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In-service education for teachers of family life education from a sociological viewpoint

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AN ABSTRACT OF THE THESIS OF

Helen M. Running for the MST in Sociology

Date thesis is presented May 15, 1968

Title: IN-SERVICE EDUCATION FOR TEACHERS
OF FAMILY LIFE EDUCATION FROM A
SOCIOLOGICAL VIEWPOINT

Abstract approved 

Harmony is found between a specific area of professional family life literature and the results of several surveys from within a particular metropolitan area. Revealed is a teacher inadequacy to the task of family life education in the primary and secondary schools. Deterrents are found to be a lack of both pertinent knowledge and skill.

Having shown consensus that the stated problem exists the further purpose of the thesis is to propose an aid to its remedy. Three factors require attention. Teachers need additional information from both the social and physical sciences. They need an opportunity to become aware of inhibiting attitudes. Lastly, teachers need experience in creating a dialogue-centered classroom. An in-service teacher education program in family life education is proposed to modify deterrents to teacher adequacy.

The proposed program stresses the application of sociological concepts to the mode of conducting the sessions as well as to its content. The resulting kind of education program provides an environment which both stimulates and nurtures readiness for learning.

Communication is found to be basic to human interaction and therefore also to human development. It is through the communicative process that teachers-in-service are assisted in becoming aware of their

relevant attitudes. At the same time, communicative skills are developed. Concurrently an analytic frame of reference is encouraged through the suggested materials and their use. Care is given in selecting a wide range of types of materials representing contrasting social psychological views.

Recognizing the difficulty of maintaining objectivity while discussing potentially emotion laden topics a sociological tool is suggested. Purpose of the tool is to both assist in analysis of materials and to encourage objectivity.

Following an accounting of purposes and goals of the in-service program, techniques are given for its implementation. The program itself consists of ten sessions. Each session has a separate topic accompanied by suggested materials. Topics are chosen in order to first lead the teacher-in-service toward an analytical approach to family life materials. Further, teachers are encouraged to seek out frames of reference used in writings on human development. Through discussion teachers will become an active part of the material under study. Several of the sessions are concerned with pertinent aspects of the social institutions of family, religion, education and economics. In addition extensive consideration of physical aspects of human development and their social implications is given. Social change as it is related to the family and male and female roles is important. This emphasis is entirely in keeping with the social psychological frame of reference in which the entire study is placed.

Through implementation of the described in-service program the deterrents to teacher adequacy to the family life education task may be modified.

IN-SERVICE EDUCATION FOR TEACHERS OF
FAMILY LIFE EDUCATION FROM A SOCIOLOGICAL VIEWPOINT

by

HELEN M. RUNNING

A THESIS

submitted to

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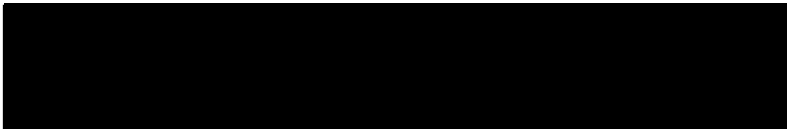
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TABLE OF CONTENTS

I. Introduction	1
The Problem	1
Defining Family Life Education	2
Purpose of the Study	4
II. Research into the Conditions Surrounding the Stated Pedagogical Problem as Found in a Metropolitan Area	7
Some Present Conditions Researched	8
Some Recent Organized Efforts to Change Existing Conditions .	17
General Conditions Surrounding Family Life Education as Viewed by Current Literature of that Field	21
Summary of Conditions Researched	23
III. How Can the Deterrents to Teaching both the Biological and the Sociological Aspects of Family Life in Primary and Secondary Schools be Modified?	24
IV. An In-Service Education Program for Teachers of Family Life Education from a Sociological Viewpoint	27
What Kind of Education for Family Life?	27
Communication Theory and Family Life Education	29
Communication and Psychology Relating to Family Life Education Materials	31
Contrasting Psychologies Attached to Sociological Perspectives Found in Family Life Materials	34
Purposes and Goals of this Proposed In-Service Education Program	43
Suggested Teaching Techniques Relevant to the Program Outline	44

Introduction and Program Outline	49
Conclusion to the In-Service Program	73
V. Thesis Summary and Conclusions	76
Bibliography	79
Appendix A	81
Appendix B	83
Appendix C	86
Appendix D	89
Appendix E	91
Appendix F	94
Footnotes	97

INDEX TO TABLES

I	Portland Teachers' Questions Addressed to Dr. Mary Calderone Following Her Lecture on "Sexuality"	9
II	Parents' Questions Addressed to Dr. Mary Calderone following Her Lecture on "Sexuality"	10
III	Male Technical High School Students' Questions to Dr. Mary Calderone following Her Lecture on "Sexuality"	11
IV	Parents' Response to Film Viewing	12
V	Student Attitude Survey	13
VI	Federal Maternal Care Clinic Patients	15

IN-SERVICE EDUCATION FOR TEACHERS OF
FAMILY LIFE EDUCATION FROM A SOCIOLOGICAL VIEWPOINT

I

INTRODUCTION

THE PROBLEM

Family life education which would increase primary and secondary student awareness of potentials and possibilities in that area, poses the pedagogical problem of how to remedy teacher inadequacy for the task. Many teachers are interested in teaching family life. However, family life education has both biological and sociological aspects. For example, human sexuality, an important factor in family life education, is a composite of social process and physical function. This means a well prepared family life educator should be knowledgeable in applicable parts of both the social and physical sciences. In addition, a family life teacher must be able to communicate comfortably in both areas. Few teachers profess the required knowledge and skill. The pedagogical problem of remedying their inadequacy demands the attention of those concerned with teacher preparation.

DEFINING FAMILY LIFE EDUCATION

Before explaining the purpose of this paper in relation to the problem of remedying teacher inadequacy in the family life area, definitions of family life education should be considered. Consensus on a definition of family life education is yet to be reached. This is to be seen at the highest professional level. A study which began in 1963 involved a nation-wide sampling of 66 respondents.¹ They were described as being in the top echelon of professional leadership in the family life field.

Respondents were asked, in part, to evaluate the following "working definition" of family life education:

"Family life education involves any and all school experiences deliberately and consciously used by teachers in helping to develop the personalities of students to their fullest capacities as present and future family members -- those capacities which equip the individual to solve most constructively the problems unique to his family role."

Of the 66 respondents, 23 are in higher education, 20 represent community agencies and 23 are employed by public schools. None of the public school people rejected the definition. But 30.4% of the higher education and 20.0% of the community agency representatives were unwilling to accept it. Those who rejected the definition found its breadth most offensive. E. Z. Dager, Associate Professor of Sociology, Purdue University, said the field of family life education needs delimitation. He would retain only the interpersonal aspects.

Care in using a social-psychological frame of reference for personality was asked by Richard Kerckhoff, Washington (D.C.) School of Psychiatry. He would like emphasis of potentials, rather than only

problems. Harold T. Christensen, Professor of Sociology, Purdue University, and David Mace, Executive Director, American Association of Marriage Counselors, asked for attention to both functional and academic consideration of family life. Reuben Hill, Professor of Sociology, Director of Minnesota Family Study Center, University of Minnesota, and Lester A. Kirkendall, Professor of Family Life, Oregon State University, called the definition too general and vague.

In their written comments a highly significant number of the family life experts held to a working definition of family life centering on interpersonal relationships. Though most favored the inclusion of sex education, 10.9% would de-emphasize it. There was no clarification as to whether those who would de-emphasize sex education also favored the interpersonal approach, nor if the reverse were true.

In May of 1967 the "Teacher Exchange For High Schools and Colleges," a department of the *Journal of Marriage and the Family*, edited by Rose M. Somerville, City University of New York, discussed "The Relationship Between Family Life Education and Sex Education." A symposium of family life education specialists considered the topic. The editor came to the conclusion that "...family life education is broader than sex education and can include the latter in most education programs."

Contributing editor, J. Joel Moss, Brigham Young University, took strongest exception to the conclusion. On a religious basis he is deeply concerned that "...sex education always be taught in a value context." He holds reservations about including sex education in family life programs unless the value context can be assured.

It has already been stated that this paper is addressed to a pedagogical problem. It should be very clear that our working definition of family life education refers to intentional educational endeavors. This paper examines these endeavors in a sociological frame of reference. Therefore, the resulting definition of family life education takes an interactional approach which does not ignore the biological aspects of human sexuality.

For this paper then, a working definition of family life education is "classroom education dealing with both the biological and sociological aspects of the individual's development which particularly involve awareness of one's present and potential family interaction and its relationship to patterns of the ongoing life process."

The above definition clearly considers sex education to be a part of family life education. Furthermore, the intent is to avoid a "problematic" or even an "adjustive" approach. Instead, stress is placed upon human interaction as an ongoing process. Lastly, the definition places the study within the confines of the classroom. These guidelines are set while fully accepting the broader concept of family life education as a phenomenon beginning at birth. That is, learning begins at birth. Initially, learning is through the individual's experience within the family setting. The school begins its contribution to the learning process only after the home has laid its foundation.

PURPOSE OF THE STUDY

Now that a working definition of family life education for this

paper has been established, the purpose of the study may be approached.

As has been stated, many public school teachers are interested in teaching the biological and sociological aspects of family life, but lack the knowledge and skill to teach both. The problem addressed here is how to remedy this inadequacy. A teacher's particular challenge may be to include family life materials in his present area of specialization. The areas of health, biology and social studies are examples. Or, the task may be to teach family life as a separate unit or course. The most intensive plans may include both. Each school system, or even each school within a system, may be unique in its family life education design. The lack of state norms for family life teacher preparation contributes to the present situation.

The first purpose of this study is to demonstrate that the described pedagogical problem of teacher inadequacy in the family life area exists in a selected metropolitan area. Secondly, a plan is provided for family life teacher in-service education. The basic goal of the plan is the enhancement of the ability of interested primary or secondary teachers to teach both the biological and sociological aspects of family life. Pertinent information and assistance in its communication are basic components of the program. Thus, it is hoped to aid in remedying the problem of teacher inadequacy in the family life area.

Unless designed for a specific school, family life in-service education must be presented in a versatile, loosely structured format. One reason for this requirement is the already mentioned unique approach to family life education of each district or school. Furthermore, in-service teacher education requirements vary within each district. In

addition, the provision of such a loosely outlined program is hoped to foster a creative approach to in-service education. Schools using the plan are provided with a wealth of material and a general philosophy for its use.

Purpose, form and content of teacher in-service education varies from school district to district. Therefore, this proposed program may serve only as a springboard for localized action. Ideally, the program is seen as a vehicle for the in-service education of the entire staff within a particular school. Some schools are already using this method for teacher knowledge and skill enhancement in other areas of education. Such a school would have as its goal the enhancement of each teacher's contribution to family life education. In addition, one or more teachers may assume specific responsibility for family life units or courses which would reach every member of the student body. This sort of cooperative effort could be most successfully guided by a person specially prepared in family life education.

Recognizing these special considerations, the purpose of this paper is to investigate the existence of, and propose an aid in remedying the pedagogical problem of teacher inadequacy in the described family life education area.

II

RESEARCH INTO SOME OF THE CONDITIONS SURROUNDING THE STATED
PEDAGOGICAL PROBLEM AS FOUND IN A METROPOLITAN AREA

Family life education as defined for this study is not yet available to the entire population of any one school within the central school district of the metropolitan area surveyed. In some of its suburban school districts various programs are being developed with the hope of eventually reaching all students, kindergarten through twelfth grade. For instance, one suburban school district in the summer of 1967 designed a program for grades one to eight. Teacher in-service education is not yet a part of the plan.

In the central metropolitan school district plans are being made to improve family life education through the work of health teachers. All boys and girls are reached by the health classes. Family life information has been traditionally dealt with in the districts' homemaking classes which are required only for seventh and eighth grade girls. Typically, a home-management approach to family life has been taken in these classes. An in-service teacher education program has not yet been designed to mesh with proposed curriculum changes.

Implementation of an educational program is, in part, dependent upon the skill of its teachers. The purpose of the research reported here is to reveal some current conditions of teacher family life skills and problems in the metropolitan area under scrutiny.

For two reasons emphasis upon sex education aspects of family life will be made in this section of the study. First, sex education is an

emotionally charged question which has received much attention from the area residents in the last two years. Secondly, it is a field in which teachers apparently often feel inadequate. In addition, since the family life field includes many topics it was decided to turn attention here to this especially important one.

In-service education for teachers of family life as stated earlier, however, requires a balance of sociological and biological materials. A goal of the program attached to this study is to meet this need.

SOME PRESENT CONDITIONS RESEARCHED

Surveys of Recent Community Sessions Involving the Sex Information and Education Council of the United States (SIECUS)

Early in 1967 Dr. Mary S. Calderone, executive director of the Sex Information and Education Council of the United States (SIECUS, appendix, A.), explained to Portland educators how satisfactory sex education progresses. It specifically begins at birth, she said, and, in addition should be integrated with the school program, kindergarten through twelfth grade. Formal emphasis is required before puberty and also later in the school curriculum. She was immediately asked by those same teachers, "...but when should sex education begin?"

Half of the forty-eight questions asked by the teachers sought further information for teaching, but thirty-seven per cent asked questions which had just been answered by the speaker. The remaining questions were concerned with symptoms of social problems or physical acts such as homosexuality, masturbation, divorce and premarital pregnancy. Their questions revealed a feeling of inadequacy for the

task of family life education. Several seemed to think a good textbook would at least partly solve the problem, but others stressed communication difficulty.

TABLE I

PORTLAND TEACHERS' QUESTIONS ADDRESSED TO DR. MARY CALDERONE
FOLLOWING HER LECTURE ON "SEXUALITY"

N = 48

Questions revealing teachers' concern over lack of information and skills	50%
Questions asked which had been previously answered by lecturer	37%
Questions showing concern over symptoms or physical acts (homosexuality, premarital intercourse, masturbation, divorce, etc.)	13%

Parents repeated the teachers' pattern of questioning when Dr. Calderone spoke to their even larger group. The predominantly female audience was concerned with who should teach what and when (although these questions had been answered in the lecture). Venereal disease and premarital pregnancy were the topics of many queries. Questions relating to decision making were few and those asking for factual information were negligible.

TABLE II

PARENTS' QUESTIONS ADDRESSED TO DR. MARY CALDERONE
 FOLLOWING HER LECTURE ON "SEXUALITY"

N = 99

Questions asking how and where to find help with family life education	38%
Questions showing concern over symptoms or physical acts (homosexuality, venereal disease, premarital pregnancy, etc.)	29%
Questions requesting statements of "right" & "wrong"	15%
Questions requesting information without implied values	6%
Unclassified questions	6%
Questions showing concern over who should teach family life	5%

Student questions submitted following Dr. Calderone's talk on sexuality to a boy's technical high school student body may be placed in two predominant categories: Demand for specific facts regarding male and female sexuality and assistance in establishing values and attitudes required in making decisions for solving interpersonal problems. Her talk made no attempt to give human reproduction facts but dealt with the latter area.

TABLE III

MALE TECHNICAL HIGH SCHOOL STUDENTS' QUESTIONS ADDRESSED TO
DR. MARY CALDERONE FOLLOWING HER LECTURE ON "SEXUALITY"

N = 205

Questions requesting information without implied values	61.9%
Questions requesting the speaker to set a standard, i.e. of right and wrong	32.2%
Questions questioning speaker's position	1.5%
Questions requesting further explanation of a statement	0.5%
Facetious questions	3.0%

A Study of Parent Groups' Responses to Proposed Family Life

Education Programs

Another adult audience from the same metropolitan area, voluntarily viewing films for child and adult sex education, was most enthusiastic about the primary level film, *Human and Animal Beginnings*. Two other films were shown, each progressively more frank. The last film discussed masturbation. These two films were received with somewhat less enthusiasm according to a questionnaire. Sixty-four of the total of sixty-seven parents would like their child to see the first film, thirty-six the second and only eighteen the third. Dissenting parents were concerned with the film's failure to inculcate values and feared that it would encourage children to "experiment".

TABLE IV

PARENTS' RESPONSE TO FILM VIEWING

- Film 1. *Human and Animal Beginnings* (primary level)
Natural science scenes of baby monkey, newborn guinea pigs and rabbits while prebirth growth and development and birth itself are handled in animation.
- 76% of the parents felt that they themselves benefited from seeing the film; 90% felt that their children would benefit. 89% said that they would like their child to see the film. (N = 72)
- Film 2. *Human Growth* (intermediate level)
Known as the E. C. Brown "Oregon Film".
Reproduction and birth in animation.
- 69% of the parents felt that they themselves benefited from seeing the film; the same proportion thought their children would benefit. 61% said that they would like their child to see the film. (N = 65)
- Film 3. *As Boys Grow* (intermediate level)
Depicts a series of locker room talks between a coach and members of his track team regarding early adolescent sex and development problems. Masturbation is included.
- 57% of the parents felt that they themselves benefited from seeing the film; 43% felt their children would benefit. 27% said that they would like their child to see the film. (N = 61)

A Study of Sex Role Attitudes of Contrasting Student Groups

A study was made of attitudes of girls from the metropolitan area who are day-school drop-outs, mostly for reasons of pregnancy and/or marriage. It shows that these girls regard the satisfaction of male needs as their primary female purpose in life. Yet, these same girls express distaste or boredom with their sexual experience and are frankly

surprised that a class member enjoys or misses a sexual relationship. Again, these students are convinced that the feminine lot is to "give sex for love" while the male "gives love to get sex". In contrast to this double standard of sex, however, the girls feel they should be able to take care of themselves and make their own decisions. Statistical information shows that in spite of this trend, more day-school drop-outs than other students questioned believe women should be cared for by men. In contrast there is no correlation between the girls' belief that their purpose is to meet the needs of men and their lack of belief that a woman must marry and have children in order to reach personal fulfillment.

TABLE V

STUDENT ATTITUDE SURVEY

Respondents answered questions on a scale of +3 (strongly agree) to -3 (strongly disagree)

Woman's purpose in life is to fulfill the needs of men.

Evening High School girls	N = 38	+1.05
Day High School girls	N = 22	+0.95
Single College freshman girls	N = 30	-1.00
Single College freshman males	N = 33	-0.94

A woman must marry and have children in order to reach complete fulfillment in life.

Evening High School girls	N = 38	-0.21
Day High School girls	N = 22	-1.09
Single College freshman girls	N = 30	-0.63
Single College freshman males	N = 33	-0.76

Women should be submissive to mens' ideas of what is right.

Evening High School girls	N = 36	-0.69
Day High School girls	N = 22	-1.14
Single College freshman girls	N = 30	-1.53
Single College freshman males	N = 33	-1.73

A woman needs a man to take care of her.

Evening High School girls	N = 32	-0.84
Day High School girls	N = 22	+0.50
Single College freshman girls	N = 30	+0.10
Single College freshman males	N = 33	-0.33

A Study of Federal Maternal Clinic Patients' Response to One
Aspect of Family Life Education

Research (fall, 1966 - winter, 1968) was done at a federal maternal care clinic in the metropolitan area where nearly half the patients are premaritally pregnant and all are classed economically under-privileged. Sixty-five per cent of the one hundred patients surveyed, after counseling and delivery, were still poorly informed concerning conception and contraception. A well informed patient was considered one who understood how she became pregnant and how she could avoid an unwanted pregnancy.

After highly skilled one-to-one counseling while still in the maternity ward, a period of high motivation, eighty per cent of these women kept appointments at a federally sponsored family planning clinic. Half of those not keeping their first appointment came after a follow-up consultation. A slightly smaller proportion of the previously poorly informed compared to the previously well informed kept appointments after the initial one-to-one counseling. The number of women not wanting information assistance was negligible. Lack of expressed interest was usually due to religious affiliation. Other patients not seen by the family planning team were those petitioning for tubal ligation, surgical sterilization which has become very popular with clinic patients in the last year.

One hundred patients were surveyed for the state of their reproductive and contraceptive information while in a maternity ward. One year later they were surveyed again to determine whether their contraceptive clinic appointment schedules were maintained.

Although a higher percentage of previously well informed than previously poorly informed patients kept their appointments, for a level of .05 significance, the difference is not significant. A control group of one hundred patients not given one-to-one counseling would be necessary in order to show the real value of the project. Unfortunately, a control group was not available. Clinic personnel did feel that considerable improvement had been made over the past showing the value of the intensive education program.

TABLE VI

FEDERAL MATERNAL CARE CLINIC PATIENTS

Total N = 100		Kept Appointments		Did Not Come	
		N	%	N	%
N = 35	Well Informed	31	89	4	11
N = 65	Poorly Informed	49	75	16	25

Contributions of Textbooks and Other Materials

Within the metropolitan area surveyed textbook contrasts are found in a suburban school district. The system is called one of the most progressive in the state. The seventh-grade science text² indexes fertilization in ferns but not in humans; reproduction in reptiles but

not in humans. In all, thirteen forms of life are listed under "reproduction" in the index. Man is called a mammal in that section of the text, however, and the student is allowed to infer through default that man must be a placental creature in which the female egg is internally fertilized by a male sperm. In like spirit the charts of human anatomy depict neuters, otherwise possessing male characteristics. One may find in used texts efforts of amateur artists to correct the oversight. Locations of all hormone secreting glands are stated except those of the "sex glands" as they are called in the text. An elementary description of their function is outlined. This is the text used by students, most of whom have entered puberty.

Sophomores in the same school district use a text³ containing drawings of male and female reproductive systems and Child Birth Association models of prenatal growth. One instructor told his classes of the publisher's experimental effort to use the text. In at least one city, he said, the parents got up a committee and blacked out the reproduction charts. But the teacher chose to use the illustrations for a basis of class discussion. He made up work sheets on pink and blue paper.

Despite the dearth of sex education information in standard classroom texts there are ample teaching materials available. Many are included in the in-service education program attached to this study. A wide range of intents and purposes can be observed in them. Teaching units, books, pamphlets, journals, films and film strips are designed for all age levels. Basic intent of these materials ranges from highly moralistic to technical.

Examples of Teacher Inadequacy

Less skilled and poorly informed teachers may rely upon well intended information of a threatening or ill-founded nature. One recent instance in the metropolitan area concerns a member of a committee for writing a sex education curriculum for her school district. She told the writer of her huge success with including the dangers of venereal disease in her warnings about premarital sex. This was proven when one girl in the non-coeducation group said with great emotion, "The next time a boy with zits on his face asks me for a date I'll sure turn him down in a hurry!" Another teacher in a large high school reported her girls were very receptive to her philosophy that women give sex to get love and men give love to get sex. A man in an elementary school last year was proud of having taken his boys aside and assuring them they should be very selective about their choice of events for sexual intercourse since their life-time capacity "has its limits to just so many times."

SOME RECENT ORGANIZED EFFORTS TO CHANGE EXISTING CONDITIONS

National Level

Mentioned earlier, at the national level is a new voluntary organization which claims a positive approach to family life and sex education, the Sex Information and Education Council of the United States, (SIECUS). (Appendix, A.) This organization offers its service to the field of education. Founders of the organization say they are not motivated by a goal of improved "morality" but rather the

"establishment of man's sexuality as a health entity". Several prominent sociologists are members of its board of directors. Dr. Jessie Bernard, Pennsylvania State University, is a vice president.

Also at the national level is federal administrative interest in the promotion of family life information through the Health, Education, and Welfare department. The results of this may be seen in several ways at the state level, for the most part as preventative measures for women liable to unwanted pregnancy. Special funds are also now available for college level in-service family life education workshops.

Local Level

New, at the county level, is the one-to-one counseling of men and women for fertility control assistance. This service is now available in the metropolitan area under study here. About half of the state's counties were represented early in 1967 at a three-day Health, Education and Welfare department - State Public Health Association family-planning seminar.

There are several voluntary organizations, mostly religiously oriented, giving twenty-four hour care and schooling to unwed mothers in the metropolitan area. To leave home and live in one of these institutions is the only way a fifteen year old pregnant girl may continue her studies. Some of these groups help the girls understand the birth process before their delivery but none provide girls with contraceptive help. Their goal is rehabilitation which, they believe, would be hindered by knowledge of contraception. Many of these girls come to Planned Parenthood Association clinics where information and medical

contraceptive help is made available to them if the course of their life indicates repeated danger of pregnancy. Some become pregnant again. They may then become patients of the local federal maternal-care clinic. Some are among the patients surveyed in this paper. Because of client mobility, rehabilitation percentages are not known.

The state's "Sex Education Program" (Appendix, B) outlines briefly the history of the State Department of Education's association with the E. C. Brown Trust. The trust is a long-time sponsor of sex education materials. The accompanying "personal hygiene" and "family living" outlines are suggested for an age period after having entered puberty. These outlines have also been written from a perspective of "life adjustment" to things as they "ought" to be. A social psychological approach to human development is lacking. The bibliography is in need of updating and there is no mention of population and fertility problems. The paragraph of the outline referring to implementation reads: "The extensiveness and depth to which this subject is pursued is more or less left to the discretion of the local school administrator, with the availability of qualified and interested teachers as a final determinant."

The central metropolitan area school district was one of the sponsors of Dr. Calderone's 1967 lectures already mentioned. A committee is now working on an integrated approach to family life education for the district. This means a distribution of appropriate information for each grade level. As stated in the introduction to the preceding research section, thus far a coordinated program has materialized in the city's health classes in correlation with the individual

teacher's ability. The school district has provided teachers with some workshop type family life education opportunities but, according to the health education supervisor those have touched only a few teachers.⁴ The district has a resource materials list which is being improved. Success of their program depends upon its goals and the ability of the teachers to relate to those goals and bring them to their students.

Finally to be noted are the activities of local medical and educational organizations. The Board of Trustees of the state medical association at their March 1967 meeting resolved to support proposed legislative measures which would permit physicians to perform abortions necessary to the mental and physical health of their patients. Only if the mother's life is in question may abortion now be legally performed in the state. This is the first time the association has officially voiced an opinion on modifying the state's abortion laws.⁵

In the last year a committee of the metropolitan area medical society has been working to assist educators with sex education material. The medical society was a sponsor of Dr. Calderone's visit. Spring of 1968 a group of specialists were instructors for a college level course, "Human Sexuality".⁶

In 1965 Continuing Education sponsored for the metropolitan area a three-day working conference, "Love in Contemporary Society." The program was a "pot pourri" of topics ranging from the showing of the film, *The Lovers*, with a discussion of its portrayal of contemporary woman, to Dr. Alan Guttmacher's lecture on contraception. (Appendix, C) Another speaker deplored the "dichotomy of sex and love." Winter of 1966 the areas' educators were invited to a one-day seminar, "Sex

Education Guidelines In A Modern Society", featuring a lecture by Dr. Lief of SIECUS. (Appendix, D) The county medical society, the local state college, and the city public school district were conference sponsors.

A Community Pilot Program

The Longview schools in the state of Washington are used by SIECUS as an example of how community effort gained public support for family life education. As described in the superintendent's letter to the writer, teacher preparation has been a problem. For the time being it is partially solved by awarding teachers in-service credit for attending workshops which are also open to the public. The inadequacy of teacher preparation and resulting lack of continuity are apparent in the superintendent's expressed dissatisfaction. (Appendix, E)

GENERAL CONDITIONS SURROUNDING FAMILY LIFE EDUCATION AS VIEWED BY CURRENT LITERATURE OF THAT FIELD

Probably the most recent and complete summary of current conditions surrounding family life education as seen from the professional level appears in the May, 1967 issue of the *Journal of Marriage and the Family*.⁷ Here sex education is seen as an important part of family life education. A wealth of available but uncoordinated materials is noted. Therefore, it is stressed, the real need is for teachers sensitive to the teachable moment. The teachable moment often occurs at the most unexpected time in an ongoing classroom situation. Skill at such a moment would permit the teacher to deal effectively with his own

feelings. This teacher would be well grounded in both biological and sociological aspects of human relations. He would then be able to communicate constructively with his students.

There remains the question of just how to include family life materials in the school curriculum. Two methods are discussed in the journal: 1. as a subject-matter course in itself, or 2. as an integrated part of subjects already taught in the schools. In either case, the journal report states, teacher preparation is both crucial and lacking. And, it is that very preparation which would determine how well and how successfully teaching materials are used.

Dealing specifically with sex education, the Winter, 1968, issue of SIECUS Newsletter discusses its primary need - teacher preparation.⁸ Most other problems surrounding sex education become minor, we are told, if the "right" teacher is found. SIECUS sees a dramatic increase in teachers asking for help in meeting this need. Three means of answering their request with in-service education are given: 1. supplying current thinking related to a solid factual content of biological and sociological material; 2. helping teachers cope with their own attitudes which may inhibit their ability to teach; and 3. actual experience with conducting a dialogue-centered classroom. The SIECUS writers conclude, the ultimate purpose is the development of teachers who, as John Chandler, Jr. of National Association Independent Schools (NAIS) has stated, "...can meet youngsters where they are with frankness and honesty, and can discuss their concerns objectively and non-judgmentally with them."

The most pertinent professional literature agrees with the theme of

this study. That is, those responsible for teacher preparation must concern themselves with teacher inadequacy for the requirements of family life education. Family life education includes both biological and sociological knowledge. The ability of the teacher to communicate skillfully is crucial to the task.

SUMMARY OF CONDITIONS RESEARCHED

1. There are ample but uncoordinated teaching materials available for family life education.

2. These materials include both units of instruction and supplementary aids.

3. Many teachers want to use them but feel inadequate to the task.

4. Some teachers unwittingly teach mis-information.

5. Students want information and are eager to communicate a wide variety of concepts.

6. Teachers are fearful of communicating to young people the concepts with which they do not agree for fear of causing the young people to accept those concepts.

7. Many teachers lack a social psychological perspective of human development.

8. Many teachers lack a full understanding of the biological aspects of family life education.

To summarize, teacher information lack and communicative skills handicaps are deterrents to the teaching of both the biological and sociological aspects of family life. Well designed teacher in-service education can do much to remedy teacher inadequacy as it is described in this study.

III

HOW CAN THE DETERRENTS TO TEACHING BOTH THE BIOLOGICAL AND THE
SOCIOLOGICAL ASPECTS OF FAMILY LIFE IN PRIMARY AND SECONDARY SCHOOLS
BE MODIFIED?

It should be noted here that Section III has a dual purpose. Initially it performs as a final section of the preceding sections of the thesis to be concluded by Section V, Thesis Summary and Conclusions. However, since the additional need for an actual teacher in-service family life education outline is to be met, Section III has a second function. Section III also serves as a forward to "An In-Service Education Program for Teachers of Family Life Education from A Sociological Viewpoint", Section IV. Therefore, Sections III and IV may be lifted from the thesis to be applied directly in a field situation.

Both the professional literature and the preceding research reveal the pedagogical problem of teacher inadequacy to the family life teaching task. The inadequacy has been described as both one of knowledge and of skill. A fine rapport between student and teacher, as in any other area of education, is essential but not enough to fill the void. Specialized knowledge and skills are also a prerequisite. An in-service education program for teachers of family life is proposed here in at least partial solution of the stated problem.

The summary of conditions researched is indicative of the requirements of an in-service program designed to modify deterrents to teacher

adequacy. Such a program would organize the presentation of appropriate materials in such a way as to assist teachers in developing communicative skills. Initially, however, the specific *kind* of education program most salient to these goals should be considered. As indicated, teachers are faced with an ample but uncoordinated mass of family life materials. The in-service program would necessarily then provide a suggested outline of materials. Such an outline could be further augmented by some method of critical analysis. Since the research shows adults have much difficulty in separating their emotions from family life information, especially the area of sex, sociological techniques for developing an analytical approach seem pertinent.

It has been stated that many teachers lack a social psychological perspective of human development as well as a full understanding of the biological aspects of family life education. Both of these voids must be filled by the in-service program. Materials would need to be drawn from both the social and physical sciences. For example, after gaining an understanding of both social and physical human development theories teachers would study social institutions as they relate to the basic family institution.

Even though pertinent information and a means of objectivity have been suggested for the in-service program the need for teachers to exercise communicative skills remains. During the communicative process inhibiting attitudes can be brought to awareness as well. As stated earlier, actual experience in conducting a dialogue-centered classroom is a realistic answer. This means the in-service program would evolve as an application of a social psychological theory of communication.

This theory would be considered as being basic to human interaction and therefore basic to human development. Presentation of sociological and biological information can then be more adeptly placed in an ongoing interactional frame of reference.

Thus, it is proposed, teacher information lack and communicative skills handicaps, deterrents to teacher adequacy in family life education, can be modified through the in-service education of teachers. The pedagogical problem of teacher inadequacy to the family life teaching task is thereby served.

IV

AN IN-SERVICE EDUCATION PROGRAM FOR TEACHERS OF FAMILY LIFE
EDUCATION FROM A SOCIOLOGICAL VIEWPOINT

WHAT KIND OF EDUCATION FOR FAMILY LIFE?

The effectiveness of family life education is subject to the same problems as other attempts to change attitudes and behavior by means of educational processes. There are many studies that indicate the difficulties and areas of success or possible failure of such programs.

There have been studies evaluating the salience of education in lessening prejudice. Vander Zanden reviewing such studies finds little use for education as a prejudice-lessening instrument. However, in quoting R. M. MacIver he fails to note that a particular kind of education is named. MacIver says, "All we can claim for instruction of a purely factual kind is that it tends to mitigate some of the more extreme expressions of prejudice."⁹ Education of a "purely factual kind" is only a part of genuine education.

Two problems arise here in relation to the purposes of family life education. First, is our purpose to change the educational condition? Second, do we propose to supply students with facts, and if so, what facts? We shall delay answering our questions and first briefly consider overall goals of teaching methods.

As Jerome Bruner has said, we must reconsider what it is we do when we occupy student's time for such long periods of what we call "schooling". He speaks of arranging environments to optimize learning; that one teaches readiness or provides opportunities for its nurture rather

than simply waiting for it.¹⁰ Then what happens to an individual in an educational setting is a social phenomenon. Clearly, the teacher is a part of the event.

Bruner clarifies the teacher's responsibility when he concludes, "...that discovering how to make something comprehensible to the young is only a continuation of making something comprehensible to ourselves in the first place - that understanding and aiding others to understand are both of a piece."¹¹

In answer to our two above questions, then, we submit that our first concern is with the educational condition. The second intent is to assist students, through building our own comprehension, in reflecting over the varieties of contemporary concepts of family life.

Parents and teachers continue to be concerned with teaching values and building attitudes. The concept that family and sex education begins at birth is most difficult to grasp. Probably many fail to realize the nature of their own decision-making in these areas. They may be unaware that they are: 1. accepting socially determined absolutes as guides and attempting to enforce them with threats; and/or, 2. helping young people gather information which they can apply to situations requiring personal decisions. Either process may come up with the same answer; the decision-making process does not determine the answer. The first requires unflinching faith in an accepted conviction designed to keep things as they are or "ought" to be, while the second requires much knowledge and thought to its application. Both would involve perspectives, values and attitudes gained through life-long experience. The second process requires more depth and variety of experience than the

first. The kind of education proposed here for teachers of family life places an emphasis on current information and its open and frank communication within the classroom.

COMMUNICATION THEORY AND FAMILY LIFE EDUCATION

Communication as a vehicle of understanding, and more fundamentally as the source of human qualities, is important to our discussion of the nature of family life education. Though always recognizing language as essential to human interaction, psychologies of human development differ in their description of the role of communication.

The requisites of communication are the same in the classroom as those in every other human situation. The communicant and the communicator must share the meaning of the message in order for it to be received as intended. Feedback is essential to assure the communicator the process is taking place. The first requisite may demand a very special effort on the part of the teacher. Often a teacher represents a much different background of experience than that of the student. A special effort is made here to provide the family life education outline with constant opportunity for teacher to student and student to teacher message sending, receiving and feedback.

Our research has shown that both parents and teachers are apprehensive about the effect of family life education. From what he describes as a mass communication viewpoint, Klapper provides a few tentative emerging generalizations after a survey of a large quantity of pertinent research. From these generalizations he develops hypotheses of some interest to our problem. We must remember that a fact to face situation

would modify the effects of mass communication depending upon the teacher-student rapport.

Klapper generalizes:

1. Mass communication *ordinarily* does not serve as a necessary and sufficient cause of audience effect, but rather functions among and through a nexus of mediating factors and influences.
2. On such occasions as mass communication does function in the service of change, one of two conditions is likely to exist. Either:
 - a. The mediating factors will be found to be inoperative and the effect of the media will be found to be direct; *or*
 - b. The mediating factors, which normally favor reinforcement, will be found to be themselves impelling toward change.¹²

Mediating factors and influences offered by Klapper are organized around television watching and other media participation by children and are only suggested here for possible relevance to the classroom situation. There does exist a similar "child in the adult-designed" atmosphere in the two settings. The same potential for the presentation of new issues is available. In the classroom the conditions for communication are enhanced by feedback. An additional enhancement of communicative possibilities in the classroom is offered by the teacher's ability to vary activities to meet specific occasions as they arise.

In particular reference to information of an adult nature, Klapper suggests that children already possessing firm ideas will be in a sense insulated from the effects of further information and resist conversion. Furthermore, "Where such mediators are absent or inoperative - as in the case of children without previous knowledge at hand - television is found, as proposed..., to exert at least a temporary influence". In

this case then, Klapper believes opinions may be created on new issues.¹³

Variables likely to be involved in the mediating forces above include the behavior of adults in the child's primary group and their ability and willingness to communicate with the child on subjects of interest to him. It has been documented that when insulating forces are inoperative in an area where a child has interest and very little information a new source of information will be attractive to him.

It has already been suggested that teachers approach the teaching of family life material from a process perspective. However, a warning is called for at this point. Contrary to the expressed desire of parents that teachers teach values, i.e., specific values, the intent here is that teachers help students realize a choice of values and consider their variable implications. In order to do this the teacher will need to maintain an open attitude toward the two central psychologies and their parallel social theories. Should one be perceived as being given preference to the other the value of both categorizing instruments may be lost. Communication theory supports this possibility in that salient student-teacher rapport could result in the teacher functioning in the influential role of an opinion leader.¹⁴

COMMUNICATION AND PSYCHOLOGY RELATING TO FAMILY LIFE EDUCATION MATERIALS

As stated earlier, communication is not only a vehicle of understanding, but the fundamental source of human qualities. The "symbolic interactionist" theory applied as a flexible interpretation of role in "conflict" sociologies is a melding of these two aspects of communication.

Lindesmith and Strauss base an entire social psychology upon man's uniqueness among creatures which results from his language ability.

Lindesmith and Strauss write:

...the distinctive attributes of human behavior, which grow from man's immersion in a cultural environment, depend upon the existence of language behavior, or the creation and manipulation of high-order signs (symbols). Society means communication. Language is both the vehicle by means of which culture is transmitted from generation to generation and also an integral part of all aspects of culture. The features of human behavior which distinguish it from the behavior of other animals are derived from the fact that man is a symbol manipulator - the only symbol-manipulating animal. Complex forms of social organization, institutions, codes, beliefs, and customs - indeed all cultural phenomena - depend upon and are made possible by the prior evolution of language. Language behavior, epitomized in conversation, is a learned form of interaction which has its biological basis in the nature of the human brain.¹⁵

In contrast there are theories of human development which grow out of some biologically determined characteristic or set of characteristics which in themselves set the actual course of man's actions. Rather than providing possibilities of interaction, these theories are homeostatic in perspective. In application such a concept seeks to discover why man does not behave as he might should he follow some prescribed formula. Both begin with biological "givens" but follow a different course of development. One seeks repose, the other follows infinite process.

An example of the repose or equilibrium-seeking of a psychology is found in Freud's *Civilization and its Discontents*:

...Men are not gentle, friendly creatures wishing for love, who simply defend themselves if they are attacked, but, ... a powerful measure of desire for aggression has to be reckoned as part of their instinctual endowment. The result is that their neighbor is to them not only a possible helper or sexual object, but also a temptation to them to gratify their aggressiveness, ... to seize his possessions, to humiliate him, to cause him pain, to torture and to kill him; ... who has the courage to dispute it in the face of all the evidence in his own life and in history?¹⁶

In the preface to his *Three Essays on the Theory of Sexuality* Freud states that in taking the challenge of psychoanalysis he has purposely ignored biological research.¹⁷ Masters and Johnson quote Freud from still another writing where he calls the science of biology unlimited. Furthermore, he says, it may surprise us in the near future with new information, "...which will blow away the whole of our artificial structure of hypothesis."¹⁸

The social psychology of Lindesmith and Strauss is based upon the work of George Herbert Mead. Mead contrasts the individualistic and the social theories of the self. The first is typified here in the work of Freud and the second by the symbolic interactionist school derived from Mead. The individualistic proposition, "...assumes individual selves as the presuppositions, logically and biologically, of the social process or order within which they interact." The other type, "...assumes a social process or social order as the logical and biological precondition of the appearance of the selves of the individual organisms involved in that process or belonging to that order."¹⁹

Because Mead's perspective assumes the alternate taking of roles, or the attitude of the other, and is not seeking a correction of balance gone awry, it is especially suited to the classroom atmosphere sought here. As portrayed by Mead, this sort of activity lies entirely inside the child's own experience and is quite possible within the classroom.²⁰

In explanation, we shall return to the decision-making process. If role is considered a static part of an ordered human condition, irregularity from the given norm becomes deviation and is therefore disruptive to that order. Should this concept be a part of our

perspective of the human condition, decisions based upon the maintenance of tradition and its accompanying absolutes would seem wise.

Mead's view of roles in human interaction, in contrast, presents the human condition as an ongoing process typified by emergent properties. Innovation, rather than deviation, is anticipated in the flux of human interaction. This is not to say there is no "fit" to human interaction. Quite to the contrary, decision-making of a thought-out sort becomes most important if one is not to rely upon predetermined norms in all situations.

Facets of life characterized by rapid change are especially suitable to the latter perspective. One of our goals in the family life education design is to provide an environment cordial to a flow of alternate taking of roles, assuming the attitude of the other and placing one's self within that environment.

CONTRASTING PSYCHOLOGIES ATTACHED TO SOCIOLOGICAL PERSPECTIVES FOUND IN
FAMILY LIFE MATERIALS

Peter Berger calls the "reality" to which we usually refer a "very precarious one indeed".²¹ In viewing society as an ongoing drama he takes a stance derived from that of Mead. In the passing scene he does not deny the actor is constrained from both without and within. But all the same, he says, the actors have options, "...of playing their parts enthusiastically or sullenly, of playing with inner conviction or with 'distance', and, sometimes, of refusing to play at all." He contrasts this human choice with that of an animal following instinct saying, "I have no choice", and the lie of the human using the same defense against

the perceived demand of society that he behave a certain way.²²

Another sociologist, Talcott Parsons, has claimed a very important convergence exists between Freud's views on internalization (of roles) and that of Mead. However, Parsons' emphasis is on the relations between personality and the social system which delegates role as the instrument of the interpenetration of the two. Role becomes, "...the organized system of participation of an individual in a social system, with special reference to the organization of that social system as a collectivity."²³ The ongoing process of the social scene is lost as the concept of role becomes lodged within a structure of parts functioning in relation to one another.

In his *Social Structure and Personality* Parsons only hints at something akin to Mead's use of communication and role. He uses the term "task" to identify the more differentiated and highly specified activities which go to make up roles. He calls the task a physical operation. In one sentence he dispenses with the communicative implications. It reads, "It is very important that processes of communication, the *meanings* of which are by no means adequately defined by the physical processes involved at the task level, are not only included in the concept of task, but constitute at least one of the most important, if not *the* most important, categories of tasks, or of components of them."²⁴

Psychologies, as we have shown, place contrasting emphases upon communication. For the one, communication *is* human interaction; for the other communication is only instrumental to the development of other biological potentials. Sociologist, John Horton has suggested a pattern

for placing the contrasting theories we have been discussing side by side in order to view them in relation to social problems.²⁵ (Appendix F)

Although intended for the analysis of social problems, Horton's "paradigm for the analysis of conflict and order approaches to social problems" seems especially well suited for use in family life education. Teachers may use it to aid their own ability to objectively present the variety of family life materials to be found in in-service programs. The dichotomy can serve equally well as a secondary student instrument for categorizing and analysis.

It will be noted that Horton's paradigm places "positive attitude toward the maintenance of social institutions" under "Order Perspective." "Positive Attitude toward change," is placed under "Conflict Perspective."

The terms "order perspective" and "conflict perspective" are used by Horton in the same sense as we have used the terms repose-seeking and ongoing process. The earlier descriptions of two decision-making processes, as involving either adherence to absolutes or reasoned decision-making, may be fitted within these parallel dimensions.

Order theories equate individual adjustment to social prescriptions with a state of health; deviants are out of adjustment. Parsons defines health as, "...the state of optimum *capacity* of an individual for the effective performance of the roles and tasks for which he has been socialized."²⁶ In similar vein, Freud said neuroses result from a lack of harmony among personality factors and their relationship to society.

On the "conflict" side of the dichotomy Rollo May bluntly states that an adjustment is exactly what a neurosis is.²⁷ Gordon Allport

claims many a patient's head may be filled with "Freudian furniture" and no more than their particular existential view of the world may be their problem.²⁸

Horton adds to these interpretations of the "conflict", or existential perspective, with the growth definition of health implicit in Paul Goodman's appraisal of the causes of delinquency in American society. Goodman asks, "Is the harmonious organization to which the young are inadequately socialized, perhaps against human nature, or not worthy of human nature, and *therefore* there is difficulty in growing up?"²⁹

It is not necessary that we become involved in an either-or debate of Horton's "Paradigm for the analysis of conflict and order approaches to social problems". His critics seem content to debate the issue in essence as the question of whether societal boundaries are maintained by coercion or consensus. There is no question but that his dichotomy of perspectives exists. However, one might well look for individual vacillation from one perspective to another.

Just such vacillation may be seen in the few family life related publications approaching academic integrity in the matter of *what* to teach. It should be emphasized here that the field of family life is an area in education where there is heated debate and real fear over teaching all available information. And to make matters only worse; it is information which students want badly enough to take books not belonging to them in order to get it.

An example of the "bind" in which educators and writers may find themselves, is given in Vermes and Vermes, *Helping Youth Avoid Four*

Great Dangers. The incident concerns fifty high school students invited to a seminar, "Human Reproduction and Preparation for Childbirth", at New York Medical College. They were given a summary of primitive attitudes toward sex and reproduction, and made familiar with modern obstetrical instruments and contraceptive pills. They saw a film of natural childbirth and visited a hospital maternity floor.

Then came the test. Were the adults really ready to talk on the students' terms or were they attempting to maintain norms through awe of adult status?

At the roundtable which concluded the seminar, the students' questions concerned their primary interests of premarital sex and premarital sex education. Although the panelists included a psychiatrist, marriage counselor, obstetrician, and biology teacher, these specialists found it almost as difficult as a layman might to answer the basic, direct questions of the young people.

When Dr. Malvina Kremer, the psychiatrist, explained that "one must equate the depth and desire for lastingness in a relationship with the level of sexual contact," a boy inquired if that meant loving a girl made it acceptable for him to have sexual intercourse with her. The panelists then said that real love must include a desire for a permanent relationship like marriage.

The boy now stumped the panelists with his concluding question, "Would you recommend then that if two 16 year-olds feel that kind of love they get married?" They were unable to give him a direct "yes" or "no" answer on that one.

The authors continue with the story of Fred and Mary Lou who engaged in premarital sexual intercourse. Both were infected with a venereal disease from sexual contact with several other people. Further, Mary Lou was pregnant. The author fails to note that the relationship of these two young people bears little resemblance to that referred to by the young man in the seminar.

Next, the writers declare sex activity cannot be restrained merely

with threats of disease and illegitimate pregnancy. Instead,

They must feel that waiting until adulthood is the sensible, right, and ethical thing to do, in our particular society, with our Judeo-Christian system of morals. In other societies other moral standards may prevail, but in our Western civilization, with our late maturity, our prolonged educational preparation, and the scarcity and competition for jobs, young people are not able to accept the responsibility of a serious sexual relationship until they are out of their teens.

Another seminar student then asks how youth should divert their sex drives. The question is not directly answered. Instead it is advised that parents will have better results in their efforts to control teenage behavior by using suitable codes and keeping youth involved in such activities as conferences on human rights, winning Olympic medals and good-will tours.

Such occupied youth may, "...still make mistakes in their personal conduct; but they certainly have less time and inclination for it."³⁰

Recognition of the failure of absolutes to coerce youth flickers and fades. The writers never quite manage to approach their subject from the perspectives demanded by the young people in the medical seminar. Being shown obstetrical instruments and contraceptive pills is not the same as a frank discussion of interpersonal relationships and the realities of responsible use of the many methods of fertility control.

Richard F. Hettlinger, associate professor of religion at Kenyon College, in a recent book recommended by SIECUS, writes from a theological point of view. He concludes with an unexpected verdict. He says earlier,

The consequence (of traditional Christian teaching) is that Christians from infancy are imbued with a point of

view which is entirely inconsistent with the development of a mature sex life. The fact that it is acknowledged that most of them will not attain the ideal (i.e., complete abstinence from sexual activity or its restriction to marriage) does not greatly reduce the sense of unconscious fear and failure. The achievement of a balanced selfhood is made much more difficult by an in-built sense of incompetence and depravity.³¹

He then concludes that young people, all people, should live as responsibly as possible in their relationships with one another and omit making judgments. His book contains much information toward thoughtful decision-making.

Another theologian, James Pike, writes for parents. He bluntly clarifies two alternatives: Hold information from young people in fear of encouraging them to experiment and depend upon intense use of absolutes; or, give them all the information they want when they want it and depend upon continued attention to strengthening their decision-making abilities. Neither task is simple for parent or child nor frequently accomplished. Of the second, he concludes:

As in every other type of situation an existential ethic (if it is really ethic, not just existential) calls for the exercise of more conscientious responsibility than does adherence to a conventional code.³²

In order to guide one's child in carrying out the existential ethic, Pike says a parent would be obligated to inform his child of:

1. Responsibility for birth control; 2. venereal disease prevention;
3. discretion (we are social creatures and must live within society);
4. decent treatment of one's sexual partner (i.e., Buber's I-Thou rather than I-It relationship); 5. the futility of "shotgun" marriage; 6. legal abortion being sometimes a necessity; and that initial sexual experience brings to bear a new force as its "fruitage" which makes turning back

difficult if not impossible.³³

Lester Kirkendall agrees with much of Pike's stand but is critical of his failure to develop his point of calling a desirable sexual relationship "sacramental".³⁴ Of recent writers probably Maslow³⁵ and Watts³⁶ come nearer to developing such a viewpoint while Pike only mentions it. Kirkendall, with his interpersonal relationships concept drives to much greater depth than Pike in developing his existential ethic. In outline form his work is summarized:

BASIS FOR MORAL JUDGMENTS³⁷

Those actions, decisions, and attitudes are:

Right-Moral, which produce

1. Increased capacity to trust people
2. Greater integrity in relationships
3. Dissolution of barriers separating people
4. Cooperative attitudes
5. Enhanced self-respect
6. General attitudes of faith and confidence in people
7. Fulfillment of individual potentialities and a zest for living

Those actions, decisions, and attitudes are:

Wrong-Immoral, which produce

1. Increased distrust of people
2. Deceit and duplicity in relationships
3. Barriers between persons and groups
4. Resistant, uncooperative attitudes
5. Diminished self-respect
6. Exploitive behavior toward others
7. Thwarted and dwarfed individual capacities and dissolutionment

In concluding his 1961 study of the interpersonal relationships of 200 college level males who engaged in premarital sexual intercourse, he named eight "very powerful" social forces which, "appear to operate in such a way as to make it very difficult, if not impossible, to expect relationships of strength and integrity to result particularly from the

more casual use of premarital intercourse." The question follows, would an existential ethic result in "casual sex"? Depending upon definition, of course, but certainly from the viewpoint of the actor, it seems unlikely.

Kirkendall's impeding forces are sexual exploitation, communication difficulties, negative attitudes and values ("Irrational fear of sex makes objectivity and effective communication very difficult."), sex antagonisms and hostilities, biological and social sex differences, deficiencies in personal adjustments, an irrational moral code and inadequate societal arrangements.

On the other hand, he says, there are "facilitating forces" serving to modify our attitudes and sexual practices. These are a growing objectivity toward sex, growing insights into human nature, increasing tolerance for sexual expression, increased control over consequences (the real problem now being human failure to use controls), availability of advisory service, decline of the double standard and increasing research.³⁸

Is change within the institutions of marriage and family a negative factor? The question is neither asked nor answered by Horton's material. Nor does Znaniecki³⁹ exactly answer the question when he writes, "...sociologists must postulate that some kind of objective order exists among all social phenomena and discard altogether the concept of disorder and other analogous concepts." Social order and change are one, he concludes. The choice available to family life educators appears to be between open and frank discussion of all pertinent information, and stress upon maintenance of absolutes.

Several applications of Horton's dichotomy have been shown. Classroom use will be included within the in-service education outline and the annotated bibliography accompanying each of its ten sections. Again, its use is not intended as a guide to "right" and "wrong", but rather as a catalyzing instrument for discussion of the wide variety of ideas to which young people are exposed. Secondly, use of the dichotomy may help the teacher maintain objectivity in teaching.

PURPOSES AND GOALS OF THIS PROPOSED IN-SERVICE EDUCATION PROGRAM

1. The program is intended to assist teachers at all academic levels to integrate family life materials into their present subject matter and/or devote specific time segments to the area.
2. Teachers are encouraged to frankly evaluate their own stance as to their personal intention when presenting family life material.
3. They are offered a method of categorizing others' perspectives as revealed in the literature.
4. Teachers will be helped to realize the potential of their special field for contribution to family life.
5. Avenues for cooperation between teaching areas should be indicated by classroom interactions.
6. Gaining objective perspectives of central human development theories is stressed.
7. An opportunity to acquire experience in discussing formerly difficult subjects is given.
8. An actual involvement in useful teaching techniques is the program vehicle.

9. Teachers will obtain specific information essential to sex and family life education and its sources.

10. Teachers will be helped to cope with their own attitudes which may inhibit their ability to teach.

11. Teachers will thus be enabled to frankly evaluate their ability to teach family life information.

12. Teachers will both participate in a dialogue-centered classroom and gain experience towards actually conducting a similar situation with their own students.

In turn their students gain:

1. The specific information they desire.
2. An understanding of the sex-love dichotomy.
3. An analytic approach to family life concepts.
4. Strengthened self-concept.
5. Enhanced perceptions, especially of interpersonal relationships with the opposite sex.
6. A view of marriage as a state which may be apart from family.
7. Affirmation of values already held, clarification of those which are unclear and information for the formation of those yet to be established through the process of experience.

SUGGESTED TEACHING TECHNIQUES RELEVANT TO THE PROGRAM OUTLINE

General Philosophy

If the answer is knowable, that which a child seeks to know, he must know. Such a philosophy places considerable burden upon the teacher. While maintaining a clearing house for family life information

the individual with a zest for teaching will continue a search for further knowledge. The resulting attitude becomes an integral part of the teacher as a significant adult, model and communicator in the classroom.

Bruner has said, "Who is not able to recall the impact of some particular teacher - an enthusiast, a devotee of a point of view, a disciplinarian whose ardor came from love of a subject, a playful but serious mind?" The destructive images he recalls as, "teachers who sapped confidence, the dream killers, and the rest of the cabinet of horrors".⁴⁰

Teaching techniques suggested here are intended to intellectually and emotionally involve teacher and student in the accompanying subject matter. Carl Rogers tells us, "The only learning which significantly influences behavior is self-discovered" and this sort of learning cannot be directly communicated.⁴¹ Educators may despair of the lack of depth and breadth of the experiential fabric of many young people's lives.

But the teacher may need to expand his own perspectives in order to meet those of his students. For instance, Rainwater, in recent family planning field research came upon a strong correlation of sharedness of husband-wife roles and rising socio-economic family status.⁴² The husband who is involved in homemaking experiences is more interested in family planning than the man who is not. Knowing that lack of economic opportunity and resulting estrangement of husband-wife roles is a reality, especially among minority groups, the teacher can gain teaching relevance to certain student's lives. For example, what then is maturity to the Negro youth? What does feminine responsibility mean?

Relevance can be accomplished with intent only by the teacher dipping into the boundaries of the student's own perspective.

The teacher, then, must be student as well as teacher. In a program of this kind he will be referee-moderator to a small coeducational group of students (preferably a maximum of fifteen) engrossed in sharing ideas, sometimes to the heat of argument. His will be a constant vigil for openness and relevance.

Teaching Techniques

The teacher role is that of a moderator, the most widely informed inquirer and intent listener in the class, with a zest for new information and its potential. The following list of teaching techniques apply to the instructor for the in-service course and are suggested for the school classroom as well:

1. There is a vast quantity of reading material available on subjects relating to family life. None of it can be honestly considered worthless if the spirit of inquiry is applied to it. Of course, some will yield more substance than others. The first question is: What are we looking for in our reading?

Suggested inquiry:

- a. What process of decision-making does the writer seem to be using? i.e., what is the intent?
- b. Are his knowable facts correct?
- c. How does his message relate to family life?
- d. How does his stand compare with others on the same subject?
- e. How could the teacher use this material?

- f. How might this material relate to other areas of the school curriculum besides that of the teacher in question?
 - g. Is the teacher's communication skill adequate to the use of this material?
2. Because there is such a variety of material available, no one teacher or student could possibly read it all. Diversity will stimulate rewarding argument. Solution: Shared readings.
- a. Early in the course sources of material are considered and an understanding reached for each teacher-students' area of research. All reading levels can be reached this way.
 - b. Books of all sort, comic to treatise; films of all sort, pure fun to documentary; short writings, journals, teen-magazines, newspapers, women's magazines; pamphlets, radio and television - all media should be considered because we are interested in what people read and listened to and *what is the message?* How is it received?
 - c. As wide range of these materials as possible should be planned, repetition avoided and individual reading, listening and viewing habits considered as much as possible.
 - d. A specific area within (c.) is the biography used as case history. These are to be considered in their context of history and the prevailing culture and not for purpose of generalization. Instead the biography serves as a tool for clarifying the difference between statistical information as a basis for generalizations and individual case histories as examples of, and sources of, innovation and variety of human experience.

3. The classroom is considered an arena for the processing of material contributed by class members. Methods for this processing are listed.
 - a. Horton's "order and conflict theories of social problems as competing ideologies" is useful to detect the intent of the writer. A preceding section described this concept in essence as the individual's decision-making process. Later it was shown how these processes inculcate differing psychologies and how they are realized in the contrasting sociologies appearing in Horton's paradigm.
 - b. Variations of the two processes may be found.
 - c. Teachers may relate material to their own field.
 - d. Teachers may relate material to fellow teacher's field seeking potential areas of cooperation for integrated teaching programs.
4. Classroom interaction formulations:
 - a. Small groups with a maximum of fifteen students are important to the working of this program.
 - b. Coeducational classes are a must for contrast of opinion and breadth of human resource.
 - c. Participant structuring of time limit to debate and individual expression of opinion will assure fellowship and full use of class time.
 - d. In-service teachers should at every class meeting bear a very easily read identification if they are from different schools.
 - e. Seating at no time should be rigid.
 - f. Role-play is a useful technique. Activities can be varied

through the use of panels, concentric circle discussion, dialogue and student discussion leaders.

- g. Special attention is given to the most profitable use of films giving in-service teachers ample opportunity to study the films and practice handling their discussion.

Every effort should be made to establish an easy atmosphere at the first class meeting.

INTRODUCTION AND PROGRAM OUTLINE

Introduction

A series of ten suggested topics for at least as many sessions, plus accompanying resource materials, form the core of the in-service program. The basic intent of the design is to include all essential topics from both the physical and social sciences. Teachers will, of course, find many other excellent materials to be useful.

Topics are chosen in order to first lead the teacher-in-service toward an analytical approach to family life materials. Further, teachers are encouraged to seek out frames of reference used in writings on human development. Through discussion teachers will become an active part of the material under study. Several of the sessions are concerned with pertinent aspects of the social institutions of family, religion, education and economics. In addition extensive consideration of physical aspects of human development and their social implications is given. Social change as it is related to the family and male and female roles is important. This emphasis is entirely in keeping with the social psychological frame of reference in which the entire study is placed.

GENERAL READINGS

The general readings are intended to be used as basic sources of information. Implementation of the shared readings concept would provide a wide resource for the class.

William Goode gives a brief but clear sociological approach to the general theoretical question of family life in his *The Family*, Englewood Cliffs, N. J.: Prentice-Hall, 1964.

Two recent books are intended as texts in studying the social aspects of marriage and family. Particularly strong on cross-cultural material and descriptions of family structure and change theories is, *The Family in Social Context*, by Gerald Leslie, New York: Oxford University Press, 1967. Somewhat less theoretical but placing more stress upon controversial issues of male-female interpersonal relationships is Richard Udry's, *The Social Context of Marriage*, New York: J.B. Lippincott, Co., 1966.

Willard Waller who died early in his career wrote the first modern text on the family from an interactional point of view. His book, *The Family, A Dynamic Interpretation*, was revised by Reuben Hill, New York: The Dryden Press, 1956.

Not entirely up to date but still a very useful general text is Clifford Kirkpatrick's, *The Family as Process and Institution*, New York: Ronald Press, 1955. He gives special attention to the changing role of women. A newer publication with less appreciation of the interactional point of view is Harold T. Christensen's *Handbook of Marriage and the Family*, Chicago: Rand McNally & Co., 1964.

Collections of readings often contain writings by well-known

individuals noted for unique approaches to controversial questions. Two books of this sort for the area of family are Edwin M. Schur's *The Family and the Sexual Revolution*, Bloomington: Indiana University Press, 1964, and Marvin B. Sussman (ed.) *Sourcebook in Marriage and the Family*, Boston: Houghton Mifflin Co., 1963.

An indispensable reading for its historical information has been written by Sidney Ditzion, *Marriage, Morals and Sex in America*, New York: Bookman Associates, 1953. At least one student in a family life class should read this book in order to act as resource person for its extremely interesting material. Of particular quality is Ditzion's objective reporting of early American attempts at social action in the family life field.

It has been suggested that some students may be interested in reading biographical publications as individual case studies of human development. A composite of such studies is found in Victor Goertzel's *Cradles of Eminence*, Boston: Little, Brown, 1962. Another by Anne Roe, *The Making of a Scientist*, New York: Dodd, Mead, 1952, is the psychologists' report of her biographical study of sixty-four scientists.

In order that a family life teacher stay appraised of the field, subscribing to the following is essential:

SEICUS NEWSLETTER, 1855 Broadway, New York, N. Y., 10023.

NEWSLETTER, Population Policy Panel of Hugh Moore Fund, 60 East
142 Street, New York, N. Y., 10017.

POPULATION BULLETIN, published six times a year by the Population
Reference Bureau, Inc., 1755 Massachusetts Ave., N. W.,
Washington D. C., 20036.

PUBLIC AFFAIRS Pamphlets, 381 Park Ave. South, New York, N. Y.,
10016. (Especially good on population.)

PLANNED PARENTHOOD NEWS, 515 Madison Ave., New York, N. Y., 10022.

JOURNAL OF MARRIAGE AND THE FAMILY, The Council on Family Relations,
1219 University Ave. S. E., Minneapolis, Minn., 55414.

THE FAMILY COORDINATOR, The National Council On Family Relations,
1219 University Ave. S. E., Minneapolis, Minn., 55414.

Other sources of educational materials upon request are:

Maternity Center Association, 48 East 92nd St., New York, N.Y.,
10028.

E. C. Brown Trust Foundation, 3170 S. W. 87th Ave., Portland,
Oregon, 97225.

American Medical Association, 535 North Dearborn St., Chicago,
Ill., 60610.

American Social Health Association, 1740 Broadway, New York, N.Y.,
10019.

The Child Study Association of America, 9 East 89 St., New York,
N. Y., 10028.

A general bibliography of publications for a community program
"Attitudes in Sexuality", is available from the Department of Health
Education, University of Oregon, Eugene, Oregon, 97403. It lists only
recent publications. Horton's paradigm could be profitably applied to
any similar list.

READINGS SECTIONED FOR IN-SERVICE EDUCATION OUTLINE

Session 1

Comparative Interpretations of Scientific Method and
Their Application to the Social Sciences.

The purpose of the first session is to set an analytical pace for the program. Readings are selected to enable participants in an objective application of science as a tool working toward that goal.

Shared readings through group discussion may be utilized by the teachers. They will profit by exchange between the various fields represented in their group. The question, "How can I apply the tool of science to my teaching area?" must be answered by the individual for himself.

A book available in paperback which will serve as a refresher for teachers who studied sociology not too recently is: Peter L. Berger, *Invitation to Sociology: A Humanistic Perspective*, New York: Doubleday, 1963. As the title implies, Berger's point of view coincides with that which this paper attempts. Another paperback which more exclusively emphasizes the scientific method for the social sciences is: George A. Lundberg, *Can Science Save Us?*, McKay, 1961. The age of this writing is no deterrent to its value to the course. Two other books written in a more philosophical vein are: J. Bronowski, *Science and Human Values*, New York: J. Messener, 1956; and Abraham Maslow, *The Psychology of Science*, New York: Harper & Row, 1966.

An important aspect of any application of the scientific method, the sociology of knowledge, is explored by two well-known social

scientists. Robert Merton considers the existential bases of man's knowledge in "The Sociology of Knowledge" edited by Gurvitch and Moore and found in *Twentieth Century Sociology*, New York: The Philosophical Library, Inc., 1945.

Karl Mannheim writes on the same subject in quite a different manner in *Ideology and Utopia*, New York: Harvest Books, 1959. Especially good is Louis Wirth, preface and pages 67-83 and 269-275 where Mannheim focuses on the difference between relativism and relationalism. These books are essential to the understanding of how man contributes to his environment.

Other readings involving science and human values are:

Bruyn, *The Human Perspective in Sociology*, forward by Blumer,
pp. iii-vi.

Deutscher, "Words and Deeds: Social Science and Social Policy", in
American Journal of Sociology, Vol. LXXI, May 1966, pp.
701-713.

Feigl and Brodbeck, (eds.), *Readings in the Philosophy of Science*,
New York: Appleton-Century Crofts, Inc., 1953, pp. 3-8; 8-18;
674-676; 766-778.

Gouldner, "Anti'Minotaur: The Myth of a Value Free Sociology",
Social Problems, Vol. 9, Winter 1962, pp. 199-213.

Moore, "Strategy in Social Science", in Stein and Vidich, *Sociology
on Trial*, pp. 66-95.

Session 2

Detection of Frames of Reference Used in Writings on Human Development

Continuing the analytical approach to subject matter begun in the first session teachers are asked in this session to seek out frames of reference found in family life materials. In order to do this they must first familiarize themselves with schools of social psychological thought likely to be utilized by family life writers. Through the reading recommended for this session the teacher will also gain knowledge of primary interaction prerequisites to an integrated self concept.

Concentric circle discussions may be used in addition to techniques already mentioned. Here small groups, five for example, pulled out of the total class, conducts a discussion within the circle of the remainder of the class. This variation gives an opportunity for both new discussion relationships and observation. Horton's dichotomy is useful here as described earlier.

The instrument for this session of the program and throughout where applicable is John Horton's "Order and Conflict Theories of Social Problems as Competing Ideologies", *American Journal of Sociology*, May 1966, Vol. LXXI, 6.

Readings relating to personality in sociological theory:

Heine, "The Problem of Personality in Sociological Theory", in

Wepman and Heine, *Concepts of Personality*, pp. 385-409.

Strauss, "Transformations in Identity", in Rose, *Human Behavior and Social Processes*, Boston: Houghton Mifflin, 1962, pp. 63-85.

Readings in interactionism are:

Cooley, Charles Horton, *Human Nature and the Social Order*, New York: C. Scribner's Sons, 1922.

Foote, Nelson and Leonard S. Cottrell, Jr., *Identity and Interpersonal Competance*, Chicago: University of Chicago Press, 1955.

Lindesmith, Alfred, and Anselm Strauss, *Social Psychology*, rev. ed., New York: Holt, Rinehart and Winston, 1956.

Mead, George Herbert, *Mind, Self and Society*, Chicago: The University of Chicago Press, 1934. (Excellent introduction by Charles Morris.)

Strauss, Anselm, ed., *George Herbert Mead on Social Psychology*, Chicago: The University of Chicago Press, 1964.

Blumer, "Society as Symbolic Interaction", in Rose, *Human Behavior and Social Processes*, Boston: Houghton Mifflin, 1962.

Readings in structure-functionality (classed as "order" perspective by Horton):

Devereux, "Parson's Sociological Theory", in Max Black, ed., *The Social Theories of Talcott Parsons*, Englewood Cliffs, N. J.: Prentice Hall, 1961, pp. 1-63.

Parsons, Talcott, *Social Structure and Personality*, New York: The Free Press, 1964.

Wrong, Dennis, "The Oversocialized Conception of Man", *American Sociological Review*, April 1961, Vol. 26, pp. 183-193.

Introductory reading to psychoanalytic theories of personality:

Bruce, Paul, "Three Forces in Psychology and Their Ethical and

Educational Implications", *The Educational Forum*, March 1966,
Vol. 30, 3, pp. 277-285.

Readings in psychoanalytic theories of personality:

Blum, Gerald S., *Psychoanalytic Theories of Personality*, New York:
McGraw-Hill Book Co., 1953.

Freud, Sigmund, *Three Essays on the Theory of Sexuality*, New York:
Basic Books, 1962.

Bettelheim, Bruno, *The Empty Fortress*, New York: Free Press, 1967.

(A detailed account of infantile autism, his theory is
psychoanalytic but his treatment rests upon interactionism.)

Readings in criticism of psychoanalytic theories of personality:

Beach, Frank A., "The Descent of Instinct", the *Psychological
Review*, 1955, Vol. 62, pp. 401-10.

Chodoff, Paul, "A Critique of Freud's Theory of Infantile
Sexuality", *American Journal of Psychiatry*, Nov. 1966, Vol.
123, 5, pp. 501-517.

Mowrer, O. H., Introduction in Glasser's, *Reality Therapy: A New
Approach to Psychiatry*, New York: Harper & Row, 1966.

Readings in "Third Force" psychology:

Allport, Gordon, *Becoming*, New Haven: Yale University Press, 1965.

May, Rollo, ed., *Existential Psychology*, New York: Random House,
1967.

Maslow, Abraham, *Toward a Psychology of Being*, Princeton, N. J.:
Van Nostrand, 1962.

Rogers, Carl, *On Becoming a Person*, Cambridge, Mass.: Riverside
Press, 1961.

Readings in Human Communication are:

Buber, Martin, *Between Man and Man*, New York: The Macmillan Co., 1965.

Klapper, Joseph, *The Effects of Mass Communication*, New York: The Free Press, 1965.

Kluckhohn, Clyde, "Culture and Behavior", in Gardiner Lindzey, *Handbook of Social Psychology*, Vol. II, Cambridge, Mass.: Addison-Wesley Publishing Co., 1954.

McLuhan, Marshall, *Understanding Media: The Extensions of Man*, New York: McGraw-Hill Book Co., 1964.

Session 3

Comparison of Changing Family Patterns

The comparative study of family patterns is intended to widen the teacher's world-view. Reading and discussing utopian family patterns, old and new as well, may bring heated debate. Horton's dichotomy may be applied to retain objectivity. At this point, if not earlier, participants will be able to begin working through some of their own feelings which may be a handicap to objectivity in the classroom. Divorce, for example, is just one of the social problems brought out by the readings.

Although basically structure-functional in his theory, William Goode leans toward interactionism in his more recent writing on the family. This is apparent when he refers to changing family patterns as evidence of the family structure as a mediating factor in society. Orthodox structure-functionalism would identify family change as a break-down of the traditional institution. A basic reading on family

pattern by Goode is, *World Revolution and Family Patterns*, London: Free Press of Glencoe, 1963. A reader of the latter sort is Ruth Anshen, ed., *The Family: Its Function and Destiny*, New York: Harper & Brothers, Pub., 1949. An article which attempts a reconciliation of the problem by Jetse Sprey is "Family Disorganization: Toward a Conceptual Clarification", in *Journal of Marriage and the Family*, November 1966, Vol. 28, 4.

Earlier writings suggesting family reforms are described in the book by Ditzion, already listed. In addition students will find the following of interest:

Lindsey, Ben, *Companionate Marriage*, New York: Boni and Liverwright, 1927.

Estlake, Allen, *The Oneida Community*, London: George Redway, 1900.

Russell, Bertrand, *Marriage and Morals*, New York: Liverwright Pub. Corp., 1929.

Young, K., *Isn't One Wife Enough?*, New York: Holt, 1954.

Readings in debate of nuclear and kinship family pattern of contemporary society:

Wirth, Louis, "Urbanism as a Way of Life", *American Journal of Sociology*, July 1938, Vol. 44, pp. 1-24.

Parsons, Talcott and Robert Bales, *Family, Socialization and the Inter-Action Process*, Glencoe, Ill.: The Free Press, 1955, chapter 1.

Sussman, Marvin and Lee Burchinal, "Kin Family Network: Unheralded Structure in Current Conceptualizations of Family Functioning", *Marriage and Family Living*, August 1962, Vol. 24, pp. 231-240.

Young, Michael and Peter Willmott, *Kinship and Family in East London*, Glencoe, Ill.: The Free Press, 1957.

Readings in specific contemporary family patterns are:

Bernard, Jessie, *Marriage and Family Among Negroes*, Engelwood Cliffs, N. J.: Prentice-Hall, 1966.

Calderone, Mary, "The Married Teenager", *SIECUS* reprint.

California, "The Teenage Parent, Early Marriage and Childbearing", revised proceedings of symposium, Summer 1964, University of California at Davis. Dean of Extension, Administration Hall, University of California at Davis California, 95616.

Cuber, John and Peggy Harroff, *The Significant Americans*, New York: Appleton-Century, 1965.

Goode, William, *Women in Divorce*, New York: Free Press, 1965.

Hunt, Morton, *The World of the Formerly Married*, New York: McGraw-Hill, 1966.

Makarenko, A. S., *The Collective Family: A Handbook for Russian Parents*, New York: Doubleday, 1966.

Mead, Margaret, "Marriage in Two Steps", *Redbook*, July 1966, Vol. 127, 3.

Spiro, Melford, *Kibbutz: Venture in Utopia*, New York: Schocken Books, 1967.

Vincent, Clark, "Unmarried Mothers", *SIECUS* reprint.

Readings in contemporary utopias are:

Huxley, Aldous, *Island*, New York: Harper and Brothers, 1962.

Skinner, B. F., *Walden Two*, New York: Macmillan, 1948.

Session 4

Application of the Scientific Humanistic Perspective
to Social Change Theories

The difficult question of social change and contemporary trends in family patterns grows out of the topics included in the readings for this session.

In his last chapter of *The Family*, previously listed, William Goode comes to the conclusion that we have no satisfactory theory of social change. He chides other writers for calling technological invention social change. Actually, he says, this is not a theory of change but change itself. He might have gone on to say that all of social interaction in its bit by bit building process is social change.

Readings considering various aspects of social change are:

Allen, Francis, et al, *Technology and Social Change*, New York:

Appleton-Century-Crofts, Inc., 1957.

Childe, Gordon, *Man Makes Himself*, New York: World Literature, Inc,
1951.

Forbes, R. J., *Man the Maker*, New York: Abelard-Schurnan Ltd.,
1958.

Mills, C. Wright, *The Power Elite*, New York: Oxford University
Press, 1959, Chapter 13.

Rosenberg, Bernard, ed., *Analysis of Contemporary Society*, New
York: Thomas Y. Crowell Co., 1966.

Vincent, Clark, "Mental Health and the Family", *Journal of Marriage
and the Family*, February 1967, Vol. 29, 1.

Session 5

Mate Selection, Human Reproduction Potential and Related Topics

It is quite possible that many groups will devote more than one tenth of the in-service program time to this session. Research conducted in relation to this study, and the professional literature consulted, show teachers lack skill and knowledge in this area. Therefore, the additional time would be justified. A great deal of time is required for films and their discussion. The most constructive use of the participants' time requires their conducting these sessions while the leader performs as moderator. The result is a dialogue-centered classroom where teachers have an opportunity to become aware of their own feelings. Role-play where teachers assume student roles may cause a realistic turn in the teacher's ability to verbalize newly gained knowledge.

Readings in Human Reproduction are:

Lader, Lawrence, *Abortion*, New York: Bobbs-Merrill Co., 1966.

Montagu, Ashley, *Life Before Birth*, New York: New American Library, 1965.

Stiller, Richard, ed., *Illustrated Sex Dictionary*, New York: Heath Publications, 1966.

Films, human reproduction, available from State Film Library are:

Human and Animal Beginnings

Boy to Man

Girl to Woman

Human Growth

Parent to Child About Sex

Human Reproduction

A Normal Birth (See Oregon State Film Library catalogue, 1967.)

Illustrative materials (Maternity Center Association, New York):

Birth Atlas

Organs of Human Reproduction

Readings in sexuality are:

Hettlinger, Richard, *Living With Sex*, New York: The Seabury Press, 1966.

Kirkendall, *Premarital Intercourse and Interpersonal Relationships*, New York: Matrix House, 1966.

Masters, William and Virginia Johnson, *Human Sexual Response*, Boston: Little, Brown and Co., 1966.

Pike, James, *Teen-Agers and Sex*, Engelwood Cliffs, N. J.: Prentice Hall, Inc., 1965.

Reik, Theodore, *Psychology of Sex Relations*, New York: Grove Press, 1945.

Sex education pamphlets and reprints are:

SIECUS (discussion guides)

1. "Sex Education Outline"
2. "Homosexuality"
3. "Masturbation"

SIECUS (reprints)

Lief, Harold, "Masters-Johnson Research - An Evaluation".

Rubin, I., "Transitions in Sex Values - Implications for the Education of Adolescents".

Public Affairs Pamphlets

Kirkendall, Lester, "Sex and Our Society".

Friends Book Store, 304 Arch St., Philadelphia, Penn.,

"Towards A Quaker View of Sex", A. Heron, ed., 1964.

Swedish Information Service, 8 East 69th St., New York, 10021.

"Society and Sex in Sweden".

Readings in mate selection are:

Bolton, Charles D., "Mate Selection as the Development of a Relationship", *Marriage and Family Living*, August 1961, Vol. XXIII, pp. 234-240.

Trost, Jan, "Some Data on Mate Selection"; Winch, Robert, "Another Look at the Theory of Complementary Needs in Mate Selection", *Journal of Marriage and the Family*, November, 1967, Vol. 29, pp. 730-762.

Winch, Robert, *Mate Selection*, New York: Harper, 1958.

Readings in family planning are:

Guttmacher, Alan, *Planning Your Family*, New York: The Macmillan Co., 1964.

Rainwater, Lee, *Family Design*, Chicago: Aldine Pub. Co., 1965.

Planned Parenthood Association pamphlets are:

"Methods of Contraception in the U.S.", 1965.

"The Control of Fertility"

"The Churches Speak up on Birth Control"

(Film strips and demonstration materials are also available.)

Readings in Population are:

Spengler, Joseph and Otis Duncan, *Demographic Analysis*, Glencoe, Ill.: The Free Press, 1956.

Thomlinson, *Population Dynamics*, New York: Random House, 1965.

Other family planning and population materials are:

Public Affairs Pamphlets:

"This Crowded World", 306.

"A New Look at This Crowded World", 393.

Hugh Moore Fund Population Policy Panel:

"The Population Bomb"

Population Bulletin, Population Reference Bureau, Inc.

(Ask for listing of back issues; Vol. XXI, 2; Vol. XXII, 4, 5,
are especially good issues.)

Session 6

Male and Female, Social Sexual Development

Much of the material discussed in previous sessions will apply to this topic. An additional technique has teachers relate the later experiences of subjects from biographical readings to their possible perceived male or female role as a child. Since biographical readings are especially popular with primary and secondary students, teachers may find this perspective helpful. Special emphasis upon changing definitions of male and female roles is essential. The concept of mutual responsibility of the sexes for interpersonal relationships is desirable. However, readings have been chosen to offer a wide selection of male-female role perspectives. Horton's dichotomy can be applied as in most other sessions.

Readings intended to place equal emphasis upon the sexes are:

Calderone, Mary, "The Development of Healthy Sexuality". (Emphasis

upon non-verbal learning and sexuality development as a life-long process.) *SIECUS* reprint.

Colley, Thomas, "The Nature and Origins of Psychological Sexual Identity", *Psychological Review*, 1959, 66, pp. 165-177.

Lynn, David, "The Process of Learning Parental and Sex-Role Identification", *Journal of Marriage and the Family*, November 1966, Vol. 28, 4.

Mead, Margaret, *Male and Female*, Morrow, 1949.

Kinsey, A. C., et al, *Sexual Behavior in the Human Female*, Saunders, 1953, contains comparisons with the results reported in *Sexual Behavior in the Human Male*, 1948, and useful references to other studies.

Readings with special reference to the human male are:

Brenton, *The American Male*, New York: Coward-McCann, Inc., 1966.

Ferguson, Charles, *The Male Attitude*, Boston: Little, Brown & Co., 1966.

Readings with special reference to the human female are:

Beauvoir, Simone, *The Second Sex*, New York: Knopf, 1952.

Borgese, Elizabeth, *Ascent of Woman*, New York: George Braziller, 1963.

Deutsch, Helene, *The Psychology of Women*, New York: Grune and Stratton, 1944.

Hefner, Hugh, *Play Boy Philosophy*, Chicago: Play Boy Magazine, 1963.

Hunt, Morton, *Her Infinite Variety*, New York: Harper & Row Pub., 1962.

Langdon-Davies, John, *A Short History of Women*, New York: Viking Press, 1927.

Le Cappellanus, *The Art of Courtly Love*, New York: Frederick Ungar Pub. Co., 1957.

Seltman, *Women In Antiquity*, New York: St. Martin's Press, 1955.

Educational tapes, Audio Arts, 2828 S. W. Front Ave., Portland, Oregon, 97201:

"About Men"

"About Girls"

"Questions Most Asked by Girls"

"Questions Most Asked by Boys" (about themselves)

Session 7

The Phenomena of Adolescence

A panel of adolescent students can be utilized here. One suggestion has students appearing on the panel and the teachers read the same material before the session.

Topics for discussion with the panel will be dependent upon the particular situation. There are readings, however, which will be of help in setting up the discussion:

"Developing Open Communication About Sex with Youth", Deryck

Calderwood and Leila den Beste, and,

"Using a Student Panel in Teacher Education on Sex Standards",

Lester Kirkendall, both in *Journal of Marriage and Family*,

November, 1966, Vol. 28, 4.

Readings, generally pertinent to the subject are:

Friedenberg, Edgar, *Coming of Age in America*, New York: Random House, 1965.

Goodman, Paul, *Growing up Absurd*, New York: Random House, 1960.

Havighurst, Robert, and Hilda Taba, *Adolescent Character and Personality*, New York: John Wiley & Sons, Inc., 1949.

Mead, Margaret, *Coming of Age in Samoa*, New York: William Morrow & Co., Inc., 1949.

Miller, Warren, *The Cool World*, New York: Little, Brown & Co., 1964.

Simmons, J. I. and Barry Winograd, *Its Happening*, Santa Barbara: Marc-Laird Publications, 1967.

Films are:

Phoebe, Story of Premarital Pregnancy, McGraw-Hill.

You're No Good, (A fatherless and confused 18 year-old school dropout), McGraw-Hill.

Session 8

Relating Religion and Family Life

Talking with ministers of various religious faiths is the most important activity of this session. The purpose of these talks is to discover how the ministers believe their faith regards important aspects of family life. Contraception, divorce, abortion and the role of women in the marriage relationship are a few of the topics the class may want to explore.

Some of the readings previously listed contain material of

relevance to this session. These include Hettlinger, Pike, Buber and Lundberg, chapters five and six. Planned Parenthood's pamphlet, "The Churches Speak Up On Birth Control", may also be used again for reference.

Readings relating to religion and the family are:

Genne, William, "The Churches and Sexuality", *SIECUS NEWSLETTER*,
Fall 1960, Vol. 2, 3.

Glock, Charles and Rodney Stark, *Religion and Society in Tension*,
Chicago: Rand McNally & Co., 1965. Chapter 2 (dimensions of
'Religiosity') and Chapter 4 (application of Dimensions to the
question of religious revival in America). Glock, p. 263,
makes a very interesting reference to Feigl, p. 16, see
session 1 references.

Greater Portland Council of Churches, "Young People Downtown",
Portland, Oregon: Fall 1963. Doctrines of downtown churches
are spelled out.

Herberg, Will, *Protestant, Catholic, Jew*, rev. ed., New York:
Doubleday, 1960. Chapters 1-4. The author is concerned with
the "melting pot" aspect of American society. He believes
this country is at once becoming both more secular and more
"religious".

James, William, *Varieties of Religious Experience*, New York:
Modern Library, 1929.

Maslow, Abraham. *Religions, Values, and Peak-Experiences*,
Columbus: Ohio State University Press, 1964. The author
believes his concept of "peak-experience" parallels religious
experience.

- Novak, Michael, ed., *The Experience of Marriage*, New York: Macmillan Co., 1964. Couples write essays of experience of Catholic marriage revealing today's problems of Catholic sexuality.
- Rock, John, *The Time Has Come*, New York: Knopf, 1963. A Catholic doctor's proposal to end the battle over birth control in his church.
- Robinson, John, *Honest to God*, Philadelphia: The Westminster Press, 1963. The author proposes new images for God and Jesus for contemporary Christianity.
- Vincent, Clark, "Interfaith Marriage: Problem or Symptom?", in California, *Religion and the Face of America*, The University of California, 1958. The author believes the marital "I-Thou" relationship is often hampered by the "It" in the form of institutional loyalty. He proposes that this may be a fault of the church rather than the marriage.
- White, A. D., *A History of the Warfare of Science with Theology in Christendom*, New York: Dover, 1960.

Session 9

Reviewing Education and the American Family

Despite the institutionalization of education, the child through primary relationships in the home setting is deeply involved there in a most important part of his education. The suggested readings may offer at least two categories of thought and discussion to the class: 1. How does this aspect of education affect the child outside the home, though

that effect is then brought home? and 2. How does this aspect of education relate to parent-child relationships, especially the parent as a teacher?

Readings previously listed which contain important sections relating to education are: Buber, pp. 83-117; Feigl and Brodbeck, pp. 8-18; Lundberg, chapter 4; Mills, chapter 13; Simmons and Winograd, chapter 8, and Wheelis in Rosenberg, pp. 1-38.

Readings in education and the American family are:

Bruner, Jerome, *Towards a Theory of Instruction*, Harvard University:

Belknap Press, 1966.

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Session 10

Economic Factors, Stratification, Class Position and Family Variables

Goode's tentative list of eighteen variables for scrutiny of the

family from an economic point of view can serve as a basis for discussion in this session. The variables are found in *The Family*, pp. 81-82.

Readings in general problems of economic processes are:

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Readings in Negro family life are:

Bernard, Jessie, *Marriage and Family Among Negroes*, Englewood Cliffs, N. J.: Prentice Hall, 1966.

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CONCLUSION TO THE IN-SERVICE PROGRAM

The lively interest in family life education being shown by young people and many of their parents and teachers may be offset by another factor. The very diversity of concept which the above program stresses may result in an unwieldy difference in goals.

Communication difficulties are bound to persist. Disparity of ages and experienced rates of cultural change throughout the life span are unavoidable. The resulting variety of meanings and selectivity of perception can at least be modified through discussion.

What may be an unattainable prescription for the practice of reason appears in the family life program. Should use of the program be blocked by fears of the new and desire to retain the old, reason will have already failed. The search for certainty can also act as a deterrent to reason. Absolute guides to human interaction are no more obtainable by reason than by non-reason.

Today young people acquire much general information but are frequently thrown on their own resources for decision-making. This breadth of knowledge plus their extensive recreational experience is offset by a lack of opportunity to participate at depth in the ongoing housekeeping sort of business of the adult world. Activities for youth tend to be at a pseudo, or not quite essential, level. (Recall Vermes'

suggestion that young people be kept busy with such projects as the winning of Olympic medals.)

Critics of decision-making by youth via the existential ethic may be very correct in saying young people are not ready for it. This suggested program is offered as a tool in a complex situation demanding a pluralistic approach. Everyday meaningful participation in human events that matter to the operation of society has no substitute. Unless his experiential level is adequate, an individual may be more comfortable while being guided by tradition rather than reason. As mentioned earlier, the actual decision made in a particular situation may be the same regardless of the means used for reaching it. It is the individual with neither firm traditional commitments or the strength of an existential ethic who may be most touched by the proposed family life program. Communication theory, although tentative, points to this supposition. For this reason our stress upon the objective presentation of the program material is of great importance.

Two final points demand attention. The first concerns the teacher. Objectivity is extremely difficult. Whenever it is impossible the teacher is called upon to identify his subjectivity as being just that and to seek out diversity in the classroom as a counter force.

The second point is closely related and encouraging. There is an emergence of rational potential, Bruner says, which is not found in hormonal adolescents in technically less mature societies. Something very special happens when language becomes increasingly important as a medium of thought. "It is evidenced by an ability to consider propositions rather than objects; concepts become more exclusively hierarchical

in structure; alternate possibilities can be handled in a combinatorial fashion", according to Bruner.⁴³

It is this emerging process of reflection which the foregoing plan for family life education would entertain.

V

THESIS SUMMARY AND CONCLUSIONS

Research of conditions in a specific metropolitan area and opinions from the professional literature have been presented to support the stated existence of a pedagogical problem. That problem has been defined as teacher inadequacy to the task of family life education in primary and secondary schools.

Family life education for the purpose of this study is defined as, "classroom education dealing with both the biological and sociological aspects of the individual's development which particularly involve awareness of one's present and potential family interaction and its relationship to patterns of the ongoing life process." The description was selected in order to place the problem in an ongoing, social psychological, frame of reference.

Investigation shows that teachers are inadequate to the family life teaching task, first, because they lack the necessary knowledge which must be drawn from both the physical and the social sciences. Secondly, adults frequently find they experience fears and doubts which inhibit their freedom to discuss topics pertaining to sex. Sex education has been found a necessary part of family life education. In order to modify the deterrents to teacher adequacy an in-service program of teacher education is proposed. The program is realized through a cooperative plan to involve teachers in a maximum information and experiential environment.

The content of family life education includes both biological and

sociological aspects. Further, it has been shown, the ability to communicate applicable parts of both social and physical sciences is as important as its knowledge. Although subject matter is extremely important, its implementation is equally so. If the program teacher is knowledgeable, and possesses student rapport, the remaining skill development task is accomplished only through class involvement of each teacher-in-service.

The study places an emphasis upon communication because such skills have been shown to be very important to the success of the family life teacher. Further, it is revealed, the communication process itself is basic to human interaction and therefore to development. This interpretation of the human process points to a consideration of the family as a social institution in its interaction with other ongoing social patterns. In this frame of reference the in-service program provides an opportunity for an analytic approach to family life materials.

Only through actual discussion can the fullest opportunity be given teachers to become aware of their own attitudes relevant to teaching family life. Again, only through actually discussing difficult topics can teachers overcome the hesitancy to meet frank statements and inquiries in their classrooms. Because there is much uncoordinated material for family life education it is suggested that teachers-in-service each read different materials and share them through discussion in the proposed ten program sessions.

The program teacher should be acquainted with all possible materials. When diversity of opinion and emotionally based discussion threaten thoughtful participation Horton's dichotomy may be applied as a

moderator. Or, the dichotomy is used as an initial analytical tool which may also serve as a discussion catalyst. To be more exact, the in-service program teacher must be skilled and knowledgeable in addition to attaining excellent rapport with teachers-in-service. Through this rapport and openness of discussion, it is hoped that the teacher-in-service may in turn carry the accompanying skill and knowledge to the classroom.

Lack of skill and knowledge has been said to describe the pedagogical problem of teacher inadequacy to the family life education task. The proposed in-service program contains elements of both social and physical sciences pertinent to family life. It is accompanied by teaching techniques intended to encourage teachers to communicate, and thus become more skilled and aware of, related attitudes which may hamper their teaching. Through implementation of such a program the deterrents to teacher adequacy to the family life education task may be modified. The interested primary or secondary teacher is then freed from concern over dealing effectively with his own feelings - freed to become a part of and make the most of the teachable moments which his zest and confidence may inspire.

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APPENDIX A

SEX EDUCATION AND INFORMATION COUNCIL OF THE UNITED STATES

THE SIECUS PURPOSE

To establish man's sexuality as a health entity: to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; to dignify it by openness of approach, study and scientific research designed to lead towards its understanding and its freedom from exploitation; to give leadership to professionals and to society, to the end that human beings may be aided towards responsible use of the sexual faculty and towards assimilation of sex into their individual life patterns as a creative and re-creative force.

OFFICERS OF SIECUS

- President* Lester L. Doniger, Publisher, Manhasset, New York
- Vice Presidents* Jessie Bernard, Ph.D., Research Professor, Honoris Causa, Pennsylvania State University, University Park, Pennsylvania
- Harold I. Lief, M.D., Professor of Psychiatry, Division of Family Study, University of Pennsylvania School of Medicine, Philadelphia, Pa.
- J. Noel Macy, Washington, D.C.
- Secretary* Father George Hagmaier, C.S.P., Ed.D., Associate Director, Paulist Institute for Religious Research, New York, N. Y.
- Treasurer* Isadore Rubin, Ph.D., Editor, Sexology Magazine, New York, N. Y.

Immediate Past President . . David R. Mace, Ph.D., Professor of
Family Sociology, Bowman Gray
School of Medicine, Winston-
Salem, N. C.

Executive Director Mary S. Calderone, M.D., M.P.H.,

APPENDIX B

OREGON'S SEX EDUCATION PROGRAM - STATE DEPARTMENT OF EDUCATION

Division of Instruction - Special Consultant Services Section

BACKGROUND

Many requests for information about Oregon's program of sex education in the schools are received by both the State Department of Education and the E. C. Brown Trust. These numerous requests evidently spring from Oregon's reputation for leadership in sex education and referrals by many professional people throughout the nation who are asked by communities and schools for counsel in setting up school sex education programs. Oregon's reputation and philosophy respecting sex education are linked with a fairly complicated history which is set forth briefly here so that those who seek information may judge whether or not Oregon's experiences may be helpful to them.

First, the E. C. Brown Trust must be explained. This Trust was created in 1939 under terms of the will of Dr. Ellis C. Brown of Portland, who left the bulk of a considerable fortune for the establishment of an educational foundation devoted exclusively to sex education. Administrator of the fund is the president of the University of Oregon; the director is and always has been a member of the University's faculty. From the beginning, the Trust and the State Department of Education have worked together closely though informally.

In 1945 both the Trust and the Department of Education were interested in the passage of a state law requiring that health and

physical education be taught in all Oregon elementary and secondary schools at all grade levels. The law was passed and its intent was implemented in part by publication of a state health course of study entitled "Health Guide Units for Oregon Teachers, Grades 7-12." This course of study was prepared by Howard S. Hoyman, then Professor of Health Education, University of Oregon. It was published by the E. C. Brown Trust and distributed through the University's cooperative book store. In this program sex education was provided for various grade levels in connection with units of instruction on functions of the human body and communicable diseases. It was this combination of circumstances that led to the assumption by many that sex education was required in Oregon schools by law.

In 1949 the E. C. Brown Trust sponsored production of the film *Human Growth*, a pioneering effort in both audiovisual instruction and sex education. The film immediately attracted widespread attention and was publicized in many national periodicals and newspapers. Some of these, on the basis of the health education law mentioned above, asserted that sex education was compulsory in Oregon. Actually, the law itself made no reference to sex education, although the eleven areas which are required in the health education program are definitely defined and include many elements on sex education.

GENERAL STATEMENT

In keeping with the Oregon philosophy, sex education is conducted through regular health classes. There are areas outlined in the health instruction handbooks for Oregon schools which lend themselves readily

to material of this nature. Teachers are encouraged to take advantage of the many opportunities afforded in these health units for including family living, mental health, and moral and spiritual values where this information would naturally appear. Each school is expected to emphasize this instruction according to the ability of the teacher and needs of the group.

APPENDIX C

"LOVE IN CONTEMPORARY SOCIETY"

A Three-Day Working Conference - February 16 - 17 - 18, 1965

(An Activity of the Division of Continuing Education
of the Oregon State System of Higher Education)

PART I - IMAGES OF LOVE IN CONTEMPORARY SOCIETY

First Session:

Registration

"Love in the Ideal Society"

Judah Bierman, Associate Professor of English, Portland State
College

"Images of Love in Film and Television"

Andries Deinum, Associate Professor of Humanities, Division of
Continuing Education

Film: *The Lovers*

Louis Malle, Director

Comments and Discussion

Andries Deinum

Second Session:

"The Rise & Fall of Love in Public Media"

Dr. Peter Raible, Minister, University Unitarian Church,
Seattle, Washington

Comment

Dr. James Breedlove, Associate Professor of Social Work,
Portland State College

"Cultural & Social Origins of Love Images"

Dr. Roy Rodgers, Assistant Professor of Sociology, University
of Oregon

Comment

George Saslow, M.D., Chairman, Department of Psychiatry,
University of Oregon Medical School

Small Group Discussions

Kenneth Cunningham, Assistant Professor of Sociology, PSC
Morris Weitman, Associate Professor of Psychology, PSC
Joseph F. Jones, Assistant Professor of Sociology, PSC
Nona Glazer, Assistant Professor of Sociology, PSC
Jarvis M. Finley, Assistant Professor of Sociology, PSC
Patrick J. McGillivray, Assistant Professor of Sociology, PSC
Clyde Pope, Research Sociologist, Portland Community Council

PART II - CONTEMPORARY PROBLEMS

Third Session:

Chairman, Dr. Gordon Hearn, Director, School of Social Work, PSC

"Love in the Abundant and Deprived Societies"

Mr. Michael Harrington, Free Lance Writer, Author of *The Other America*

Comment

Frederick Chino, Assistant Professor of Sociology, PSC

General Discussion with questions from the floor

Fourth Session:

Chairman, Dr. Lester A. Kirkendall, Professor of Family Life,
Oregon State University

"Procreation, Pleasure and the Pill"

Alan Guttmacher, M.D., President, Planned Parenthood - World
Population

Comment

Paul Blachly, M.D., Assistant Professor of Psychiatry,
University of Oregon Medical School

Comment

Dr. Lester A. Kirkendall

General Discussion with questions from the floor

PART III - PROJECTS AND PROPOSALS FOR THE FUTURE

Fifth Session:

Conference Banquet

Chairman, Dr. Curtis E. Avery, Director, E. C. Brown Trust

"Knowledge and Social Change"

Dr. Harry J. Alpert, Dean of Faculties, University of Oregon

Sixth Session:

Panel Discussion: "What Needs to be Done?"

Chairman, Curtis E. Avery

Panelists: Alan Guttmacher, M.D., Michael Harrington,
Lester Kirkendall, Peter Raible, Roy Rodgers

APPENDIX D

Invitational

"SEX EDUCATION GUIDELINES IN A MODERN SOCIETY"

Thursday, October 27, 1966 - Portland State College

Sponsored by:

Multnomah County Medical Society, Portland Public Schools, Portland State
CollegeRegistration - View Exhibits - Coffee HourOpening SessionSpeaker; Harold I. Lief, M.D. "Some Problems & Issues in Sex
Education"Intermission - View Exhibits - Coffee BreakSmall Discussion Groups

1. Instruction & Guidance in Emerging Sexuality: Pre-Adolescent
Emerging Sexuality
2. Instruction & Guidance in Emerging Sexuality: Counseling
Adolescents for Sexuality
3. Foundations for Modern Sex Ethics
4. The Family Role in Education for Sexuality

Informal Luncheon (no speaker) - View ExhibitsFour 15-minute Presentations - Four Question-and-Answer periods

1. Sociological Aspects (Lester A. Kirkendall, Ph.D.)
2. School Programs (Miss Helen Manley)
3. Activities of the E. C. Brown Trust (Curtis E. Avery)
4. Role of the Clergy (The Rev. Jack H. Stipe, ACSW)

Intermission - View Exhibits - Coffee Break

Panel Discussion: "Sex Education Guidelines"

Moderator: Dr. Harold I. Lief

Panelists: Dr. Lester A. Kirkendall, Miss Helen Manley,
Mr. Curtis E. Avery, Father Jack H. Stipe

Adjournment

APPENDIX E

C O P Y

LONGVIEW PUBLIC SCHOOLS
Longview, Washington
February 28, 1967

Mrs. Helen Running
1951 N. E. 142
Portland, Oregon 97230

Dear Mrs. Running:

You may be disappointed in the kind of information I am providing you on our Family Life education program but the following is about as good a description of our situation as I can give you.

In the late 1940's as a high school principal I became concerned with the attitude of people in the community toward high school boys' and girls' moral standards. In those years about the same situation existed as is common in many communities scattered over our country at the present time. I saw at that time, as many people are doing now, that there was a great need for some agency to make a leading contribution to the development of family living education and all of its ramifications including sex education. Because of my concern and lack of knowledge of where to go I sought and found the opportunity to attend a six weeks institute in family living education at the University of California at Berkeley. Through that institute I became imbued with many of the ideas about sex education that Dr. Calderone is presenting so well. Upon my return to the community I spent a busy year giving courses to groups of parents organized through Parent Teacher Associations and the adult education program of the schools, talking to faculty members in our schools and helping in any way I could to encourage teachers to start helping parents by giving some instruction toward family living education and sex education in our schools. The idea took hold in a rather spasmodic way as you would expect, depending upon teachers' interest and confidence in their ability. At any rate we were able to start in a meager way giving some instruction that was acceptable to parents in our community.

Before the above took place we had been showing films on menstruation to sixth grade girls. Boys were ignored. The showing of these films has continued and we have also found suitable films for fifth grade girls. With this fifth and sixth grade work as a basis we have developed a ten lesson unit of instruction for the seventh grade which involves reproduction as part of the study about the endocrine systems. As our system has developed and as our instructors have changed I am of the opinion the development of attitudes toward sex is not very well done in this unit.

LONGVIEW PUBLIC SCHOOLS
Page 2 of Copy

Over the period of years in the developing of this seventh grade unit and getting it well accepted by the community other developments have occurred in the senior high school. Psychology was added to the curriculum as an elective for juniors and seniors. The original instructor made an emphasis on understanding of one's self and included much about the effects of sexual development upon the emotional reactions of individuals and their societal relationships. This elective course has continued and probably affects from 50 to 60% of seniors before their graduation. At the same time our biology instructors, of which the psychology teacher was one, became interested in making more of an emphasis upon human reproduction in their biological science course. This has continued also. Again I am inclined to believe that as the course developed we have gravitated toward mechanical processes rather than emotional reactions. Home Economics teachers have tried to include some general work about the family in the Home Economics courses but this has much distance to go to reach the goals in the true family living education program. Health teachers have given attention to sex education to some extent but boys much less than girls. In all these years our health teachers have not felt comfortable in doing very much about sex education in their program. I only point these out to emphasize to you that the spotty program of sex education in the Longview Schools has not developed a continuous course from which materials can be picked to send as samples.

Because of the above situation on sex education we feel fortunate to have a few people in our community become imbued with the spirit they would like to do something that would create better attitudes in the community and in the schools about a sex education program. Mrs. Buck, a doctor's wife, as spoken of in Dr. Calderone's article, is a person who became inspired with developing the program described. I am happy to know we are conducting in the community a series of workshops whose goal is to develop a nucleus of people to help develop programs of study that can be used by churches, YMCA's and various other community organizations. We are participating as a school district by affording our faculty members an opportunity to participate and receive in-service training credit toward advancement on our salary schedule. It is this nucleus of faculty members which we hope will form a committee which will organize a more complete and positive program for the schools. When we have gone through this process I am sure any program we will have organized will be acceptable to the great majority of our citizens.

Dr. Calderone I believe has given a fairly complete description of how our community organized to develop these workshops. I believe the organization she suggests will work with any community. I believe any

LONGVIEW PUBLIC SCHOOLS

Page 3 of Copy

community having gone through this process will be prepared to accept any kind of a family living education program including sex education which is developed. Without this background of work I believe any school will have to go through considerable trial and error and much pain to develop an acceptable program. I think I should say as a result of our experience here that even participating in the program as suggested by Dr. Calderone and developing a community attitude as this program grows that you will still find objection by some people. At least I expect to find some individuals in our community who will raise objections to an improved and extended program on family life and sex education in the Longview Schools after many years of being exposed to it in a very moderate way.

I hope this is sufficient response to your request to help you on your way.

S/ Earl J. Reed, M.D., Superintendent

APPENDIX F

HORTON'S PARADIGM FOR THE ANALYSIS OF CONFLICT AND ORDER

APPROACHES TO SOCIAL PROBLEMS

In order more sharply to compare order and conflict models in terms of their implications for explanations of deviation and social problems, essential differences can be summarized along a number of parallel dimensions. These dimensions are dichotomized into order and conflict categories. The resulting paradigm can be used as a preliminary guide for the content analysis of contemporary as well as classical studies of social problems.

ORDER PERSPECTIVE

CONFLICT PERSPECTIVE

1. UNDERLYING SOCIAL PERSPECTIVE AND VALUE POSITIONS (IDEAL)

a. *Image of man and society*

Society as a natural boundary-maintaining system of action

Transcendent nature of society, an entity *sui generis*, greater than and different from the sum of its parts; lack of transcendence as lack of social control means anomy

Positive attitude toward the maintenance of social institutions

b. *Human nature*

Homo duplex, man half egoistic (self-nature), half altruistic (socialized nature), ever in need of restraints for the collective good

or

Society as a contested struggle between groups with opposed aims and perspectives

Immanent conception of society and the social relationship; men are society; society is the extension of man, the indwelling of man; the transcendence of society is tantamount to the alienation of man from his own social nature

Positive attitude toward change

Homo laborans existential man, the active creator of himself and society through practical and autonomous social action

Tabula rasa, man equated with
the socialization process

or

Home damatus, the division into
morally superior and morally
inferior men

c. *Values*

The social good: balance,
stability, authority,
order, quantitative growth
("moving equilibrium")

Freedom as autonomy, change,
action, qualitative growth

2. MODES OF "SCIENTIFIC" ANALYSIS

Natural science model: quest for
general and universal laws
and repeated patterns gleaned
through empirical research

Historical model: quest for under-
standing (*Verstehen*) through
historical analysis of unique
and changing events; possible
use of ideal type of generaliza-
tion based on historically
specific patterns.

Multiple causality; theory charac-
terized by high level of
abstraction, but empirical
studies marked by low level of
generalization (separation of
theory from application)

Unicausality; high or low level
of theoretical generalization;
union of theory and practice
in social research and social
action

Conditions of objectivity; accurate
correspondence of concepts to
facts; rigid separation of
observer and facts observed -
passive, receptive theory of
knowledge

Utility in terms of observer's
interests; objectivity dis-
cussed in the context of
subjectivity - activist
theory of knowledge

Analysis begins with culture as
major determinant of order and
structure and proceeds to
personality and social organi-
zation

Analysis begins with organization
of social activities or with
growth and maintenance needs
of man and proceeds to culture

Dominant concepts: ahistorical;
high level of generality;
holistic; supra-individual
concepts; ultimate referent
for concepts - system needs
considered universally (i.e.,
the functional prerequisites of
any social system) or relativisti-
cally (i.e., present maintenance
requirements of a particular
social system)

Historical, dynamic; low level of
generality and high level of
historical specificity; ultimate
referent for concepts - human
needs considered universally
(i.e., man's species nature)
or relativistically (demands
of particular contenders for
power); referent often the future
or an unrealized state of affairs

3. ORDER AND CONFLICT THEORIES OF SOCIAL PROBLEMS AND DEVIATION

- a. *Standards for the definition of health and pathology*
 Health equated with existing values of a postulated society (or a dominant group in the society), ideological definition
- Health equated with unrealized standards (the aspirations of subordinate but rising groups), utopian definition
- b. *Evaluation of deviant behavior*
 Pathological to the functioning of the social system
- Possibly progressive to the necessary transformation of existing relationships
- c. *Explanation of deviation or a social problem*
 A problem of anomy in adequate control over competing groups in the social system; disequilibrium in the existing society
- A problem of self-alienation, being thwarted in the realization of individual and group goals; a problem of illegitimate social control and exploitation
- d. *Implied ameliorative action*
 Extension of social control (further and more efficient institutionalization of social system values); adjustment of individuals to system needs; working within the system; the administrative solution
- Rupture of social control; radical transformation of existing patterns of interaction; revolutionary change of the social system

4. ORDER AND CONFLICT THEORIES AS SOCIALLY SITUATED VOCABULARIES

- Dominant groups: the establishment and administrators of the establishment
- Subordinate groups aspiring for greater power
- Contemporary representatives: Parsonian and Mertonian approach to social problems as a liberal variant of order models; politically conservative approaches
- C. W. Mills, new left (SNCC, SDS, etc.) approaches the old left (socialistic and communistic)

FOOTNOTES

- ¹Curtis E. Avery and Margie R. Lee. "Family Life Education: Its Philosophy and Purpose". *The Family Life Coordinator*, April, 1964, vol. 13, no. 2: pp. 43-49.
- ²Paul Brandwein. *The World of Living Things*. New York: Harcourt, Brace and World, Inc., 1964.
- ³Biological Sciences Curriculum Study. *Biological Science, An Inquiry into Life*. New York: Harcourt, Brace and World, Inc., 1963, pp. 473-475.
- ⁴Personal communication with health education supervisor.
- ⁵Multnomah County Medical Society. *The Bulletin*. vol. 22, no. 3, March, 1967.
- ⁶Multnomah County Medical Society. *The Bulletin*. vol. 23, no. 3, March, 1968.
- ⁷"Teachers' Exchange". *Journal of Marriage And the Family*. May, 1967, vol. 29, no. 2: pp. 374-389.
- ⁸*SIECUS Newsletter*. Winter, 1968, vol. 3, no. 4: p. 1.
- ⁹James W. Vander Zanden. *American Minority Relations*. New York: The Ronald Press Company, 1963, p. 429.
- ¹⁰Jerome S. Bruner. "Education As Social Invention". *The Saturday Review*, February 19, 1966, vol. 49, no. 8: p. 70.
- ¹¹Ibid., p. 103.
- ¹²Joseph T. Klapper. *The Effects of Mass Communication*. New York: The Free Press, 1965, p. 8.
- ¹³Ibid., p. 228-229.
- ¹⁴Ibid., p. 32.
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