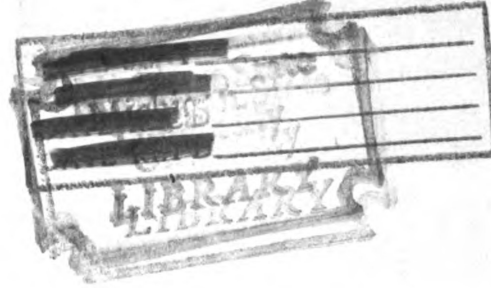




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**Comparative Study of Two Family Life Teaching Methods  
At Ecorse High School**

**by  
Kathleen Brenner**

**A Problem**

**Submitted to the Faculty of the College of Home Economics of  
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Comparative Study of Two Family Life Teaching Methods  
at Ecorse High School

Abstract

The study was designed to obtain information about a decision-making teaching technique as compared to a textbook technique of teaching family life. Each control and experimental group consisted of seventeen students from lower socio-economic backgrounds. Each group completed a Marriage Inventory designed by Burgess, Cottrell, Wallin, and Locke. The Marriage Inventory was adapted for high school students use by the author. Students completed the instrument before and after the semester's class instruction. The objective was to determine if the decision-making teaching technique employed by the teacher indicated a significant difference in student perception of the solutions to marital problems. The data were summarized and compared using the mean scores and the t score of probability. The analysis of the data did not reveal any significant changes as a result of the experimental situation. Therefore, no differences in the two techniques have been found as a result of this study. The study did indicate that students tend to think unrealistically about their marital relationships, and the need for

**an instrument specifically prepared for the students from a lower socio-economic group.**

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## CHAPTER I

### INTRODUCTION

#### The Problem and Its Scope

Techniques and methods of teaching used by family life educators are practically as numerous as the number of persons teaching family life. Kerckhoff stated:

Recent studies such as G. A. Christensen's (1958) show that family life teachers as a group do not have a unique set of methods and techniques for teaching. However, it has been obvious from the literature that many individuals have attempted to make their teaching less "bookish" and more functional by applying methods not frequently used in other classes. ...Meanwhile, however, individual teachers report success with many techniques.<sup>1</sup>

Another study conducted by Morgan lists twenty-four various methods and techniques used in the teaching of family life.<sup>2</sup> Many of these educators believe their method is the correct one. This belief may be true when considering the particular youth enrolled in such classes and the individual nature of the problems of each school and community. However, few studies have been conducted to determine the success or failure of the techniques and methods employed. Force has conducted such a study at Toms River, New Jersey. In discussing

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1. Harold T. Christensen, ed.; Handbook of Marriage and the Family; Chicago; Rand McNally and Co., 1964, p. 891
  2. Ibid., p. 891

methods which she used during her study she stated, "I am tempted to dwell on method and teaching techniques even though I am fully aware that method is usually highly individualized and that teaching demands much more than techniques."<sup>3</sup>

### **Importance of the Study**

If one agrees that methods and techniques of teaching family life are unique for the individual teacher, then research is necessary to determine which methods might produce the desired results for the particular students and the teacher. This study compares two techniques of teaching family life to the students of Ecorse High School.

### **Statement of the Problem**

The purpose of this study was to determine if a decision-making teaching technique encourages the student to be more insightful than a textbook oriented technique to perceive and identify possible marital problems.

### **Hypothesis**

There will be no significant difference found between the control and experimental groups.

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3. Elizabeth S. Force; Teaching Family Life Education; New York, Bureau of Publications, Teacher College, Columbia University, 1962, p. 17

### Assumptions of the Study

It was assumed that the Marriage Inventory prepared by Burgess, Cottrell, Wallin and Locke, originally prepared for married couples, was a valid instrument. The validity of this instrument was preserved in adapting it for use by high school students in the current study.

It was further assumed that the students were randomly assigned to the classes.

## CHAPTER II

### REVIEW OF LITERATURE

Marriage among teenagers has been a trend since at least 1950. This trend has been and is of great concern to the family life educator, and has many implications for the field of family life education. Burchinal indicated some responsibilities of the family life educator when he stated:

Current concern about young marriage provides a powerful basis for defending existing marriage and family life education programs and for proposing their expansion. Young marriage is an explosive issue. It touches on several basic American values; norms of premarital chastity, the value of strong home and family life, and the importance of an adequate education.<sup>1</sup>

In the introduction to Elizabeth S. Force's book Teaching Family Life Education, Vahanian stated: "...family life education has as its main purpose the stimulation of growth in self understanding and of increasing competence in meaningful interpersonal relationships".<sup>2</sup>

Many methods and techniques of teaching have been used by family life educators to meet the present and future needs of the student. Morgan found many techniques as reported in

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1. Marvin Sussman, ed.; Sourcebook in Marriage and the Family; Boston, Houghton Mifflin Co., 1963, p. 520
  2. Elizabeth S. Force; Teaching Family Life Education; New York, Bureau of Publications, Teacher College, Columbia University, 1862, p. ix

the Teacher Exchange section of the Journal of Marriage and the Family. Some of these techniques were: autobiographies, checklists used as icebreakers, debates, discussion techniques including buzz groups, circle discussions, open discussion, films, novels, problem solving, etc.<sup>3</sup> Although techniques and approaches in teaching family life are not unique, each educator has his own ideas of the "correct" way to teach the subject. Kerckhoff stated:

...Some critics of the field, in fact, believe family life teachers have been so taken up with certain methods of teaching that more emphasis has been put on the techniques than on the goals of the course. Probably the matter would be a great deal clearer if there were more rigidly controlled experiments within the field to compare and evaluate various teaching methods.<sup>4</sup>

Careful evaluation of the use of various techniques and methods in the teaching of family life appear necessary because youth marry at an early age, and often are unaware of the problems which may appear. Youth often believe marriage is a happy merry-go-round, and fail to recognize the decisions which must be made. Blood stated:

Marital decision-making at its best is not only equalitarian and shared but also mutually deferent. Decision-making should involve not so much conflict-resolution through give and take bargaining as an altruistic willingness of both

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3. Harold T. Christensen, ed.; Handbook of Marriage and the Family; Chicago, Rand McNally and Co., 1964, p. 891

4. Ibid., p. 890

partners to go more than half way in meeting the other's wishes.<sup>5</sup>

Which methods of teaching are best suited to teaching this subject matter? In discussing the importance of family life courses, Luckey and Nuebeck stated:

A course planned to permit personality interaction between members of the class gives actual practice in the development of such qualities as tolerance, co-operation, compromise and acceptance which perhaps is basic to the development of flexibility...equally important is the fact that the student is learning to communicate. He is expressing himself--his feelings--putting them into language which his classmates can understand. Reciprocally he is learning to listen, to understand the feelings as well as the words of others.<sup>6</sup>

In discussing the basic needs of the family life course of study, Broderick stated:

Theoretically, these students should be offered: 1. information based on reliable research which will augment their own experiences, 2. concepts according to which they can analyze and interpret both their own experiences and newly learned information, 3. opportunities to apply this information through role playing, discussion and papers. Such programs could reasonably be construed as training in decision-making.<sup>7</sup>

The writings of these authors indicate the need for testing the techniques and methods employed in family life classes. These authors also uphold the concept that

5. Robert Blood; Marriage; New York, The Free Press of Glencoe, 1962, p. 243

6. Luckey and Nuebeck, "What Are We Doing In Marriage Education"; Marriage and Family Living, Vol. 18, Nov., 1956, p. 350

7. Carlfred B. Broderick, "Family Life Education Versus Reality", Journal of Marriage and the Family, Vol. 26, Feb., 1964, p. 102

training for decision-making is an important objective for family life class. Therefore, the present study was designed to obtain information about a decision-making teaching technique as compared to a textbook oriented technique of teaching family life.

## CHAPTER III

### METHODOLOGY

This chapter presents a discussion of the sample, the procedure followed, the instrument, the hypotheses, and a description of the data.

#### Sample

The control group consisted of ten girls and seven boys. The experimental group consisted of eight girls and nine boys. Thus each group had a total of seventeen students. Each student was at least sixteen years of age and/or in the eleventh or twelfth grade. Table 3.1 indicates specific characteristics of each group.

#### Procedure

The Marriage Inventory, as adapted for use by high school students, was completed by all students enrolled in Family Living classes at Ecorse High School on the first complete day of classes for the fall semester, 1965. This instrument was readministered the last complete class period prior to final examinations during the same semester.

The school day at Ecorse High School consisted of six equal class periods, three meeting prior to lunch and three after lunch. The control group met first hour in the morning, from 8:30 A.M. until 9:26 A.M., each day of the semester.

TABLE 3.1  
Specific Characteristics of the Control  
and Experimental Groups

Characteristic	Control		Experimental	
	Male	Female	Male	Female
<b>Age:</b>				
16	2	5	2	5
17	4	4	3	2
18	1	1	4	1
<b>Lives with:</b>				
both parents	6	8	8	6
one parent	1	2	1	1
one parent remarried	0	0	0	1
<b>Family position:</b>				
first child	2	6	2	4
middle child	5	2	6	5
last child	0	2	1	5
<b>Mother employed:</b>				
not employed	5	5	5	5
part time	0	3	0	1
full time	2	2	4	3

This group followed the course outline of the textbook, Personal Adjustment Marriage and Family Living, by Landis and Landis. The class learning experiences included reading from the text, group discussion, films, and outside readings. The students were required to prepare one term paper, write interpretations of films, and complete several examinations during the semester

The experimental group met during the second afternoon class period each day of the semester, from 1:30 P.M. until

2:26 P.M. This group followed the same course outline as the control group for the first two and one-half weeks. Then the class was divided into four small groups. Each studied family living following the family life cycle. The method of teaching consisted of extensive use of the decision-making process, by presenting possible problem areas applicable to the area of the family life cycle being studied. Upon completion of group discussion and study of these problems, each individual prepared a paper discussing that area of the family life cycle and the problems which might be found. The examinations administered involved the same technique and were evaluated on the basis of the individual's perception of the problem and logical reasons for their solutions to the problems.

#### Instrument

The Marriage Inventory was adapted for student use from the Marriage Inventory prepared by Burgess, Cottrell, Wallin and Locke. The original instrument was divided into four major areas:

1. In My Marriage, A General Overview
2. In My Marriage, My Spouse and I Differ In
3. In My Marriage, My Spouse
4. In My Marriage, My Wife or My Husband

Each area suggested possible problems which might be found in marriage. The original directions were to check the

columns in the following manner:

- A. To indicate those things which do happen in your marriage and do not interfere with your happiness
- B. To indicate those things which do make your marriage less happy
- C. To indicate those things which do make your marriage least happy
- D. To indicate those things which are not present in your marriage

The four major areas and the directions for the instrument were changed from the present tense to the future tense. The vocabulary for some of the problem areas were also changed for use by high school students.

### Hypotheses

The following hypotheses were designed to test the Marriage Inventory:

- 1. The before-after test score for the control group will not show a change
- 2. The before-after test score for the experimental group will not show a change
- 3. Column D (problems not present in marriage) will receive no check marks by either group

### Analysis

Tabulation of data incorporated the weighting suggested by the authors of the instrument, Columns A and D receiving six points for each check mark, Column B receiving five points for each check mark, and Column C receiving four points for each check mark. Totals were obtained by

counting each check mark in each column for each section. These numbers were then multiplied by the corresponding number for the column. Totals were found for each column of each section for both groups. The means were determined and a t score was then computed.

## CHAPTER IV

### ANALYSIS OF DATA

The following data were summarized and presented in table form according to four groupings: comparison of the control group's test responses before and after the classes; comparison of the experimental group's test responses before and after the classes; comparison of the control and the experimental groups' responses before the classes; and comparison of the control and the experimental groups' responses to the test after the classes.

For each table, the scores represent the weighting procedure suggested by the authors of the instrument and described in Chapter III, page nine. The mean scores were calculated, and a *t* score was calculated for each comparison.

The data in Table 4.1 show the mean number of check marks Column D received for each area of comparison and the total possible check marks for each area. These data indicated the students' opinions concerning the areas of conflict that would not be present in their future marriage. The data in this table do not support the original hypothesis that Column D would not receive any check marks. These data indicate directions for future research. Does this provide evidence of the unrealistic thinking of the students? Are the students able to interpret the instrument?

Is the instrument suitable for use with the lower socio-economic groups?

TABLE 4.1

Comparison of Mean Number of Check Marks Column D (Not Present In Marriage) Recorded by Control Group Before and After Class Instruction and Experimental Group Before and After Class Instruction

Instrument Section	Highest Possible	Control		Experimental	
		Before	After	Before	After
1.	6	2.3	2.65	2.4	1.83
2.	8	1.82	2.82	1.83	1.82
3.	18	5.29	5.18	4.7	5.18
4.	25	8.4	8.0	6.6	8.5
Total	59	17.7	18.0	15.7	17.4

The data in Table 4.2 show that the mean for the control group decreased from the before-test score and compare the total scores for each. This change is not significant. The table also shows the highest possible score an individual might have obtained if he had checked only Columns A and D. This score was included to show the large number of check marks Columns A and D received.

The data in Table 4.3 show that the test scores of the experimental group on the after test decreased from those received on the before test. A decrease in score indicates a more realistic point of view concerning future marital

TABLE 4.2

Mean Scores of Control Group on the Marriage Inventory  
Before and After Class Instruction

Instrument Section	Highest Possible	Test Scores	
		Before	After
1.	36	34.0	34.4
2.	48	45.4	45.3
3.	108	94.6	95.3
4.	150	132.0	133.7
Total	342	306.3	301.5

TABLE 4.3

Mean Scores of Experimental Group on the Marriage Inventory  
Before and After Class Instruction

Instrument Section	Highest Possible	Test Scores	
		Before	After
1.	36	32.7	32.6
2.	48	42.5	40.5
3.	108	94.5	93.6
4.	150	131.4	131.5
Total	342	301.4	300.8

conflict. However, the mean score difference of .6 is not significant.

The data in Table 4.4 show that the mean scores for the experimental group before and after class instruction are lower than the scores for the control group before and after class instruction when considering all five areas. The comparison for the before and after scores of the control group decreased 4.8 points while the experimental group decreased .6 points when considering the entire instrument.

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**TABLE 4.4**

**Mean Scores on the Marriage Inventories of Control and Experimental Groups Before and After Class Instruction**

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Instrument Section	Control		Experimental	
	Before	After	Before	After
1.	34.0	32.0	34.4	32.6
2.	45.4	42.5	45.3	40.5
3.	94.6	94.5	95.3	93.6
4.	132.0	131.4	133.7	131.5
<b>Total</b>	<b>306.3</b>	<b>301.4</b>	<b>301.5</b>	<b>300.8</b>

---

The data in Table 4.5 appear to indicate no significant change between the before and after scores for the control and experimental groups. The t values are all well beyond the 10% level of probability, thereby not indicating statistical significance.

The data in Table 4.6 appears to indicate no difference between scores of control and experimental groups on the

original administration of the instrument and on the final administration of the instrument.

**TABLE 4.5**

**Control and Experimental t Score Before and After  
Class Instruction**

<b>Instrument Section</b>	<b>Control</b>	<b>Experimental</b>
1.	0.07	0.33
2.	0.12	1.05
3.	0.44	0.26
4.	0.47	0.02
<b>Total</b>	<b>0.75</b>	<b>0.08</b>

**TABLE 4.6**

**Control and Experimental Before Class Instruction and  
Control and Experimental After Class Instruction**

<b>Instrument Section</b>	<b>Control and Experimental Before</b>	<b>Control and Experimental After</b>
1.	4.70	8.50
2.	1.80	6.74
3.	0.03	0.15
4.	0.15	0.57
<b>Total</b>	<b>0.87</b>	<b>0.93</b>

**Note:** The t score values on Tables 4.5 and 4.6 were found by determining the standard error of the mean, the standard error of difference of the mean, then determining the t value using the above scores.

### Summary

As a result of the preceding data, hypothesis one as presented in Chapter III regarding the Marriage Inventory is accepted. Hypotheses two and three as stated are not acceptable. Therefore, no difference regarding the teaching techniques employed in this study has been found.

These data do then support the hypothesis for the study:

There will be no significant difference found between the control and experimental groups.

Any importance attached to this study stems from the student interpretations of the instrument and the fact that the students do not appear to recognize the possible problems in future marriages after completing a class in family life.

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## CHAPTER V

### SUMMARY AND INTERPRETATIONS

#### Summary

This study was designed to obtain information about a decision-making teaching technique as compared to a textbook technique of teaching family life. The students of one control and one experimental class completed a Marriage Inventory designed by Burgess, Cottrell, Wallin and Locke. The Marriage Inventory was adapted for high school student use by the writer. Students completed the instrument before and after class instruction. The objective was to determine if the decision-making teaching technique employed by the teacher brought about a significant change in students' perception of the solutions to marital problems.

The data were summarized and compared, using means and the t score of probability. The data did not show a significant change through comparison of the control group's test responses before and after the classes, comparison of the experimental group's test responses before and after the classes, comparison of the control and the experimental groups' responses before the classes, and comparison of the control and the experimental groups' responses to the test after the classes. Therefore, no differences in the two techniques have been found as a result of the present study.

### Interpretations

Certain limitations may account for these results. The students who participated in this study, like a majority of students at Ecorse High School, came from a low socio-economic and/or unstable home situation. The students were socialized into certain patterns of life, and these patterns may make them particularly resistant to change. Therefore, one exposure to new techniques would not necessarily cause the students to change their answers to the test questions. Most of the students had very limited backgrounds, and few had had the opportunity to see how others live. They apparently failed to recognize and accept possible problem areas in marriage. The students appeared incapable of making insightful decisions for themselves. If the students could be given the opportunity to broaden their experiences, perhaps the outcome of the study would be different. The unstructured class situations in which the experimental group was involved made it difficult for the students to adjust to the teaching situation. This appears to indicate a need to provide the students with a wide variety of experiences so as to deepen their concepts of life.

The instrument employed in this study seemed difficult for the students to interpret. Some students apparently failed to recognize what the questions were asking. After completion of the instrument, some students indicated that they felt the instrument "didn't make sense". Therefore,

they apparently did not understand it either because of vocabulary difficulty or lack of experience.

The course of study limited the instructor in the introduction of additional teaching techniques. Thus, before the end of the semester, the experimental students became restless and uninterested in the problems to be solved. They complained about these feelings and solved the problems as quickly as possible, rather than use the decision-making process as it was planned to be used.

Did the instrument test the objectives presented in the class outline? Areas covered in length in the class outline did not receive as prominent a place in the instrument. Possibly it would have been advantageous to design an instrument specifically for this study.

This study appears to indicate a need for evaluation and change in the course outline for the experimental group if it is to be used in the future. The study also indicates a necessity for the instructor to have experience in a wide variety of techniques in teaching family life before attempting to assess possible changes as a result of differential teaching techniques.

#### **Implications for Future Research**

1. Development of an instrument specifically for use by high school students, encompassing the objectives of the course outline, might produce the desired results for future research.

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## **APPENDIX**

## FAMILY LIFE COURSE OF STUDY

### Control Group

#### Objectives

**Identify values and attitudes of the American culture**

**Identify personal and family values and attitudes**

**Identify role expectations within the family**

#### I. What is a family?

September 10-29

- A. Who is included in a family?
  - 1. Identify family roles for various members.
  - 2. Study case studies of families from different cultures, compare family roles.
- B. What are family values, goals, and attitudes of each member?
  - 1. Identify personal values, goals, and attitudes of each member.
  - 2. Identify group and family values, goals, and attitudes.
- C. What is your place in the family?
  - 1. What is your role as a family member?
  - 2. What will your adult role be?

**Reference:** Chapters 1, 2, 3, 4, of Personal Adjustment Marriage and Family Living (the textbook)

**Movie:** "Family Life", September 27

#### II. What problems do Teenagers face?

September 30-

October 19

- A. Dating Problems
  - 1. What is expected of a boy/girl on a date?
  - 2. Should I go steady?
  - 3. What forms of moral behavior are expected of me?
    - a. Popularity and morals
    - b. Should I pet?
    - c. How to say no; should I say no?
- B. Problems with alcohol
  - 1. Should I drink?
  - 2. Why do teenagers drink?
  - 3. How does drinking affect a person's personality?
  - 4. What does a person gain and/or lose when drinking?

**C. Parents and the teenager**

1. What is the cause for parent-teen conflicts?
2. What can parents do to solve these problems?
3. What can teenagers do to solve these problems?
4. How can these problems be solved when working together?

**Reference:** Chapters 5, 6, 7, 8 of the textbook

**Film:** "How Much Affection" October 6

**III. Mate Selection**

October 20-November 8

**A. What should be considered when selecting a mate?**

1. Background
2. Personalities
3. Interests (social and recreational)
4. Parental approval
5. Mixed marriages

**B. When are you ready for marriage?**

1. Maturity
  - a. What is it?
  - b. Why consider it?
2. What are my long range goals?
3. What are the problems of early marriages?

**C. Engagement**

1. Why is it important?
2. How long should it be?
3. Danger signals, what are they?
4. What moral behavior should I uphold?
5. What if the engagement is broken?

**Reference:** Chapters 9, 10, 11, 12 of the textbook

**Movies:** "Choosing a Partner" October 20

"Early Marriages" November 2

"One Love, Conflicting Faiths" October 27

**IV. What is Love?**

November 9-12

- A. Physical Attraction
- B. Personality Needs
- C. The value of Love
- D. Sharing and its advantages

**References:** Chapter 14 of the textbook

**Movie:** "Is It Love?" November 11

## November 15-December 17

### V. After Marriage

- A. What does it mean to be married?
  - 1. What adjustments need to be made?
  - 2. What is happiness in marriage?
- B. Why do people quarrel?
  - 1. What can be done about it?
- C. What about In-Laws?
  - 1. What should be expected of them?
  - 2. What should they expect from you?
  - 3. Should we live with parents?
- D. How do we manage the money?
  - 1. How to spend the money?
    - a. The use of charge accounts
    - b. Where to go to borrow money?
    - c. How to plan our spending to meet family needs and goals?
  - 2. Planning for the future
    - a. What are our insurance needs?
    - b. Savings and Securities

**Reference:** Chapters 16, 17, 18, 19, 20 of the textbook

**Movies:** "Tremendous Trifles" November 19  
 "In-Laws" November 29

## December 20-January 18

### VI. Becoming Parents

- A. What adjustments appear during pregnancy?
  - 1. Preparing to become parents
  - 2. What are the roles of parents?
- B. After the baby arrives
  - 1. Care for the infant
  - 2. Forming good habits
  - 3. How does a baby grow?
- C. Discipline and Guidance
  - 1. How to build self confidence
  - 2. The do's and don't's
  - 3. Which method of discipline?
  - 4. How to give a child sex education
- D. When the children grow up
  - 1. Families and teenagers
  - 2. When children leave home
  - 3. Grandparents and old age

**Reference:** Chapters 22, 23, 24, 27 of the textbook

**Movie:** "Family Firsts" January 4

### VII. Review

January 19-21

## FAMILY LIFE COURSE OF STUDY

### Experimental Group

#### Objectives

Identify values and attitudes of the American culture.

Identify personal and family values and attitudes.

Identify role expectations within the family.

#### I. What is a family? September 10-29

- A. Who is included in a family?
  - 1. Identify family roles for various members.
  - 2. Study case studies of families from different cultures and compare family roles.
- B. What are family values, goals, and attitudes of each member?
  - 1. Identify personal values, goals, and attitudes of each member.
  - 2. Identify group and family values, goals, and attitudes.
- C. What is your place in the family?
  - 1. What is your role as a family member?
  - 2. What will your adult role be?

Reference: Chapters 1, 2, 3, 4 of Personal Adjustments Marriage and Family Living (the textbook)

Movie: "Family Life" September 27

#### II. The Young Married Couple September 30-October 29 (From wedding until first child)

- A. Why are we married?
- B. What does it mean to be married?
- C. What are our goals in marriage?
  - 1. How can we accomplish our goals?
- D. How can we solve our disagreements?
- E. What to do if we should have in-law problems?
- F. Do we need to plan financially for the future?
  - 1. What are our long range goals?
  - 2. How should we use credit?
  - 3. Where should we go to borrow money?
  - 4. What insurance do we need?
  - 5. How can we provide securities now and in the future?

References: Chapters 16, 17, 18, 19, 20 of the textbook

**III. The Beginning and Expanding Family**

November 1-24

- A. How does pregnancy affect husband-wife relationships?
  - 1. What happens to a woman during pregnancy?
- B. What should we know before the baby comes?
  - 1. What will the infant needs be?
  - 2. What will our roles be?
- C. How does this affect our financial planning?
  - 1. What are the added expenses and responsibilities?
- D. How does a baby grow and develop?
  - 1. What can we expect from our child at a certain time?
- E. How can we guide our child?
  - 1. What methods of discipline should we use?
  - 2. Should we follow advice from others?
- F. How can we prepare our child for a brother or sister?
  - 1. What should we tell our child about sex?

Reference: Chapters 22, 23, 24, 25 of the textbook

**IV. The Launching Family**

November 29-January 7

(Oldest child begins school until youngest child leaves home)

- A. How do we influence our teenagers?
  - 1. Dating days
    - a. The responsibilities of a boy and girl on a date.
    - b. Should our children go steady?
    - c. What moral standards can we expect from our children?
    - d. What is our stand on their use of alcohol?
- B. When our children select mates
  - 1. How do we influence their behavior?
    - a. Background
    - b. Interests
    - c. Approval
  - 2. When will they be ready for marriage?
    - a. Helping them to recognize maturity
  - 3. When are they in love?
    - a. What is love and what does it mean?
- C. What if they don't marry?
  - 1. Preparation for work or college?
- D. What are our financial responsibilities?
  - 1. Education of our children?
  - 2. Children's wedding?
  - 3. Planning for our old age?

Reference: Chapters 9, 10, 11, 12, 13, 14 of the textbook

**V. The Contracting Family** **January 10-18**

- A. When we are alone once more**
  - 1. What are our problems now?
  - 2. What are our financial needs?
  - 3. How can we accept our new roles in life?
- B. After retirement**
  - 1. How can we spend our time?
  - 2. Should we travel?
  - 3. How much money do we have to spend?

**Reference: Chapter 27 of the textbook**

**VI. Review** **January 19-21**

## MARRIAGE INVENTORY

This inventory is being used to find out what you expect your marriage will be like. I have to have this information before we begin the work of this class. Read the directions carefully and answer each question to the best of your ability. Do not leave any question blank.

NAME \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

WHO DO YOU LIVE WITH?

BOTH PARENTS \_\_\_\_\_, ONE PARENT \_\_\_\_\_, ONE PARENT WHO IS REMARRIED \_\_\_\_\_

OTHER (specify) \_\_\_\_\_

WHICH POSITION IN THE FAMILY DO YOU HOLD?

FIRST CHILD \_\_\_\_\_, MIDDLE CHILD \_\_\_\_\_, LAST CHILD \_\_\_\_\_

IS YOUR MOTHER EMPLOYED? YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES, PART TIME \_\_\_\_\_ FULL TIME \_\_\_\_\_  
(Less than 20 hours a week)

HOW OFTEN DO YOU DATE?

2 or 3 TIMES A WEEK \_\_\_\_\_, ONCE A WEEK \_\_\_\_\_, SELDOM \_\_\_\_\_, NEVER \_\_\_\_\_

HAVE YOU GONE STEADY? YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES, HOW MANY TIMES HAVE YOU GONE STEADY? \_\_\_\_\_

**Respect for rules and regulations  
by which people live**

IN MY MARRIAGE, IF MY SPOUSE

**is argumentative**

**is not affectionate**

**is narrow minded**

**is not faithful to me**

complains to much

**is lazy**

**is quick-tempered**

**critizes me**

**spoils the children**

**is untruthful**

**is conceited**

**is easily influenced by others**

is jealous

**is selfish and inconsiderate**

**is too talkative**

**smokes**

drinks

**swears**

[illegible]

pays attention to other women  
is nervous or impatient  
takes no interest in the children  
is untidy  
is always wrapped up in business  
gambles  
is touchy  
is not interested in the home  
has vulgar habits  
dislikes to go out with me evenings  
is late to meals  
is harsh with the children  
has poor table habits  
lacks ambition  
is tight with money  
has no backbone  
does not talk things over freely  
is rude  
is bored if I tell him of the things  
that happen in my everyday life  
is unsuccessful in business  
does not show affection to me  
gets angry easily  
drinks too much  
has friends I do not approve of  
is constantly nagging and

[illegible]

[illegible]

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