it might be assumed that the reason she did not reply was, in her own words: "because I work within such a different framework that I find this questionnaire difficult to relate to."¹

¹Letter dated May 25, 1960, in files of Letitia Fogoros.

The judges did not rate all the items; therefore the number of ratings for certain items varies. The total number of judgments for each item is recorded in column five, Table 4. The frequency of ratings on each point in the scale for every item is recorded in columns one, two, three and four. The per cent of the highest possible rating is shown in column six.

The per cent of the highest possible rating achieved by each item was computed first by arbitrarily assigning the weights, -1, 0, 1, and 2, to the respective categories, Undesirable, Unnecessary, Desirable, and Essential; second, by multiplying these weights by the frequencies recorded in each category; third, by adding these products; fourth, by dividing this sum by the total number of judgments for the particular items multiplied by 2, the highest weighting; and fifth, by multiplying the resulting fraction by 100. This procedure for finding the per cent of highest achievement for each item may be expressed by the following formula as used by both Herrick¹ and Racham.²

$$P = \frac{100 [(W \cdot f_1) + (W \cdot f_2) + (W \cdot f_3) + (W \cdot f_4)]}{2 \sum J}$$

in which

P = per cent of highest possible rating achieved by the item

W = weight for each rating, viz., -1 for Undesirable, 0 for Unnecessary, 1 for Desirable, and 2 for Essential.

f = frequency of judgments recorded for each rating

$\sum J$ = sum of the judgments for the particular item

¹Herrick, op. cit., p. 148.

²Racham, op. cit., p. 224.

To illustrate the computation indicated in the above formula, we shall substitute the values for Item, 6 b, Table 4, where the column weightings are -1, 0, 1, 2; the column frequencies are 0, 2, 10, 6, respectively; and the sum of the judgments is 18.

$$P = \frac{100 \{(-1 \cdot 0) + (0 \cdot 2) + (1 \cdot 10) + (2 \cdot 6)\}}{22 \cdot 5}$$

$$P = 100 \frac{-0 + 0 + 10 + 12}{2 \cdot 18}$$

$$P = \frac{2200}{36}$$

$$P = 61$$

In other words, Item 6 b received a composite rating of 61 per cent of the highest possible rating. The result of the above computation for each item will be known as the Index of Value or the "Index," which appears in the last column of Table 4.

The value of the "Index" for this study is that it establishes a basis for evaluating and comparing the judged worth of the respective items listed. This feature is necessary for the construction of the proposed elements of family life education as developed in the following chapter.

It should be noted that some items receive a negative "index." This is because the Undesirable category has been assigned a weighting of -1 and the Unnecessary category a weighting of 0 in order to penalize "undesirable" practices and to avoid giving credit for "unnecessary" ones.

Several judges accepted the invitation to add to the items. These additions are listed in Table 4 under the caption "Items Suggested by the Jury."

To establish uniformity in the method of tabulating the judgments of the jury, the following rules of policy as established by Keesler were used:

1. If the wording of an item is changed either by rewording or qualification, but its original idea is not altered, the item is tabulated as if its original wording were unchanged.
2. If the corrections or qualifications made change the essential meaning of the item, the rating assigned to it by the judge shall not be tabulated, but the criticism of the item implied by the suggested change shall be taken into account in preparing the final list of criteria.
3. If a part of the questionnaire has been marked and the remainder is left blank, those ratings in the portion which has been judged shall be tabulated.¹

¹Keesler, op. cit., p. 116.

TABLE 4

JUDGES' RATINGS OF PROPOSED ELEMENTS FOR THE
EVALUATION OF A COURSE IN FAMILY LIFE EDUCATION
TO BE TAUGHT IN THE SENIOR HIGH SCHOOL

(Items as they appeared in the outline with
slight modifications as suggested by jurors.)

	1	2	3	4	5	6
Undesirable						
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
Wts.	-1	0	1	2		

A. Aims and Objectives:

1. The course shall deal with (a) the dynamics of personality development and (b) inter-personal competence in human relations.	0	0	3	15	18	92
2. The course shall also include those factors which are involved in preparation for marriage and parenthood.	0	0	1	15	16	97
3. The course shall emphasize that there are common values basic to all human relationships.	1	1	6	10	18	69
4. The course shall provide experience which demonstrate how inter-personal relations affect mental health.	0	2	7	9	18	69
5. The course shall consistently attempt to clarify the shades of difference between intellectual behavior and emotional behavior.	0	5	7	6	18	53
6. The course should include learning experiences which will lead to:						
a. The attitude that every human being has worth	0	0	5	13	18	86
b. Objectivity and avoidance of prejudice	0	2	10	6	18	61
c. Constructive attitudes toward home and family	0	1	2	15	18	89
d. Constructive attitudes toward the school	2	1	9	6	17	56
e. Constructive attitudes toward one's own associates and those in other groups	1	1	5	11	18	78
f. Constructive attitudes toward responsibility to the community	1	2	6	8	17	62
g. Constructive attitudes toward change of status (new friendships, new environment, failure to meet certain goals.)	0	1	8	7	16	69
h. Opportunity for developing standards, ideals and ultimately a healthy philosophy of life	0	0	3	15	18	92

		1 2 3 4 5 6					
		Undesirable	Unnecessary	Desirable	Essential	Total Ratings	Index
Items suggested by the jury:	Wts.	1	0	1	2		
i. Develop critical thinking		0	0	0	1	1	
j. Encourage self-direction		0	0	0	1	1	
k. Clarify relation between conviction, motivation and action		0	0	0	1	1	
l. Develop skill in communication		0	0	0	1	1	
7. The course shall continuously be adjusted to the needs of the youth involved.		0	1	4	13	18	83
8. The needs here refer to their inter-action with others and their social development:							
a. Their peers		1	0	4	12	17	78
b. Their brothers and sisters		1	0	4	12	17	79
c. Their parents		1	0	2	14	17	85
d. Their teachers		1	1	5	9	16	69
e. Other adults		1	2	6	8	17	62
9. The social needs of youth should include:							
a. Formation of habits		0	1	10	5	16	63
b. Formation of attitudes		0	0	6	10	16	81
c. Formation of values		0	0	3	13	16	91
d. Formation of goals		0	0	7	9	16	78
Items suggested by the jury:							
f. A chance to feel that he is important		0	0	0	1	1	
g. A chance to feel that his feelings have value		0	0	0	1	1	
10. Expressions from the students on "What I would like to know more about," should provide some basis for determining needs.		0	1	9	8	18	69
11. Some emphasis should be given to the understanding and appreciation of the backgrounds and contributions of people of different culture and race and how this affects their personality and experience.		2	1	12	4	19	47
12. The course shall help youth to recognize the ideal of "service to others" as a mark of maturity as contrasted to self-centeredness.		1	1	8	8	18	64

		1	2	3	4	5	6
	Wts.	Undesirable	Unnecessary	Desirable	Essential	Total Ratings	Index
		1	0	1	2		
13. The course shall help youth to understand the relation between scientific knowledge and spiritual yearnings and responsibilities of human beings.		1	3	7	6	17	53
14. The above can be accomplished by inviting leaders of churches in the community to interpret the spiritual values which affect marriage and the effect of mixed sects on marriage.		3	5	6	2	16	22
15. The course shall interpret family relationships so as to make clear the privileges and responsibilities of all members of the family.		2	1	6	10	19	63
16. The course shall promote an appreciation of the family as one of the basic institutions of life and of society.		0	0	10	9	19	74
17. The different family patterns studied as part of social class differences:							
a. Rural		0	6	11	0	17	32
b. Urban		0	6	10	1	17	35
c. Sub-urban		0	6	9	2	17	38
d. Other cultures		0	6	9	1	16	34
<u>Items suggested by the jury:</u>							
e. One's own and One's prospective mate		0	0	0	1	1	
18. Stress should be give to the many possible <u>changes</u> in family patterns and organization.		0	2	8	9	19	68
19. The above can be shown through changes from:							
a. Authoritarian to democratic		0	3	9	5	17	56
b. Institutional to companionship		0	3	10	6	19	58
<u>Items suggested by the jury:</u>							
c. Parent centered to child centered to family centered		0	0	0	1	1	
d. Changes in one's own family		0	0	0	1	1	
e. Changes which may affect their future families		0	0	0	1	1	
f. Changing roles of men and women		0	0	0	1	1	
g. Inflation, money and credit, goods economy		0	0	0	1	1	

20. Throughout the course, emphasis should be given to the fact that affection and love are primary motives in family life.

Items suggested by the jury:

a. Definition of love

21. The course shall teach the application of democracy to the everyday affairs of home life.

22. The course shall give insight into the individual and social factors which improve family life.

23. The course shall give insight into the individual and social factors which destroy family life.

24. Some factors which may result in family disorganization are:

- a. Divorce
b. Separation
c. Desertion
d. Family crisis
e. Loss of income

Items suggested by the jury:

- f. Loss of physical health
g. Loss of mental health
h. Death
i. Unemployment
j. Selfishness or immaturity

25. The incidence of the above mentioned factors should be supported by statistical data where possible.

26. The course should help the youth in his or her social development to recognize the reciprocity of male-female social roles and how they interact.

Wts.

	1	2	3	4	5	6
Undesirable	-1	0	1	2		
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						

0 0 3 13 16 91

0 0 0 1 1

0 2 6 11 19 74

0 0 3 15 18 92

1 1 5 10 17 71

1 2 10 3 16 47

1 2 10 3 16 47

1 2 10 2 15 43

0 1 9 5 15 63

0 1 11 3 15 57

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 3 9 7 19 61

0 1 2 16 18 94

27. The course shall help youth to recognize those factors which are relevant to choosing a marriage partner.

28. The factors relevant to choosing a marriage partner are:

- a. Personal and aesthetic factors in mate selection
- b. Similarity or difference in regard to basic ideals
- c. Social influences on choice of mate
- d. Courtship functions
- e. Readiness for marriage
- f. Age differences
- g. Economic influences on choice of mate
- h. Influence of family on selection of mate
- i. Influence of cultural background
- j. Religious influences
- k. Engagement customs and procedure
- l. Pre-marital sexual behavior as it affects mate selection

Items suggested by the jury:

- m. Propinquity and mate choice
- n. Romance and mate choice
- o. Sex attraction and compatibility
- p. Emotional maturity
- q. Personality complementariness and liking and sharing of interests
- r. Communication (personal most important of all)
- s. Unconscious factors that affect own parents' marriage

29. The course shall help youth to recognize other considerations prior to marriage such as: (Considerations which simplify or complicate marriage)

- a. Military service
- b. Wife working
- c. Where to live
- d. Number and spacing of children
- e. Who will handle the family income
- f. Those who don't marry (why some persons remain single)

	1	2	3	4	5	6
Undesirable						
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
Wts.	-1	0	1	2		

0 0 1 17 18 97

0 2 5 8 15 70

0 0 6 11 17 82

0 1 9 7 17 68

0 0 7 10 17 79

0 0 1 17 18 97

0 3 10 2 15 47

0 1 9 6 16 66

0 0 6 11 17 82

0 1 7 9 17 74

0 1 7 10 18 75

0 2 5 8 15 70

0 0 4 9 13 85

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 0 0 1 1

0 1 7 7 15 70

0 0 7 12 19 82

0 3 10 6 19 58

1 2 9 6 18 56

1 0 9 9 19 68

0 3 8 4 15 53

Items suggested by the jury:

	Wts.	Undesirable -1	Unnecessary 0	Desirable 1	Essential 2	Total Ratings	Index
g. Attitudes toward children		0	0	0	2	2	
h. Educational plans		0	0	0	1	1	
i. Vocational plans or goals		0	0	0	1	1	
j. Readiness to assume responsibility		0	0	0	3	3	
30. "Real life" experiences should be utilized to make the learnings functional.		1	0	4	13	18	81
31. The following might be used as sources for these "real life" experiences:							
a. Case studies		0	1	5	12	18	81
b. Problems common to most families		0	0	8	10	18	71
c. Experiences which the students relate		0	0	10	7	17	59
d. What other young married couples <u>wish</u> they had known		0	3	8	6	17	59

Items suggested by the jury:

e. Personal observations (may be guided observations)		0	0	0	1	1	
f. Published materials from newspapers, periodicals, biographies		0	0	0	3	3	
g. Analysis of films, stories, plays		0	0	0	1	1	
h. Experiences of parents		0	0	0	1	1	
i. Excerpts from literature		0	0	0	1	1	
j. Auto-biographies		0	0	0	2	2	
k. Role playing problem situations		0	0	0	1	1	
32. Both boys and girls should have some training in regard to home-management and the values of a well organized home.		0	2	8	9	19	68
33. The course shall help youth to deal with commercial pressures and propaganda that tend to disturb the values of family life.		1	2	10	6	19	55
34. The course shall assist youth to distinguish between the "needs" and "wants" of the consumer, particularly as these apply to early marriage.		0	4	8	6	18	56
35. The course shall promote an understanding of the effect of economic factors upon child bearing and child rearing.		0	2	14	2	18	50

	1	2	3	4	5	6
Undesirable						
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
Wts.	-1	0	1	2		
36. The course should help the youth in his other social development to recognize the necessity of coordinating family roles with occupational role—for the girl, the importance of being also a good wife and mother; for the boy, the importance of being also a good husband and father.	1	0	5	12	18	78
37. A course in family life education may provide students with knowledge and assistance in the tentative selection of a vocation.	5	6	6	2	19	13
38. Throughout the course there should be a close relationship and cooperation between the parents, the school and the students in developing the content of the course.	1	0	7	11	19	74
B. <u>CONTENT</u> : (What is taught about personality development, preparation for marriage and family.)						
1. The course of study involving family life education should be derived from those learnings which every young person should understand about himself in relation to other people.	0	1	6	10	17	76
2. These learnings should include such topics as:						
a. Personality needs	0	0	3	14	17	91
b. Character traits	0	2	7	7	16	66
c. Personal appearance	1	3	12	1	17	38
d. The family and its influence on personality	0	0	6	11	17	82
e. Peer group and its influence on personality	0	0	8	9	17	76
f. Environmental influence (other than family)	0	2	10	5	17	58
g. Heredity as it may affect personality	0	4	8	5	17	53
h. Physical influences	0	3	7	5	15	57
i. Dating	0	0	6	9	15	80
<u>Items suggested by jury:</u>						
j. Group leadership and responsibility	0	0	0	1	1	
k. Patterned behavior found meaningful to date	0	0	0	1	1	
3. The topics to be included as <u>Personality Needs</u> are:						

	1	2	3	4	5	6
	Undesirable	Unnecessary	Desirable	Essential	Total Ratings	Index
Wts.	-1	0	1	2		
a. Mechanisms for meeting personality conflicts such as rationalization, compensation, sublimation, day-dreaming - when desirable - when undesirable.	0	0	6	11	17	82
b. Need to belong -- to <u>feel</u> wanted.	0	0	5	12	17	85
c. Need for recognition	0	0	5	11	16	84
d. Need to feel worthy - love of self	0	0	3	14	17	91
e. Love of family	0	1	7	9	17	74
f. Love of members of same sex	0	1	6	10	17	76
g. Love of members of opposite sex	0	1	5	10	16	78
h. "Puppy love"	0	3	4	8	15	67
i. New experience - variety of experiences	0	3	6	8	17	65
j. Understanding of self in order to understand others.	0	0	3	13	16	65
<u>Items suggested by the jury:</u>						
k. Need to achieve	0	0	0	1	1	
l. Need to feel successful as a male or female in our culture.	0	0	0	3	3	
4. <u>The following topics can be considered as behavior tendencies:</u>						
a. Honesty - dishonesty	0	0	5	8	13	81
b. Responsibility	0	0	4	9	13	85
c. Loyalty	0	0	5	8	13	81
d. Morality - immorality	0	1	6	6	13	69
e. Courage	0	3	7	2	12	46
f. Self-control - lack of self-control	0	0	5	8	13	81
g. Self-discipline	0	0	5	8	13	81
h. Self-confidence - lack of self-confidence	0	0	4	9	13	85
i. Self-pity	2	3	5	3	13	35
j. Integrity	0	0	5	8	13	81
k. Dependability	0	0	6	7	13	76
l. Ability to make decisions	0	0	5	8	13	81
m. Friendliness	0	0	9	4	13	65
n. Jealousy	2	1	5	5	13	50
o. Selfishness	1	2	7	3	13	46
p. Sarcasm	2	2	7	2	13	35
<u>Items suggested by the jury:</u>						
q. Perseverance	0	0	0	1	1	
5. <u>The elements of Personal appearance are:</u>						
a. Good grooming - reasons for importance	2	3	7	2	14	32

- b. Psychological aspects of good or poor appearance
c. Acne
d. Over and under weight
e. Plastic surgery

Wts.

	1	2	3	4	5	6
Undesirable	-1	0	1	2		
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
	2	2	7	4	15	43
	2	4	8	0	14	20
	2	3	9	1	15	30
	3	8	3	0	14	00

Items suggested by the jury:

- f. Suitability of fashion to the individual vs. fads

0 0 0 1 1

6. Elements to be considered pertaining to the Family and its influence on personality are:

- a. Permissive family atmosphere
b. Over strict parents
c. Delinquent parents
d. Foreign-born parents
e. Education of parents
f. Religion of parents
g. Personality of parents
h. Family socio-economic status
i. Child's place in family (example: only child)

0 0 6 9 15 80
0 2 6 6 14 64
2 3 7 4 16 41
1 4 9 1 15 33
0 0 12 1 13 54
1 2 12 1 16 41
0 1 6 9 16 75
0 3 11 3 17 50
0 2 11 3 16 53

Items suggested by the jury:

- j. Family size
k. One-parent family
l. Family goals and values
m. Child rearing attitudes and practices

0 0 0 1 1
0 0 0 1 1
0 0 0 2 2
0 0 0 1 1

7. Elements to be considered in terms of how the peer group influences the personality are:

- a. Need for adolescents to be like others in their group or not like others
b. Need for youth to conform vs. not to conform
c. Need for moral values
d. Need for youth to establish a sense of identity (to be able to answer the question "Who am I?")
e. Ability to say "No" and "Yes." (self-direction)
f. Need for individual achievement as well as group achievement
g. Need for youth to understand emotional maturity and to value emotional maturity

0 0 11 5 16 66
0 1 12 3 16 56
0 1 4 10 15 80
0 0 7 10 17 79
0 0 7 9 16 78
0 1 4 11 16 81
0 0 4 13 17 88

	1	2	3	4	5	6
	Undesirable	Unnecessary	Desirable	Essential	Total Rating	Index
Wts.	-1	0	1	2		
h. Need for training in wholesome leadership	1	4	8	3	16	41
i. Need to learn how to avoid over-dependence upon peer approval	0	1	5	7	13	73
<u>Items suggested by the jury:</u>						
j. Need for youth to conform or "be different."	0	0	0	1	1	
k. Training in <u>effective</u> leadership	0	0	0	1	1	
l. Need to like and respect self	0	0	0	1	1	
m. Need to like and respect others	0	0	0	1	1	
n. Need to understand the nature of conflicting loyalties to peer and family	0	0	0	1	1	
o. Need to understand the ephemeral and tentative nature of peer ties	0	0	0	1	1	
8. Elements to be considered from the standpoint of <u>environmental influence</u> , other than the family.						
a. Size and condition of home	3	4	8	0	15	17
b. Quality and condition of furnishings	3	6	6	0	15	10
c. Cultural climate of the community	1	1	12	3	17	50
d. Schools	1	2	11	3	17	47
e. Churches	1	2	11	3	17	47
<u>Items suggested by the jury:</u>						
f. Goals in the community	0	0	0	1	1	
9. Elements to be considered from the standpoint of <u>Heredity and how it may affect personality:</u>						
a. Biological hereditary tendencies (physical)	1	1	11	4	17	53
b. Mental hereditary tendencies (intellect)	1	1	10	5	17	56
c. Emotional tendencies	2	2	7	1	12	29
d. Cultural influences	3	3	6	0	12	13
e. Diseases	1	5	8	0	14	25
f. Mental handicaps	1	4	9	1	15	33
<u>Items suggested by the jury:</u>						
g. Health as a factor	0	0	0	1	1	
10. Elements which should be considered from a <u>physical or health standpoint:</u>						
a. Nutrition	3	3	5	4	15	33
b. Pubertal changes	0	3	7	5	15	57
c. Sexual maturation	0	1	7	7	15	70

	1	2	3	4	5	6
Undesirable	-1	0	1	2		
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
Wts.	1	2	7	6	16	56

- d. Psychosomatic symptoms as related to understanding of self

Items suggested by the jury:

e. Anatomy and physiology of reproduction	0	0	0	1	1	
f. Embryology and child birth	0	0	0	1	1	
11. Where interests and needs indicate that this would be profitable, the functions, practices and behavior in dating, influences of the family and peers, should be given attention.	0	0	5	12	17	85
12. The following topics related to <u>dating</u> could be considered as being of <u>special interest</u> to youth at this stage of development:						
a. Dating manners and etiquette	0	3	8	6	16	63
b. How to call for a date	2	3	7	3	15	37
c. The first date	1	4	6	4	15	43
d. Dating readiness	1	4	8	3	16	41
e. Who is an acceptable date	0	4	7	5	16	53
f. Where to go on a date	0	4	10	2	16	44
g. What to do on a date	0	3	11	3	17	50
h. Time to be home from a date	0	5	7	3	15	43
i. Behavior standards on a date	0	0	6	11	17	82
j. Going steady	0	0	8	9	17	76
k. Family influence on choice of date	0	0	10	6	16	69
l. Influence of peers on choice of date	0	2	10	4	16	56
m. Pros and cons of smoking and drinking or both	2	1	6	8	17	59
n. "Falling in love"	0	0	5	11	16	84
o. Mature love	0	0	1	14	15	97

Items suggested by the jury:

p. "Necking and petting"	0	0	0	1	1	
q. Pre-marital sex relations and standards	0	0	0	1	1	
13. Special emphasis should be given to the need for "storing up health" during the growing years.	4	3	7	3	17	26
14. The course shall provide opportunity for study of eating habits, food values and nutrition.	3	5	5	3	16	25
15. Special emphasis should be given to the reasons why girls should strive for good health as the future mothers of the race.	3	3	7	5	17	41

		1	2	3	4	5	6
	Wts.	Undesirable	Unnecessary	Desirable	Essential	Total Ratings	Index
		-1	0	1	2		
16. Special emphasis should be given to the reasons why boys should strive for good health as the future fathers who must meet the competitive pressures of making a living.		3	3	7	5	18	39
17. The course shall include some emphasis on "What constitutes the tasks of effective family leadership as a way of understanding better some aspects of family living today."		0	4	8	5	17	53
18. Some historical descriptions of family life in America might be given attention. One means of doing this might be to use films.		0	6	12	0	18	33
19. The course shall include some information concerning the factors to consider when planning family size.		1	3	7	7	18	56
<u>Items suggested by the jury:</u>							
a. Where to go for information <u>if</u> desired.		0	0	0	1	1	
20. The following can be considered as factors in early marital adjustment:							
a. Inter-spousal relationships		0	0	4	10	14	86
b. The honeymoon		0	2	11	3	16	53
c. Development of consensus about husband and wife roles		0	0	1	16	17	97
d. In-law relationships		0	0	11	5	16	66
e. Sex roles		0	0	5	11	16	84
f. Shift from single to couple economics		0	0	10	7	17	71
g. Other couple relationships		0	3	9	2	14	46
h. Recreation		0	2	12	2	16	50
i. When to start a family		1	2	11	2	16	44
j. Religious adjustment-mixed marriage		0	1	11	5	17	62
k. Adjustments to pregnancy and childbirth		1	1	7	8	17	65
l. Training and discipline of children		0	0	2	16	18	94
<u>Items suggested by the jury:</u>							
m. Adequate housing "privacy"		0	0	0	1	1	
n. Early marriages		0	0	0	1	1	
o. Who's boss		0	0	0	2	2	
p. Psychological conflicts		0	0	0	1	1	
q. Communication (most important)		0	0	0	3	3	
r. Employed wife		0	0	0	1	1	
s. Employed mother		0	0	0	1	1	

	1	2	3	4	5	6
Undesirable	-1	0	1	2		
Unnecessary						
Desirable						
Essential						
Total Rating						
Index						
Wts.						

21. The following factors may assist youth to understand the satisfactions and responsibilities associated with marriage:

a. Physical care of children	1	2	7	6	16	56
b. Socialization of children	1	1	5	9	16	69
c. Parent-child relations - responsibilities associated with operating a family	0	1	2	13	16	88
d. Parent-adolescent relations	0	1	4	12	17	82
e. Discipline	0	1	5	11	17	79
f. Roles of family members	0	0	7	9	16	78
g. Sibling relationships	1	0	7	7	15	67
h. Family communication	1	1	10	5	17	56
i. Maintenance of health	2	2	9	3	16	41
j. Spiritual training	0	0	12	5	17	65
k. Social and recreational activities	1	0	12	4	17	56

Items suggested by the jury:

l. Need for a philosophy of life	0	0	0	2	2
m. Study of family spending patterns	0	0	0	1	1
n. Child growth and development	0	0	0	1	1

22. The principles and practices of household finance, as applied to the early years of marriage should be given adequate consideration.

0 2 7 9 18 69

23. The following factors will help youth to realistically appraise the "ebb and flow" of the family income:

a. Budgets - purpose and how to plan and keep an "easy-to-do" one	0	1	8	8	17	71
b. Sources of consumer information	0	1	8	9	18	72
c. Credit buying, installment, cash buying	0	1	5	11	17	79
d. Purchase of a home - where to get best information.	0	3	8	6	17	59
e. Purchase of large appliances - where to get best information	0	2	7	4	13	58

Items suggested by the jury:

f. Renting a home - responsibility for other people's property	0	0	0	1	1
g. Purchase of insurance, life, auto, property	0	0	0	2	2
h. Using income to inflate ego or cost of "keeping ahead of the Joneses"	0	0	0	1	1

	1	2	3	4	5	6
Undesirable	-1	0	1	2		
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						

C. TO WHOM FAMILY LIFE EDUCATION SHOULD BE TAUGHT:

- | | | | | | | |
|--|---|---|---|---|----|----|
| 1. Family life education should be a required subject for every senior. | 3 | 3 | 3 | 8 | 17 | 47 |
| 2. Family life education should be an elective subject for seniors only. | 5 | 4 | 2 | 1 | 12 | 24 |

Items suggested by the jury:

- | | | | | | | |
|--|---|---|----|----|----|----|
| Family life education should be an elective so attractive they could hardly pass it by. | 0 | 0 | 0 | 1 | 1 | |
| 3. Family life education may also include those 11th grade students who would be unable to elect it in the 12th grade. | 0 | 0 | 7 | 10 | 17 | 79 |
| 4. A course in family life education should also include 11th grade students. | 1 | 2 | 5 | 6 | 14 | 57 |
| 5. If possible, it is recommended that the course in family life education be preceded by a course in biology with some emphasis on anatomy. | 1 | 4 | 10 | 3 | 18 | 42 |

D. PLACE IN CURRICULUM:

(In the development of a course in family life education, account has been taken of the fact that various courses throughout the curriculum already include reference to human behavior.)

- | | | | | | | |
|---|---|---|---|----|----|----|
| 1. Family life education should be taught directly or indirectly through all the other courses, home-rooms, and other activities in the curriculum. | 4 | 3 | 3 | 7 | 18 | 36 |
| 2. Family life education should be taught as a specific course which emphasizes the characteristics of responsible youth, aspects of maturity, and the responsibilities associated with marriage. | 0 | 1 | 3 | 14 | 18 | 86 |
| 3. Family life education should be taught both directly through a class in family life per se and indirectly through the other courses in the curriculum. | 0 | 1 | 5 | 10 | 16 | 78 |

	1	2	3	4	5	6
Undesirable	-1	0	1	2		
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
Wts.						

E. WHO SHOULD TEACH:

1. Family life education as a special course should be taught by any or all of the following departments, with the Home Economics teacher acting as coordinator:	2	2	5	4	13	42
a. Science	1	1	7	4	13	54
b. Social Studies	1	1	5	7	14	64
c. Physical Education and Health	1	0	8	4	13	58
d. English	1	3	3	5	12	50
e. Home Economics	1	0	3	9	13	77

Items suggested by the jury:

f. Business Education	0	0	0	1	1	
2. The course in family living should use resource people to discuss problems of youth in specialized areas where the teacher would be inadequate.	0	0	7	11	18	81
3. Selection and choice of these resource people and their qualification shall meet with the approval of the school administration.	0	2	7	9	18	69

Items suggested by the jury:

Better a qualified committee	0	0	0	1	1	
4. Some suggested resource agencies are:						
a. Police Department (youth problems)	1	3	9	3	16	44
b. Family Service Agencies	0	0	9	6	15	70
c. Alcoholics Anonymous	2	1	9	3	15	43
d. Marriage counselor	0	0	11	6	17	68
e. Lawyer - legal aspects related to marriage	0	2	11	3	16	53
f. Doctor or school nurse - scientific discussion of reproduction	0	0	13	4	17	62
g. Parents - (parental point of view in situations common to parents and children)	0	0	11	6	17	68
h. Young married couples (what they wish they had known before marriage)	0	2	10	5	17	59
i. Banker - Financing a home and other loans	1	3	7	5	16	50
j. Real-estate representative - What to consider before buying a home.	1	3	9	2	15	40

	1	2	3	4	5	6
Undesirable						
Unnecessary						
Desirable						
Essential						
Total Ratings						
Index						
Wts.	-1	0	1	2		

Items suggested by the jury:

k. Insurance agency - all kinds of insurance	0	0	0	2	2
l. Mental Health Agency	0	0	0	1	1
m. Home Management Specialist	0	0	0	1	1

FINDINGS

From Table 4, the median index value was found to be 70. The distribution is skewed in the direction of the low index values.

Index values 70 or higher were possessed by 89 items.

Data not shown in the table reveal that the items with a rating of 70 or over are particularly desirable for senior high school and some topics with scores of 70 to 50 might be used as topics for junior high school family living classes.

There were 56 items with a rating of less than 50, which might be presumed to mean that the judges' opinions were equally divided as to their inclusion or omission in a course in family living.

TABULATION OF JUDGES' COMMENTS

Several judges accepted the invitation to make specific or general comments about some of the topics. The pertinent remarks are reported in Table 5. Their comments, stated exactly as given, make a valuable contribution to this study because they generally pertain to the most controversial issues which the proposed content elements have raised. In general, a specific comment was made by a single juror. However, in a few instances, as shown in the accompanying list of frequencies, some comments appeared more than once. It is interesting to note that the admonishment to avoid "preachiness" in conducting this course in family life education was reiterated by four different jurors.

TABLE 5

JUDGES' COMMENTS

(N = 19)

CONTENT ELEMENTS	COMMENTS	FREQUENCY OF COMMENT
A. <u>Aims and Objectives:</u>		
1. The course shall deal with the dynamics of personality and inter-personal competence in human relations.	A double-barreled statement.	(2)
	You can't do this in the time you have.	(1)
	Rationalization for screwballs are the probable result. Nothing more.	(1)
2. The course shall also include those factors which are involved in preparation for marriage and parenthood.	If no child-care course is offered. If so, it might repeat.	(1)
	Empty, non-specific goals.	(2)
	What are these factors?	(1)
3. The course shall emphasize that there are common elements basic to all human relationships.	Change the word "elements" to "values."	(1)
	Concrete statistical material on the roles which are open for choice to the individual in schools, jobs, housing, marriage, etc.	(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

4. The course shall provide learning experiences which demonstrate how inter-personal relations affect mental health. (1)
Perhaps for smarter students.
Evaluation of the individual by himself as to what he can expect (statistically) of himself with emphasis on his responsibility for his own behavior and consequent results. (1)
5. The course shall consistently attempt to clarify the shades of difference between intellectual behavior and emotional behavior. (1)
They are one in function.
Change intellectual and emotional behavior to "caused and uncaused behavior." (1)
6. The course should include learning experiences which will lead to: (2)
 - a. The attitude that every human being has dignity
b. Objectivity and avoidance of prejudice
c. Constructive attitudes toward home and family
d. Constructive attitudes toward the school
e. Constructive attitudes toward one's own associates and those in other groups
f. Constructive attitudes toward responsibility to the community
g. Constructive attitudes toward changes of status (new friendships, new environment, failure to meet certain goals.) (1)
- Sounds very moralistic and "preachy." (2)
What is meant by constructive? What is constructive for some may be destructive for another. (1)
These are essential but may come from some other source than a family course. d., e., f., g. (1)
This is a function of the total school experience. (1)
a. - h. This is material for developing the teacher's attitude - not for curriculum. It can be "too preachy." Words, words, words. (1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

h. Opportunity for developing standards, ideals and ultimately a healthy philosophy of life

7. The course shall continuously be adjusted to the needs of the youth involved.

It is difficult to know when a course is really adjusted to the needs of the youth involved.

(1)

If you mean that the students know what they need to talk over, Amen! If it does not, what does it mean?

(1)

8. The needs here refer to their interaction with others and their social development.

These are important but certainly not all of the needs.

(1)

- a. Their peers
- b. Their brothers and sisters
- c. Their parents
- d. Teachers
- e. Other adults

9. The social needs of youth should include:

These are not needs. Basic needs are affection, response, recognition, freedom to grow and develop uniquely.

(1)

- a. Formation of habits
- b. Formation of attitudes
- c. Formation of values
- d. Formation of goals

This statement is rather naive - "taken for granted."

(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

11. Some emphasis should be given to the understanding and an appreciation of the backgrounds and contributions of people of different culture and race and how this affects their personality and experience.

If you can get it into a family living course.

Not too much emphasis on this. This is abstruse and unsettled. How does an Italian differ from a Pole; a Catholic from a Jew?

Individuality, not group thinking, is the point of stress.

12. The course shall help youth to recognize the ideal of service to others as a mark of maturity as contrasted to self-centeredness.

But not as contrasted to self-worth and acceptance of self, "Love thy neighbor as thyself," not more than thyself, or as the experience of self - self-depreciation is a sign of basic deficiency.

Oh boy! Oh boy! Most of them are five years too young to know what the fuss is about.

13. The course shall inject into scientific instruction an appreciation of the spiritual yearnings and responsibilities of human beings.

Whose? - the teacher's?

Change to "the course shall "encourage" an appreciation--"

Re-word as follows: The course shall help youth to understand the relation into scientific instruction between scientific knowledge and spiritual yearnings and responsibilities of human beings.

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

14. The above can be accomplished by inviting leaders of churches in the community to interpret the spiritual values which affect marriage and the effect of mixed religions on marriage. (1)
- Cannot be done in public schools and can be very dangerous. (1)
- If all do a good job. (1)
- This certainly depends on who the leaders are. And what of those who are un-churched? Are they to be left out by implication? (1)
- Sometimes other people do this better than church leaders. (1)
- Change "effect of mixed religion" to "sects on marriage." Get them to come if students want them. Maybe students will later turn to them when they need them. I suspect two-thirds of the class members count themselves as atheists, agnostics, and uninterested. (1)
15. The course shall interpret family relationships so as to make clear the privileges and responsibilities of all members of the family. (1)
- If you mean taking each member and listing his privileges, etc. (1)
- If not preachy. (1)
- In what type of home? There is no ideal to which we can swear allegiance. (1)
16. The course shall promote an appreciation of the family as one of the basic institutions of life and of society. (1)
- But comes as a by-product, not direct preaching. (1)
- Yes, if there is time enough, but how many of your group are ready for generalizations? (1)

CONTENT ELEMENTS	COMMENTS	FREQUENCY OF COMMENT
17. The different Family patterns should be studied:	The emphasis of these aspects in a high school course would depend on the students and their interest in sociological concepts.	(1)
a. Rural b. Urban c. Suburban d. Other cultures	As part of social class differences, Yes. In high school this depends upon the community culture.	(1)
	Not too much emphasis, though. As examples of variations so that the student is able to be flexible in seeing what is the exact situation, what others need to get from it, rather than trying to be dogmatic.	(1)
	This part of the outline gets pretty far over into family sociology. One of the outstanding values of this work is the consistency with which it emphasizes <u>process</u> rather than <u>structure</u> .	(1)
18. Stress should be given to the changes in family patterns and <u>organization</u> .	Interesting, but not important for high school age. This could be done and briefly in discussions--differences in environment only the extent to which more different environments enhance or limit the experiences of family members.	(1)
	Include the "many possible" changes, etc.	(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

19. The above can be shown through changes from:
 a. Authoritarian to democratic
 b. Institutional to companionship (1)
- As well as a lot of other trends, e.g. rural to urban, diffuse occupation to specialization.
 a. This is questionable. In which families? When is this possible? Is it wrong to have little overt complication when both are exhausted? (1)
20. Throughout the course, emphasis should be given to the fact that affection and love are primary motives in family life. (1)
- Affection and love are "basic needs of each human." See Agape and Freud for definition of love. Who says so? Won't you scare their future selves when they quarrel? (1)
21. The course shall teach the applications of democracy to the everyday affairs of home life. (1)
- "Democracy." This is a weak word - duly meaningful if clearly defined. (1)
- As an ideal, but attained only by degrees. (1)
- Who has the time? (1)
23. The course shall give insight into the individual and social factors which destroy family life. (1)
- But not to be over-emphasized. (1)
- No. These are negatives and not good for much except to score. (1)
24. Some factors involved in family disorganization are: (1)
- a. Divorce
 b. Separation
 a. If comes up naturally (1)
- More important are domination, exploitation, sadism, masochism, arrested development, compulsion, neuroses, jealousy. (1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

- c. Desertion
- d. Family crisis
- e. Loss of income

Minimum emphasis. Relate to positive factors rather than teach separately. (1)

Re-word as follows: Some results evolved from family disorganization show up in:

- a. Family crisis
- b. Loss of income
- c. Change in one partner; status, children, age, occupation
- d. Divorce
- e. Separation
- f. Desertion

(1)

- 25. The above mentioned factors should be supported by statistical data.

Include "where possible" at end of statement. (1)

Where do you find them? (1)

The incidence of the above mentioned "forms" (1)

- 26. The course should help youth in his social development to recognize the male-female social roles and how they inter-act.

Delete "how they inter-act" and re-word as follows: "recognize the reciprocity of male-female social roles." (1)

Must stress flexibility. (1)

- 28. The factors relevant to choosing a marriage partner are:

a. Don't know what this means. (1)

d. How does this fit? (1)

- a. Personal and aesthetic factors in mate selection

f. Don't believe in them. (1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

d. Courtship practices	k. How does this fit?	(1)
f. Age differences		
k. Engagement customs and procedures	I think it is <u>why</u> someone who is like or unlike is chosen that is important.	(1)
29. The course shall help youth to recognize other considerations prior to marriage such as:	Do this only tentatively. This problem has more reality later.	(1)
a. Military service	d. This might be a controversial issue, so I would omit.	(1)
b. Wife working	Considerations which simplify or complicate marriage.	(1)
c. Where to live		
d. Number and spacing of children		
e. Who will handle the income		
f. Those who don't marry (why some persons remain single.)		
30. "Real life" experiences should be utilized to make the learnings functional.	Not always possible.	(1)
	But not "mock wedding."	(1)
	Within limits.	(1)
	Learning should be interpretation of experience. Real life is primary.	(1)
	Learning is wonderful, but it is an outgrowth.	(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

- | | |
|---|--|
| <p>31. The following might be used as sources for these "real life" experiences:</p> <ul style="list-style-type: none"> a. Case studies b. Problems common to most families c. Experiences which the students relate d. What other young married couples wish they had known. | <ul style="list-style-type: none"> c. With care (1) a. No. Excerpts from cases with the understanding that these are partial. (1) d. Are they like the present students? (1) |
| <p>34. The course shall assist youth to distinguish between the "needs" and "wants" of the consumer, particularly as these apply to early marriage.</p> | <p>Will differ with each couple. Help them work out their own. (1)</p> <p>These belong in home-management, not in family life education. (1)</p> |
| <p>35. The course shall promote an understanding of the affect of economic factors upon child bearing and child rearing.</p> | <p>You will scare or alienate many. (1)</p> |
| <p>36. The course should help youth in his social development to recognize his occupational role--for the girl, the importance of being a good wife and mother; for the boy, the importance of being a good husband and father.</p> | <p>How about the girl working and the boy helping at home? (1)</p> <p>Change statement to read: "The course should help youth in his social development to recognize the necessity of coordinating his family roles with his occupational role." (1)</p> |

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

- The importance of being also a good wife and mother. (1)
- The importance of being also a good husband and father. (1)
- Every course should. (1)
- It may, but this is not the business of family life education. (1)
- Yes. (1)
- Depends on whether you are working from a personal service or an institutional angle. I'm assuming the former. (1)
- Teacher should decide. (1)
- The parents "for politic reasons." (1)

37. A course in family life education may provide students with knowledge and assistance in the tentative selection of a vocation.

38. Throughout the course there should be a close relationship and cooperation between the parents, the school and the students in developing the content of the course.

B. CONTENT: (What is taught about personality development, preparation for marriage and family.)

1. The course of study involving personal adjustment should be derived from those learnings which every young person should understand about himself in relation to other people.

Instead of "personal adjustment" change to "family life education." (1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

3. The elements to be included as Personality needs are:
 - a. Mechanisms for meeting personality needs such as rationalization, compensation, sublimation, day-dreaming (1)
 - e. Love of family (1)
 - f. Love of members of same sex
 - g. Love of member of opposite sex

When desirable, when undesirable.
a. Delete "sublimation" and add "need to feel successful as a male or female in our culture."
e.) Perhaps better, "Need v.s. love f.) and being loved. g.)
4. The following elements can be considered as character traits:
 - a. Honesty - dishonesty (1)
 - b. Responsibility (1)
 - c. Loyalty
 - d. Morality - immorality
 - e. Courage
 - f. Self-control - lack of self-control
 - g. Self-discipline
 - h. Self-confidence - lack of self-confidence
 - i. Self-pity
 - j. Integrity
 - k. Dependability
 - l. Ability to make decisions
 - m. Friendliness
 - n. Jealousy
 - o. Selfishness
 - p. Sarcasm

Don't we call these desirable and undesirable behaviors and try to understand how to develop desirable ones?
d. This is a summation of everything
Not the province of the course to be a source of character re-structuring - omit all.(1)
Could this section be handled as behavior tendencies? Each of the attributes listed is complete. People exhibit them in different ways at different times. The phrase "character traits" comes out of an older non-dynamic psychology. (1)

FREQUENCY
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COMMENT

CONTENT ELEMENTS

5. The elements of <u>Personal Appearance</u> are:	Usually the students have had help with these before the course.	(1)
a. Good grooming - reasons for importance	Touch lightly.	(1)
b. Psychological aspects of good or poor appearance	Is plastic surgery an element of personal appearance?	(1)
c. Acne	e. For some this may be very important but could come by individual help.	(1)
d. Over and under weight		
e. Plastic surgery	a. - e. Questionable in a family living course, but essential in other home economics courses. Not important, omit all.	(1)
6. Elements to be considered pertaining to the <u>Family and its influence on personality</u> are:	a. Why not just "family atmosphere?"	(1)
a. Permissive family atmosphere	a., b., c., judgmental	(1)
b. Over strict parents	c. I would leave out. This involves a judgment. Young people find it hard to make. There is plenty of room in this outline for this question to be considered in the discussion of parent-child relationships.	(1)
c. Delinquent parents		
d. Foreign-born parents		
e. Educated parents		
7. Elements to be considered in terms of how the <u>peer group influences the personality</u> are:	How is a. different from b.?	(1)
	b. Vs. not to conform - Need for youth to be different"	(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

- | | | |
|--|---------------------------------|-----|
| a. Need for adolescents to be like others in their group or not like others | c. Learned | (1) |
| b. Need for youth to conform | d. Learned | (1) |
| c. Need for moral values | e. Add "Yes." - Self-direction. | (1) |
| d. Need for youth to establish a sense of identity, (to be able to answer the question, "Who am I?") | | |
| e. Ability to say "No." | | |

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- | | | |
|---|---|-----|
| 8. Elements to be considered from the standpoint of <u>environmental influence</u> , other than the family: | a. Not clear. | (1) |
| a. Size and condition of home | a., b., This should be part of socio-economic status of family. | (1) |
| b. Quality and condition of furnishings. | Income level most important. Merely mention | (1) |
| c. Cultural climate of the community | Home management course. | (1) |
| d. Schools | | |
| e. Churches | | |

- | | | |
|---|--|-----|
| 9. Elements to be considered from the standpoint of <u>heredity</u> and <u>how it affects personality</u> : | In order to get everything taught, I'd try to get some of these in other classes. | (1) |
| a. Biological hereditary traits (Physical) | These are not essential in a high school family living course, only incidental. All of them belong in biology. | (1) |
| b. Mental hereditary traits (Intellect) | | |
| c. Emotional hereditary traits | | |

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

e. Diseases			
f. Mental handicaps			
10. Elements which should be considered from a <u>physical or health standpoint</u> :			
a. Nutrition			
b. Pubertal changes			
c. Sexual maturation			
d. Psychosomatic symptoms as related to understanding of self			
11. The following topics related to dating could be considered as <u>being of special interest to youth at this stage of development</u> :			
a. Dating manners and etiquette			
b. How to call for a date			
c. The first date			
d. What age to start dating			
e. Who is an acceptable date			
f. Where to go on a date			
g. What to do on a date			
h. Time to be home from a date			
i. Behavior standards on a date			
j. Going steady			
k. Family influence on choice of date			
l. Influence of peers on choice of date			
a. If not in biology			(1)
b., c., Seek how to help here.			(1)
Counsel from parents.			(1)
Good.			(1)
In other home economics courses, not in family living.			(1)
One doesn't have to like a person in order to love a person.			(1)
d. Dating readiness			(1)
a. - j. More for early teens			(1)
k. - o. More for late teens			(1)
m. Not in a family living course			(1)
Let class questions and expressions determine what should be included.			(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

- m. Pros and cons of smoking and drinking or both
- n. "Falling in love"
- o. Mature love

13.	Special emphasis should be given to the need for "storing up health" during the growing years.	Not in a family living course.	(1)
		Cover more intensely in health or home-economics course.	(1)
14.	The course shall provide opportunity for study of eating habits, food values and nutrition.	Not in a family living course.	(1)
		Cover more intensely in a home economics course.	(1)
15.	Special emphasis should be given to the reasons why girls should strive for good health as the future mothers of the race.	There are many health courses.	(1)
		Health course. Can't do everything.	(1)
16.	Special emphasis should be given to the reasons why boys should strive for good health as the future fathers who must meet the competitive pressures of making a living.	Health course. Can't do everything.	(1)
17.	The course shall include some emphasis on "What constitutes a family."	Constitutes "the tasks of effective family leadership."	(1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

Add, "as a way of understanding better some aspects of family living today." (1)

21. The following factors will assist youth to understand the satisfactions and responsibilities associated with marriage:

- a. Physical care of children
- b. Socialization of children
- c. Parent-child relations
- d. Parent-adolescent relations
- e. Discipline
- f. Roles of family members
- g. Sibling relationships
- h. Family council
- i. Maintenance of health
- j. Religious training
- k. Social and recreational activities

a. Another course, best given pre-natally. (1)

c., d., Vacuum concepts. (1)

h. Change to "family communication." (1)

The formal family council is probably not the best way of getting family consensus in making decisions. Family communication. (1)

22. The principles and practices of household finance, as applied to the early years of marriage should be given adequate consideration.

If taught flexibly. (1)

If not available in other home-economics courses. (1)

23. The following factors will help youth to realistically appraise the "ebb and flow" of the family income;

a., b., c., d., Should be included in a separate course. (1)

CONTENT ELEMENTS	COMMENTS	FREQUENCY OF COMMENT
a. Budgets - purpose and how to plan and keep an "easy-to-do" one b. Sources of consumer information c. Credit buying, installment, cash buying d. Purchase of a home - where to get best information e. Purchase of large appliances - where to get information	Depends. If not duplicating other courses These are important, but I'm marking in terms of the "ebb and flow" stipulation.	(1) (1)
C. <u>TO WHOM FAMILY LIFE EDUCATION SHOULD BE TAUGHT:</u> 1. Family life education should be a required subject for every senior. 2. Family life education should be an elective subject for seniors only. 4. The course in family life education should include students from the 11th grade.	Good! Depends upon total school curriculum. Family life education should be a required subject for every senior before graduation. An elective so attractive they could hardly afford to pass it by. No distinction is made between this course and a larger program of which it should be a part. Actually some materials should be included throughout the grades and early years of high school	(1) (2) (1) (1) (1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

5. If possible, it is recommended that the course in family life education be preceded by a course in biology with some emphasis on anatomy.

Why not also social studies? (1)

7th and 8th grade is a good time for early courses; 10th grade for those who might drop out before graduation; another course as senior. (1)

What about ages 15-18? (1)

D. PLACE IN CURRICULUM:

1. Family life education should be taught directly or indirectly through all the other courses, homerooms, and other activities in the curriculum.

In addition to a regular course? (1)

Ideally. (1)

If integrated. (1)

Change all to "many of". (1)

2. Family life education should also be taught through a direct course which emphasizes the characteristics of a well-adjusted youth, aspects of maturity, and the responsibilities involved in marriage.

A little confusing to answer. (1)

Omit "also." (1)

Change "well-adjusted" to "responsible." (1)

3. Family life education should be taught both directly through a class in family life per se and indirectly through the other courses in the curriculum.

A little confusing to answer. (1)

FREQUENCY
OF COMMENT

COMMENTS

CONTENT ELEMENTS

E. WHO SHOULD TEACH:

1. Family life education should be taught by any or all of the following departments, with the Home Economics teacher acting as coordinator:
 - a. Science
 - b. Social Studies
 - c. Physical Education & Health
 - d. English
 - e. Home-Economics
2. The course in family living can use resource people to discuss problems of youth in specialized areas where the teacher would be inadequate.
3. Selection and choice of these resource people and their qualifications shall meet with the approval of the school administration.

- The choice of coordinator should depend on many factors in each situation. (1)
- Depends on background of teacher. (1)
- If background includes preparation in family relations, child development, management, consumer education, psychology and sociology. (1)
- More important than any item mentioned here is the quality of the teacher; maturity, breadth of vision, self-understanding, a receptive. (1)
- Most interested and competent teacher. Depends upon teacher, not department. (1)
- The course in family living should use resource people. (1)
- Better a qualified committee. (1)
- Avoid a parade of experts as much as possible. Let them consult with teacher or leader. (1)
- A course in family living should use resource people. (1)

FREQUENCY
OF COMMENT

COMMENTS

- a. In most communities there are better sources than the Police Department. (1)
- a. - j. All these would be good depending upon the qualifications of the individuals. (1)
- e. Of very little concern to high school students. (1)
- f. Magnificent for pregnancy period. Or school nurse. (1)
- i. Add home management specialist. (1)
- j. How many young couples purchase a home? (1)
- Resource persons should be carefully selected and used only when they supplement or enrich the course. (1)

CONTENT ELEMENTS

4. Some suggested resource agencies are:
- a. Police Department (youth problems)
- b. Family Service Agencies
- c. Alcoholics Anonymous
- d. Marriage counselor
- e. Lawyer - legal aspects related to marriage
- f. Doctor - scientific discussion of reproduction
- g. Parents - Parental point of view between parents and teen-agers
- h. Young married couples (what they wish they had known before marriage)
- i. Banker - Financing a home and other loans
- j. Real-estate representative - What to consider in purchase of a home

INTERPRETATION OF DISCIPLINES

There are differences among the disciplines represented among the members of the jury in what they consider important for seniors in high school pertaining to family life education. While the numbers of specialists in home economics, sociology, consumer education, mental health, and marriage counseling are too small to provide scientific differences, it is interesting to note that:

1. All agreed that "Factors which improve family life should be emphasized." Each of the two marriage counselors and three of the sociologists felt that "factors which destroy family life" are likely to engender fear and negative values. The implication might be that factors which destroy family life should be pointed out but not over-emphasized.
2. Those topics which dealt with marriage specifically showed that the specialists in the fields of marriage counseling, sociology and mental health all agreed that the "realities" of marriage should be part of a course in family living. The home-economists felt that this was not part of their domain. The implication is that until there is greater public acceptance for teaching sex education in the public schools, no one group is taking the responsibility to do so.
3. Those topics dealing with budgets, and dispersal of income did not receive as high a rating as some of the other topics under consideration. The specialists

in parent education and in consumer education rated this area highest with the sociologists next and home-economists rated these topics lowest. One might assume here that since high school students do not have generous sums of money to handle, they cannot be expected to be very realistic about spending this money. For classroom purposes, emphasis might be made on sources where this information may be obtained when and if it is needed.

4. Though the amount of school time which should be allotted to a family living course, (one semester, one year) is not a part of this investigation, several jurors raised such questions as "all in one course?" or stated "if there is time." It might be inferred here, that "one can't teach everything to everybody," and the teacher must use judgment in accordance with community and local needs.
5. The point which received second highest agreement among all the disciplines was in the area of qualifications of the family living teacher, although this area is not a part of this investigation. The jurors were in unanimous agreement that the teacher of family living be well-trained and competent and a personally well-adjusted person. The literature reenforces this as one of the most important aspects of teaching family life courses.

6. Closely related to the judges' concern about qualifications of teachers of family life education is the matter of how to teach family living. One of the jurors expressed this concern for all in this statement: "I am as concerned about how this is taught as about "content" per se. If you propose a series of lectures on these topics, you might as well save your money. High school students need to talk and examine their own involvement with competent guidance with opportunity for counseling."

Perhaps Foote best expresses the cause of family life education in his statement:

The family is not the peculiar province of sociology, or home-economics or psychology or anthropology. Rather each discipline studies family behavior from its own point of view, utilizing its own characteristics, concepts and methods....."

Further he adds:

Here and there a few people in the field of family life education are commencing to try to determine whether family life courses do indeed contribute to greater success in marriage and parenthood."¹

This study helps to coordinate the several disciplines herein represented in order that such family life courses in the senior high school might have a scientifically determined beginning and to lay the ground work for additional research.

¹Nelson N. Foote, "Research: A New Strength for Family Life," Marriage and Family Life, (February, 1954), pp. 13-20.

The list of revised criteria, the interpretation of the judges' ratings, and the recording of the judges' additional content elements plus general comments, as described above, all serve as a basis for the development of the list of elements and sub-topics for family life education as discussed in the next chapter.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The family life education movement in America has had its greatest impetus since World War II as a result of many factors, but largely as a result of the rapidly changing quality of American life. At the turn of the century the farm and the small town still played a major part in shaping the tempo of American life, while today it is the suburb that has preempted this role. The magnitude of this transformation is made even more acute due to the impact of urbanization and the growth of large metropolitan areas and the large increase in population which has been under way ever since World War II, when the declining birthrate of the 1930's was dramatically reversed.

Further, statistics show that more young people marry at an early age and start their families early. They feel secure about their personal future. They are not forced to choose, as did their fathers and grandfathers, between getting a start in their career and getting married. They can do both. Many authorities believe that one of the most important trends in the American scene is the redefinition of marital and parental roles and functions. In addition, we must not overlook the new task of the Negro family as it seeks to prepare its members to live in a desegregated world. Still another influence that is having great impact on our American society is expressed in one of the essays given at the 1960 White House Conference on Religion and Youth in which it was stated that there are "pointless differences which now dissipate the strength of

religious influence in our country."¹

Finally, leisure has been making inroads upon our work-oriented life. As the pattern of adult life shifts increasingly from work to leisure activities, it cannot fail to exercise a major impact on youth whose values and behavior are inevitably shaped by the world into which they must fit themselves. Thus we can assume that new leisure is bringing the two worlds of adult and youth closer together and there is opportunity for expansion and deepening of personality. However, this factor alone does not guarantee the improvement of personality.²

Young people at mid-century have had to work out new role patterns to conform to the many new forms of society. They have had to find their own mates under conditions of almost un-precedented social as well as geographical mobility. They have to learn to evaluate their own emotions without long cultural traditions to help them. They have to work out marital roles in a society that needs the skills and talents of women in market production as well as in the home. They have to discover how to be parents to children who mature earlier than ever before, to children who have peer groups as powerful — temporarily at least — as family groups. They have to learn to be sons and daughters to parents who live an increasingly long time. They have, finally, to learn to make the most of that newest of all phenomena in the family, the roughly fifteen years of

¹A more detailed account of these trends may be found in: Eli Ginzberg, (ed.), The Nation's Children, (New York: Columbia University Press, 1960), pp. vii-xvii.

²Ibid., p. xvii.

marriage between the marriage of the youngest child and the termination of their own marriage by the death of one of the partners, a relationship never before existing on a large scale.

As our educational institutions have become more aware of the intimate connection between the outward manifestations of various maladjustments and the kinds of family living largely responsible for these manifestations, there has been an increasing trend toward more emphasis on family life education. There is scarcely a college or university without one or more courses dealing with the family, and virtually all guidance programs now emphasize greater contact with the individual and his family members. At the same time, there is a marked variance both in degree of emphasis upon family life education and in the kinds of programs within a given institution.

Perhaps one of the principle handicaps of family life programs is that opinions differ widely concerning the scope of family life education. Teachers, administrators, and others run the gamut from the belief that family life education has no place in a school curriculum to a conviction that programs in this field represent a panacea for all the ills of society.

This investigator is in agreement with Cumings¹ who made this statement: "There is also a difference of opinion about just what constitutes family life education."

It was because of this lack of clarification of what should be taught in a family life program, in addition to the specific needs

¹Edgar C. Cumings, "Family Life Education in School and College," Marriage and Family Living, XX (1958), 117-20.

for teaching family life education in the senior high school, as stated in Chapter I, that this investigation was conceived.

The school has both the responsibility and the opportunity to re-state and to clarify the democratic faith in human values and must devise better ways and means to protect the individual personality in terms of human values which we now see being defeated and destroyed.

There is general agreement that these teachings should be the responsibility of the home. Realistically, we know that with our American society constituted as it is, at least for the present, the home is not performing these required teachings necessary to all young people. It remains, then, for the school to take the lead, since the school is the only institution which reaches practically all of the youth in a community. The school alone can contribute by providing systematic instruction in these basic areas. We can say, therefore, that there is justification for implementing family life courses in the secondary school.

Though general commentaries on family life education are available, the task of determining what should be taught to young people is greatly complicated by the multiplicity of approaches to the problem of contemporary family life education in the United States. It is hoped, therefore, that this study will reduce the confusion of what should be included in a course in family life education for seniors in secondary schools.

THE PROBLEM

The purpose of this investigation is to determine the desirable

elements for a course in family life education to be taught in the senior year of high school to mixed groups, including boys and girls.

THE METHOD

In order to develop these elements it was necessary to find out the extent to which family life education courses were being offered in the public schools of the nation. A first effort was to obtain from the secretary of the National Council on Family Relations a list of those schools teaching family living courses. Since no such list was available, letters of inquiry were sent to the Supervisors of Home and Family Living of each state. The information desired was two-fold: 1. To obtain current syllabi or courses of study being used for teaching family living. 2. To get additional information by means of a brief questionnaire from at least two of the "most representative" schools in this area of education. The information requested in the questionnaire concerned the title of the course, whether it was a single semester course, whether it was offered to seniors only, whether it was offered to mixed groups of boys and girls, and which departments were teaching this subject.

Responses were received from sixty-nine of the eighty-nine state supervisors or 77 per cent. Thirty-two printed syllabi were received, eight courses of study, and five briefly written outlines indicating the units taught. Many schools stated that they were in the process of revising their units or were about to include such a course as a result of teachers having attended workshops in this field.

The second phase of this investigation was the compilation of desirable elements for the development of a course in family life education. Current literature on family life education was reviewed as the major source of the proposed elements with which this study is concerned. Statements from the literature were compiled representing various shades of opinion expressed by educators on the major issues involved in family life education and related fields. In order to be included in the list, a statement had to appear at least three times from the sources, namely; selected references in family life education, syllabi which were in current use in high schools, text-books which were in current use, and supplementary literature which was being used in the classroom. Newspaper and magazine articles relating to family life education as it affects the adolescent were also analyzed. Publications from the National Council of Family Relations, American Social Hygiene Association, American Home Economics Association, U. S. Office of Education, and the National Education Association were also analyzed.

The first unrefined list consisted of 878 statements. In order to eliminate duplications and shades of meaning, the assistance of four Detroit high school teachers of family living was obtained. The statements were grouped under the following specific headings: Aims and Objectives, Content, To Whom Family Life Education Should Be Taught, Place in the Curriculum, Who Should Teach. The list of proposed elements emerged as 61 statements or 243 items.

In order to make sure that the elements were stated clearly and that important ones had not been overlooked, the list was sub-

mitted to fifty-five representative high schools throughout the United States which had shown they were actively engaged in teaching units or courses in family life education. The letter accompanying the check list directed the principal or any of his teachers, or selected students, or any combination of these individuals who were interested in improving family life education to examine the list of items, to re-state any of them that were not clear, and to add any other worthwhile items which had been overlooked.

Forty-five of the fifty-five schools cooperated by examining and returning the material. Thirty schools re-stated or added to the elements. Two schools returned blank forms. In total, forty usable replies were received or 73 per cent. The suggested modifications were made in accordance with a four-point method as described in Chapter III.

The modified list of elements was submitted to a national jury of experts. The method of selection of this jury was discussed in Chapter IV.

The revised array of elements with statements and sub-topics was submitted to the jury of nineteen experts with instructions to indicate the value of each of the items on a four-point scale. After indicating the value placed on each item, the jury was invited to add any desirable items and to make any comments concerning revisions of those which were listed.

The last phase of this investigation was to tabulate, analyze and interpret the ratings of the jury and to construct a list of elements desirable for a course in family life education for seniors

based upon the results of the earlier phases of this study. In accordance with the procedures used by Herrick¹ and Racham², an arbitrary score of 70 was selected and all those topics which received a score of 70 or higher were included in the final list of elements. A total of 89 items and sub-topics were rated as being desirable or essential to be included in a family life education course by the jury. These elements for the senior high school course in family living are presented in the next section.

REVISED LIST OF ELEMENTS AND SUB-TOPICS
WHICH RECEIVED A RATING OF 70 OR HIGHER AS SHOWN BY
THE INDEX VALUES OF JUDGES' RATINGS*

Based on the procedures described in the previous chapters and in light of the judges' decisions on values of the listed items, plus the comments of the experts, the following elements should be included in a course in family life education for seniors.

A. Aims and Objectives:

1. The course shall deal with (a) the dynamics of personality development and (b) inter-personal competence in human relations. (92)
2. The course shall also include those factors which are involved in preparation for marriage and parenthood. (97)
3. The course shall include learning experience which will lead to:
 - a. The attitude that every human being has worth (86)
 - b. Constructive attitudes toward home and family (89)

¹Herrick, op. cit., p. 147.

²Racham, op. cit., p. 224.

* The Index values are in parentheses after each item.

- c. Constructive attitudes toward one's own associates and those in other groups (78)
 - d. Opportunity for developing standards, ideals and ultimately a healthy philosophy of life (92)
4. The course shall continuously be adjusted to the needs of the youth involved. (83)
 5. The needs here refer to their inter-action with others and their social development.
 - a. Their peers (78)
 - b. Their brothers and sisters (79)
 - c. Their parents (85)
 6. The social needs of youth should include:
 - a. Formation of attitudes (81)
 - b. Formation of values (91)
 - c. Formation of goals (78)
 7. The course shall promote an appreciation of the family as one of the basic institutions of life and of society. (74)
 8. Throughout the course, emphasis should be given to the fact that affection and love are primary motives in family life. (91)
 9. The course shall teach the application of democracy to the every-day affairs of home life. (74)
 10. The course shall give insight into the individual and social factors which improve family life. (92)
 11. The course shall give insight into the individual and social factors which destroy family life. (71)
 12. The course should help youth in his social development to recognize the reciprocity of male-female social roles and how they inter-act. (94)
 13. The course shall help youth to recognize those factors which are relevant to choosing a marriage partner. (97)
 14. The factors relevant to choosing a marriage partner are:
 - a. Personal and aesthetic factors in mate selection (70)
 - b. Similarity or difference in regard to basic ideals (82)
 - c. Courtship functions (79)
 - d. Readiness for marriage (97)
 - e. Influence of family on selection of mate (82)
 - f. Influence of cultural background (74)

- g. Religious influences (75)
- h. Engagement customs and procedures (70)
- i. Pre-marital sexual behavior as it affects mate selection (85)

15. The course shall help youth to recognize other considerations which simplify or complicate marriage such as:

- a. Military service (70)
- b. Wife working (82)

16. "Real life" experiences should be utilized to make the learnings functional. (81)

17. The following might be used as sources for these "real life" experiences:

- a. Case studies (81)
- b. Problems common to most families (71)

18. The course should help youth in his social development to recognize the necessity of coordinating his family roles with his occupational role -- for the girl, the importance of being also a good wife and mother, for the boy, the importance of being also a good husband and father. (78)

19. Throughout the course there should be a close relationship and cooperation between the parents, the school, and the students in developing the content of the course. (74)

B. Content: (What is taught about personality development, preparation for marriage and family.)

1. The course of study involving family life education should be derived from those learnings which every young person should understand about himself in relation to other people. (76)

2. These learnings should include such topics as:

- a. Personality needs (91)
- b. The family and its influence on personality (82)
- c. Peer group and its influence on personality (76)
- d. Dating (80)

3. The topics to be included as Personality Needs are:

- a. Mechanisms for meeting personality conflicts such as rationalization, compensation, sublimation, day-dreaming -- when desirable and when undesirable. (82)
- b. Need to belong -- to feel wanted (85)
- c. Need for recognition (84)
- d. Need to feel worthy -- love of self (91)

- e. Love of family (74)
 - f. Love of members of same sex (76)
 - g. Love of members of opposite sex (78)
4. The following topics can be considered as behavior tendencies:
- a. Honesty - dishonesty (81)
 - b. Responsibility (85)
 - c. Loyalty (81)
 - d. Self-control - lack of self-control (81)
 - e. Self-discipline (81)
 - f. Self-confidence - lack of self-confidence (85)
 - g. Integrity (81)
 - h. Dependability (76)
 - i. Ability to make decisions (81)
5. Elements to be considered pertaining to the Family and its influence on personality are:
- a. Permissive family atmosphere (80)
 - b. Personality of parents (75)
6. Elements to be considered in terms of how the Peer group influences the personality are:
- a. Need for moral values (80)
 - b. Need for youth to establish a sense of identity (To be able to answer the question "Who am I?") (79)
 - c. Ability to say "No" and "Yes." (self-direction) (78)
 - d. Need for individual achievement as well as group achievement (81)
 - e. Need for youth to understand emotional maturity and to value emotional maturity (88)
 - f. Need to learn how to avoid over-dependence upon peer approval (73)
7. Elements which should be considered from a physical or health standpoint are:
- a. Sexual maturation (70)
8. Where interests and needs indicate that this would be profitable, the functions, practices and behavior in dating, influences of the family and peers, should be given attention. (85)
9. The following topics related to dating could be considered as being of special interest to youth at this stage of development:
- a. Behavior standards on a date (82)
 - b. Going steady (76)

- c. "Falling in love" (84)
- d. Mature love (97)

10. The following can be considered as factors in early marital adjustment:

- a. Inter-spousal relationships (86)
- b. Development of consensus about husband and wife roles (97)
- c. Sex roles (84)
- d. Shift from single to couple economics (71)
- e. Training and discipline of children (94)

11. The following factors may assist youth to understand the satisfactions and responsibilities associated with marriage.

- a. Parent-child relations (responsibilities associated with operating a family.) (88)
- b. Parent-adolescent relations (82)
- c. Discipline (79)
- d. Roles of family members (78)

12. The following factors will help youth to realistically appraise the "ebb and flow" of the family income.

- a. Budgets - purpose and how to plan and keep an "Easy-to-do" one (71)
- b. Sources of consumer information (72)
- c. Credit buying, installment, cash buying (79)

C. To Whom Family Life Education Should Be Taught:

- 1. Family life education may also include those 11th grade students who would be unable to elect it in the 12th grade. (79)

D. Place in Curriculum:

- 1. Family life education should be taught as a specific course which emphasizes the characteristics of responsible youth, aspects of maturity, and the responsibilities associated with marriage. (86)
- 2. Family life education should be taught both directly through a class in family life per se and indirectly through the other courses in the curriculum. (78)

E. Who Should Teach:

- 1. Family life education should be taught by any or all of the following departments with the Home Economics teacher acting as coordinator:
 - a. Home Economics (77)

2. The course in family life education should use resource people to discuss problems of youth in specialized areas where the teacher would be inadequate. (81)
3. Some suggested resource agencies are:
 - a. Family Service agencies (70)

CONCLUSIONS

Certain general conclusions came from the judgments expressed by the jurors and the panel of experts in the field. Those elements which received a rating of 70 or better have been listed. In summary, therefore, the following conclusions are made:

1. Because the index values of the topics provide an objective basis for the selection of the elements suitable for family life education at the senior level in the secondary school, the major conclusion is that the 59 elements listed in this chapter should be considered as a source of elements in family life education by teachers, curriculum workers and writers of textbooks.

Secondary to the major conclusion are related findings:

1. All the jurors agreed that the method of teaching the elements should not be by lecturing. Five jurors indicated that "preachiness" should be avoided. "Students should analyze their own views." One Expert stated as follows: "If you mean the students know what they need to talk over, Amen!"
2. Most questions on how to treat "love" per se were raised by the sociologists. By implication, it appears that any family living teacher should have some "scientific"

training for dealing with a subject so nebulous in light of the common "romantic concept" popular among teen-agers and our mass media in the fields of advertising and the movies and television.

3. In the area of "other considerations before marriage," the item dealing with spacing of children introduced strong opposition from the home-economics trained experts. The home-economists felt it was too controversial a subject and should be eliminated entirely.
4. All specialists agreed that family life teachings should be available to both boys and girls in all areas, especially in the area of consumer education.
5. With reference to behavioral tendencies, (character traits), the home-economics trained specialists indicated that this area should be omitted entirely. No comments were made by other jurors. The question might be raised here as to whether or not these can be taught in any one course.
6. In those instances where the student could use personal or family experience to illustrate solutions to problems, there were no adverse comments from the jurors except from the home-economists. They stated this could be "too judgmental."
7. The index values did not show conclusive agreement among the specialists that family living courses should be required of all seniors, nor that it should be entirely an elective course. The succinct statement of one expert

expressed the views of all: "The course should be made so attractive that a student could hardly afford to pass it by."

8. Pertaining to the question of whether 11th grade students should be included in a senior course in family living, several experts felt that often 11th grade students are as mature as those in the 12th grade. "It is individual maturity that counts," was expressed by three jurors.
9. There was strong agreement that the course in family living should be taught in the Home Economics Department. However, the specialists made it clear in their comments that this did not mean it had to be taught by Home-Economics trained persons.
10. The literature has revealed that resource persons are being used to cover subject-matter where the teacher's training is inadequate, i. e., religion, insurance, use of alcohol and narcotics, police problems, etc. There was no evidence of agreement among the specialists that resource persons should be used at all. The single agency which received a sufficiently high rating to be included in the final list was Family Service Agencies.

RECOMMENDATIONS FOR FURTHER INVESTIGATION

In a study of this type it is inevitable that we draw certain inferences, that we recognize a variety of problems which need additional investigation. In a field which is only now coming into its own, as a matter of fact, and one which is still controversial,

there are bound to be limitless possibilities for research. There is for example a general need for increased precision of terminology. There is need to create coherence of concepts. Certainly there are opportunities for refinement and creation of instruments for evaluating success or lack of success by means of follow-up studies.

Few would argue that much can be done to evaluate outcomes of family life education in the secondary school if the objectives of such a course have been clearly defined. This study has endeavored to determine some of those objectives and how to attain them. It must be noted here, however, that when one deals in the social sciences, he cannot, at present, find laws such as exist in the physical sciences. He can only find hypotheses, generalizations which are in agreement with the known facts, but which rest upon the data derived by techniques insufficiently developed to control all variables and dispel all doubt. This may help explain why the family life education movement has been so slow in finding a secure foothold in the secondary school curriculum, without reference to the differences of opinion already stated elsewhere in this study.

Significant questions that emerged during the course of this investigation suggest the following research studies:

1. Studies to determine the elements which should be included in a course in family life education at the junior high school level.
2. Studies to develop improved techniques and methods for teaching family life education since the lecture method was rated of little value by the jury.

3. Studies to determine the amount or degree of importance which certain topics should have, particularly those which are controversial such as religion or sex education.
4. Studies to determine the specific qualifications of teachers in this field with implications for the future training of such teachers.
5. Studies to use the findings of this investigation as a source of elements for a testing or follow-up program in the effectiveness of family life education.
6. Studies to ascertain the possibilities for parents to play a more active role in the teen-age problems as evidenced through a course in family life education.
7. Studies to determine the possibilities for individual or group counseling as a result of revealed "need" as demonstrated in the class room.

This investigation has endeavored to establish some uniformity of expert judgment on common practices and opinions in family life education in the senior high school with a view to determining those elements which might provide the basis for the family life courses at this age level. The writer does not claim that her research has been all-encompassing. The list of elements which are the contribution of this study was constructed with the assistance of many persons in this and related fields in accordance with the best available procedures. The study is an attempt to ascertain the concepts and ideas of the several disciplines involved in the field of family life education which are most desirable for the conduct of family life courses in senior high school.

There is the companion wish, already intimated, that this study may provide a basis for future studies in this significant area of education.

APPENDIX A.

Letter of Transmittal

LETTER HEAD OF:

THE DETROIT PUBLIC SCHOOLS

The National Council on Family Relations and the U. S. Department of Health, Education and Welfare have given me your name as a supervisor in the Home Economics and Family Life programs of your state.

As a faculty member of the Detroit Public Schools and Wayne State University, I am conducting a survey for the purpose of evaluating family life education at the senior high school level. In order to do this, I shall have to examine outlines or courses of study of those schools where family living classes are in progress. I would appreciate it very much if you would kindly send me a copy of your outline or course of study at your earliest convenience.

May I assure you that there will be no attempt to publish or to use any part of your program without your permission. The courses of study will be used in an effort to synthesize those elements essential to personal adjustment, marriage, and family living programs for senior high school students.

Would you please personally assume the responsibility of returning the enclosed questionnaire and the course of study before May 31st! If the course of study is such that you must send it under separate cover, I shall be pleased to send you mailing costs.

Thank you for your kind cooperation.

Yours very sincerely,

Letitia M. Fogoros
Department of Family Life Education
and Home Economics

APPENDIX B.
Questionnaire

QUESTIONNAIRE

Name of School _____

Address _____

Title of Course _____

Is it a single semester course? _____ Is it a one year course? _____

Is it offered to seniors only? _____ Is it offered to boys/girls separately? _____

Is it offered to mixed groups? (boys and girls) _____

Is it a required subject? _____ Is it an elective subject? _____

Are there any pre-requisites for taking the course? _____

Who determines which students shall be permitted to take the course? Circle one. Counselor Parents Mother Father Student

Including the year 1959, how many years _____ semesters _____ has the course been taught in your school?

Under which particular department is it being offered? Circle one.

Home Economics Physical Education Science Social Studies Family Life

Other? _____

Purpose of the Course: Select and check one or more choices that best completes the following statements:

A. The function of the course is:

1. general _____

2. for extra credit _____

3. preparation for marriage _____

4. aid in better adjustment and human relations _____

5. Other (Please explain) _____

B. Emphasis is given to:

1. subject-matter as stated in text _____

2. subject-matter as determined by teacher _____

3. Other (Please explain) _____

APPENDIX C.

Letter of Transmittal

List of Proposed Criteria

LETTER HEAD OF:

THE DETROIT PUBLIC SCHOOLS

Dear Principal:

We each know that much is being done to re-examine the needs of youth in our society. Specifically, we are aware of the needs of our youth in their personal adjustment and preparation for marriage.

As a faculty member of the Detroit Public Schools, I am attempting to construct a scale for the evaluation of family life education in the senior high school.

Your State Supervisor of Home Economics and Family Life has selected your school as one which best represents the course offerings in this field.. At the same time she forwarded a brief questionnaire to your teacher May I express my thanks to your staff member at this time? Her answers were very helpful.

Since your school represents some of the pioneer thinking in this area of family living, I would appreciate it very much if you, or any of your teachers, or selected students, or any combination of such individuals who are interested in improving family life education would examine the enclosed criteria for personal adjustment, marriage and family, restate any of them that are not clear, and add any other worthwhile items that have been overlooked. (see instructions)

Please note that you are not being asked to evaluate these items at this time since this will be done later by a jury of prominent leaders in this field. At this time, I am interested in securing as complete an array of criteria as can be devised. It is hoped that this undertaking will result in a usable instrument for the evaluation of family life education in the senior high school.

Will you please personally assume the responsibility of returning this list of criteria to me by March 12th? Your cooperation will be greatly appreciated and as a cooperating school in this study, you will be entitled to a copy of the final evaluating instrument if you express such a desire at the bottom of this letter and include the letter with the returned criteria.

Very sincerely yours,

(Miss) Letitia Fogoros

Please send the evaluating instrument for family life education in the senior high school to: Principal _____ School _____
Address: _____ City _____ State _____

PROPOSED CRITERIA FOR THE EVALUATION OF ELEMENTS TO BE INCLUDED IN A COURSE IN EDUCATION FOR FAMILY LIFE TO BE TAUGHT TO MIXED CLASSES IN THE SENIOR HIGH SCHOOL

(In deriving these criteria, it is assumed that there will be cooperation between the home, school, community as to the specifics of how and to what degree it will be incorporated into the school curriculum.)

Instructions: The following is a list of tentative standards that any senior high school might profitably strive to follow in making its family life education program more effective. Will you please restate any of the items that are not clear to you and add any others which, in your judgment, should not be overlooked in evaluating a program of education for family living for the average senior high school.

A. THE COURSE OF STUDY (What is taught about (a) personal adjustment, (b) preparation for marriage, (c) family living.)

1. The course of study involving personal adjustment should be derived from those learnings which every young person should understand about himself in relation to other people.
2. These learnings should be derived from material dealing with emotional maturity, concepts of self, emotional control and expression, abilities and talents in so far as it applies to youth.

The above elements of the course of study should include:

Personality Needs

- a. Mechanisms for meeting needs such as rationalization, compensation, sublimation, day-dreaming, etc.
- b. Need to feel wanted
- c. New experiences
- d. Need to be loved - to give love
- e. Love of self
- f. Love of family
- g. Love of same sex
- h. Later - opposite sex
- i. Role of puppy love
- j. Emotional control
- k. Recognition
- l. Understanding of self in order to understand others

Character traits

- a. Friendliness
- b. Honesty
- c. Dishonesty
- d. Responsibility
- e. Loyalty

- f. Morality
- g. Immorality
- h. Courage
- i. Self-discipline
- j. Self-control
- k. Lack of self-control
- l. Making decisions
- m. Self-confidence
- n. Lack of self-confidence
- o. Self-pity
- p. Shyness
- q. Inferiority feelings
- r. Ability to solve problems

Personal Appearance

- a. How it affects personality
- b. How it affects posture
- c. Inner sense of confidence
- d. Good grooming
- e. Poor grooming

The family and its influence on personality

- a. Permissive family atmosphere
- b. Overly strict parents
- c. Delinquent parents

Peer groups and their influence on personality

- a. Need for adolescents to be like others in their group
- b. Need for youth to conform

Environmental influences (other than family)

- a. Size and condition of home
- b. Quality and condition of furnishings
- c. Kind of community
- d. Economic status of parents in community
- e. Degree of education of parents

Heredity as it affects personality

- a. Parents - American born
- b. Parents - foreign born
- c. Physical handicap at birth or later

Physical influences

- a. Nutrition
- b. Pubertal changes
- c. Menstruation (girls)
- d. Exercise
- e. Rest
- f. Psychosomatic symptoms

3. The course of study should include learning experiences which will give:

- a. Training in the attitude that every human being has dignity
 - b. Human nature is basically the same, regardless of color or creed
 - c. Training in objectivity and avoidance of prejudice
 - d. Training in how to analyze and seek solutions to problems
 - e. Training in the skills and techniques of thinking together, i.e., actually using problems and situations and attempt to solve them
 - f. Desirable attitudes toward home and family life
 - g. Desirable attitude toward school responsibilities
 - h. Desirable attitudes toward one's own associates and those in other groups
 - i. Desirable attitudes toward responsibility to the community
 - j. Desirable attitudes toward the possibility of change (new friendships, new environment, economic status, ego-status.)
4. Revisions in a course in family living should be made in accordance with the needs of the students, keeping in mind the basic aims and objectives of the course.
 5. First-hand experiences, study and discussion should reinforce one another whenever possible in all projects designed for a course in family living.
 6. The projects or problems should be characterized by:
 - a. Thoroughness of inquiry
 - b. Flexibility
 - c. Adequate books, pamphlets, other materials
 - d. Opportunity for the use of judgment
 7. Education for family life should be taught indirectly through all the other courses, homerooms, etc., and other activities in the curriculum.
 8. Education for family life should be taught through a direct course which emphasizes the qualifications of a well-adjusted teen-ager.
 9. Family life education should be taught both directly through a class in family living per se and indirectly through the other courses in the curriculum.
 10. Family life education should be taught by any or all of the following departments, with the Home Economics teacher acting as the leading and unifying force:
 - a. Science
 - b. Social Studies
 - c. Physical Education and Health
 - d. Home Economics

11. Family life education should be a required subject for every senior.
12. Family life education should be an elective subject for seniors.
13. Family life education should also include the 11th grade.
14. A pre-requisite to taking family living should be a course in biology, with some emphasis on anatomy.
15. A course in family living should provide students with knowledge and assistance in the tentative selection of a vocation.

The above service should be provided through:

- a. Study of occupations
 - b. Field trips to observe some of the occupations
 - c. Interviews with representatives of these occupations
 - d. Discussions by representatives of the occupations
16. The course of study should include work and understanding and appreciation for the background and contributions of the people of different races and culture and how it affects their personality and experience.
 17. The course of study should include experiences that emphasize that all humans should strive for cooperation and understanding for the basic reason that we are human.
 18. The course of study should help youth to recognize the ideal of service to others as a mark of maturity as contrasted to self-centeredness.
 19. The course shall provide opportunities for the encouragement of spiritual qualities and religious appreciations.
 20. The above can be accomplished by inviting leaders of churches in the community to discuss the spiritual values which affect marriage.
 21. The course should inject into scientific instruction an appreciation of the spiritual yearnings and responsibilities of human beings.
 22. Throughout the course of study, emphasis should be given to the fact that affection is a primary motive in family life.
 23. The student should be helped to realize the importance of thoughtfulness and cooperation at home.
 24. The course of study shall be based on the close cooperation between parents, school and students in developing ideals and standards with regard to social conduct and recreational activities.

25. The course in family living can use resource people to discuss problems of youth in specialized areas where the teacher is inadequate.

A few of these areas are: Police Dept. - teen-age laws and curfew
Family Service - problems in marriage
Red Cross - emergency - classes in caring for a new baby
Visiting Nurse Ass'n. - Care and nutrition of mother and baby
Others

26. The course in family living shall promote a common understanding and appreciation of the institutional life of society.

This can be accomplished by referring to resource material which describes:

- | | |
|----------|--------------------------------------|
| a. Rural | c. Sub-urban |
| b. Urban | d. Family patterns of other cultures |

27. Stress should be given to the changes in family patterns and organization.

The above can be shown through changes from:

- | |
|-----------------------------------|
| a. Authoritarian to democratic |
| b. Institutional to companionship |

28. The course in family living should include historical descriptions of family life.

29. The course shall include descriptions of contemporary family life.

30. The course shall include descriptions of changes in male-female roles and responsibilities through history.

31. The course shall include information concerning family size.

32. The course shall include definitions of "the family."

33. The course shall include those factors which are involved with family disorganization.

34. Some of these factors are:

- | | |
|-------------------|---|
| a. Divorce |) |
| b. Separation | |
| c. Desertion | |
| d. Family crisis | |
| e. Loss of income | |

These should be backed by statistical data.

35. The course shall promote an understanding of the values and opportunities of family life.
36. The course shall interpret family relationships so as to make clear the responsibilities of all members of the family.

The above can be characterized by showing the meaning of responsibility:

- a. To oneself
- b. To one's family
- c. To others

37. Whenever possible, genuine family experiences should be utilized to make the learnings functional.

This can be accomplished by:

- a. Case studies
- b. Problems common to most families
- c. Experiences which the students relate
- d. Personal problems

38. The course shall continuously adjust the program to the interests and needs of the youth involved.

The needs here refer to their social development and their interacting with others:

- a. Their peers
- b. Their teachers
- c. Their brothers and sisters
- d. Other adults

39. These social needs should include:
 - a. Changing skills and techniques
 - b. Formation of habits
 - c. Formation of attitudes
 - d. Formation of values

40. The course should help youth in his social development to recognize the privileges and responsibilities of a good citizen.
41. The course should help youth in his social development to recognize the male-female social roles and how they inter-act.
42. The course should help youth in his social development to recognize his sex role.
43. The course should help youth in his social development to recognize his occupational role.

- 44. The course shall teach the applications of democracy to the everyday affairs of home life.
- 45. The course shall give insight into the individual and social factors which improve family life.
- 46. The course shall give insight into the individual and social factors which destroy family life.
- 47. The course shall help youth to adjust to new and changing aspects of their social environment.

Functions, practices, behavior in dating, and influences of the family and peers are of special interest to youth at this stage of development.

- a. Dating manners and etiquette
- b. How to call for a date
- c. The first date
- d. How to refuse a date
- e. Where to go on a date
- f. What to do on a date
- g. Going steady
- h. Behavior standards on a date
- i. Family influence on choice of date
- j. Influence of peers on choice of date
- k. Pros and cons on smoking and drinking or both in dating

- 48. The course shall help youth to recognize those factors which are relevant to choosing a marriage partner.

These factors include:

- a. Courtship practices
- b. Social influences on choice of mate
- c. Economic influences on choice of mate
- d. Engagement process and procedure
- e. Influence of family on selection of mate

- 49. The course shall help youth to recognize other considerations prior to marriage:
 - a. Counseling
 - b. Considerations of wife's working
 - c. Consideration of military service
 - d. Consideration of where to live
 - e. Consideration of religious differences
 - f. Premarital sexual behavior as it affects mate selection
 - g. Personal and aesthetic factors in mate selection
 - h. Breaking an engagement
 - i. Consideration of who shall handle money
 - j. Those who don't marry (why some persons remain single.)

50. The course shall help youth to recognize the early adjustments in marriage.

These areas include:

- a. Inter-spousal relationships
- b. The honeymoon
- c. Development of husband and wife roles
- d. In-laws
- e. Sex role
- f. Couple economics
- g. Other couple relationships
- h. When to start a family
- i. Adjustments to pregnancy

51. The course of study shall promote understanding of the effect of economic factors upon childbearing and child rearing.
52. The course shall help youth to deal with commercial pressures and propaganda that tend to disturb the values of family life.
53. The course shall provide opportunities for youth to understand the satisfactions and responsibilities associated with marriage.

Consideration should be given to:

- a. Physical care of children
- b. Socialization of children
- c. Parent-child relations
- d. Parent-adolescent relations
- e. Discipline
- f. Roles of family members
- g. Sibling relationships
- h. Family council
- i. Family security
- j. Maintenance of health
- k. Religious training
- l. Social and recreational activities

54. The course shall include the principles and practices of household finance.
55. The course shall assist youth to develop standards with regard to the needs of the consumer.
56. The course shall assist youth in appreciation of cultural aspects of the home. This can be accomplished by:
- a. Appreciation for being familiar with more than one language
 - b. Appreciation for customs that reflect other nations
 - c. Appreciation for special abilities and talents in the family: (musicianship, do-it-yourself accomplishments, artistic abilities, culinary skill, gardening prowess)

57. The course shall provide opportunity for study of eating habits, food values and nutrition.
58. Special emphasis should be given to the need for "storing up health" during the growing years.
59. Special emphasis should be given to the reasons why girls should strive for good health as the future mothers of the race.
60. Both boys and girls should have some training in regard to home-management and the values of a well organized home.
61. The course in family living should include some information on the following list of topics in accordance with student need and interest: (and authority of principal or State rulings)
 - a. Alcohol
 - b. Childless homes
 - c. Adoption
 - d. Housing
 - e. Citizenship
 - f. Legal aspects of marriage and family
 - g. Narcotics
 - h. Tobacco
 - i. Venereal disease
 - j. Old age and retirement
 - k. Physical handicap and chance for marriage

THANK YOU FOR YOUR KIND COOPERATION!

Name of School _____ City _____ State _____

Total enrollment (approx.) _____ No. Seniors yearly _____

APPENDIX D.

Letter of Transmittal (1)

Return Postal Card

Letter of Transmittal (2)

Proposed Elements for the Development
of a Course in Family Life Education in
the Senior Year of High School

LETTER HEAD OF:

THE DETROIT PUBLIC SCHOOLS

At the present time I am engaged in a study at the University of Michigan which has as its purpose the development of the elements for a course in family life education for mixed groups at the senior high school level. These elements were assembled through a careful survey of the literature, analysis of syllabi currently in use, through analysis of text-books and other resource materials being used in the classroom. The first refinements have already been made by the suggestions from principals and teachers of fifty-five selected high schools throughout the United States.

In order to make this study a reliable and valid one, further refinements will be necessary. Would you be willing to give thirty minutes of your busy schedule to check these statements and their sub-points? I am enclosing a self-addressed postal card on which you may indicate your willingness to serve as one of twelve national jurors. Immediately upon the return of the card, I shall mail you the check-list. If you can complete it within a period of two weeks after receiving it, I shall be most grateful. In return for this help, I shall be happy to send you a summary of the results of this study upon completion.

Please note that your duties are limited to encircling one of the numbers 1, 2, 3, or 4, for each statement and its sub-points and adding to, deleting, or commenting upon the criterion if you cannot rate it effectively as it stands.

Names and places will not be identified in this study. If you will be kind enough to serve as a juror in what I feel is a very worthy project, please indicate this on the enclosed postal card and drop it in the mail box by return mail.

Thank you for your kind cooperation.

Very sincerely yours,

Letitia M. Fogoros

RETURN POSTAL CARD

Date:

I am willing to serve as a national juror
for evaluating the content elements of a course
in family life education at the senior high school
level.

Name

Position

Address

City State

LETTER HEAD OF:

THE DETROIT PUBLIC SCHOOLS

Thank you for your prompt reply indicating your willingness to be a national juror for a study which I am conducting in cooperation with the University of Michigan in the field of family life education.

As a means of achieving a common frame of reference for all members of the jury in their evaluations, please consider the following question:

As you know adolescents today, what would you like for them to learn if they were to elect a course in family living in a good high school?

Controversial statements have been included in an effort to gain a consensus of authoritative opinion upon them. Commonly accepted statements have been included to give them the emphasis that they need for some schools and communities.

Please note that your duties as a juror are limited to encircling one of the numbers 1, 2, 3, or 4, for each statement and its sub-points and adding to, deleting, or commenting upon the element if you cannot rate it effectively as it stands.

May I have the check-list back by May 28th or at your earliest convenience? Your kindness and your generous cooperation are greatly appreciated.

Very sincerely yours,

Letitia M. Fogoros

PROPOSED ELEMENTS FOR THE DEVELOPMENT OF
A COURSE IN FAMILY LIFE EDUCATION TO BE TAUGHT
IN THE SENIOR YEAR OF HIGH SCHOOL

Directions for the Development of the Elements for a course in
family life education to be taught in the senior year of high
school:

I. Please rate each statement and its sub-points according to the
following scale:

1. Undesirable
2. Unnecessary
3. Desirable
4. Essential

II. Encircle the figure (1) if you consider the element Undesirable.
Encircle the figure (2) if you consider the element Unnecessary.
Encircle the figure (3) if you consider the element Desirable.
Encircle the figure (4) if you consider the element Essential.

Example:

- | | |
|---|---------|
| 1. The course of study involving personal adjustment should be derived from those learnings which every young person should understand about himself in relation to other people. | _____ |
| | 1 2 3 4 |
| 2. These learnings should include such elements as: | |
| a. Personality needs | 1 2 3 4 |
| b. Character traits | 1 2 3 4 |
| c. Personal appearance | 1 2 3 4 |
| d. The family and its influence on personality | 1 2 3 4 |
| e. Peers and their influence on personality | 1 2 3 4 |
| f. Environmental influences (other than family) | 1 2 3 4 |
| g. Heredity as it affects personality | 1 2 3 4 |
| h. Physical influences | 1 2 3 4 |
| i. | 1 2 3 4 |
| j. | 1 2 3 4 |

III. Space is provided between areas for additions, deletions or other comments. If you cannot honestly rate the items as stated, please change the wording to read as you think it should, and rate the statement as recorded. Also feel free to state and rate new items in the lettered spaces provided at the end of each list of sub-points.

AREAS OF A COURSE IN FAMILY LIFE EDUCATION
AND THEIR SUGGESTED STANDARDS OF EVALUATION.

A. Aims and Objectives:

	Undesirable	Unnecessary	Desirable	Essential
1. The course shall deal with the dynamics of personality development and inter-personal competence in human relations.	1	2	3	4
2. The course shall also include those factors which are involved in preparation for marriage and parenthood.	1	2	3	4
3. The course shall emphasize that there are common elements basic to all human relationships.	1	2	3	4
4. The course shall provide learning experiences which demonstrate how inter-personal relations affect mental health.	1	2	3	4
5. The course shall consistently attempt to clarify the shades of difference between intellectual behavior and emotional behavior.	1	2	3	4
6. The course should include learning experiences which will lead to:				
a. The attitude that every human being has dignity	1	2	3	4
b. Objectivity and avoidance of prejudice	1	2	3	4
c. Constructive attitudes toward home and family	1	2	3	4
d. Constructive attitudes toward the school	1	2	3	4
e. Constructive attitudes toward one's own associates and those in other groups	1	2	3	4
f. Constructive attitudes toward responsibility to the community	1	2	3	4
g. Constructive attitudes toward change of status (new friendships, new environment, failure to meet certain goals.)	1	2	3	4
h. Opportunity for developing standards, ideals and ultimately a healthy philosophy of life	1	2	3	4
i.	1	2	3	4
j.	1	2	3	4
7. The course shall continuously be adjusted to the needs of the youth involved.	1	2	3	4
8. The needs here refer to their inter-action with others and their social development:				
a. Their peers	1	2	3	4

- | | |
|-------------------------------|---------|
| b. Their brothers and sisters | 1 2 3 4 |
| c. Their parents | 1 2 3 4 |
| d. Their teachers | 1 2 3 4 |
| e. Other adults | 1 2 3 4 |
9. The social needs of youth should include:
- | | |
|---------------------------|---------|
| a. Formation of habits | 1 2 3 4 |
| b. Formation of attitudes | 1 2 3 4 |
| c. Formation of values | 1 2 3 4 |
| d. Formation of goals | 1 2 3 4 |
| f. | 1 2 3 4 |
10. Expressions from the students on "What I would like to know more about," should provide some basis for determining needs. 1 2 3 4
11. Some emphasis should be given to the understanding and appreciation of the backgrounds and contributions of people of different culture and race and how this affects their personality and experience. 1 2 3 4
12. The course shall help youth to recognize the ideal of service to others as a mark of maturity as contrasted to self-centeredness. 1 2 3 4
13. The course shall inject into scientific instruction an appreciation of the spiritual yearnings and responsibilities of human beings. 1 2 3 4
14. The above can be accomplished by inviting leaders of churches in the community to interpret the spiritual values which affect marriage and the effect of mixed religions on marriage. 1 2 3 4
15. The course shall interpret family relationships so as to make clear the privileges and responsibilities of all members of the family. 1 2 3 4
16. The course shall promote an appreciation of the family as one of the basic institutions of life and of society. 1 2 3 4
17. The different family patterns should be studied:
- | | |
|-------------------|---------|
| a. Rural | 1 2 3 4 |
| b. Urban | 1 2 3 4 |
| c. Sub-urban | 1 2 3 4 |
| d. Other cultures | 1 2 3 4 |
| e. | 1 2 3 4 |
| f. | 1 2 3 4 |

18. Stress should be given to the changes in family patterns and organization. 1 2 3 4
19. The above can be shown through changes from:
 - a. Authoritarian to democratic 1 2 3 4
 - b. Institutional to companionship 1 2 3 4
 - c. 1 2 3 4
20. Throughout the course, emphasis should be given to the fact that affection and love are primary motives in family life. 1 2 3 4
21. The course shall teach the applications of democracy to the everyday affairs of home life. 1 2 3 4
22. The course shall give insight into the individual and social factors which improve family life. 1 2 3 4
23. The course shall give insight into the individual and social factors which destroy family life. 1 2 3 4
24. Some factors involved in family disorganization are:
 - a. Divorce 1 2 3 4
 - b. Separation 1 2 3 4
 - c. Desertion 1 2 3 4
 - d. Family crisis 1 2 3 4
 - e. Loss of income 1 2 3 4
 - f. 1 2 3 4
 - g. 1 2 3 4
25. The above mentioned factors should be supported by statistical data. 1 2 3 4
26. The course should help youth in his social development to recognize the male-female social roles and how they inter-act. 1 2 3 4
27. The course shall help youth to recognize those factors which are relevant to choosing a marriage partner. 1 2 3 4
28. The factors relevant to choosing a marriage partner are:
 - a. Personal and aesthetic factors in mate selection 1 2 3 4
 - b. Similarity or difference in regard to basic ideals 1 2 3 4
 - c. Social influences on choice of mate 1 2 3 4
 - d. Courtship practices 1 2 3 4

- | | |
|---|---------|
| e. Readiness for marriage | 1 2 3 4 |
| f. Age differences | 1 2 3 4 |
| g. Economic influences on choice of mate | 1 2 3 4 |
| h. Influence of family on selection of mate | 1 2 3 4 |
| i. Influence of cultural background | 1 2 3 4 |
| j. Religious influences | 1 2 3 4 |
| k. Engagement customs and procedure | 1 2 3 4 |
| l. Pre-marital sexual behavior as it affects mate selection | 1 2 3 4 |
| m. | 1 2 3 4 |
| n. | 1 2 3 4 |
| o. | 1 2 3 4 |
| 29. The course shall help youth to recognize other considerations prior to marriage such as: | |
| a. Military service | 1 2 3 4 |
| b. Wife working | 1 2 3 4 |
| c. Where to live | 1 2 3 4 |
| d. Number and spacing of children | 1 2 3 4 |
| e. Who will handle the family income | 1 2 3 4 |
| f. Those who don't marry (why some persons remain single.) | 1 2 3 4 |
| g. | 1 2 3 4 |
| h. | 1 2 3 4 |
| 30. "Real life" experiences should be utilized to make the learnings functional. | 1 2 3 4 |
| 31. The following might be used as sources for these "real life" experiences: | |
| a. Case studies | 1 2 3 4 |
| b. Problems common to most families | 1 2 3 4 |
| c. Experiences which the students relate | 1 2 3 4 |
| d. What other young married couples <u>wish</u> they had known. | 1 2 3 4 |
| e. | 1 2 3 4 |
| f. | 1 2 3 4 |
| 32. Both boys and girls should have some training in regard to home-management and the values of a well organized home. | 1 2 3 4 |

33. The course shall help youth to deal with commercial pressures and propaganda that tend to disturb the values of family life. 1 2 3 4
34. The course shall assist youth to distinguish between the "needs" and "wants" of the consumer, particularly as these apply to early marriage. 1 2 3 4
35. The course shall promote an understanding of the effect of economic factors upon child bearing and child rearing. 1 2 3 4
36. The course should help youth in his social development to recognize his occupational role -- for the girl, the importance of being a good wife and mother; for the boy, the importance of being a good husband and father. 1 2 3 4
37. A course in family life education may provide students with knowledge and assistance in the tentative selection of a vocation. 1 2 3 4
38. Throughout the course there should be a close relationship and cooperation between the parents, the school and the students in developing the content of the course. 1 2 3 4

B. Contents: (What is taught about personality development, preparation for marriage and family)

1. The course of study involving personal adjustment should be derived from those learnings which every young person should understand about himself in relation to other people. 1 2 3 4
2. These learnings should include such elements as:
 - a. Personality needs 1 2 3 4
 - b. Character traits 1 2 3 4
 - c. Personal appearance 1 2 3 4
 - d. The family and its influence on personality 1 2 3 4
 - e. Peer group and influence on personality 1 2 3 4
 - f. Environmental influences (other than family) 1 2 3 4
 - g. Heredity as it affects personality 1 2 3 4
 - h. Physical influences 1 2 3 4
 - i. Dating 1 2 3 4
 - j. 1 2 3 4
 - k. 1 2 3 4

(Having rated the major learnings, you are now being asked to rate each element of each group.)

3. The elements to be included as Personality needs are:

- | | |
|--|---------|
| a. Mechanisms for meeting personality needs such as rationalization, compensation, sublimation, day-dreaming | 1 2 3 4 |
| b. Need to belong -- to <u>feel</u> wanted | 1 2 3 4 |
| c. Need for recognition | 1 2 3 4 |
| d. Need to feel worthy - love of self | 1 2 3 4 |
| e. Love of family | 1 2 3 4 |
| f. Love of members of same sex | 1 2 3 4 |
| g. Love of some member of opposite sex | 1 2 3 4 |
| h. "Puppy love." | 1 2 3 4 |
| i. New experiences - variety of experiences | 1 2 3 4 |
| j. Understanding of self in order to understand others | 1 2 3 4 |
| k. | 1 2 3 4 |
| l. | 1 2 3 4 |
| m. | 1 2 3 4 |

4. The following elements can be considered as character traits:

- | | |
|---|---------|
| a. Honesty - dishonesty | 1 2 3 4 |
| b. Responsibility | 1 2 3 4 |
| c. Loyalty | 1 2 3 4 |
| d. Morality - immorality | 1 2 3 4 |
| e. Courage | 1 2 3 4 |
| f. Self-control - lack of self-control | 1 2 3 4 |
| g. Self-discipline | 1 2 3 4 |
| h. Self-confidence- lack of self-confidence | 1 2 3 4 |
| i. Self-pity | 1 2 3 4 |
| j. Integrity | 1 2 3 4 |
| k. Dependability | 1 2 3 4 |
| l. Ability to make decisions | 1 2 3 4 |
| m. Friendliness | 1 2 3 4 |
| n. Jealousy | 1 2 3 4 |
| o. Selfishness | 1 2 3 4 |
| p. Sarcasm | 1 2 3 4 |
| q. | 1 2 3 4 |
| r. | 1 2 3 4 |
| s. | 1 2 3 4 |

5. The elements of Personal appearance are:

- | | |
|---|---------|
| a. Good grooming - reasons for importance | 1 2 3 4 |
| b. Psychological aspects of good or poor appearance | 1 2 3 4 |
| c. Acne | 1 2 3 4 |
| d. Over and under weight | 1 2 3 4 |
| e. Plastic surgery | 1 2 3 4 |
| f. | 1 2 3 4 |
| g. | 1 2 3 4 |

6. Elements to be considered pertaining to the Family and its influence on personality are:

- | | |
|--|---------|
| a. Permissive family atmosphere | 1 2 3 4 |
| b. Over strict parents | 1 2 3 4 |
| c. Delinquent parents | 1 2 3 4 |
| d. Foreign-born parents | 1 2 3 4 |
| e. Educated parents | 1 2 3 4 |
| f. Religion of parents | 1 2 3 4 |
| g. Personality of parents | 1 2 3 4 |
| h. Family economic status | 1 2 3 4 |
| i. Child's place in family (example: only child) | 1 2 3 4 |
| j. | 1 2 3 4 |
| k. | 1 2 3 4 |

7. Elements to be considered in terms of how the peer group influences the personality are:

- | | |
|---|---------|
| a. Need for adolescents to be like others in their group or not like others | 1 2 3 4 |
| b. Need for youth to conform | 1 2 3 4 |
| c. Need for moral values | 1 2 3 4 |
| d. Need for youth to establish a sense of identity, (to be able to answer the question "Who am I?") | 1 2 3 4 |
| e. Ability to say "No." | 1 2 3 4 |
| f. Need for individual achievement as well as group achievement | 1 2 3 4 |
| g. Need for youth to understand emotional maturity | 1 2 3 4 |
| h. Need for training in wholesome leadership | 1 2 3 4 |
| i. Need to learn how to avoid over-dependence upon peer approval. | 1 2 3 4 |
| j. | 1 2 3 4 |
| k. | 1 2 3 4 |
| l. | 1 2 3 4 |

8. Elements to be considered from the standpoint of environmental influence, other than the family:
- a. Size and condition of home 1 2 3 4
 - b. Quality and condition of furnishings 1 2 3 4
 - c. Cultural climate of the community 1 2 3 4
 - d. Schools 1 2 3 4
 - e. Churches 1 2 3 4
 - f. 1 2 3 4
 - g. 1 2 3 4
9. Elements to be considered from the standpoint of heredity and how it affects personality:
- a. Biological hereditary traits (physical) 1 2 3 4
 - b. Mental hereditary traits (intellect) 1 2 3 4
 - c. Emotional hereditary traits 1 2 3 4
 - d. Cultural hereditary traits 1 2 3 4
 - e. Diseases 1 2 3 4
 - f. Mental handicaps 1 2 3 4
 - g. 1 2 3 4
 - h. 1 2 3 4
10. Elements which should be considered from a physical or health standpoint:
- a. Nutrition 1 2 3 4
 - b. Pubertal changes 1 2 3 4
 - c. Sexual maturation 1 2 3 4
 - d. Psychosomatic symptoms as related to understanding of self 1 2 3 4
 - e. 1 2 3 4
 - f. 1 2 3 4
11. Where interests and needs indicate that this would be profitable, the functions, practices and behavior in dating, influences of the family and peers, should be given attention. 1 2 3 4
12. The following topics related to dating could be considered as being of special interest to youth at this stage of development:
- a. Dating manners and etiquette 1 2 3 4
 - b. How to call for a date 1 2 3 4
 - c. The first date 1 2 3 4

- | | |
|--|---------|
| d. What age to start dating | 1 2 3 4 |
| e. Who is an acceptable date | 1 2 3 4 |
| f. Where to go on a date | 1 2 3 4 |
| g. What to do on a date | 1 2 3 4 |
| h. Time to be home from a date | 1 2 3 4 |
| i. Behavior standards on a date | 1 2 3 4 |
| j. Going steady | 1 2 3 4 |
| k. Family influence on choice of date | 1 2 3 4 |
| l. Influence of peers on choice of date | 1 2 3 4 |
| m. Pros and cons of smoking and drinking or both | 1 2 3 4 |
| n. "Falling in love" | 1 2 3 4 |
| o. Mature love | 1 2 3 4 |
| p. | 1 2 3 4 |
| q. | 1 2 3 4 |
| 13. Special emphasis should be given to the need for "storing up health" during the growing years. | 1 2 3 4 |
| 14. The course shall provide opportunity for study of eating habits, food values and nutrition. | 1 2 3 4 |
| 15. Special emphasis should be given to the reasons why girls should strive for good health as the future mothers of the race. | 1 2 3 4 |
| 16. Special emphasis should be given to the reasons why boys should strive for good health as the future fathers who must meet the competitive pressures of making a living. | 1 2 3 4 |
| 17. The course shall include some emphasis on "What constitutes a family?" | 1 2 3 4 |
| 18. Some historical descriptions of family life in America might be given attention. | 1 2 3 4 |
| 19. The course shall include some information concerning the factors to consider when planning family size. | 1 2 3 4 |
| 20. The following can be considered as factors in early marital adjustment: | |
| a. Inter-spousal relationships | 1 2 3 4 |
| b. The honeymoon | 1 2 3 4 |
| c. Development of husband and wife roles | 1 2 3 4 |
| d. In-laws | 1 2 3 4 |
| e. Sex role | 1 2 3 4 |
| f. Shift from single to couple economics | 1 2 3 4 |
| g. <u>Other</u> couple relationships | 1 2 3 4 |

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| h. Recreation | 1 2 3 4 |
| i. When to start a family | 1 2 3 4 |
| j. Religious adjustment | 1 2 3 4 |
| k. Adjustments to pregnancy | 1 2 3 4 |
| l. Training and discipline of children | 1 2 3 4 |
| m. | 1 2 3 4 |
| n. | 1 2 3 4 |
| o. | 1 2 3 4 |
| 21. The following factors will assist youth to understand the satisfactions and responsibilities associated with marriage: | |
| a. Physical care of children | 1 2 3 4 |
| b. Socialization of children | 1 2 3 4 |
| c. Parent-child relations | 1 2 3 4 |
| d. Parent-adolescent relations | 1 2 3 4 |
| e. Discipline | 1 2 3 4 |
| f. Roles of family members | 1 2 3 4 |
| g. Sibling relationships | 1 2 3 4 |
| h. Family council | 1 2 3 4 |
| i. Maintenance of health | 1 2 3 4 |
| j. Religious training | 1 2 3 4 |
| k. Social and recreational activities | 1 2 3 4 |
| l. | 1 2 3 4 |
| m. | 1 2 3 4 |
| n. | 1 2 3 4 |
| 22. The principles and practices of household finance, as applied to the early years of marriage should be given careful consideration. | |
| | 1 2 3 4 |
| 23. The following factors will help youth to realistically appraise the "ebb and flow" of the family income: | |
| a. Budgets - purpose and how to plan and keep an "easy-to-do" one | 1 2 3 4 |
| b. Sources of consumer information | 1 2 3 4 |
| c. Credit buying, installment, cash buying | 1 2 3 4 |
| d. Purchase of a home - where to get best information | 1 2 3 4 |
| e. Purchase of large appliances - where to get information | 1 2 3 4 |
| f. | 1 2 3 4 |
| g. | 1 2 3 4 |

C. To Whom Family Life Education Should be Taught:

1. Family life education should be a required subject for every senior. 1 2 3 4
2. Family life education should be an elective subject for seniors only. 1 2 3 4
3. Family life education may also include those 11th grade students who would be unable to elect it in the 12th grade. 1 2 3 4
4. Family life education should include students from the 11th grade. 1 2 3 4
5. If possible, it is recommended that the course in family life education be preceded by a course in biology with some emphasis on anatomy. 1 2 3 4

D. Place in Curriculum:

(In the development of a course in family life education, account has been taken of the fact that various courses throughout the curriculum already include reference to human behavior.)

1. Family life education should be taught directly or indirectly through all the other courses, homerooms, and other activities in the curriculum. 1 2 3 4
2. Family life education should also be taught through a direct course which emphasizes the characteristics of a well-adjusted youth, aspects of maturity, and the responsibilities involved in marriage. 1 2 3 4
3. Family life education should be taught both directly through a class in family life per se and indirectly through the other courses in the curriculum. 1 2 3 4

E. Who Should Teach:

1. Family life education should be taught by any or all of the following departments, with the Home Economics teacher acting as coordinator: 1 2 3 4
 - a. Science 1 2 3 4
 - b. Social Studies 1 2 3 4
 - c. Physical Education and Health 1 2 3 4

- | | |
|---|---------|
| d. English | 1 2 3 4 |
| e. Home Economics | 1 2 3 4 |
| f. | 1 2 3 4 |
| g. | 1 2 3 4 |
| h. | 1 2 3 4 |
| | |
| 2. The course in family living can use resource people to discuss problems of youth in specialized areas where the teacher would be inadequate. | 1 2 3 4 |
| | |
| 3. Selection and choice of these resource people and their qualifications shall meet with the approval of the school administration. | 1 2 3 4 |
| | |
| 4. Some suggested resource agencies are: | |
| | |
| a. Police Department (youth problems) | 1 2 3 4 |
| b. Family Service Agencies | 1 2 3 4 |
| c. Alcoholics Anonymous | 1 2 3 4 |
| d. Marriage counselor | 1 2 3 4 |
| e. Lawyer - legal aspects related to marriage | 1 2 3 4 |
| f. Doctor - scientific discussion of reproduction | 1 2 3 4 |
| g. Parents - (parental point of view between parents and teen-agers) | 1 2 3 4 |
| h. Young married couples (what they wish they had known before marriage) | 1 2 3 4 |
| i. Banker - Financing a home and other loans | 1 2 3 4 |
| j. Real-estate representative - What to consider in the purchase of a home | 1 2 3 4 |
| k. | 1 2 3 4 |
| l. | 1 2 3 4 |

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