

AN ANALYSIS OF SELECTED ISSUES IN
FAMILY LIFE EDUCATION, 1958

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY

Glen A. Christenson
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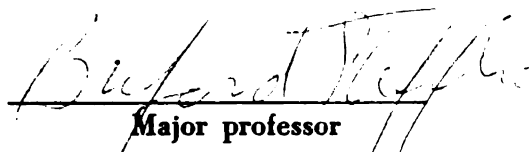
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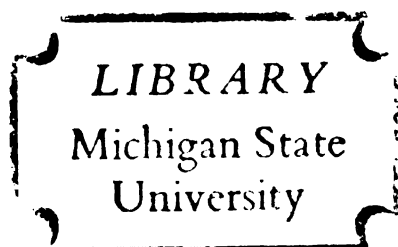
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AN ANALYSIS OF SELECTED ISSUES IN FAMILY
LIFE EDUCATION, 1958

by
Glen A. Christensen

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF EDUCATION

Department of Administrative and Educational Services
Guidance and Counseling

1958

Approved: _____

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ABSTRACT

The literature in the newly developing field of family life education reveals a confused and uncertain condition in relation to such crucial issues as the goals and objectives of family educators, what they should be trying to accomplish, and how they should go about accomplishing it, in short, their raison de etre. The present study was an attempt to collect and process data that would help in clarifying these issues.

The data of the study were collected through the use of a structured questionnaire, which was sent to 855 members of the National Council on Family Relations. The total number and percentage of returns were 686 and 80.2 per cent, respectively.

The results of the study tend to confirm the confusion that is depicted in the literature. This situation is clearly reflected in such findings as those relating to the heterogeneous objectives of family educators, to the differential emphases on subject-matter, to the fact that the respondents tend to feel more closely identified with the professional organization of their own parent disciplines than they do with the National Council on Family Relations, and to the fact that they tend to favor their own background and training when responding to the various items composing the questionnaire, including especially those relating to the academic areas that offer the best basic preparation

for future family educators, and to the most logical department for the teaching of marriage and family life classes. Thus, while it is clear that the family life movement has begun to assume some of the characteristics usually associated with an established discipline, it is equally clear that the field is as yet more divided than it is unified, that the loyalties of the family educators themselves are expressed more strongly in the direction of their own parent disciplines than they are in the direction of the new and developing field of family life education.

A finding that is related to and illuminates the one just discussed is that family educators whose degrees are in home economics and family life tend to be more democratic and functional than do educators whose degrees are in sociology. Thus, the latter tend (1) to hold to objectives that are specific and academic in nature, (2) to make the greatest use of the lecture method of teaching, (3) to decide course content on the basis of a syllabus or the outline of a textbook, (4) to favor the content approach to teaching, and (5) to select the more theoretically oriented tasks, whereas the former tend (1) to hold to objectives that are general and functional in nature, (2) to make less use of the lecture method of teaching and more use of other methods, (3) to decide course content on the basis of joint instructor-class member decisions, (4) to favor a combination of the

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ABSTRACT

functional and content approaches to teaching, and (5) to select the less theoretically oriented tasks.

Still another related finding is that educators on the high school level tend to be more democratic and functional than do educators on the college level. Also, although this is somewhat less clear-cut, female educators tend to be more democratic and functional than do male educators.

The results of the study further indicate that the field of family life education seems to be moving in the direction of a counseling orientation. This movement is reflected not only in the large number of respondents who are doing personal counseling, but also in the fact that the majority of them feel that training in counseling should be included in the academic preparation of future family educators, and in the fact that counseling is considered to be one of the five academic areas offering the best basic preparation for persons interested in becoming family educators.

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CHAPTER I

INTRODUCTION

Historical Development of the Family

As so amply demonstrated by such eminent anthropologists as Ralph Linton (39) and George Murdock (47) the fundamental and universal social unit (social system in the Parsonian sense) articulating the individual and his society has always been and continues to be the human family. This analysis is true irrespective of the manifold differences, in both the structural and functional dimensions, between families of different historical and contemporary periods and cultures. Because of this fact, then, at least a cursory look at and some understanding of the historical development of the family is indicated.

The permanence of human mating (the family), contends H. E. Barnes (6), is in no small way accounted for by man's simian heritage. Aspects of this heritage include the unique physiological traits of the absence of seasonal mating, the production of fewer offspring than most other animals, and, perhaps most important, the relatively long period of dependence of the young on its parents. Physiological facts and tendencies which antedate the origin of the human race as an aggregate, then, account for the human

family. However, cultural and institutional experience and change are at the basis of the great diversity of forms of sex and marriage relationships. This variety, says Barnes, is a distinctly human or social contribution, quite unrelated to biology or physiology.

Another of the variety of explanations of the persistence of the human family is the theological explanation; as used here particularly Judeo-Christian theology. This explanation holds that "But from the beginning of the creation God made them male and female. For this cause shall a man leave his father and mother, and cleave to his wife; and they twain shall be one flesh: so then they are no more twain, but one flesh. What therefore God hath joined together, let not man put asunder" (28:62). This explanation of the permanent quality of human mating is rooted in supernatural intervention, and the biological and social qualities, if relevant at all, are only incidental.

Irrespective of the particular explanation of the human family to which one commits himself, an indisputable fact is that the family has had a long, evolutionary history. As indicated by Burgess and Locke (15) there are logically four theoretical possibilities in terms of the way marital relationships can be and have been structured. The first of these, but not in any logical priority, is known as monogamy, the pairing of one husband and one wife; the second is polygyny, the pairing of one husband with two or

more wives; the third if polyandry, the pairing of two or more husbands with one wife; and the fourth is group marriage, the uniting of two or more husbands with two or more wives. The earliest theories of family organization were predominantly in favor of a monogamous basis of family life, as Barnes has pointed out (6). These theories held that one of the inherent characteristics of man is the desire to mate monogamously. This notion, of course, was fundamental in Christian theology; in fact, remains so today.

However, the convergence, in time at least, of the science of anthropology and the enunciation of the Darwinian doctrine of evolution seriously challenged the earlier theories regarding the predominance of monogamy (6). In fact, the evolutionary school of anthropology came to postulate the theory that the first stages of human society were generally characterized by sexual promiscuity; that, in fact, group marriage, characterized by a continuing realignment of men and women, was the predominant family type. This school held, then, that there was probably little, if any, permanent mating, particularly between two people only. Perhaps one of the most interesting proponents of the evolutionary theory of the origin of the human family was Lewis Henry Morgan, an anthropological evolutionist of the most serious type. In his book Ancient Society, which is generally considered to be his magnum opus, Morgan succinctly

develops his evolutionary theme. He says:

We have been accustomed to regard the monogamian family as the form which has always existed; but interpreted in exceptional areas by the Patriarchal. Instead of this, the idea of the family has been a growth through successive stages of development, the monogamian being the last in its series of forms . . . it was preceded by more ancient forms which prevailed universally throughout the period of savagery, through the Older and the Middle period of barbarism; and that neither the monogamian nor the Patriarchal can be traced back of the Later Period of barbarism. They were essentially modern. Moreover, they were impossible in ancient society, until an anterior experience under earlier forms in every race of mankind had prepared the way for their introduction (45:393).

Morgan continues by suggesting that there have been five different and successive family forms or stages that can be distinguished, each having an institution of marriage peculiar to itself. The first of these he calls the Consanguine Family. The essential characteristic of this family form is that it was composed of the intermarriage of brothers and sisters, in a group relationship. The second form, and emerging from the first, Morgan calls the Punaluan Family. This family was founded upon the intermarriage of a number of sisters, own and collateral, with each other's husbands, in a group. It was also founded upon the intermarriage of a number of brothers, again own and collateral, with each other's wives, in a group. In each case the group of men were conjointly married to the group of women. The third family form is called the Syndyasmian or Pairing Family. The essential characteristic of this form is that it had its basis in a marriage between single pairs, but without

the right of exclusive cohabitation. The marriage continued only so long as the parties willed it to continue. Its dissolution was simply by agreement. Morgan's fourth family form is called the Patriarchal Family. It was based on the marriage of one man to several wives, generally followed by the seclusion of the wives. The fifth and final of Morgan's family forms is, of course, the Monogamian Family. This form, like the Syndyasmian, is founded upon marriage between single pairs, but, unlike the syndyasmian, has inherent in it the right to exclusive cohabitation.

Morgan's evolutionary theories in regard to family development, along with similar theories of other evolutionary anthropologists, were soon subjected to devastating scrutiny by Edvard Westermarch, an anthropologist-sociologist from Finland. In his History of Human Marriage (55), Westermarck discusses the material of his monumental studies of marriage relations among primitive peoples. The results of these studies convinced Westermarck that from the very earliest days of human living the most prevalent form or type of family organization was monogamy. That other forms existed among the primitives that he studied he readily conceded; but that they were prior in origin to monogamy he readily denied. In fact, he considered them to be exceptional, if rather frequent at certain times and places. Westermarck's general conclusions, as Barnes has indicated (6), have received widespread acceptance. In fact, with but

few qualifications his interpretation of the nature and development of the human family is considered to be reasonably valid by most contemporary students of the family. This interpretation, as already implied, sees the human family as having always been predominantly monogamous in structure, and deviating from this general structure rather infrequently and then only under peculiar sets of socio-economic circumstances.

As the writer has indicated above, two other types of family relationships have been, and to some extent continue to be, important historically. These, of course, are polyandry and polygyny. The former has been relatively rare as a permanent structural form of human living. It was perhaps most common in Tibet, where it was usual for several brothers to be married to one woman. Barnes (6) suggests two possible explanations for the existence of polyandry. The most likely reason is that universal monogamy is practically precluded in areas of extremely low economic productivity and inadequate community resources, thus making it necessary for several men to work cooperatively together in the support of one family. The second explanation, not entirely unrelated to the first, is that in any given locality where there is an excess of males over a prolonged period of time the psycho-physiological tendency would be for several men to share the favors of one woman.

The factors tending to account for the existence of polygyny are quite the opposite of those accounting for the existence of polyandry. This is particularly true in relation to the economic base for its existence, for wealth and prosperity not poverty are usually associated with polygyny. In addition to wealth, sexual prowess, adventuresomeness, the desire for prestige and display, and novelty are factors in favor of the practice of polygyny. Further, both political and military considerations have been important, particularly in those instances where the ruling class needed more children than was possible under a monogamous system. Despite the existence of influences favorable to the perpetuity of polygyny, however, apparently more and stronger influences have operated to undermine its practice on a large scale, and to encourage the more widely institutionalized practice of monogamy. As Barnes points out (6), the historical factors exerting the main psychological pressures in favor of monogamy as the predominant family structure are: (1) the sanction of Jewish and Christian religions; (2) the relative numerical equality of the two sexes; (3) the physical and affectional demands that the human young makes upon its parents; (4) the potential for greater protection and solicitude for the wife under monogamy; and (5) the fact that the extremes of poverty and prosperity which favor polyandry, polygyny, or group marriage have not been characteristic of human experience as a whole.

The family was peculiarly central among the Greeks, especially the Attic Greeks (6). Unlike the modern family, the older Greek family did not revolve around the qualities of romance and sentiment. It was, in fact, based almost entirely upon what might be thought of as more practical considerations, such as the breeding and rearing of children. Moreover, the wife's place was rigidly confined to the home; and she was not permitted any sexual freedom outside of the home. The Greek husbands, on the other hand, experienced considerable, and at least semi-legitimized, sex freedom outside of the marital relationship. Thus, in Sparta, adultery was endowed with quasi-institutional sanction.

The historical evolution of the Roman family is notable for its cyclical nature. Its earliest form was characterized by a rigid manifestation of patriarchal monogamy. Inherent in this form, of course, was the almost absolute rule of the eldest male in the family, whether father or son, over all of the family. The extreme cohesiveness of this family emerged primarily from the fact of religious, social, and military considerations. During the period of the Later Republic and Earlier Empire, however, as Barnes has pointed out (6) this family form was radically changed, almost completely eliminated. This condition obtained from the fact that the influences which favored the existence of patriarchal monogamy were nearly eliminated by such factors as severe wars, the emergence

of large estates, the working of the land by slaves, and the flocking to the cities of dispossessed peasants. With these conditions undermining the decaying religious and patriarchal family, marriage lost its sanctified quality and became instead a simple civil contract. Under these conditions divorce became common and sexual promiscuity quite the rule, particularly among the wealthy.

The restoration of the old Roman family, with its emphasis once again upon sanctity, cohesiveness, and patriarchal monogamy, occurred during the latter part of the Roman period. The influences which operated to restore the original family relationship are all more or less rooted in the Christian triumph. The sex purists, including Paul and Augustine, were successful in making a sacrament out of marriage and in bringing the whole marriage-family complex under ecclesiastical control. As a result, divorce was dealt a severe blow, in fact was made illegal, patriarch authority was defined by church doctrine as the correct type of family government, and chastity was extolled (6).

In time, other important changes in the family resulted from the principles and practices of protestantism. Protestantism was not unlike Catholicism in its official attitude toward sex practices and ideals. The fact that much of Protestant social morality derived from the tenants of Old Testament philosophy resulted in an emphasis upon patriarchal family authority. The social and moral values of thrift and

hard work were emphasized. These values were as pertinent to the Protestant wife as to her husband. Consequently, the ideal of a good wife included being obedient to her husband, industrious, and thrifty. This Protestant family philosophy found its way to America and was most thoroughly implemented on the rural frontier. Perhaps the factor most responsible for this implementation was the relative isolation of the rural family. The fact that the family was isolated, of course, resulted in it becoming the absolute center for the social, economic, educational, protective, and recreational life of its members. The current pre-eminent position of the American family in the institutional structure of this culture is in no small way related to its two hundred years of rural experience, during which it, along with the church, was the primary focus of social relations and community living.

While it is perhaps somewhat arbitrary to indulge in typological descriptions, another dimension of significance in the developmental history of the family relates to its general movement from the early, large patriarchal family through the small patriarchal family of the medieval period to the so-called modern democratic family (15). It is the contention of contemporary students of the family that the large patriarchal family was the characteristic familial form throughout the period of ancient society (15). It was particularly prevalent in such countries as China, India,

and Japan. In fact, it is still true that a large segment of the human race is characterized by a family structure in which the father acts as a patriarch in his almost absolute control over his wife, his unmarried daughters, his sons and their wives and children. This familial structure had its genesis in the transitional stage to the agricultural and pastoral economy. Burgess says,

It is interesting to make a preliminary attempt to rank historical families in the degree to which they approximate the absolute power of the patriarch. As we have seen, the patriarch of the Ancient Roman family was a very close approximation. Among the Greeks the power of the head of the house was less absolute, since it was considered a trust to be administered for the welfare of the family. In the Hebrew patriarchal family the power of the father as supreme authority was limited by the Mosaic Law (15:20).

The large patriarchal family gave way to the small patriarchal family during the period corresponding to Medieval society. The influences at work in this transition include (1) the developing guild system, in which single journeymen, as well as apprentices, frequently lived with the family of the master craftsman, and (2) the skills required by the crafts. The latter was particularly important in outmoding the large patriarchal family as an industrial instrument. Under the pastoral-agricultural mode of existence the extended family was an economic asset, but not so under the guild system. In the small patriarchal family the male head of the family was as dominant and his authority as unquestioned as under the large patriarchal family. In the former, however, the family was usually

composed of only the husband, wife, and unmarried children, with perhaps the presence of one or two grandparents; whereas, the latter included, in addition to these, the father's married sons and their wives and the grandchildren. Marriage in the small patriarchal family was contracted primarily on economic considerations, and the contractual arrangements were in the hands of the parents (15).

The factors making for the decline of the small patriarchal family and the emergence of the modern democratic family were rooted primarily in the industrial revolution. In the United States this transition was expedited by the availability of free land and factory jobs, by the development of a public system of free education, and by the extension of democratic principles. It is the contention of Burgess and Locke (15:21) that the modern democratic family has the following characteristics: (1) freedom of choice of a mate on the basis of romance, companionship, compatibility, and common interests; (2) independence from their parents of the young people after marriage; (3) the assumption of equality of husband and wife; (4) decisions reached by discussion between husband and wife in which children participate increasingly with advancing age; and (5) the maximum of freedom for its members consistent with the achieving of family objectives.

This historico-developmental picture of the family illustrates clearly the constantly changing, fluid character

of the human family. Perhaps not so clearly illustrated but of no lesser significance is the profound complexity of this change and the implications it has for the adjustment problems of family members. In fact, it has been a deep concern for the latter which has given rise to the family life movement in this country, and to education for marriage and family living. These two movements are considered in the sections immediately following.

Historical Development of the Family Life Movement in the United States

As Hudson has indicated (29), the dating of the beginnings of a movement is fraught with many difficulties. Its emergence is usually the result of a multiplicity of factors, operating within the totality of a social matrix. Thus, the social forces of industrialization, urbanization, emancipation of women, and an increasing horizontal mobility brought with them profound changes in the family and in family living. Initially, the immediate interest in the impact of these forces upon the family was confined to the difficulties they presented for the growing child. Ultimately, however, it became obvious that the behavior of children could not be understood in isolation from the total family context. The family life movement, then, had its beginning in a concern for one segment of the family and gradually developed to the point of including consideration of the whole of family relations (15).

One of the first organized efforts that can be seen clearly as a contribution to the family life movement and to education for family living was the establishment of the Child Study Association of America in 1888. This Association grew out of the interests of a group of parents in obtaining and making available the most scientific knowledge that was relevant to the rearing of their own children. This organization continues yet today to develop and prosecute extensive educational programs of direct pertinence to various aspects of marriage and family living. In fact, it became so family oriented that in 1939 it changed its title to the Association for Family Living, a title more descriptive of its continually expanding activities (20).

Another organization of national scope which was founded for the purpose of studying the child is the National Congress of Parents and Teachers. This group, established in 1896, channeled its efforts in the direction of developing a cooperative association between the two institutions wielding the greatest influence upon the life of the child, the home, and the school. Largely as an outgrowth of this cooperative association came the emergence of two significant activities. The first of these was the initiation of the visiting teachers program. The development of this program was an attempt to change the work of truant or attendance officers, who were charged with the enforcement of compulsory education, to that of home visitors who tried

to see the child and his problems in terms of the total family situation. The second of these activities was the development of departments of child study. The adjustment teachers in these departments were supposed to study the child's total situation in prescribing and recommending individualized treatment. It was, and is, the conclusion of these teachers, consistent with the findings of psychologists and child psychiatrists, that the genesis of behavior problems in children often derive from the marital and personality problems of the parents (15).

A third organization that has played a key role in the development of the family life movement in this country is the American Home Economics Association. This Association, founded in 1908, emerged out of the concerns of a growing group of both men and women for the appropriate kind of education for women, an education which would be equal to that which the men received but which would be tailored to suit the peculiar needs of women in a rapidly changing culture. Ultimately the home economics programs came to include an increasing emphasis upon the human factor in social and family relations. In fact, the most recent trend in home economics is the implementation of family living as a central theme rather than a peripheral notion. Thus, it is not uncommon to see both boys and girls enrolled in home economics courses (20).

Still another organization which has had a specialized impact on the family life movement is the American Social

Hygiene Association, founded in 1914. This Association, founded by the amalgamation of three groups interested in sex education, disease prevention, and the prevention of prostitution, has expanded its activities to include educational programs on the positive aspects of sex life and on the broader aspects of family life in general. The Association has promoted programs that consider such topics as the role of the church in social hygiene, the character education of high school and college students, and the social health and family education of young people. Thus, the emphasis has changed from a provincial concern with unwise sex relations to a broader concern for the more phenomenological nature of marriage and the family (20).

Not unlike the Social Hygiene Association in its family related concerns is the American Eugenics Society, with its announced purpose being the ". . . improvement of the racial stock with recognition that both heredity and the social environment play important roles in human behavior" (15:724). The Society urged that for both biological and sociological reasons there should be more children in the better home environments. A 1937 conference that brought together members of the Society and a group of educators resulted in the recognition that much of the program of the Society was fundamentally in harmony with the schools' educational programs for family living. It was the opinion of the educators, however, that the most effective way of realizing

the eugenic objective was to simply let it emerge as a by-product of better family life. The eugenicists, on the other hand, felt that it could be best achieved by working on it directly as a central goal (20).

Another organization which was established for the purpose of dealing with a specialized phase of family life was the Birth Control Federation, later renamed the Planned Parenthood Federation of America. After having had to fight legal repression in its infancy, this Federation has now gained wide acceptance and support in this country. Its current central purpose, as its title implies, is the promotion and dissemination of information and materials on the control of birth and the planning of family offspring. While most of its work still originates in and is facilitated by birth control clinics, other sources and agencies are becoming increasingly active in their participation in programs for planned parenthood. These include marriage counselors and related professional persons, publishing firms, and, to a limited extent, schools and colleges. Thus, it appears not unlikely that the birth control clinics will ultimately become a part of the larger child and maternal health centers, or perhaps even a part of the still more broadly conceived family-service institutions (20).

Other organizations have been created for the specific purpose of coordinating and integrating the activities and programs of both individual persons and agencies dealing

directly with the family. The first of these, The Family Welfare Association of America, was organized in 1911.

Initially, the work of these welfare agencies was confined primarily to the administration of relief, with a secondary emphasis upon case work and social psychiatry. With the assumption by the federal government of the relief function of these agencies, however, they have been freed to develop broader and more skilled personal services. With these services the welfare agencies are competent in working with a wide variety of family difficulties and in developing a number of preventative programs (6).

A second organization with an integrative-coordinative purpose is the National Council of Parent Education, founded in 1926. Initially, the central focus of this council was research and training in child development and parent education. As the interests of the members of the Council gradually broadened, however, the scope and purposes of the Council broadened, including increasingly wider dimensions of the family and its relationships. In general, then, the shift has been from an emphasis on techniques to a concern with issues and problems (20).

One of the most significant steps of direct relevance to the marriage and family life field was taken with the creation in 1936 of the New York State Conference on Marriage and the Family, an organization which served as somewhat of a model for the organization two years later of

the National Conference on Family Relations. Under the direction of Sidney E. Goldstein, the State Conference developed a broad program of activities which included the total family and its relationships. In 1938 the National Conference on Family Relations was organized, now known as the National Council on Family Relations. This organization brought together into one group teachers of marriage and family courses, professional persons rendering service to the family, and research people from all fields dealing with marriage and the family. The Council, which is now the official national organization of the marriage and family life field, has a great variety of divisions dealing with all aspects of marriage and family living.

In summary, the development of the pertinent and important organizations in the family life movement in this country has proceeded through four stages. As indicated by Burgess and Locke, these stages are:

(1) the formation of specialized agencies to deal with different problems of the family, some of which at the time were not perceived as such; (2) a growing realization that the specialized problem has vital relations with the total family situation; (3) the redefinition of the problem in the context of its meaning in terms of family relations as a whole; and (4) the integration of persons and agencies engaged with families into conferences and councils which seek to achieve a unification of the family life movement (15:736).

Historical Development of Family Life Education in the Schools and Colleges

Two of the significant characteristics of educational evolution in this country have been, and to some extent

continue to be, an increasingly expanding and more inclusive curriculum, and a student body characterized by an increasing heterogeneity. Originally, the American college had the function of educating only a small minority of the elite; and of this small minority, the ministerial groups constituted one of the largest segments. One of the college's central objectives was the production of scholars. The curriculum, then, tended toward the classical and academic; and the concern of the curriculum was primarily its relationship to scholarship rather than its relationship to everyday living (12, 50).

As higher education evolved, however, there was a multiplication of subject matter areas, resulting in a broadened curriculum, as well as changes in the qualitative dimensions of the curriculum. The latter is reflected in a general movement away from the strictly classical, academic, traditional in the direction of the functional, everyday, applicable. Occupational training in an increasing number of areas began to appear. An emergent of this movement or process was a more clearly defined distinction between specialized education and general education for living. Moreover, an incipient recognition of the differences in educational roles between men and women began to crystallize (12).

Along with these changes in the curriculum, perhaps as a concomitant of them, occurred changes in the composition

of the student body; it multiplied numerically, included persons from differing socio-economic classes, and in other ways became more nearly representative of the total population.

It was perhaps inevitable that sooner or later this evolutionary process would result in the recognition of marriage and the family as a legitimate objective of the educational endeavor. In fact, with sociology departments emphasizing the family as the basic social system in society, with psychology departments pointing to the dynamic significance of interpersonal relationships and to the importance of early familial experiences in the growth of human personality, and with biology departments recognizing that humans, as well as invertebrates, reproduce themselves, educational institutions were almost forced to bring into fruition curricular offerings which have as their special objective the helping of students in their preparation for participating meaningfully in marriage and family life (12).

Educational efforts of direct relevance to the marriage and family life area had their general inception in the early 1930's. While some work was done prior to this time, notably the pioneering work of Ernest R. Groves (24), the courses were few in number and limited in both conception and scope. In fact, Wells' studies (2), done in the early 1920's, revealed that, prior to 1910, only four of the colleges he contacted had a course that considered the

family as its primary focus; by 1920, fifteen had such a course. An analysis of these courses revealed that most of them were sociology courses which emphasized the historical development of the family, as well as family disorganization.

A 1933-1935 study, by C. E. Haworth (25), showed that the number of colleges offering courses in the family had increased rapidly since 1920; of his sample of 403 colleges, 225 were offering such courses. Of these 225 courses, 105 were subjected to an intensive analysis; the analysis revealed that, while most of them were still primarily sociological in nature, a few of them were beginning to consider adjustment problems indigenous to marital and family relationships. Along with this emerging trend in focus, perhaps as a concomitant of it, occurred a trend in the teaching process which resulted in less emphasis on the lecture method and more emphasis on class discussion.

A study sponsored by the American Home Economics Association in 1933 revealed that 189 home economics departments offered marriage and family life courses, and that 65 more gave recognition to marriage and family life courses offered by departments of social science and sociology (2). A subsequent study of 250 colleges revealed that in 75 per cent of the colleges that responded, the undergraduate courses in marriage and family life were being offered by sociology or social science departments (8).

As pointed out by Anderson (2), the interest of women students in marriage and family life as a subject of study

has consistently been greater than that of men students. This trend is reflected in the fact that more women's than men's colleges offer marriage and family life courses, and in the fact that in coeducational institutions more women than men students enroll in such courses, even when the courses are offered in such departments as sociology and psychology.

As the marriage and family life field has continued to grow and to develop, conceptually as well as numerically, increasing numbers and varieties of academic departments and specialists have become interested in it. This interest is reflected in the fact that these departments have begun to offer their own courses and to point to the unique contribution of their respective disciplines to an understanding of marriage and family life. Thus, as early as 1936 the departments of home economics, sociology, psychology, religion, and education were sponsoring family life courses. In addition, these courses were occasionally offered on an interdepartmental basis.

The most recent study of the marriage and family life courses taught on the college level was done by Henry Bowman. This study, done in 1949, revealed that of the 1270 colleges responding to the questionnaire, 632 indicated that they did offer at least one course on marriage and family life. The main results of the study, as summarized by Anderson, include the following facts:

. . . 37 per cent of the courses have been initiated in the last five years: 55 per cent since 1939 and 79 per cent since 1934. In the 632 schools with a course, there were 661 different courses indicated, with three courses being the largest number given by any one school. Seventy-three per cent of the courses were elective, 10 per cent required, and 17 per cent required of certain majors; few arbitrary limitations on enrollment were imposed, but there were many restrictions resulting from limited instructors and space. An increased emphasis on functional courses dealing with preparation for marriage was clearly revealed by this study. Enrollment varied from less than 25 in 102 schools to 1800 in one school; an estimated total national enrollment of 50,000 was made by Dr. Bowman, which would seem that only one out of 50 college students was taking the course (2:47).

While no formal study more recent than Bowman's has been done on the growth of marriage and family life courses, it is a known fact, deriving in part from a knowledge of the rapid growth of the membership of the National Council on Family Relations, that the field is continuing to grow at an extremely rapid pace. More and more universities and colleges are creating departments of home and/or marriage and family relations, and a few are even offering masters and doctors degrees directly in this field. Another apparent trend, not proved by any systematic research but reflected in the growth of departments, in the gradual crystallization of a common subject matter area, in the increasing volume of literature, and in the research efforts of family oriented researchers, is the trend toward the marriage and family life area becoming a field in its own right, perhaps even a discipline (2).

Secondary education has been somewhat slower in incorporating curricular offerings in the family life area into the total school program. This has apparently been due to the shortage of trained personnel and to the reluctance of communities to approve of this type of program on the high school level. While it is difficult to obtain information on the early offerings in marriage and family life in the secondary schools, it is known that prior to 1936 only homemaking and domestic science courses were included in the school program. By 1936, however, some high schools had core programs that included education for marriage and family life. In 1947 about half of the girls but only one per cent of the boys were involved in classes which included material on marriage, family life, and parenthood. Again, as in the case of the colleges, if a current study were done in the high schools it is likely that we would see a much larger percentage of the students taking courses that are either primarily marriage and family life in focus, or that include units on these subjects (29).

Statement of the Problem

From the background and historical material included above one readily discerns that the family life movement is a relatively new movement, and that education for marriage and family living is even newer. In fact, so new is the latter that even though the family life movement has begun to assume some of the characteristics usually associated

with an established profession (such as a national organization, a common area of literature and subject matter, relatively sophisticated research efforts, and the acceptance of the field by both its professional colleagues and its consumers) the family life educators themselves appear confused and uncertain in relation to such crucial questions as what their function is, what they should be trying to accomplish, and how they should go about accomplishing it. This confusion and uncertainty is reflected (1) in informal discussions among the educators themselves, many of which the writer has participated in; (2) in the deliberations of the various state and regional family life curriculum committees; and (3) especially, in the literature produced by the writers in the field. A relatively recent article appearing in the national journal Marriage and Family Living is particularly to the point, and is a typical example of this quandry. The article, "What Are We Doing In Marriage Education," begins by the authors saying,

Teachers of family life cannot afford to be a complacent lot. We have a comparatively new baby in our arms and no Gesell who has chartered its developmental course. Ours is a constant quest. What are we wanting to do with our courses in family life? What are we wanting our courses to do for our students? How are we going to do it, and what right have we to do it anyway? Are we getting results? What kind are they or are we getting any at all? And how do we know we are getting them? What are we doing in this business of teaching family life anyway? (41:349).

Added to this is the writer's own experience of sitting in a number of marriage and family life seminars in which the

recurring theme was a consideration of the ever-present questions regarding the objectives, the methods, the personal and academic qualifications, and the subject-matter areas of family life educators. It was perhaps in these seminars that the urge to try to find the answers to these questions crystallized. The problem of this study, then, is an investigation and an analysis of selected aspects of marriage and family life education as these aspects are viewed by the family life educators themselves. Specifically, these aspects logically group themselves into six areas, covering specific questions relating to: (1) the aims and objectives of marriage and family life educators; (2) the classroom and teaching methods and techniques used in facilitating the accomplishment of these objectives; (3) the desirable personal and academic qualifications of family life educators; (4) the subject matter of classes, the way in which classes are conducted, and whether classes should be elective or required; (5) the most logical administrative location for the teaching of marriage and family courses; and (6) the direction in which family life education should move, as well as the desirable theoretical or research framework for facilitating this movement. In summary, then, it is the purpose of this study to obtain information that will at least begin to answer some of the most pressing questions of the newly emerging profession of marriage and family life education, and to yield data that will provide a base upon

which more theoretical studies can be built. The study, then, is exploratory-descriptive in nature (30), and is obviously more of a quantitative than a theoretical study.

Importance of the Study

The reasons for the study, indicated in the previous section, point most effectively to its importance. The fact that the questions and issues researched in the present study are the questions and issues with which the members of the family life profession are currently struggling is poignantly indicative of both its significance and appropriateness. Thus, in the May 1958 issue of Marriage and Family Living, the announcement of the annual conference of the National Council on Family Relations to be held August 20-23, 1958, reads,

The National Council on Family Relations is celebrating its twentieth anniversary. As we take a twenty-year look in either direction, what developments with regard to marriage and family living have occurred, where do we now stand, what are the issues to be faced, the problems to be solved, the challenges to be met in the decades immediately ahead? (3:189).

The results of this study are extremely pertinent to an understanding of the questions raised in this announcement. In fact, this study represents the first systematic attempt to identify the aims and objectives and the major tasks of the members of the newly emerging profession of marriage and family living, as well as to present a more current and valid picture of other selected aspects (explained under

"Statement of the Problem") of family life education than has been done up to the time of the present study. (Chapter II reviews the relevant studies that have been done to date and illustrates their fragmentary and obsolescent nature.) Finally, the importance of the study is reflected in the specific recommendations for study in the field made by researchers and writers alike (2, 15, 37).

Limitations of the Study

The first limitation of the present study is not different from the kind of limitation that inheres in any questionnaire type of research (30). Certain weaknesses of the questionnaire as a technique of research are immediately recognized. First, fixed-alternative responses may force a respondent to compromise his opinion or feeling to fit a predetermined category. Moreover, some individuals have no crystallized or clearly formulated opinions about many issues, even issues which are supposedly close to them. Thirdly, the respondents' perception of the meaning of a question may not correspond to the meaning intended by the investigator. And fourth, not unrelated to the third, the poll-type question yields but little information regarding the context out of which the subject responds to the question. Thus, it fails to reveal anything about the respondent's general motivational-perceptual field. In terms of the use of the questionnaire in the present study, it should be pointed out that the first weakness cited, that is, the

fixed category, is partly compensated for by the inclusion of an "other" category on most of the items. This, of course, provides a measure of open-endedness, thus giving the respondent a little more freedom in expressing his views.

A second general limitation of the study relates to the sample used. Only teachers of marriage and family life classes who are members of the National Council on Family Relations were included in the study. (The reason for this is explained in Chapter III.) This means that a large number of persons actually teaching family life classes was not included in this study. Moreover, none of the family life people whose programs are community oriented was included in the study.

A third limitation relates to the practical considerations of time and budget, each of which was limited and which, consequently, resulted in less exhaustive and elaborate analyses than might otherwise have been possible.

Clarification and Use of Terms

For the purpose of this study the following terms, which are roughly comparable in the thinking of most family life educators, are considered to mean essentially the same thing and are, consequently, used interchangeably: (1) marriage education, (2) marriage and family life education, (3) education for marriage and family living, (4) family life education, and (5) education for home and family living.

Moreover, this type of education is that aspect of the total educational endeavor which has as its special focus the complex interactional processes and personalities involved in and operating out of the institutional patterns of courtship, marriage, and family living.

As used in this study a family life educator is a person who teaches at least one class in the marriage and family life field and who is a member of the National Council on Family Relations. The rationale for this use of the term is explained in the section on "Selection and Nature of Sample," Chapter III.

The use of two other terms need to be clarified: (1) the functionally oriented course, and (2) the content, or academically, oriented course. If the Weberian notion of the constructed or ideal type were employed in explaining these two terms it would be correct to say that the two types are polar conceptions, and that concrete reality would be examined in the light of a continuum between the two logical extremes, which have a conceptual existence only. Concrete instances of reality, in general, tend not to cluster at the extremes, but to form a distribution that approximates the normal curve. In the case of the two types of classes being considered here, we would say that the functional course is a family life class which provides an opportunity for students to work through the problems and feelings they have about courtship, marriage, and family

living. The focus of this type of course, then, is not on the acquisition of knowledge, but, rather, on the sharing of ideas and opinions and the expression of attitudes (10). The content or academically oriented course, on the other hand, is a class which emphasizes the centrality of information, knowledge, and research facts in the acquisition of an understanding of courtship, marriage, and family life. Knowledge, then, rather than attitudes and feelings constitutes the focus of this type of class. In brief, the functional course is more affective in nature, whereas the content course is more intellectual in nature. There are proponents for both types of courses; and, as indicated above, while no course is identical with either extreme of the polarity, every course falls somewhere along the continuum and may, therefore, be classified as more or less content or functional. In the early experience of family life education most of the courses were closer to the content end of the continuum. It is Bowman's contention, however, and substantiated by Anderson, that there is currently a marked swing in the direction of the functional end of the continuum (12, 2). The further use of these two terms will be consistent with this explanation.

Summary

In the present chapter the writer has traced briefly the developmental history of the human family, of the family life movement in the United States, and of the movement for

education for marriage and family living. He has pointed out that the latter two constituted an emergent of the concern of numerous individuals and groups of the implication of the former for the adjustment problems of family members.

Further, the writer has included in the present chapter the statement of the problem of the present study, the importance of the study, the limitations of the study, and a clarification of terms used in the study.

Overview of Remaining Chapters

In the following chapters, in the order of their appearance in the study, the writer will include: (1) a review of the literature which is pertinent to the present study; (2) a description of the methodological procedures employed in planning, developing, and prosecuting the study; (3) a presentation of general findings; (4) a presentation of specific findings; and (5) a summary of the entire study, a set of conclusions and interpretations, and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Because of the paucity of purposely planned and systematically designed studies in the area with which the present research is concerned, the review of literature will include a number of articles by writers in the marriage and family life field which reflect the personal attitudes and opinions of these writers regarding the various topics which this study was designed to investigate. The plan of the present chapter, then, is to look first at the three or four more or less systematic research efforts of direct relevance to the present study, followed by a survey of articles and other research efforts of more limited scope.

Major Studies of Direct Pertinence

Perhaps the study of greatest relevance and significance to the present one is the work of Floyd Anderson (2). His study was completed in 1955 and was submitted to Teachers College, Columbia University, as his doctoral dissertation. It was a rather intensive, descriptive study of 40 marriage and family life educators, with secondary consideration of the nature of the courses which they taught. The design of the study called for the selection of these 40 educators from a group of thirteen eastern

institutions of higher education, and for the personal interviewing of each educator by the investigator. The results of the interviews were recorded on a structured interview schedule and analyzed descriptively.

Anderson found that a slight majority of the marriage and family educators had their highest degrees in the field of sociology. In fact, 22 of the 40 were so trained. Further, over half of the courses taught by the 40 educators, irrespective of their academic degrees, were taught in departments of sociology. He found further that the educational backgrounds of the younger educators were even more pronounced in the direction of a sociology-psychology combination. In addition to sociology and psychology, the educators, as a group, felt that other pertinent areas of academic preparation for family life personnel were home economics, counseling, biology, anthropology, history, and religion. Another interesting finding in relation to educators with a sociological background is that they tend to identify more closely with their parent discipline than they do with the field of marriage and family life. This, apparently, is not so true of educators with other kinds of academic backgrounds. There was also a tendency for sociologically trained educators to be somewhat more content oriented in their general class approach than educators with a different academic background. Psychologically oriented educators, in particular, tend to be

more functional in their classroom orientation. (These two terms, content and functional, are explained in "Clarification and Use of Terms" section in Chapter I.) One possible qualification that Anderson tends to make in terms of class or teaching approach is that the educational background of the instructor does not seem to be quite as important as course emphasis in deciding the particular type of approach that the instructor makes to the class. Thus, if an instructor is teaching a course on the historical and anthropological development of the human family he would likely use the content approach, even if his academic degree were in psychology. On the other hand, if the course in question is a course on "Marriage and the Family," it is Anderson's contention that the instructor with a psychological background would likely be more functional in his approach than would the instructor with a sociological background. Moreover, psychologically oriented educators, or educators with a psychological course emphasis, were all doing some counseling with their students, whereas educators with a sociological orientation, while doing some counseling, did somewhat less of it.

Anderson's study revealed the existence of approximately seven course types or titles: (1) the sociology of the family, with an historical emphasis; (2) the sociological course, with an emphasis on contemporary family patterns and problems; (3) a combination of the above two

courses; (4) the preparation for marriage or marriage adjustment course; (5) courses emphasizing student interest, such as dating, mate selection, engagement, sex behavior, et cetera; (6) the education for family living course, emphasizing child care, homemaking, and some pre-marital and marital concerns; and (7) the courses emphasizing psychological theories of human behavior with particular application to marriages. In terms of the instructors' opinions regarding the subject matter areas of greatest interest to the students (and Anderson did not ask the students themselves about the areas of their greatest interest) the study indicates that courtship is of greatest interest, followed by a concern about marital adjustment problems, with mate selection (apart from courtship) of next importance, and with subjects of primarily sociological interest, such as changing sex roles, status, and patterns, of least importance. The important subject matter areas according to the instructors themselves were; first, problems of marital adjustment, mixed marriages, and working or career wives and mothers; second, subjects of a sociological nature, such as the historical and anthropological development of the family, family structure, and child-rearing practices; and last, subjects of a more functional nature, such as courtship, dating, and mate selection.

A group of other somewhat disparate findings which emerged from the Anderson study include the following:

(1) there is a growing recognition of a legitimate need for a variety of distinct types of courses to be taught in the marriage and family life field; (2) there is a growing recognition of the fact that emotional learning inevitably takes place along with intellectual learning, particularly in an area which is as fraught with personal meaning as the marriage and family life area; (3) older men and women from the various disciplines, with the exception of sociology, tend to be those who become teachers of marriage and the family; (4) female teachers, more than male teachers, tend to favor a student-centered approach; (5) almost 80 per cent of the teachers felt that the marriage and family field was emerging as a separate field and teaching profession, and that, related to this movement, the lack of good, systematic research was felt to be the main obstruction in keeping the field from becoming a separate discipline; (6) most of the educators do personal counseling, despite the fact that less than one half of them have had any training in counseling; (7) nearly all of the instructors felt that future family life educators should have counseling included in their training and professional preparation; (8) the main personal qualifications of family life educators felt to be important were a well adjusted mature personality, a congenial, warm friendly attitude, and tolerance and respect for the ideas and attitudes of others; and (9) the existence of a trend toward a more functional approach to classroom teaching and greater student participation.

1

Anderson recommends for further study and investigation more extensive and intensive study of the subject matter of marriage and family life; further and more intense analysis of teaching techniques; a study of where family life courses should be taught, including whether a separate department might not be the most appropriate; further study concerning the kind of educational training future educators in the marriage and family life field should be given; and a more thorough study of the content and nature of counseling currently being done by family life educators.

Perhaps the most serious weakness of the Anderson study is the methodological, particularly those aspects of methodology which relate to sampling and analysis of data. For a study of this kind a sample of 40 is quite small, and is certainly not representative of any particular group or population of people. Further, the fact that the sample was small precluded any kind of significant statistical analysis, including even a simple percentage analysis. On the other hand, it should not be pretended that large numbers per se are superior to small numbers. In fact, an intensive analysis of one case is often most significant and revealing. Nevertheless the fact that Anderson's study includes only college or university family life educators from one small section of the country does seem to constitute a limitation. In all fairness to Anderson, however, it should be pointed out that he too recognized this as a limitation.

A similar study, but of much more limited scope, to the one discussed above, is the one which was done in 1953 by Donald Gray (23). The focus of Gray's study was an analysis of high school family life teacher characteristics and qualifications, with some consideration of their courses. The sample in this study consisted of 67 high school teachers in Florida cities with a population of 10,000 or more. The main findings of the Gray study include the following: (1) the most popular family life class titles on the high school level are homemaking, effective living, family living, and sociology; (2) most of the family life teachers are females--in fact 50 of the 67 included in the study; (3) 76 per cent of the instructors are married, 16 per cent are single, 7.5 per cent are divorced, and 4.5 per cent are widowed; (4) over 73 per cent of the teachers have had less than five years experience teaching family life classes; (5) the high school teachers with graduate degrees (masters) received their degrees, in order of descending number of cases, in education, home economics, guidance, psychology, social studies, sociology, family life, and homemaking; (6) the high school teachers with bachelor's degrees only received their degrees, again in order of descending number of cases, in home economics, social studies, education, English, and homemaking; and (7) boys and girls met together in 57 of the 67 classes conducted. Another dimension of Gray's study was an

investigation of the attitudes and preferences of the high school principals of these 67 teachers regarding certain aspects of their qualifications. The five most significant preferences expressed by these principals were: (1) a preference for women teachers over men teachers, (2) a preference for married teachers, (3) a preference for teachers who have children, (4) a preference for teachers who are church members, and (5) a preference for family life courses which are academic or content oriented as opposed to courses which are functional in orientation.

The limitations of Gray's study are not unlike those of Anderson's. Thus, a sample of 67 teachers taken from one state who teach courses on only one level leaves much to be desired. On the other hand, it does have the advantage of representing a particular population, namely, the teachers of family living classes in high schools in cities of 10,000 or over population in the state of Florida.

Another study of relevance to the present investigation is the research done by Henry Bowman during the academic year 1948-1949 (13). The general objective of the research was to discover what institutions of higher learning were doing in the way of making available curricular offerings in the area of education for marriage. In order to obtain the requisite information Dr. Bowman sent a questionnaire to each of 1370 colleges and universities. These 1370 schools represented all the institutions of higher education

that could be located which had programs of such a nature that marriage and family life courses might be available to students. Further, the questionnaire in each case was sent to the registrar of each school since there was no way of knowing the names or addresses of the instructional personnel. Of the schools that responded 632 reported having at least one curricular offering in the general area of marriage education.

Bowman found that of the universities and colleges offering marriage education courses over half of them (55 per cent) had instituted their courses since 1939, and that 79 per cent of them had inaugurated them during the fifteen year period beginning with the year 1934-1935. It is his speculation that since functional marriage education had its inception in 1927 that many of the courses which had their genesis prior to 1934 either were, or perhaps still are, courses in the family, with primarily a sociological orientation. A somewhat related finding is the fact that although courses in marriage education may be the main interest of the instructor, they are, as a matter-of-fact, so far as his teaching is concerned at least, something of a side line. Thus, in only three per cent of the cases was the marriage course the entire teaching load of a full-time instructor. The general pattern for an instructor, then, is to teach one, sometimes two, courses in marriage education, and two or three courses in some other field.

Bowman's study further revealed that the most popular titles of the family courses were, from most to least popular, (1) Marriage and the Family, (2) The Family, (3) Family Relationships, (4) Preparation for Marriage, and (5) Courtship and Marriage. In terms of the general nature of these courses, it is Bowman's contention that they are becoming increasingly functional in their orientation, with the affective components of education for marriage and family living becoming increasingly important. Further, in the great majority (73 per cent) of the schools the courses are elective, with only 10 per cent of the schools requiring their students to take them and 17 per cent of them requiring certain groups of students to take them. A final finding of the Bowman study reveals that while only an extremely small per cent of the instructors of marriage and family life courses taught more than one course, approximately 76 per cent of them were engaged in counseling students on individual or personal problems. The great majority of these counseling contacts developed as a result of the student's presence in the marriage course.

While Bowman's study is generally considered to be a sound study--well developed, appropriate use of techniques, and good sample --it perhaps suffers from one weakness, a weakness acknowledged by Bowman himself and one about which nothing could be done. That weakness is the absence of an exact definition of what a course in marriage and

family education is. Thus, there was no choice but to rely upon the judgment of the instructor as to whether or not his particular course could be defined as a course in marriage education. The problem of defining the field has not yet been adequately resolved. There is, then, still a quality of arbitrariness in regard to this matter.

A final study of some systematic nature which is of pertinence to the present study is the research which was conducted by a committee of teachers in sociology from a group of Southern colleges (5). The study was reported in 1953, and included a sample of 358 colleges from 13 southern states. Of these 358 colleges 220, or 61.45 per cent, responded. This study revealed course titles, in percentage of cases, not unlike those of the Bowman study. Thus, in order of descending frequency, the titles of courses were: (1) Marriage and the Family, (2) The Family, (3) Family Relationships, (4) Marriage, (5) Marriage and Family Relationship, (6) Preparation for Marriage, and (7) Courtship and Marriage. Further, most (about 63 per cent) of these courses were being offered by departments of sociology. The remaining courses were being offered in such departments as home economics, social science, religion, education, social welfare, and on an interdepartmental basis, such as is done in Florida State University. This distribution of departments offering these courses, incidentally, is not unlike the distribution revealed by

Anderson's study. This is particularly true of the prominence of sociology departments in offering such courses. Again, as in the case of the Bowman study, the great majority of these courses are taught by instructors who spend the smaller percentage of their teaching time with marriage and family life courses. In fact, nearly 76 per cent of the instructors had these courses added to their other teaching duties, were not specifically hired for the purpose of teaching such courses. Further, this study, again like the Bowman study, revealed that the majority (69.4 per cent) of these courses are elective. In only 12.1 per cent of the schools are they required. In the remaining 17.2 per cent of the schools they are required of certain groups of students, such as home economics majors and majors in marriage and family living. Further information regarding the nature of these courses include the fact that most of them have had their genesis since 1940, and that they tend to be moving along the content--functional continuum in the direction of the functional end. Further, no topics are deliberately omitted from these courses, including even sex education, though some of the topics may be emphasized over others. In terms of the requirements of students in these classes, class discussion and participation are emphasized, and most students are required to do collateral readings, hand in term papers and other kinds of projects.

Further findings of this study reveal that the preponderance of teachers of marriage and family life courses have their academic degrees in sociology, with fewer numbers reporting psychology, home economics, biology, religion, guidance, anthropology, history, and philosophy. The committee reports, however, that there seems to be some tendency toward combining or integrating a sociological-psychological background, particularly among those who specifically prepare for teaching courses in the marriage and family life area. In this study, as in both the Anderson and Bowman studies, a majority of the instructors report doing counseling on individual or personal problems. Again, these problems come to the instructors because of the students' presence in their classes. Unlike Gray's findings, the committee who conducted this research reports that the majority (62.6 per cent) of the instructors are male, with more men than women teachers being married. A final finding of this study relates to the instructors' interpretation of their major problems. These include the problem of overcoming community and administrative opposition to this type of education (Bowman did not find this to be a major problem), the problem of deciding upon appropriate material, and the problem of overcoming preconceived ideas, both among instructors and students.

As has already been indicated, each of the above four studies has relevance to the present investigation.

Each of them, however, has been more limited in scope and, with one exception, has represented a very limited population, or no population at all. And even in the case of this one exception, no high school personnel were included. The present study, then, is not only broader in scope (yet focused on a core of significant problem areas), but is designed to elicit from the respondents not only what is happening but what they think should be happening in these crucial areas. One of the major, unique contributions of the present study, of course, is the fact that it is the first systematic research effort which has been specifically designed to help identify the goals and objectives, the teaching methods, the subject matter areas, the personal qualifications, and the major tasks ahead of the practitioners in the newly emerging profession of marriage and family living.

Articles and Minor Studies

The remainder of this chapter will be devoted to a survey of articles of individual writers in the field, as well as to research efforts of limited scope and relevance. In other words, something has been written about most of the items or areas under investigation in the present study, and we will now look briefly at what has been written and by whom. While it is somewhat arbitrary, the plan of the remainder of the chapter will be to look at these articles and studies in the order that the items, to which the

the articles refer, appear on the questionnaire which was used in gathering the data for the present study.

The first item on the questionnaire concerns the goals and objectives of family life educators. The literature in the marriage and family life field reveals a confused and ambiguous condition in relation to this issue. This ambiguity is perhaps best reflected in the absence of any kind of consensus of opinion regarding the ends or objectives toward which these educators should be striving. Perhaps this condition is primarily a function of the newness of the field, or the wide range of interests of those who find themselves becoming educators for marriage and family living. In any event the range of objectives is from the narrow, provincial and more or less specific to the broad, almost all-inclusive and more or less general. Thus, for some the objective is to reduce the divorce rate, while for others the objective is to produce whole, well-integrated, self actualizing social organisms, an objective not different from the objectives of general education when general education is conceived in terms of its highest or most noble potential.

One of the most interesting, if not most complicated, objectives (or set of objectives) developed for family life educators is that delineated by Foote and Cottrell in their book Identity and Interpersonal Competence (21). It is their contention, by implication if not by explication,

that the major function or objective toward which family life educators and family researches should channel their energies is the discovery, the testing, and the implementation of those conditions or experiences which most effectively contribute to interpersonal, and thus to intra-familial, competence. Hence, the development and actualization of the components of competence in human personality and experience constitute the major problems and tasks for future work in the family. The components or dimensions of competence which Foote and Cottrell delineate include: (1) health, (2) creativity, (3) intelligence, (4) empathy, (5) autonomy, and (6) judgment. Only a cursory consideration of these components is necessary to convince one of the magnitude of the job of the family life educator if he is to accomplish the task indicated by Foote and Cottrell. The job would be tremendous even if we knew what these components were, or, perhaps more accurately, if we knew of what the components consisted. The fact that practically nothing is known about any of them influences some educators to work toward objectives which are of lesser ambition and complicity, and are a little more focused and societally oriented. Thus, Elizabeth Force (22) says of the family relationship course in Toms River, New Jersey, that the devout hope was that the course would accomplish or contribute to a reduction in the divorce rate, to a reduction in the number of broken homes, to a reduction in the amount

of delinquency, and to a reduction in the prevalence of unhappy children and parents. She goes on to say that the more positive aims of the course were to help young adults consider the seriousness of establishing a good home and family, and to help them face the opportunity more hopefully and positively. Another more focused goal is expressed by Fannie Masten, a teacher of family life education at Central High School in Charlotte, North Carolina (44). She indicates that the family life teachers at Central High School try consistently to keep two primary goals before them: (1) to help students gain self-understanding as a first step in understanding others, and (2) to encourage students to grow into maturity of understanding for marriage and parenthood. The major theme that runs throughout the course, says Masten, is growth and development.

A set of objectives which seem to be both general and specific in nature are those discussed by Blood (10). It is his contention that, when seen as a whole, the aims of marriage education include the usual specific element of mastery of factual material as well as the more general element of individual growth and development. In terms of the former, that is, the mastery of factual material, Blood suggests that students should gain knowledge in five areas. These include knowledge of the behavior of others, knowledge of the consequences of behavior, knowledge of

social norms, knowledge of potential problems and achievements in marriage, and knowledge of achieving marital goals. In relation to the general element, that is, growth and development, Blood says self-insight (by which he means an increased awareness by the student of his own scale of values, his unique needs, and other aspects of his personality) and personal growth (by which he means the continued development of the student in the direction of social and emotional maturity) should be an integral part of the students' experience in marriage and family life courses. For many family life educators, on the other hand, increased self-insight, or increased self-awareness, constitutes the central goal of marriage and family education. Thus, Lawrence Bee (7) suggests that the objectives of education for marriage and family living consist of, first, recognizing the inadequacy of the faulty thoughts and feelings that people bring to the central experience of marriage and family relations; second, helping the student make an adjustment from an attitude in which he projects praise and blame and makes use of verbal formulas to one in which he learns to confine himself to description alone for the time being; and third, assisting the student in developing his own unique perceptual mode and way of thinking about marriage and family experiences so he can handle these experiences in a meaningful way himself. In the final analysis, says Bee, the objective is to help each student gain insight into and

accept his own unique style, a style which emerges from his own nature. A similar notion regarding objectives is proposed by Laura Drummond (18). She suggests that interpersonal relations constitute the focus of family life education, and that, consequently, the objectives of this education should be to foster emotional maturity by assisting the student with the continued development of his personality, with the forming and changing of attitudes, and with better, more effective ways of living together in the family and in family-community life. She concludes her discussion of objectives by saying that the important, if complex, function of the family life educator is to interact with his pupils in such a way that each of them grows in self-understanding and deepened insight.

In discussing marriage education in Negro colleges, Himes develops a societally oriented set of objectives (27). It is his contention that the very fact that most Negroes who are going to college are going to move up the social ladder considerably dictates one of the major aims of the marriage course. This aim, he says, should be to aid the students in conceiving of marriage and family relations primarily in terms of the system of values and social network of that social class into which the students will be moving. This emphasis, he maintains, will contribute to increased harmony and integrity of social roles as well as to the development of a conception of marriage which is

consonant with the new value system without disparaging the old. How Himes expects to handle the problem of a group of students who are going into different social classes is, of course, not made clear. Another objective which is geared to societal structure and process is the one suggested by Ralph Eckert (19). It is his contention that the need for family life education in the first place is a function of the fact that people become the kinds of adults they are because of the way they are reared in their families. This being true, he maintains, the implied goal or objective of education for marriage and family living should be to help young people make an appropriate adjustment to the rapidly changing culture in which they find themselves enmeshed, and more particularly, to make an appropriate adjustment to the changing nature of that unit or system of society known as the family.

Two articles which imply some of the broad character of the aims of marriage and family education have been prepared by the New Jersey Department of Education's Advisory Committee on Social Hygiene Education (49) and by an anonymous committee of the American Social Hygiene Association (4). The former committee suggests that education for family life aims to preserve the family and to enrich family living and that, consequently, such a program should never be narrowly conceived and should certainly never be limited to the imparting of information about sex and reproduction.

The latter committee, in answering the question regarding the specific aims and objectives of marriage and family living, states that this type of education has as its primary objective the development of strong, sound parent-child relationships, wholesome youth relations, and adequate preparation for courtship, homemaking, and parenthood. They go on to emphasize the proposition that family life education is not just sex education, that it is much broader and more complicated than this, and that it is the responsibility of parents, of schools, of churches, and of a great many other agencies and institutions.

A final article to be referred to in relation to the objectives of family life educators, and one which seems to be relevant to this topic if only by indirection, is a report of a study of learnings derived from a functional course in marriage education (46). The investigator, Virginia Moses, was interested in getting answers to the following three questions: (1) Do students who are enrolled in a one semester course in family relationships at Syracuse University make measurable gains in their understanding of areas (subject-matter areas) which the staff considers significant?; (2) Do they gain insights (as opposed to a simple accumulation of knowledge) which they themselves consider to be important?; and (3) Is there any evidence among these students of the practical application of understandings and insights gained from the course in

helping them to solve and work through their own personal problems? The sample for the research included 212 students and 60 married alumni. The procedure and techniques employed in obtaining the answers to the questions were questionnaires, focused interviews, and open-ended procedures. The conclusion to which Moses came was an affirmative answer to each of the questions. While there are serious methodological problems involved in this type of study it does tend to illustrate that the objectives of marriage education are capable of being framed operationally. It will be observed that the objectives of Moses, like those of Blood, include both the specific (the acquisition of knowledge concerning the various facets of marriage and family living) and the general (the development of insight and personal growth) dimensions.

The second item on the questionnaire concerns the teaching techniques and materials which family life educators use in facilitating the accomplishment of their objectives. The feeling of many educators in the field is to the effect that the focus and objectives of family life education are of such a nature that pedagogical procedures and materials should be especially selected or developed consistent with these objectives and this focus. This procedure they feel, will result in the use of techniques and materials not often used by instructors in other fields. The writer will now refer to a few articles to illustrate how several educators look at this issue.

It is the contention of Bee (7) that since the central objective of education for marriage and family living is the development of each student's own unique style--facilitated by growth in insight--the most appropriate teaching methods and teaching methods and techniques are those described in the literature on group dynamics and student-centered teaching. Thus, role playing, psychodrama, and active student participation offer the greatest promise. The lecture method, so common to other fields, tends to be mostly inappropriate to this field. Somewhat in contrast to this opinion, however, is the opinion of Blood (10). It will be recalled that Blood considers the acquisition of factual knowledge to be an integral part of the objectives of even a functional course in marriage preparation, and this objective can obviously be achieved through the employment of the lecture technique. Blood goes on, however, by describing other techniques and materials which he considers to be peculiarly appropriate to the accomplishment of the objectives of marriage and family educators. These include questionnaires, class discussions (including small group discussions), role playing, audio-visual materials, outside consultants, outside readings, written assignments, interviews, case reports, personal documents, self analysis forms, and counseling.

In contrast to Blood, Wimmer denies that there are any knowledges to memorize, any final facts to know (56).

On the contrary, the concern of the family life educator is the personality growth and development of his students and, consequently, the most appropriate class room procedure is the discussion method; seldom is the lecture method of any real utility. Moreover, cooperative planning between students, instructor, and parents should be utilized in the successful prosecution of any marriage and family life class. This includes the use of parents and other community members in actual class discussions.

The emphasis upon the need for the utilization of a variety of teaching techniques is echoed by Masten (44). Thus, in her own program she describes the use of the following techniques: (1) films; (2) role-playing; (3) a box for the collection of anonymous questions; (4) self-evaluation inventories; (5) scrapbooks; (6) simple research investigation, undertaken by the students themselves; (7) panel discussions; (8) guided trips and tours; (9) interview reports; (10) tests; and (11) outside consultants. Lucky and Neubeck advocate the use of a list of techniques not unlike that of Masten's (41). Thus, role playing, which they find to be particularly fruitful, class discussion, small group buzz-sessions, group reports, panel presentations, radio plays, and debates are considered to be specially relevant to the work of the family life educator. Of less relevance, they maintain, is the lecture technique. Their rationale for this advocacy of technique

is their belief that effective family teaching is concerned primarily with behavior, and that behavior is not markedly influenced by lecturing.

A final article regarding teaching techniques is the report of the results of a study on trends in family life education, made by Margie Lee (38). The study was sponsored by the E. C. Brown Trust Company, with the avowed objective being the ascertaining of some of the recent trends in family life education. The sample was composed of a group of 68 family life workshop participants representing high schools in 19 states. In general, the results pertaining to teaching techniques revealed the following trends: (1) an increasing use of the discussion method, and a corresponding decreasing use of the lecture method; (2) an increasing use of role playing, and other socio-dramatic techniques; (3) an increasing use of outside (community) resource people; and (4) an increasing involvement of students in the planning of instruction.

So far as the present writer has been able to determine there have been no studies done specifically for the purpose of discovering what factors or experiences have been important in influencing people to become family life educators (item three on the questionnaire). It is only by indirection or extrapolation that any insights into this area of concern emerge. These insights come primarily from the studies which were reviewed at the beginning of

this chapter, but more particularly those of the committee of teachers of sociology in Southern colleges (5), of Gray (23), and of Bowman (13). In each of these studies it was observed that the great majority of family life educators were not hired initially to teach family life courses; they were, in fact, asked to teach these courses after they were hired. In other words, they had the family life courses added to their other teaching duties. This means, then, that in addition to whatever other factors might have been involved in their ultimately becoming teachers of family life courses (such as interest, training in sociology, et cetera), the factor of availability was of practical importance.

The fourth item on the questionnaire concerns the subject-matter areas of the field of education for marriage and family living. Again, few studies have been done on this aspect of family life education. Each of the four studies reviewed at the outset of this chapter indirectly pointed at subject-matter areas in the results concerned with class titles, although it is recognized that there is often little correlation between the title of a class and what is actually covered in that class. The specific intent of the item concerned with the subject-matter of family education in the present investigation was to determine the amount of time that the educators actually spent on each of the major areas of subject-matter. When looked at from this

point of view, it can be said that no research has been done. Moreover, Hudson (29), in his content analysis of family life textbooks, found that there is almost a complete lack of agreement regarding the proper subject matter of family life education, at least insofar as these areas are treated in the textbooks. Thus, only three subject-matter areas were included in all the textbooks he examined. These three were family life, personality development, and dating. The subject of sex, generally assumed to be of particular interest to high school students, was treated, if briefly, in only three of the texts. In conclusion, it can be safely assumed that nothing is known very specifically about the relative amount of time that family life educators devote to the various areas of subject-matter in their field.

The fifth item on the questionnaire is concerned with the procedures or ways in which family life educators arrive at a decision regarding what content is to be included in the courses that they teach. And again no research of direct relevance is available. Both of the studies by Anderson (2) and Gray (23), reviewed above, imply that teachers are beginning to share this responsibility with their students, that they are beginning to let the students indicate what areas of content are of crucial concern to them. This trend is supported by the results of the study reported by Margie Lee (28), referred to above. It is her contention that one of the four major trends in the field

of family life education is the increasing utilization of students in the planning of instruction. Aside from this conclusion, nothing is known about the specific procedures employed by family life educators as a group in deciding what to include in the classes they teach.

In relation to the sixth item on the questionnaire, the personal qualifications of family life educators, more has been written, if little research has been done. Like much of what has been written, the research is not very adequate or conclusive. The study that is of most direct relevance here is that done by Gerhard Neubeck (48). He devised a questionnaire, which he entitled "A Prospectus for A Graduate Program in Family Life Education," and sent it to what he considered to be 21 of the leading family life educators in this country. Two of the important sections of the questionnaire were concerned with the desirable personal and academic qualifications of family educators. The result in terms of the former was the almost unanimous agreement among the participants in the study that family life educators should be accepting of all human behavior. What acceptance of all human behavior included, says Neubeck, was the absence of prejudice in relation to race, color, religion, philosophy, or personality deviation and the presence of a genuine interest in people. Anderson's study (2), discussed above, reveals that the main personal qualifications felt to be important are: (1) a well adjusted,

mature personality; (2) a congenial, warm personality; and (3) a tolerance and respect for the ideas and attitudes of others. Timmons (53) maintains that there are three general personal qualities that are of unusual significance to family life educators. The first of these is a genuine interest in human beings for their own sakes. It is necessary, says Timmons, for the teacher to have a vital personal concern for each of his students. The second general quality essential to teachers of family living is growth potential. Further, motivation for growth and development must come from within the teachers themselves, cannot be imposed from without. The third essential in the personal qualification of the family educator is that he be reasonably well oriented to life in general. This kind of orientation, says Timmons, includes a cheerful acceptance of one's own sex and role, of one's family role, of one's societal role, and experience which has provided contacts with people.

This kind of description of the desired personal qualities of instructional personnel in family life is echoed by practically every educator who has anything to say about the subject. In relation to such qualities as desirable marital status, sex, age, et cetera, most of the writers are agreed that these factors are of much lesser significance, if of any significance at all in themselves, than the qualities described above (36, 53, 32). In other words, "other things being equal," it is relatively

unimportant whether the educator is married, is a female, or is 60 years old.

Moving next to a consideration of the literature that is pertinent to the desirable academic preparation of family life educators, a situation much like that regarding personal qualities is observed. Hence, long lists of areas of training relevant to the prospective educator are presented. Thus, Timmons (53) maintains that adequate academic preparation for teachers of family life includes a good foundation of general education in biology, sociology, psychology, home economics, physical education, history, economics, and others, depending upon the interest of the teachers. In addition, these general courses will be pointed up by such specialized courses as the family, consumers economics, adolescent psychology, child development, home management, marriage and the family, psychology of personal adjustment, home architecture, principles of guidance and counseling, and human reproduction. Finally, says Timmons, professional courses on teaching and educational methods should be included. Not unlike Timmons, Kirkendall and Handwerk suggest a training program for teachers of family living which includes some work in just about all of the major fields of academic learning (32). They especially recommend a deep psychological-sociological foundation, buttressed, as just indicated, by work in a wide variety of fields. Longworth, too, sees a broad type

of training as being essential to the adequate preparation of family life personnel (40). The four major areas, he maintains, are the biological, economic, sociological, and psychological, with law, religion, home economics, and recreation also being important. In conclusion, it can probably be said that most writers on the subject consider a broad type of training to be most desirable, with the heaviest emphasis on the sociological, psychological, biological fields. Phillis Martin is a particularly vociferous proponent of the crucial importance of the latter field (43).

The eighth item on the questionnaire is concerned with whether family educators do personal counseling, and how they feel about whether training in counseling should be included in their academic and professional preparation. As has been indicated above (2, 13, 5), all the studies that have been done on this topic reveal that the great majority of family life educators, irrespective of whether they have been trained for it or not, do individual or personal counseling in connection with their teaching experience in family life. Moreover, although it is not a unanimous feeling, a great many family educators feel that personal counseling is one of the important, incapable functions of the instructional personnel in their field. This attitude is clearly expressed by Bowman (14). It is his contention that, in addition to classroom

instruction, it is incumbent upon the instructor to provide the opportunity for each student to take at least the initial steps toward the resolution of personal problems. This, of course, suggests counseling, and, says Bowman, the provision of counseling is an integral part of the functions of a marriage education program. The benefit deriving from such a program is two-way; not only is the student helped in working through and resolving problems, but so also is the instructor helped, especially in the sense that counseling helps to keep him very close to live student problems. Like Bowman, Blood discusses the integral nature of counseling in the marriage education program (10). He maintains that probably no other courses in the entire curriculum so frequently stimulate students to talk over their personal problems with their instructor as do the marriage and family life courses. This, he says, is largely due to the fact that the subject-matter bears so closely upon the personal life of the student. Typical problems raised in counseling sessions include doubts about the rightness of one's choice of marriage partner, problems of premarital sexual adjustment, and how to deal with the opposition of parents to one's marriage plans. Blood concludes by saying that the urgency and importance of such problems demonstrate the necessity of providing premarital and marital counseling as an indispensable part of the total program of education for marriage and family living.

There have been no studies done to determine the attitude of family life teachers regarding the issue of whether introductory courses in marriage preparation and family life should be required or elective (item nine of the questionnaire). However, studies regarding actual practice have been done, and indicate that in only a small percentage of schools offering such courses are they required (13, 5, 31). To date, then, most schools and colleges look at the marriage and family life courses as not being of sufficient importance to require that students take them.

Item 10 on the questionnaire concerns the appropriate location (department) for the teaching of marriage and family life courses. Again, as in the case of item nine, no systematic studies have been done to ascertain the opinion of family life educators regarding this issue. Studies have been done that reveal where the courses actually are taught, and, as already indicated in those reviewed above, the most common location for these classes is a sociology department. Departments of home economics and psychology probably come next in popularity (2). And of still lesser popularity are departments of child development, education, anthropology, religion, and social work.

The literature relevant to item 11, the "big tasks ahead," again is very scant. Only one or two studies of direct pertinence have been done. The first of these

(Anderson's) has already been referred to several times (2). He found that most of his respondents felt that the greatest obstacle in keeping the field of marriage and family life from becoming a separate field was the lack of good research, and that, consequently, the major task immediately ahead of family life educators is the planning and prosecution of sound, systematic research. A similar attitude regarding the urgency of this task is shared by Sperry and Christensen (51, 16). It is their contention that the major task of immediate significance to family life educators is the greater integration, more theoretical orientation, and further interdisciplinary cooperation among family teachers and researchers alike. It is time, says Christensen, that family researchers get together and decide upon a common frame of reference and on a series of problems that can receive first priority. The more one piece of research is related to another piece, the more it will add up to good research.

From her study of trends in family life education, Wimmer (56) concludes the existence of four major tasks to be met if the field is to continue to grow. These include: (1) the need to obtain greater community acceptance of this type of education; (2) the need to develop better trained personnel; (3) the need to develop better research and more experience; and (4) the need to implement a continuous program, one that has its inception in the elementary grades and continues through the secondary school and

on up to the university. A list of tasks similar to that of Wimmer's is the one delineated by Landis (34). Two additional tasks added by Landis are, one, the need to make the marriage and family classes available to members of both sexes, and two, to emphasize the need for an interdisciplinary approach to the training of family life educators. Probably the most simple, and perhaps most accurate, notions regarding the major tasks facing family life educators today is the one proposed by Lantz (37). Simply stated, it is the need to think through, clarify, and try to make operational what constitutes marriage and family education. Until this is done, and Lantz does not think it has been done, the marriage and family field can hardly expect to become a discipline in its own right.

While little objective research has been done in terms of where most family life teachers stand in relation to the content--functional continuum, the general impression is that more and more educators are moving in the direction of the functional end. This impression is given some credence by the studies of Bowman (13) and Anderson (2), referred to above. Further, many educators are actively promoting the notion that the central core of the field of education for marriage and family living are the emotions, attitudes, feelings, and behavior of people, and that, consequently, the students and not subject-matter should be the focus (7, 56, 41).

The literature of pertinence in relation to item 13 of the questionnaire is practically non-existent. In fact, no studies have been done to ascertain the attitude of family life educators regarding the issue of whether or not the sexes should be mixed in marriage and family life classes. Apparently, most schools do mix the sexes (23), though some of them do not. The writer is personally aware of school situations (high school level) in which the boys are taught separately by male teachers and the girls are taught separately by female teachers. That this situation is not generally considered positive is indicated by Paul Landis in an article appearing in Sociology and Social Research (35). In this article he makes it quite clear that family life teachers must be trained to work with both sexes together. The implication of Landis' article, of course, is that one reason the sexes are sometimes separated is because of the inability of teachers to work comfortably with both sexes at once. In personal discussions with several marriage educators, the writer has gained the impression that the desire of the great majority of educators is that the sexes be mixed.

The literature on the extent or degree of freedom that individual instructors have in deciding what content to include in their classes is conflicting and contradictory (item 14 of the questionnaire). A fairly common impression among marriage educators is that their programs

are under close censorship by the community and that, therefore, they must proceed very cautiously in developing their programs and in deciding what material to include in their courses. The material about which there is greatest sensitivity is the material relating to sex education. Thus, Cumings (17) tells of the disapproval that many administrators have faced as they have attempted to build programs of instruction involving sex education into their curricula. Likewise, Wimmer (56) indicates that one of the four major tasks immediately facing family life educators is the acquisition of greater community acceptance of their programs. Another report indicates that one of the three main problems through which family life educators must work is the overcoming of community and administrative opposition (5). On the other hand, a recent study of family life programs in Iowa, reported by Kenkell, failed to discover one case of unfavorable community reaction to family living courses (31). This situation leads Kenkell to say that it is rather interesting that one of the important reasons for not offering a course in family living is anticipated adverse community reaction, while, at the same time, his own study revealed no such experiences. Perhaps, then, it is unfavorable reaction that is anticipated rather than experienced that is the deterrent.

The last item on the questionnaire is concerned with the appropriate conceptual or theoretical approaches of

relevance to family life researchers. There have been no studies done to ascertain the preferences of teachers and researchers in regard to this issue. However, Hill (26) has undertaken to direct an inventory of marriage and family research that has been done since 1900. The results of this project thus far reveal the existence of a seven-fold classification of conceptual approaches. These, with the authorities associated with their development, are: (1) The institutional-historical approach, sociological, and best represented by C. C. Zimmerman; (2) The interactional-role analysis approach, sociological and social psychological, and represented by E. W. Burgess, R. Hill, and W. Waller; (3) The structure-functional approach, sociological and anthropological, and represented by T. Parsons, G. Murdock, and C. McGuire; (4) The situational-psychological habitat approach, sociological and psychological, and represented by J. Bossard, R. Blood, and R. Barker; (5) The learning theory-maturational approach, psychological, and represented by A. Gesell, R. R. Sears, and A. J. Whiting; (6) The household-economics-home management approach, inferred in the works of H. Kyrk, P. Nickell, and M. Reid; (7) The family development or family life cycle approach, inter-disciplinary and eclectic, and represented by L. Stott, E. M. Duvall, and M. Sussman.

Summary

In the present chapter the writer has reviewed the four major studies which have been done that are of direct relevance to the present investigation. These include the works of Floyd Anderson, Henry Bowman, Donald Gray, and a Committee of Teachers of Sociology from a group of 13 Southern colleges. A large number of articles have been written which bear on the problems of the present study, and these have been reviewed in the present chapter, along with a group of research efforts of limited scope and relevance.

CHAPTER III

METHODOLOGICAL PROCEDURES

Selection and Nature of Sample

The selection of the final sample used in the present study was arrived at only after an exhaustive consideration of a number of other possibilities, which ultimately proved to be less promising. At the outset the writer was well aware of the inherent difficulties that faced him in drawing a sample that would meet the criteria of a sound research design. These difficulties were rooted in primarily two factors: (1) the absence of any existing, reliable, list or record of teachers in the marriage and family life field, and the improbability that such a list could be compiled within a reasonable length of time; and (2) the problem of deciding upon a definition of a family life educator in order to know who could or could not logically be included in the sample. The latter problem, of course, is a function of the new and still somewhat nebulous nature of the field of marriage and family living, and is handled only arbitrarily in this study.

The writer first considered the possibility of drawing a sample that would be composed of the memberships of the various state and regional councils on family

relations. However, his investigation into this possibility revealed that this kind of sample would be inadequate and impractical for two reasons. First, the state and regional membership records are neither uniform nor complete; not all of them are kept current. Secondly, nearly all of these councils include substantial numbers of people not involved in family life education at all, but who maintain membership because of their general interest in the field and because their membership entitles them to certain publications sponsored by the councils. Further, most of the councils are not able to identify who is or is not a family life educator. On the basis of these considerations, then, this possibility for a sample was rejected.

The second possibility considered was to write to all the colleges and high schools in the country and to request the names of all the teachers of marriage and family living classes, followed by selecting, on a random basis, a sample from these names. Needless to say, the physical and time requirements of this possibility discouraged any further serious consideration of it. A somewhat similar possibility was to go through all of the college catalogs and try to deduce from these the names of those teachers who might be teaching one or more family classes. The inadequacies of this system are immediately recognized. In the first place, only colleges publish catalogs, and while the emphasis of the present study is in favor of the college

population it is definitely not intended to exclude the high school population. Secondly, to try to guess who taught family life classes from the catalog listings would be grossly inaccurate. And, finally, only a sampling of catalogs would have been feasible.

A fourth possibility, perhaps more adequate than either of the above three, was considered. This would have involved a much smaller number of educators, but would have involved intensive interviewing. The plan was (1) to select about 50-75 family life educators from a group of mid-western high schools, colleges, and universities, (2) to personally interview each of these educators, and (3) to record their responses on a semi-structured interview schedule. While this plan was given very serious consideration, it was ultimately rejected in favor of a plan that was more cross-sectional and representative in nature. The writer was very concerned about getting a sample that included educators from all sections and regions of the country.

The sampling procedure that was finally adopted was one that avoided most of the weaknesses of the other procedures and included the writer's requirement that the sample be cross-sectional in nature. With the cooperation of the National Council on Family Relations, and especially its president and executive secretary Dr. Mildred I. Morgan and Mrs. Ruth Jewson, respectively, the membership list of

the National Council was made available to the writer for use in the study. This membership included 150 high school teachers and 730 college and junior college teachers.¹ However, not all of these teachers are actually teaching marriage and family life classes. The best estimate in regard to how many are teaching such classes is between 600 and 650 (42). Because there was no way of knowing who taught family life classes and who did not, questionnaires were sent to all of the members of the Council, with the exception of 25 members who participated in the pilot study or in other ways helped with the construction of the instrument and, consequently, were not participants in the final study.

The sample used in the present study, then, consisted of 855 members of the National Council on Family Relations. In addition to the cross-sectional nature of this group, other bases for its adoption included: (1) the fact that it probably includes the educators who are the most active in the family field, and certainly those who are the most influential, such as the writers and researchers; (2) the fact that there was greater economy in the use of this group than in all, with perhaps one exception, of the other possibilities considered; and (3) the fact that the writer

¹As pointed out in Chapter I, family educators whose programs are community oriented were not included in the present study.

subjectively felt that this group constitutes the vital force in the continued development and growth of the marriage and family profession and that, consequently, to know how they felt about the issues he was investigating was to get most accurately at what he wanted to know. This feeling, incidentally, is shared by all the educators with whom the writer has discussed this issue.

To help insure as complete a return of the questionnaire as possible, two major steps were accomplished. The first involved the acquisition of the support and cooperation of the executive officers of the National Council on Family Relations. This was generously tendered by the Council's president, Dr. Mildred Morgan, and its executive secretary, Mrs. Ruth Jewson. Dr. Morgan wrote a cover letter (see Appendix III) indicating her interest in the study and encouraging the Council membership to cooperate by completing the questionnaire and returning it as soon as possible. Mrs. Jewson had the membership list made up and sent to me, along with other helpful materials. The second step, not at all unique to this study, involved the inclusion of a stamped, self-addressed return envelope in the materials which were sent out to each respondent. These materials included, in addition to Dr. Morgan's letter and the return envelope, a letter from the writer explaining the study (see Appendix IV), and, of course, the questionnaire (see Appendix I). The materials were all mailed to

the study participants on April 12, 1958. Then, three weeks later, on May 3, 1958, a follow-up letter was sent to each member who had not responded to the initial mailing. On June 15, 1958, the sampling was closed, and the tabulation and analysis of data begun. During the first three weeks of the sampling, that is, prior to the sending out of the follow-up letter (see Appendix V), 514, or approximately 60 per cent of the respondents returned their questionnaires. Of this number, 122 were not teaching family life classes and, consequently, returned the questionnaire without completing it, leaving 392 who were teaching and who returned the completed questionnaires. After sending out the follow-up letter an additional 172, or approximately 20 per cent, returned their questionnaires. Of this number 64 were non-teachers and 108 were teachers.

The total number and percentage of returns, then, were 686 and 80.2 per cent, respectively. Of this total, 186 were educators who did not teach any marriage and family life classes, leaving 500 who taught such classes and who completed the questionnaire. Of the latter number, however, 25 questionnaires were judged unusable and, consequently, were not included in the final computations. The criteria for the judgment of unusability were of two kinds: (1) they were radically short of being complete, and/or (2) the respondents did not follow the directions in completing them. The actual number of questionnaires used in the

final computations, then, was 475. It is the writer's opinion that the return of 80.2 per cent is a very substantial return, and that it comes close to being representativeness of the total group included in the sample. However, more than intuitive feeling is indicated in research endeavor; consequently, three dimensions of sample representatives were selected for testing. These included (1) sex distribution of respondents--non respondents, (2) levels of teaching of respondents--non respondents, and (3) geographical location of respondents--non respondents. In other words, in terms of these three dimensions, the writer wanted to know if those from whom he heard (the respondents) were not unlike those from whom he did not hear (the non respondents). The Chi Square technique was used in testing these dimensions of representativeness.

Tables 1, 2, and 3 show the results of this testing. Only in Tables 1 and 2 is the writer assured that those from whom he heard are not unlike those from whom he did not hear. The hypothesis of independence is rejected in the case of the data of Table 3, however. An analysis of this table shows that the significant Chi Square is probably accounted for by the deviation of the "East" group from the other groups. The percentage of respondents for the "East" group is 71.8; for the "South" group, 76.9; for the "Midwest" group, 78.7; and for the "West" group, 83.7. Incidentally, it should perhaps be mentioned that the reason that only

660 of the 686 respondents are used in the statistics of these tables is that for 26 of the respondents the writer was not able to determine either the level on which they taught or their sex.

TABLE 1. The distribution of sample by sex and by respondents--non respondents.

Sex	Respondents--Non Respondents		
	Respondents No.	Non Respondents No.	Total No.
Male	368	107	475
Female	292	88	380
TOTAL	660	195	855

χ^2 is .05, 1 degree of freedom, P. is .70 to .80.

TABLE 2. The distribution of sample by level of teaching and by respondents--non respondents.

Level of Teaching	Respondents--Non Respondents		
	Respondents No.	Non Respondents No.	Total No.
College	551	158	709
High School	109	37	146
TOTAL	660	195	855

χ^2 is .64, 1 degree of freedom, P. is .30 to .50.

TABLE 3. The distribution of sample by geographical location and by respondents --non respondents.

Geographical Location	Respondents--Non Respondents		Total No.
	Respondents No.	Non Respondents No.	
West	129	25	154
Midwest	214	58	272
South	133	40	173
East	184	72	256
TOTAL	660	195	855

χ^2 is 8.24, 3 degrees of freedom, P. is .02 to .05.

A final conclusion in regard to the representativeness of the returns is guarded. In two of the three dimensions tested for representativeness a positive conclusion emerges; in the case of the third dimension, however, the evidence is not in the positive direction.

Method of Data Collection

The instrument which was used to collect the data for the present study was a structured questionnaire (see Appendix I). The construction of the final form of the questionnaire was preceded by 18 months of constructing, testing, and reconstructing. Some of the initial work that was done which was directly relevant to the building of the questionnaire was a study of the literature. This was

accomplished for two reasons: (1) to determine what had been done that was relevant to the contemplated project, and (2) to see if the questions that seemed to be of greatest concern to the writer were also the questions that seemed to be of greatest concern to the educators who were producing the literature; this, incidentally, proved to be true. In fact, as was indicated in the section "Statement of Problem," Chapter I, the writer's interest in doing this type of study was stimulated by the almost omnipresent questing and questioning in regard to the objectives and functions of family life educators, their personal-academic qualifications, their immediate tasks, and other related problems.

After the focus of the study had become crystallized, the writer, then a graduate fellow at the Merrill-Palmer School, Detroit, Michigan, enrolled in a tutorial seminar and, under the direction of Dr. Richard Kirckhoff, began to develop the items to be used in the questionnaire. Thus, before he had completed his year of work at the Merrill-Palmer School, the writer had developed the first draft of the questionnaire. This step was followed by submitting the questionnaire to a group of methodologically sophisticated family life researchers, two of whom are considered to be among the leading researchers and writers in the marriage and family life field, Drs. Evelyn Duvall and Reuben Hill. Each of these persons made suggestions and

criticisms that were extremely pertinent to the improvement of the instrument. The next step which was taken to strengthen and in other ways improve the questionnaire was to meet with and present it to two groups of family life educators. The first of these groups was the staff of the Clara Elizabeth Fund for Maternal Health, Flint, Michigan, and the second was a group of family educators at the Merrill-Palmer School in Detroit. The procedure followed in meeting with each of these groups was (1) to present the total plan of the study as it had been developed up to the time of the meetings, and (2) to present each item of the questionnaire for evaluation and criticism. There was considerable interaction in these meetings and the criticisms stemming from this interaction resulted in some substantial modification of the questionnaire.

After the questionnaire had been constructed, modified, and reconstructed in terms of the steps described above, it was judged ready to be subjected to the requirements of a pilot study. The purpose of the pilot study, of course, was to further determine the adequacy of the instrument for use in gathering the data that were necessary for the final study. The problem of a suitable sample on which to test the instrument was solved when Esther Middlewood, Chief, Mental Health Education, Michigan Department of Mental Health, and president of the Michigan Council on Family Relations offered the support and cooperation of the latter

organization. On March 12, 1958, a questionnaire along with a letter (see Appendix II) explaining the purpose of the study and asking for their critical reaction to the questionnaire were sent to the membership of the Michigan Council on Family Relations. As these questionnaires were returned to the writer they were tabulated and analyzed. Several of the respondents were very thorough in their criticisms of the instrument and in suggesting ways in which they felt it could be improved. Improvements and corrections consistent with these criticisms and suggestions and with the purpose of the questionnaire were accomplished. At this point in the developmental history of the instrument, it was judged ready to be used in the final study.

The final form of the questionnaire is divided into two sections, the first section consists of the "personal and professional data" items, while the second section is the body of the instrument. Each series of statements to which the respondents were to react was preceded by a brief set of instructions, with the "specifics" set off in bold type, so as to ensure a correct interpretation of the way in which each item was to be completed.

Method of Data Analysis and Use of Statistical Techniques

As indicated in Chapter I, the present study is exploratory-descriptive in nature; as such it is obviously more of a statistical than a theoretical study. Thus, significant findings were arrived at through the use of

tables and statistical techniques. The techniques used were a simple comparison of percentages and a test of significance of difference, in this case the Chi Square technique. The latter technique is a way of treating data that are expressed in terms of classified frequencies, as contrasted with measurement data. Typically, the question that an investigator wants to answer when he is dealing with frequency data is whether there is a significant difference between the frequencies observed in his sample and some theoretical or expected population frequencies. In essence, what the investigator is trying to do when he is using the Chi Square to analyze his data is to determine whether the deviation of observed frequencies from expected frequencies can legitimately be attributed to sampling errors or whether he can conclude, at a specified level of probability, that a non-chance factor was operating. In order to be consistent with the requirements, or limitations of the Chi Square, five assumptions must be made: (1) that only frequency data are used; (2) that the individual events or measurements are independent of each other; (3) that no theoretical frequency smaller than five is used; (4) that there is some logical basis for the way the data are categorized; and (5) that the sum of expected frequencies equals the sum of observed frequencies (54).

In addition to the reasons for using the Chi Square implied in the discussion thus far, the present writer used

this technique for two other reasons: (1) the technique makes possible the application of mathematical procedures to categories that are not strictly quantitative in all their aspects, and (2) it weighs every case in the distribution proportionately to every other case (54). As the Chi Square was employed in this study, the .05 per cent level of probability was used as an adequate criterion of significance.

Summary

The sample used in the final computations of the present study is composed of 475 members of the National Council on Family Relations who teach one or more classes in the field of marriage and family education. The instrument which was used in collecting the data for the study was a structured questionnaire. The questionnaire is divided into two sections; the first section consists of personal and professional data items, while the second section composes the body of the instrument. The methods of data analysis were confined to a simple comparison of percentages and the Chi Square method.

CHAPTER IV

GENERAL FINDINGS

The plan of the present chapter is to present briefly the general findings of the study. These include the actual responses made by the participants, as a group, to each of the items on the questionnaire. The specific findings, including a statistical analysis of differential responses by sub-groups, and by other background items (variables), will be presented in Chapter V.

The first item on the questionnaire (see Appendix I) pertains to the goals and objectives of family life educators.¹ Each participant was instructed to respond to this item, not in terms of what he considered to be the objectives of family life education as a field, but, rather, in terms of what his own objectives were as a family life educator. Thus, what is presented here is a picture of the objectives of family life educators as formulated by the 475 respondents, each responding in terms of his own

¹The list of goals and objectives used in the present study was compiled from three sources: (1) Hudson's content analysis of family life education textbooks; (2) the writer's own review of the literature; and (3) the writer's personal discussion with a number of educators in relation to their goals and objectives.

objectives.² It is the writer's contention that, when expressed in this manner, a more valid picture of objectives emerges than would if the educators had responded in terms of what they thought were or should be the objectives of family life educators in general--a hypothetical situation at best. Further, each respondent was asked to select and rank, in the order of their importance, the five objectives which he considered to be his most important objectives. (It was discovered in the process of testing the instrument that most educators tended to select approximately four to six or seven of the objectives.) The latter procedure, of course, tends to add to the picture of objectives the dimension of hierarchy of importance.

As indicated in Table 4 the objective that is clearly of first importance to the largest number of educators is B-- "To Assist the student in developing an understanding of the relationships in modern marriage, and to help him understand himself in relation to the other members of his family." Not only was this objective ranked of first importance by the largest number of respondents, but it was also ranked of lesser importance by a large number. In

²While 475 respondents were used in arriving at the findings presented in the present chapter, not all of the tables will reflect this total. This situation results from the fact that a few items on some of the questionnaires were not completed by a very small, but varying number of respondents.

TABLE 4. The goals and objectives of family life educators, ranked in order of importance from 1 to 5.

Objective	Rank					Not Ranked
	1	2	3	4	5	
A. To acquaint the student with the historical institutional significance of the family, and to help him gain an understanding of the various types of family patterns existing in the United States today.	26	27	43	36	37	306
B. To assist the student in developing an understanding of the relationships in modern marriage, and to help him understand himself in relation to the other members of his family.	192	108	77	34	19	45
C. To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities.	100	107	58	43	34	133
D. To assist the student in achieving a wholesome attitude toward his developing body and physiological processes.	3	17	23	25	24	383
E. To assist the individual in the development of social skills, particularly in the area of courtship and dating.	2	11	21	23	20	398
F. To provide the student with a sound sex education.	4	9	20	38	62	342
G. To help reduce the divorce rate by acquainting the students with the consequences of divorce.	1	3	2	6	8	455

TABLE 4 (Continued)

Objective	Rank					Not Ranked
	1	2	3	4	5	
H. To provide a planned experience in which personality interaction and personal growth are of central importance.	24	31	45	38	26	211
I. To accurately represent the current mores of the culture so that the students will have a guide in modeling their lives and building their own families.	10	18	25	45	30	347
J. To assist the student in developing a personal philosophy of life.	24	30	46	47	55	273
K. To help in reducing existing tensions between parents and children and in facilitating better communication and understanding.	13	22	30	50	35	325
L. To help instill in the student a respect for the sacredness of the marriage bond and an understanding of the true purpose of the Judeo-Christian family.	32	21	16	21	25	360
M. To assist the student in the adequate development of essential home management skills.	10	4	9	17	19	416
N. To provide the student with a body of scientific knowledge about courtship, marriage, and family life.	67	64	47	33	56	208
O. Other--specify and rank.	9	6	5	7	4	444

fact, only 45 of 475 respondents did not rank this objective as one of their five most important objectives. Following objective B in order of importance is objective C--"To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities." This objective is of second importance to the group, again, not only in terms of the number (100) who gave it a rank of "1," but also in terms of the large number (242) who gave it a rank of less than "1." In fact, objective C was ranked "2" by only one less respondent than was objective B.

It will be observed that there is a fundamental difference in the nature of objectives B and C, the former being more focused and of obvious relevance to marriage and family living, while the latter is more general and perhaps of no more direct relevance to marriage and family living than it might be to psychology, general education, or counseling. In other words, helping students gain an understanding of the relationships in modern marriage can be seen clearly as a special task of family educators, whereas to help them grow in self-understanding is a task not necessarily peculiar to family educators, but, rather, shared equally by professional persons in many other fields and disciplines.

The objective which ranks third in popularity is N--"To provide the student with a body of scientific knowledge about courtship, marriage, and family life." This objective,

like B, is of a specific nature and of peculiar relevance to educators for marriage and family living. Despite the fact that it is third in "popularity" only 67 educators consider it to be of first importance, and only 267 of them consider it to be an objective of any degree of importance. This is not surprising, however, for, as indicated in the review of literature, there are yet several educators who believe that there are no final facts in the marriage and family life field (56:69). Further, many educators who believe that there are such facts do not consider them to be of primary importance. The latter educators see behavior and personal experience as being of primary importance and, hence, do very little with facts as such (7,41). The present writer tends to take this position. It should be pointed out, however, that as the field continues to develop and mature, and as research and theory become more systematic and sophisticated, the place and role of scientific knowledge in education for marriage and family living will probably assume a position of greater significance than it does at the present time.

"To assist the student in developing a personal philosophy of life" (objective J) is the objective which is of next importance, not in terms of the number who ranked it of first importance to them, but, rather, in terms of the number who ranked it of some degree of importance. Thus, 203 of the 475 educators consider this to be one of their

five most importance objectives. It should be observed that this objective, like objective C, is again one which is more general in nature and which might be of equal relevance to people in fields other than marriage and family living. Philosophy and religion, in particular, are two fields which might have this as one of their special concerns.

The two objectives that are of next and about equal popularity and that again illustrate the broad, differential nature of family life objectives, are A and H. Objective A, "To acquaint the student with the historical-institutional significance of the family, and to help him gain an understanding of the various types of family patterns existing in the United States today," is quite specific and of almost peculiar relevance and concern to family educators. On the other hand, objective H, "To provide a planned experience in which personality interaction and personal growth are of central importance," is more general in nature, that is, is not of peculiar relevance or concern to family educators. In fact, psychology, mental hygiene, religion, philosophy, general education, and student personnel work all share an interest in and a concern for the personal growth and personality development of individuals.

The remaining objectives are apparently of lesser significance to family life educators as a group. Thus, they are each considered to be an objective of some degree

of importance by less than a third of the respondents. The three objectives of least popularity are E, M, and G. In fact, in relation to the latter, only one educator considers the working toward a reduction in the divorce rate to be his primary objective, and only 20 educators consider it to be an objective of any degree of importance.

In conclusion, it can be said that the present study reveals a condition in relation to the objectives of family life educators not entirely unlike that revealed in the literature, much of which was reviewed in Chapter II. Thus, with one exception (objective B), no one objective appears to be held by the great majority of educators. In fact, the objectives are quite varied, and seem to be of two general kinds: (1) those objectives which are somewhat specific in nature and which are obviously of peculiar concern to educators for marriage and family living, and (2) those objectives which are somewhat more general in nature and are perhaps of equal concern to educators in many other fields and disciplines.

Table 5 shows the teaching methods or techniques used by family life educators in facilitating the accomplishment of their objectives. Again, as in the case of their objectives, the respondents were asked to rank these methods, in this case in terms of their frequency of use. Thus, a technique that received a rank of "1" was considered by the ranker to be the technique he used most often.

TABLE 5. The teaching methods and techniques of family life educators, ranked in order of frequency of use from 1 to 5.

Teaching Methods	Rank					Not Ranked
	1	2	3	4	5	
A. Lecture	155	90	47	41	24	118
B. Class discussion	262	117	46	16	4	29
C. Field trips	3	5	7	6	10	444
D. Role playing	1	10	21	37	54	352
E. Films, slides, and/or recordings	6	54	99	110	58	148
F. Actual observation of families	2	7	12	11	17	426
G. Textbook and other assigned readings	39	126	131	66	38	75
H. Small group (buzz sessions) discus- sions	11	34	26	45	36	323
I. Individual counseling	4	11	28	49	101	282
J. The use of resource persons	3	7	25	45	65	330
K. Other--specify and rank	6	10	7	13	16	423

An examination of Table 5 reveals that the teaching method which is used most frequently by the largest number of educators is class discussion. In fact, only 29 educators report not using class discussion with any degree of frequency. This finding is consistent with that part of the literature, referred to in Chapter II, which indicates that

increasingly family life educators are making greater use of class discussion as a way of accomplishing their unique goals. Another part of that same literature, however, does not seem to be supported by the present study. Thus, it will be recalled that several educators have referred to the inappropriateness of the lecture as a technique of any utility to the family educator (56, 7, 41). In the present study, however, 155 educators indicate that they use the lecture method more often than any other technique, with a total of 357 indicating that they use it with some degree of frequency. One Hundred eighteen educators either use it very infrequently, or not at all. On the basis of the present study, then, it appears that the lecture technique is still considered by the majority of educators to be of some real utility in facilitating the accomplishment of their objectives.

Textbooks and/or other assigned readings constitute the method used by the second largest number of educators, but less often. Thus, while only 39 educators report using books and assigned readings as the method they utilize most often, 400 of them report employing it with some degree of frequency. Other methods used with some degree of frequency by a fairly significant percentage of educators are: (1) films, slides, and/or recordings; and (2) personal or individual counseling. In the case of the former, only six educators report using such methods most often while 321 report using them with less frequency; in the case of the

latter, only four report using it most often while 193 report using it with less frequency. The two least used techniques or methods, in terms of the number of educators reporting their use, are: (1) actual observation of families, and (2) field trips. The former is considered by Blood to be of increasing promise, not only as a teaching technique but especially as a research tool (11:47). Educators who indicated the use of methods other than those listed on the questionnaire report using such methods as panel discussions, case histories, term papers, autobiographies, demonstrations, small scale research projects, and novels.

In conclusion it can be said that the teaching methods which have greatest appeal to the largest number of family life educators making up the sample of the present study are class discussions, lectures, textbooks and other assigned readings, and films, slides, and/or recordings. Despite their so-called unique objectives, and their claim that they need a set of special teaching techniques to accomplish these objectives, family life educators apparently use teaching methods not entirely unlike those of other educators. Perhaps individual counseling constitutes the only method of learning used with some frequency by family life educators which is not used with much frequency by most other educators (10).

As indicated in Table 6 the third item on the questionnaire was concerned with factors or experiences that were important in influencing the study participants in their decisions to become family life educators. As pointed out in the review of literature, no studies of any significant scope or sophistication have been done on this problem. In the present study the respondents were asked simply to check those factors which they considered to have been most important in their decision to become family life educators.

Before making an analysis of Table 6 it should be mentioned that the present writer is not unaware of the potential inadequacies of the results in relation to item three. In the first place, it is not always certain that people know precisely why they do what they do, even if what they do is immediate to them and of great concern. In the second place, a study of motivation is often best approached either through projective methods or at least in conjunction with such methods (1). Despite the implication of these observations for the item under consideration, however, it is the writer's contention that the results of this item can and do have significance for an understanding of some of the factors that motivate people to become family life educators. If, of course, it could be assumed, which it perhaps cannot, that the participants in the present study were all psychologically healthy, the results of this item could be accepted as being reasonably

TABLE 6. Factors or experiences which respondents consider to have been important in their decision to become family life educators.

Factors	Considered to be Important	Not Considered to be Important
A. A professor under whom I took some of my classes, or my major professor.	154	321
B. A course in the family that I took as part of my college program.	150	325
C. Friend(s) of mine who encouraged me to look into the field.	45	430
D. Better salaries in family life education than in the field from which I came.	2	473
E. My interest in the family as a result of stressful family experiences in my own past.	105	370
F. My interest in the family as a result of my happy family background.	194	281
G. The department or administration needed a person to teach a course in the family and I was asked to teach it.	148	327
H. The greater availability of jobs in family life education than in the field in which I was trained.	9	466
I. My concern about the importance of sex education.	110	365
J. My desire to help people.	286	189
K. Other--specify.	138	337

valid, if, at the same time, Allport's observations in relation to motivational theory are accepted (1). In any event, the claim that is being made in relation to the results of item three of the questionnaire is that these are the reasons the study participants gave as to why they decided to become family life educators. No claim is made that the apparent and the real reasons are the same, nor is the conclusion drawn that they are different.

An analysis of Table 6 reveals that the factor checked by the largest number of respondents as being most important in their decision to become educators for marriage and family living is J, "My desire to help people." In fact, 60.2 per cent of the respondents indicate the importance of this factor. It is possible, of course, that, phrased as it is, this factor has a kind of "catch all" quality about it and that, consequently, it might have invited the respondents to check it, whether it was of real importance or not. Again, so far as the present investigator is concerned, all that is claimed is that 286 of the 475 respondents indicate that this factor was important to them in deciding to become family life educators.

The factor checked by the second largest number of respondents (194 or 40.9 per cent) as being important in their decision to become family educators was F, "My interest in the family as a result of my happy family background." Again, this factor, like factor J, may have had a tendency

to invite the respondents to check it. On the other hand, factor E, "My interest in the family as a result of stressful family experiences in my own past," was considered to be of importance by 105, or 22 per cent, of the respondents. On the basis of the latter, it might be fair to conjecture that some family life educators are in the marriage and family living field because of the need to work through their own unresolved family problems. .

Three factors that were checked as being important by an almost equal number of respondents are A, B, and G. As will be indicated in Chapter V, those who checked A and B tend to be the younger educators, whereas those who checked G tend to be the older educators.³ This finding is not surprising, however, since courses in marriage and family living on a relatively broad scale are of very recent origin. Consequently, the opportunity to take such courses was not available to the older educators. They came into the field, as indicated in Table 6, in part because they were available when the family life courses were introduced into the curriculum, and were asked to teach such courses by the administration.

Though few respondents consider it to be one of their five most important objectives, 110 indicate that their

³Older and younger here refer to chronological age, not to length of service in the family life field.

concern about the importance of sex education was an important factor in their decision to become family life educators. This situation leads the present writer to believe that many family educators who have a profound interest in and concern about the problem of sex and sex education still find it difficult to openly admit that the provision of sex education is one of their goals. This contention is given greater credence in the results of item four of the questionnaire, to be discussed below.

The three factors checked by the fewest number of respondents as being important in influencing them to become educators for marriage and family living are C, H, and D. In fact, in relation to the latter, only two educators consider better salaries to have been important. Educators who checked the "Other" category indicate a variety of factors as having been important. These factors logically group themselves into two general categories: (1) those factors relating to the academic training of the educators, such as sociology, home economics, and psychology; and (2) those factors relating to a felt need for and a concern about the importance of this type of education.

Item four A of the questionnaire was concerned with the relative amount of time that family educators spend on the various subject-matter areas in the field of marriage and family living. As indicated in Chapter II, no studies have been done on this aspect of the family life field.

Hudson's study, referred to in Chapter II, resulted in an identification of subject-matter areas, but did not, in fact was not designed to, reveal the areas that received more or less of the educators' time in the classroom. In relation to this item in the present study, the study participants were instructed simply to rank all of the subject-matter areas from one to eleven in terms of the amount of time that they actually spend on these areas. Thus, a rank of "1" means that the ranker spends more time on that area than any other area, and, conversely, a rank of "11" means that he spends less time on that area than any other. A subject-matter area that received a rank of "0," of course, means that no time is spent on it.

An analysis of Table 7 reveals that of the 11 subject-matter areas the four that are the most popular in terms of the amount of time that is devoted to them by the instructors in the classroom are Family Life (with children), Married State (without children), Mate selection, and Personality Development. (A brief description of the nature of the various subject-matter areas is contained in the questionnaire). This situation is true not only in terms of the large number of educators who gave these areas a rank of "1," but also in terms of the small number of educators who spend no time on them and, consequently, gave them a rank of "0." It will be observed that that aspect of this finding concerned with personality development is

TABLE 7. The subject-matter areas of the field of marriage and family education, ranked by the respondents from 1 to 11 in terms of the relative amount of time normally spent on each of them.

Subject-Matter Areas	Rank										Spend	
	1	2	3	4	5	6	7	8	9	10	11	No Time
A. Dating	64	58	39	72	62	36	31	25	20	9	2	57
B. Description of Families	71	19	37	29	36	38	40	27	35	21	19	103
C. Family Disorganization	32	23	52	36	39	54	50	54	41	36	10	48
D. Family Life	140	83	56	50	45	29	23	13	11	2	1	22
E. Married State	107	99	63	63	35	22	20	20	9	6	1	30
F. Mate Selection	129	104	80	40	34	21	12	14	1	3	0	37
G. Personality Development	118	76	64	49	43	23	31	17	12	2	1	39
H. Physical Development	18	23	32	25	21	16	19	21	35	51	24	190
I. Sex	37	27	68	51	59	60	53	33	26	10	6	45
J. Social Development	43	40	59	31	32	35	44	46	41	19	2	83
K. Personal Hygiene	21	13	17	9	13	14	7	27	23	34	49	248

consistent with the results related to the objectives of family educators. Thus, a concern with personal growth and personality development seems to be of utmost importance to family educators, even though it is an area of concern not peculiar to them, as many other areas obviously are.

The remaining five most important areas present a somewhat different picture from that described immediately above. Thus, while Description of Families and Dating receive a rank of "1" by more educators than Family Disorganization, Sex, and Social Development, the latter three areas receive a rank of "0" by fewer educators than the former. This means, then, that while perhaps slightly less time is devoted to Sex, Family Disorganization, and Social Development, more educators actually spend some time on these areas than Description of Families and Dating. It is not unlikely that the reason Description of Families received a rank of "1" by 71 educators is that 141 of the 475 educators are sociologists, for whom a concern with this area is consonant with their interest in the historical-institutional aspects of the family. This observation will be given greater credence in the results of the study which are treated in Chapter V.

The two subject-matter areas that are clearly of least popularity, both in terms of the amount of time that is devoted to them and in terms of the number of educators who treat them, are Personal Hygiene and Physical Development.

In relation to the latter area, generally only the child development oriented family educators are concerned with the subject. In terms of the former area, it is primarily family life teachers on the high school level who devote time to it. These conclusions will become more evident in Chapter V.

While item four A was designed to ascertain the relative amount of time the respondents devoted to the various subject-matter areas, item four B of the questionnaire was designed to ascertain which of the various subject-matter areas were considered to be so important by the respondents that they must always include some discussion of them in the classes they teach. The intent of this item was to yield some information regarding the "musts" in relation to the subject-matter of marriage and family education.

Table 8 reveals that the areas of subject-matter which the respondents feel to be so important that they must always include some discussion of them in the classes that they teach are essentially the same areas that the educators tend to spend the most time on, as discussed immediately above. Thus, Family Life (with children), Married State (without children), Mate Selection, and Personality Development are the four areas which the largest number of educators consider so important that they always include some discussion of them in the classes they teach.

The fifth most popular area in terms of the number of educators who feel that they must always include some

TABLE 8. The subject-matter areas of the field of marriage and family education considered by the respondents to be so important that they must always include some discussion of them in the classes that they teach.

Subject-Matter Areas	So Important Must Always Include	Not Included
A. Dating	135	340
B. Description of Families	103	372
C. Family Disorganization	100	375
D. Family Life	229	246
E. Married State	206	269
F. Mate Selection	221	254
G. Personality Development	210	265
H. Physical Development	50	425
I. Sex	162	313
J. Social Development	112	363
K. Personal Hygiene	39	436

discussion of it is Sex. This finding tends to confirm the writer's contention, advanced above, that family life educators may be reluctant to openly admit that instruction in sex education is one of their goals, despite the fact that many of them indicate that their concern about the importance of sex education was a factor influencing them in their decision to become family life educators, and the

fact that sex education is a subject-matter area so important that it ranks fifth (out of 11) both in terms of the number of educators who spend time on it, and in terms of the number of educators who feel that they must spend time on it. The area of sex, then, seems to be an area of vital concern to many family educators, whether or not they openly admit it.

Descriptions of Families, Social Development, and Family Disorganization, in that order, are the three subject-matter areas of next importance in terms of the number of educators who feel that they must always include some discussion of them in the classes they teach. The two areas of least popularity are, like those in item four A, Physical Development and Personal Hygiene.

Item number five of the questionnaire was designed to ascertain information regarding the procedures family life educators usually follow in deciding what content should be included in the courses that they teach. It will be recalled from the discussion in Chapter II that several educators have indicated that one of the trends in the field of marriage and family education is the increasing utilization of students in the planning of the subject-matter of family life classes (2, 23, 38). This contention is given some support in the present study, for, as indicated in Table 9, the procedure which was checked by the second largest number of educators as being a procedure which they

TABLE 9. Procedures used by respondents in deciding what content should be included in the classes they teach.

Procedures	Number of Educators Who Use	Number of Educators Who Do Not Use
A. An outline or syllabus, based on past experience, is prepared in advance of each class.	339	136
B. Decided by class members at the beginning of each quarter or semester.	48	427
C. Decided by a committee of teachers.	29	446
D. Decided by the department head or executive committee.	21	454
E. Decided jointly by instructor and class members at the beginning of each quarter or semester.	235	240
F. Decided by the Principal.	3	472
G. The outline of the textbook is followed.	117	358
H. No structure provided--follow the interests of the students throughout the quarter or semester.	43	432
I. Decided in accordance with community dictates and pressures.	10	465
J. Other--specify.	47	428

generally follow in deciding what content to include in their classes is E, "Decided jointly by instructor and class members at the beginning of each quarter or semester."

It is not known from this statement, of course, how active the students actually are, in comparison with the instructor, in deciding upon content. That they are not completely active is indicated by the response of the educators to procedure H, in which only 10 of them indicate that they follow the interests of their students throughout the quarter or semester, without any predetermined structure.

The procedure which is used most often by the largest number of educators is A, "An outline or syllabus, based on past experience, is prepared in advance of each class." Even in the case of this procedure, however, it is possible that the students play some role in deciding on content, if only to evaluate the class. The only other procedure that is checked by a significant number of educators is G, "The outline of the textbook is followed"; and here only 111 educators indicate that they use this procedure. The two least used procedures are F and I, "Decided by the principal," and "Decided in accordance with community dictates and pressures."

Item six of the questionnaire was designed to ascertain some of the views of the study participants regarding the desirable personal characteristics or qualities of family life educators. In responding to this item, the educators were asked simply to check "Agreement" if they agreed with the statement, "Doubt" if they were not sure whether they agreed or not, and "Disagreement" if they clearly disagreed with the statement.

Analysis of Table 10 reveals that the three characteristics which receive most general agreement and least disagreement are C, M, and A. In fact, "C," "Only people who can respect the dignity and worth of the individual should become family life educators," has only four dissenters, while "M" and "A" have only nine and 28 dissenters, respectively. In relation to characteristic A, however, it will be observed that there are 107 educators who are undecided in regard to whether family life educators should have exceptionally high morals. It is possible, of course, that some who checked the "Doubt" category on this characteristic did so because of the absence of a definition of morals. It is the writer's belief, however, based on a variety of indicators (including the literature in the field relevant to morals [52, 9], numerous personal discussions with various family educators, and a personal knowledge of the content of group discussions of the various groups concerned with this problem in the Groves Conference and the National Council on Family Relations) that there is pretty general understanding among family educators of what is meant by moral standards. This contention, incidentally, is given some credence in the data of Chapter V.

The characteristic that received the agreement of the next highest number (261) of educators is D, "It is highly desirable that teachers of marriage and family life

TABLE 10. Views of respondents regarding some of the desirable qualities and characteristics of family life educators, expressed in terms of agreement, doubt, and disagreement.

Qualities or Characteristics	Agree	Doubt	Disagree
A. Family life educators should have exceptionally high moral standards.	340	107	28
B. Only people who believe in God should become educators for marriage and family living.	183	127	165
C. Only people who can respect the dignity and worth of the individual should become family life educators.	447	24	4
D. It is highly desirable that teachers of marriage and family life be married.	261	114	100
E. A person who has had a divorce should not be allowed to represent himself as a family life educator.	23	140	312
F. Having had a divorce might help a person to be a better family life educator.	188	191	96
G. Family life educators should not have strong value orientations.	48	131	296
H. Women are likely to make better family life educators than are men.	23	166	286
I. Family life educators should be fairly regular church attenders.	204	137	134
J. Family life educators should be "neutral" in any class discussion involving controversial subject-matter, such as premarital sex relations.	72	106	297

TABLE 10 (Continued)

Qualities or Characteristics	Agree	Doubt	Disagree
K. Family life educators should represent the current community mores in any discussion of controversial subject-matter.	54	161	260
L. Only people who have successful and happy marriages should become family life educators.	78	160	237
M. Only people who have a high level of emotional and social maturity should become family life educators.	434	32	9

be married." Even here, however, 100 educators disagree. Nearly half of these (46), however, as will be indicated in more detail in Chapter V, are unmarried educators. Three other characteristics which received the agreement of a significant percentage (39 per cent or more) of the respondents are I, F, and B. It is interesting to note that more respondents agree to I, "Family life educators should be fairly regular church attenders" than to B, "Only people who believe in God should become educators for marriage and family living." This apparent contradiction is not difficult to understand, however, since for several educators, with some of whom the writer is personally acquainted, the main function of attendance at church is not worship, but, rather, the securing of the good-will of the community. For these educators, then, going to church has

primarily social utility, and is not necessarily meant to reflect one's belief in God, or one's desire to worship.

The two statements about which there is least agreement are E, "A person who has had a divorce should not be allowed to represent himself as a family life educator," and H, "Women are likely to make better family life educators than men." It is to be observed, however, that in relation to both of these statements there is a fairly significant number of educators who are uncertain as to whether they agree or disagree.

Item seven of the questionnaire was designed to ascertain the opinions of the study participants regarding the academic areas which offer the best basic preparation for persons interested in becoming family life educators. As the family life field continues to grow and develop there is increasing concern being expressed by the educators already in the field in relation to the type of training experience and preparation that future educators should receive. To date, however, no study of any significance has been done to help clarify this issue. In relation to this item in the present study, the respondents were asked to select and rank the five academic areas which they considered to be the most important in providing an adequate preparation for future educators.

An analysis of Table 11 reveals that sociology and psychology, in that order, are considered to be the two

TABLE 11. Academic areas offering best basic preparation for future family life educators, ranked by respondents in terms of their importance from 1 to 5.

Academic Areas	Rank					Not Ranked
	1	2	3	4	5	
A. Home Economics	91	29	33	32	28	262
B. Psychology	99	153	81	52	21	69
C. Sociology	166	102	63	46	36	62
D. Biology and/or Physiology	7	12	33	32	47	344
E. Education	14	13	24	23	40	361
F. Child Development	42	63	88	78	61	143
G. Social Work	11	16	29	41	41	337
H. Anthropology	6	19	31	26	27	366
I. Philosophy	9	5	13	19	26	403
J. Religion	17	15	10	26	28	379
K. Counseling	32	33	56	76	89	189
L. Adult Education	2	4	3	4	11	451

most important areas of academic preparation for future educators of marriage and family living. Thus, these areas are ranked "1" by the largest number of respondents, and are unranked by the fewest number. This finding is consistent with that part of the review of literature, Chapter II, that dealt with the personal opinions of three or four educators in regard to this issue. In considering this finding, however, it should be noted that the largest

number (141) of respondents have their degrees in sociology, and, consequently, may be expressing some ethnocentrism in relation to this item. Another factor of significance in further accounting for this finding is the fact that sociology by definition is a study of groups and institutions, while psychology is a study of the individual. In terms of either emphasis the family is certain to be of interest to both disciplines.

The situation in relation to the three next most popular areas is quite different. Thus, while 91 educators give home economics a rank of "1," 262 do not rank it as being of any degree of importance. On the other hand, while only 42 educators rank Child Development of first importance 332 of them rank it of some degree of importance; only 143 did not rank it. Like Child Development, Counseling is ranked of first importance by a small number of respondents, but is ranked of some degree of importance by a fairly large number (286).

The four academic areas considered to be of least importance (ranked by the fewest number of respondents) in the academic preparation of future family educators are adult education, philosophy, religion, and anthropology. This finding, however, should be interpreted in relation to the fact that neither of these areas was represented by a significant number of respondents.

In conclusion, it may be conjectured that the results in relation to item seven may represent more of a rationalization of the respondents' own training experiences than a valid projecture for future training. On the other hand, it does illustrate the fact that family life educators are not yet agreed on the point of tighter concentration, for, as Neubeck has pointed out, they are still willing to let future teachers come from a variety of related fields (48). It is Neubeck's contention that this attitude may disappear once family life education has established itself as a discipline.

Item eight A of the questionnaire was designed simply to determine how many of the family life educators participating in the present study actually did personal or individual counseling with their students. As Landis has indicated (33), the teacher of marriage and family courses is almost forced to become a counselor on many types of problems whether or not he wishes to counsel. Other studies that have been done indicate that the majority of family educators are currently doing some counseling (12, 2). This indication is supported by the present study, for, as revealed in Table 12, 380, or 80 per cent, of the educators who participated in the present study indicate doing some personal or individual counseling. No attempt was made in the present study to determine the nature or quality of this counseling. This problem, however, deserves some

intensive study, and it is Blood's contention that much of the counseling that is being done is of such a nature that if the educators doing it have not had special training in counseling they should take a year off from their teaching duties and undergo an intensive training experience. This experience, he says, can probably best be acquired at such places as the Merrill-Palmer School in Detroit or the Menniger Foundation in Kansas (10).

TABLE 12. The response of the educators in terms of whether or not they actually do personal counseling with their students.

Counseling Done		
Yes	No	Unknown
380	82	13

While item eight A was designed to determine how many educators were actually doing counseling, item eight B was designed to ascertain the attitudes of the educators in regard to the question of whether training in counseling should or should not be included in their academic preparation. Table 13 shows the results of this item. As would be expected, consistent with present practice, the great majority of educators are strongly in favor of including training in counseling in their academic preparation. In fact, 165, or 34.7 per cent, feel that it should be required

while 242, or 60 per cent, feel that it would be highly desirable to have it included. Only six educators feel that it would be undesirable, while 61 feel that it would be desirable, but not very necessary. It will be noted that this finding is consistent with the results in relation to that aspect of item seven dealing with counseling, discussed above.

TABLE 13. Opinion of respondents in terms of whether or not training in counseling should be included in their academic preparation.

Respondents' Opinions	Number Agreeing
A. It would be undesirable to have counseling included.	6
B. It would be desirable to have counseling included but not very necessary.	61
C. It would be highly desirable.	242
D. It should be a requirement.	165

Item nine of the questionnaire was designed to elicit the opinion of family educators regarding the extent or degree of encouragement that should be exercised in getting students to enroll in introductory courses in marriage preparation and family life. It is the opinion of some family educators, notably Bowman, that education for marriage and family living should cease to be a by-product of education and should, instead, become one of its primary goals

(12). To ensure the fruition of this condition, it is necessary that students either be encouraged or required to take marriage and family courses. Table 14 shows the attitudes of the participants in the present study in regard to this issue. Thus, 40 educators feel that family life classes should be elective and that students should receive no special encouragement to take them; 113 educators feel that the classes should be elective, but that students should receive some encouragement to take them; 229 educators feel that such classes should be elective but that students should be strongly encouraged to take them; and, finally, 89 educators feel that such classes should be compulsory as part of the students' general education background. It is clear from the present study, then, that the great majority of the educators favor offering family life classes on an elective basis, but also taking steps to see that students are encouraged to take the classes. Only about 18 per cent of the educators feel that such courses should be compulsory.

The next item on the questionnaire, following logically from item nine, was designed to ascertain the opinion of the study participants regarding the most logical academic department for the teaching of marriage and family life courses. The respondents were asked to check only one department. It was assumed by the investigator that this item was structured in such a way that the educators would respond in terms of their actual preferences rather than in terms of their own local conditions, if there was any disparity between these. This assumption seems to receive

TABLE 14. Opinion of respondents in terms of the extent or degree of encouragement that should be exercised in getting students to enroll in introductory courses in marriage preparation and family life.

Respondents' Opinions	Number Agreeing
A. Courses should be elective and students should receive no special encouragement to take them.	40
B. Courses should be elective, but students should receive some encouragement to take them.	113
C. Courses should be elective, but students should be strongly encouraged to take them.	229
D. Courses should be compulsory as part of the students' general education background.	89

some support from the results of item 10, for, as revealed in Table 15, the largest number of educators (193) indicate that the most logical department for the teaching of marriage and family life courses is a department of family life. While it is not known how many educators who indicated a preference for a department of family life are actually teaching in such a department, it is known that there are yet very few departments of family life in this country (2). The educators, then, apparently responded in terms of their actual preferences, giving some support to the assumption that they would so respond.

TABLE 15. The opinion of the respondents in terms of the most logical location (department) for the teaching of marriage and family life classes.

Department	Number Agreeing
A. Home Economics	87
B. Child Development	6
C. Psychology	15
D. Sociology	144
E. Education	3
F. Anthropology	0
G. Family Life	193
H. Social Work	1
I. Other	26

A department of sociology is considered to be the most logical location for the teaching of family life classes by the second largest number (144) of respondents, followed by home economics as the third most popular department. The remaining departments were considered by very few educators to be an appropriate location for the teaching of family life classes. In conclusion, then, it is clear that the departments of family life, sociology, and home economics, in that order, are considered by the great majority of educators to be the most logical location for the teaching of courses in marriage and family living. Such departments as anthropology, child development, social

work, and education are not considered to be particularly appropriate for the teaching of such courses. Again, however, as in the case of item seven, it is important to interpret this finding in relation to the fact that the largest number of respondents have their degrees in sociology and home economics, and, consequently, may be expressing a loyalty to their own background.

One of the problems of major concern to family educators today is the problem of trying to identify and give priority to those tasks that need to be accomplished in order to improve the position of the family life profession and the quality of its product. Item 11 of the questionnaire was designed to elicit information from the study participants that would help in identifying these tasks. The respondents were asked simply to select from the list of tasks the three that they felt to be the most important for immediate consideration. Table 16 reveals the results of this item. Consistent with the results of Anderson's study (2), the present study indicates that the task considered by the largest number of educators to be of most importance in improving the family life profession is the need to develop more and better research and theory. This finding should not be surprising, however, for the history of all established disciplines is essentially a history in the growth of research and theory. The present condition in relation to such young disciplines as sociology and

TABLE 16. The opinion of respondents in terms of the most important tasks that need to be accomplished to improve the position of the family life profession and the quality of its product.

Tasks	Number Agreeing
A. The need for more and better research and theory.	285
B. The need for less research and theory, and for more emphasis on practical work and experience.	43
C. The need to improve teaching and other classroom techniques.	203
D. The need for development of adequate evaluation techniques and procedures.	200
E. The need to develop some common principles of family life that will serve to orient our efforts and energies.	167
F. The need to develop higher personal and academic requirements for family life educators.	174
G. The need to improve our public relations.	32
H. The need to become more interdisciplinary in our approach to family life.	164
I. The need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor.	162
J. Other--specify.	15

anthropology attests to the great concern of the members of these disciplines for the need to become more systematic and sophisticated in both research and theory if the

disciplines are to achieve a position of respectability among the more firmly established disciplines, such as physics and mathematics.

The task considered to be of immediate importance by the second largest number of respondents is the need to improve teaching and other classroom techniques. As indicated in the review of literature, many family educators are currently expressing a feeling of dissatisfaction with the appropriateness of some of the present teaching techniques for facilitating the accomplishment of their unique goals and objectives. Consequently, there is great concern among many educators about the need to develop a variety of special classroom and teaching techniques which are particularly consonant with these goals and objectives. This concern seems to be reflected in the results of the present study.

The need for the development of adequate evaluation techniques and procedures is considered to be a task of immediate concern to the third largest number (200) of respondents. It will be noted that this task is not unrelated to the above two. In fact, these three tasks constitute a core of logically related and interdependent tasks. Thus, without better research and theory neither the development of adequate evaluation procedures nor the improvement of teaching is possible. Likewise, the development of better research and theory is in no sense independent

of improved teaching and adequate evaluation, for without the latter two the testing and implementation of the former would never be possible.

Four tasks considered to be of importance by somewhat fewer members of respondents are, in the order of the number of respondents who checked them: (1) the need to develop higher personal and academic requirements for family life educators; (2) the need to develop some common principles of family life that will serve to orient the efforts and energies of family educators; (2) the need to become more interdisciplinary; and (4) the need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor. The two tasks checked by the smallest number of respondents and, consequently, considered to be of least importance, are the need to improve public relations and the need for less research and theory and for more emphasis on practical work and experience. The results in relation to the former tend not to support the contention of many educators that one of the major problems of the field is the lack of community acceptance of their programs. Or, if this condition actually does prevail, not many educators included in the present study feel the need to do anything about it.

Item 12 of the questionnaire was designed to ascertain information regarding the teaching approach generally followed by the respondents in their own classes. By

teaching approach, as contrasted with teaching methods, the writer means the use of the content approach or the functional approach (or a combination of the two) as explained in the "Clarification and Use of Terms" section, Chapter I. In relation to this item in the present study, the investigator simply asked the respondents to check the approach, of the three delineated in the questionnaire, which they generally preferred to follow in their own classes. Thus, approach A is considered to represent the functional approach, whereas approach C is considered to represent the content or academic approach. Approach B is considered to represent a combination of the two approaches. The descriptions of these approaches as used in the present study are consistent with the literature, and were judged by a small group of family life educators to be reasonably accurate.

Table 17 reveals the results of item 12. Thus, a combination of the two approaches is considered by the largest number (286) of educators to be the approach they generally follow in their own classes. On the other hand, twice as many educators indicate that they follow the content approach as indicate that they follow the functional approach. Thus, 119 claim they are content oriented, whereas only 58 claim they are functionally oriented. This finding does not seem to support the contention of other researchers, notably Bowman and Anderson, that family life

educators are becoming increasingly functional in their orientation (13, 2). In fact, as just indicated, of the educators who do not use a combination of the two approaches the great majority favor the content approach. While the present writer is not fully informed as to how Anderson and Bowman arrived at their findings in relation to this issue, it is his belief that his own system of presenting brief case glimpses, designed to represent each approach, and having the respondents indicate which approach they generally follow is a reasonably valid way of arriving at a determination of practice in this regard.

TABLE 17. Teaching approaches used by respondents in their marriage and family life classes.

Approaches	Number Checking
A. Functional	58
B. Combined functional-content	286
C. Content	119

Another question of concern to many marriage and family educators, particularly on the high school level, is whether boys and girls should meet together in family life classes, or whether they should be taught separately. It was revealed in the review of literature that most educators seem to prefer that the sexes be mixed, though they are sometimes not mixed. Item 13 A of the questionnaire

was designed to determine the opinions of the study participants in relation to this question. The participants were asked simply to indicate how often they felt the sexes should be mixed for instruction in marriage and family living. Table 18 reveals that the great majority (306) of the respondents feel that boys and girls should always meet

TABLE 18. Opinion of respondents in terms of how often boys and girls should meet together in family life classes.

How Often	Number Agreeing
A. Never	3
B. Some of the time	37
C. Almost always	123
D. Always	306

together in family life classes, with a smaller, but still significant, number (123) indicating that they should meet together almost always. Only three respondents said that they should never meet together, while 37 said they should meet together only some of the time. While it is not known from the present study why some family educators feel that boys and girls should not always meet together, the writer is personally acquainted with situations in which the teachers of family courses feel that they should separate the sexes when intimate discussions of sex and sex anatomy

are presented to the students. The rationale which they employ to justify this attitude is that members of both sexes are embarrassed when discussing and viewing, by way of films, models, and mock-ups, the sex anatomy and structure of the human, and that this embarrassment interferes with the learning of positive attitudes.

While item 13A of the questionnaire was designed to determine how family life educators feel about the mixing of sexes in family life classes, item 13B was designed to discover what the actual practice was in terms of mixing the sexes in such classes. As indicated in Table 19, the great majority (364) of the respondents teach classes in which the boys and girls meet together. It will be observed then, that more respondents actually teach classes in which the sexes are always mixed than indicate their belief that they should always be mixed. Apparently, some of them always mix the sexes when they do not believe that they should always be mixed.

Only 31 respondents indicate teaching classes in which the sexes are always separated, and 39 report teaching classes in which they are both separated and mixed. In relation to the latter, as indicated above, these classes may be composed of both sexes when the teacher is discussing certain aspects of marriage and family relations, and separated when he is discussing other aspects, particularly sex.

TABLE 19. The response of the educators in terms of whether or not they teach classes in which boys and girls meet together.

Educators' Responses	Number Checking
A. Boys and girls meet together.	364
B. Boys and girls are separated.	31
C. Boys and girls meet both together and separately.	39

Item 14 A of the questionnaire was designed to ascertain how much freedom family educators feel they have in deciding what content to include in their classes, and in deciding in what manner their classes will be taught. It will be recalled from Chapter II that there is considerable disagreement regarding especially the freedom that family educators have in deciding upon course content. Apparently some educators feel that they are under close censorship by the community, and that, consequently, they must develop their programs so as not to offend the community. They indicate the need to be especially careful about the inclusion of material relating to sex education. This contention, however, is not supported by the results of the present study. Thus, as indicated in Table 20, no respondents feel a complete lack of freedom, and only 14 feel that they have but little freedom. On the other hand, 345 respondents indicate that they feel that they have complete freedom in

TABLE 20. The opinion of respondents in terms of how much freedom they feel they have in deciding what content to include in their classes, and in deciding in what manner to teach their classes.

Amount of Freedom	Number Checking
A. No freedom	0
B. A little freedom	14
C. A lot of freedom	112
D. Complete freedom	345

deciding upon both content and manner of teaching, while 112 indicate that they have a lot of freedom. It should be pointed out that the issue at stake here is not whether the respondents actually do or do not have freedom in determining what to include in **their** classes, but, rather, whether they feel that they have such freedom.

In the event that the study participants felt that they had little or no freedom in deciding upon course content and class approach, item 14 B was included in the questionnaire to ascertain the nature and the sources of hindrance. Table 21 shows the results for this item. The numbers, of course, are too small to justify comment.

The final item on the questionnaire was designed to ascertain the opinion of the study participants regarding the conceptual or theoretical approaches of relevance to

TABLE 21. Sources of hindrance to the freedom of respondents in deciding what content to include in their classes, and in deciding in what manner to teach their classes.

Sources of Hindrance	Number Checking
A. Community influence and pressure	6
B. Intra-departmental influence	2
C. Inter-departmental influence	1
D. Higher administrative influence	8
E. Other--specify	1

family researchers. The respondents were asked simply to check the three approaches that they considered to be most fruitful as tools for accomplishing the research that needs to be done in order to improve American marriage and family life. Table 22 shows the results. Thus, the interactional-role analysis approach is checked by the largest number (380) of respondents as being a fruitful conceptual system within which research can be carried on that will lead to results which can be used in improving American marriage and family life. The family development or family life cycle approach is checked by the second largest number (359) of respondents, followed by the situational-psychological habitat approach, checked by 254 respondents. The two least popular approaches are the household economics--

TABLE 22. The opinion of respondents in terms of the conceptual or theoretical approaches of most relevance to family researchers.

Conceptual Approaches	Number Checking
A. The institutional-historical approach	53
B. The interactional-role analysis approach	380
C. The structure-functional approach	102
D. The situational-psychological habitat approach.	254
E. The learning theory-maturational approach.	117
F. The household economics-home management approach.	64
G. The family development or family life cycle approach.	359
H. Other	5

home management approach and the institutional-historical approach. The latter approach, as indicated in more detail in Chapter V, is of interest to sociologists only. In conclusion, it should be observed that the most popular conceptual approaches are combined sociological-psychological, and the least popular are those that are peculiar to one discipline only.

Summary

The present chapter has been concerned with a presentation of the general findings of the study. These

findings are composed of the actual responses made by the participants, as a group, to each of the items composing the questionnaire. A presentation of specific findings, including a statistical analysis of differential responses by sub-groups, and by other background items, will be made in the following chapter.

CHAPTER V

SPECIFIC FINDINGS

The purpose of the present chapter is to present the specific findings of the study. These include the results of statistical analyses of the relationship between selected variables and the various items composing the questionnaire. The variables which are tested for association are the personal and professional data items composing the first section of the questionnaire (see Appendix I). The writer's rationale for the selection of the particular variables which are tested for association in each case is somewhat arbitrary. Thus, it will be recalled that the present study is exploratory in nature, and, consistent with this nature, the writer selected those variables that seemed logically to offer the greatest promise for a heightened understanding of the issues researched in the present study.

Consistent with the organizational structure of the study developed thus far, the plan of the present chapter includes the beginning of the statistical analyses with the first item of the questionnaire, and continuing through the items consecutively.

Findings in Relation to Item One of the Questionnaire

The first item on the questionnaire concerns the goals and objectives of family life educators. The ranking of these objectives will be tested for association with four variables: (1) the academic background of the respondents, such as sociology, psychology, home economics, and others; (2) the level on which the respondents teach, such as college and high school; (3) the length of time the respondents have been in the field of marriage and family education; and (4) the professional organizations with which the respondents feel most closely identified. In other words, the present statistical operations are intended to determine if and how the goals and objectives of the family educators included in the present study differ in terms of the four variables indicated.

The first objective of item one of the questionnaire is, "To acquaint the student with the historical-institutional significance of the family, and to help him gain an understanding of the various types of family patterns existing in the United States today," hereafter referred to as objective A. As indicated in Tables 23, 24, and 25, the Chi Square test of the relation between the ranking of this objective and variables 1, 2, and 4 reveals a significant association.¹ The relation between the ranking or

¹As indicated in Chapter III the .05 per cent level of probability is being accepted in the present study as an

TABLE 23. The relationship between academic background and the ranking objective A.

Academic Background	Objective A*		Total
	Ranked	Not Ranked	
Sociology	91	50	141
Psychology	9	22	31
Home Economics	11	78	89
Family Life	15	40	55
Child Development	6	21	27
Education	9	52	61
Total	141	263	404

χ^2 is 89.10, 5 degrees freedom, P. is .001

*Objective A: To acquaint the student with the historical-institutional significance of the family, and to help him gain an understanding of the various types of family patterns existing in the United States today.

TABLE 24. The relationship between teaching level and the ranking of objective A.

Teaching Level	Objective A*		Total
	Ranked	Not Ranked	
College	155	200	353
Junior College	8	22	30
High School	6	84	90
Total	169	306	475

χ^2 is 43.97, 2 degrees freedom, P. is .001

*Objective A: Same as in Table 23.

TABLE 25. The relationship between organization most closely identified with and the ranking of Objective A.

Organization Identified With	Objective A*		Total
	Ranked	Not Ranked	
A. S. S.	73	29	102
A. P. A.	5	15	20
A. H. E. A.	18	93	111
N. C. F. R.	41	119	160
Total	137	256	393
χ^2 is 84.37, 3 degrees freedom, P. is .001			

*Objective A: To acquaint the student with the historical-institutional significance of the family, and to help him gain an understanding of the various types of family patterns existing in the United States today.

non-ranking of objective A and variable 3, the length of time respondents have been in the field of marriage and family education, is not statistically significant.² Analysis

adequate criterion of significance. However, the P in each case will be indicated in each table.

²The writer will not include tables in the study in which the relationship between the variables tested is not significant.

of Table 23 reveals that the significant Chi Square seems to be accounted for primarily by the fact that this objective is of far more significance to sociologists, that is, ranked more often as an objective of some degree of importance, than it is to educators from other disciplines.³

The significant Chi Square in Table 24 seems to be accounted for primarily by the greater proportion of college teachers who rank objective A as one of their most important objectives. In the case of Table 25, similar to Table 23, educators whose closest identification is with the American Sociological Society are those for whom objective A is of real significance. It should be pointed out that in the latter case the majority of educators who feel most closely identified with the American Sociological Society are, of course, the ones whose degrees are in sociology.

The second objective of item one of the questionnaire is "To assist the student in developing an understanding of the relationships in modern marriage, and to help him

³It should be pointed out that it was necessary in this table, as it will be in many others that will be discussed, to coalesce categories because of insufficient frequencies in various cells. Thus, while educators ranked objectives from one to five, in terms of their importance, it was necessary to coalesce all these ranks into one category. Because it will be necessary to collapse categories in many of the tables, this explanation will not be repeated each time a collapsing of categories is accomplished.

understand himself in relation to the other members of his family," hereafter referred to as objective B. It will be recalled from the results of Chapter IV that objective B is the most popular of all the objectives; this seems to be reflected in the present statistical operations, for the objective is not significantly associated with any of the four variables against which it was tested. The implication of this, of course, is that objective B is of such a nature that it is of approximately equal importance to all family educators, irrespective of their differences in academic background, level of teaching, length of time in the family life field, and the professional organizations to which they feel most closely identified.

"To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities" is objective C of item one of the questionnaire. Analysis of Tables 26, 27, and 28 reveals a significant association between the ranking of this objective and variables 1, 2, and 4; only variable 3, length of time in the family life field, is found not to be significantly associated. Examination of Table 26 reveals that, in proportion of cases, objective C is ranked by more family educators with degrees in family life and child development, than it is by educators whose degrees are in sociology, home economics, psychology, and education. Examination of Table 27 reveals that, again in proportion of cases, objective C

TABLE 26. The relationship between academic background and the ranking of objective C.

Academic Background	Objective C*		Total
	Ranked	Not Ranked	
Sociology	81	60	141
Psychology	24	7	31
Home Economics	69	20	89
Family Life	52	3	55
Child Development	21	6	27
Education	53	8	61
Total	300	104	404

χ^2 is 38.60, 5 degrees freedom, P. is .001.

*Objective C: To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities.

TABLE 27. The relationship between teaching level and the ranking of objective C.

Teaching Level	Objective C*		Total
	Ranked	Not Ranked	
College	243	112	355
Junior College	23	7	30
High School	76	14	90
Total	342	133	475

χ^2 is 9.45, 2 degrees freedom, P. is .01.

*Objective C: Same as in Table 26.

TABLE 28. The relationship between organization most closely identified with and the ranking of objective C.

Organization Identified With	Objective C*		
	Ranked	Not Ranked	Total
A. S. S.	56	46	102
A. H. E. A.	86	25	111
N. C. F. R.	124	36	160
Total	266	107	373

χ^2 is 18.48, 2 degrees freedom, P. is .001.

*Objective C: To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities.

is of more significance to family educators teaching on the high school level than to educators teaching on the college level. Examination of Table 28 reveals that objective C is ranked as an objective of some degree of importance by more educators whose closest identification is with the National Council on Family Relations and the American Home Economics Association than it is by educators whose closest identification is with the American Sociological Society. This finding is similar to that in Table 26.

The fourth objective of item one of the questionnaire is "To assist the student in achieving a wholesome attitude toward his developing body and physiological processes,"

hereafter referred to as objective D. The Chi Square test of the relation between the selection of this objective and the four variables reveals a significant association in the case of variable 2 only. Thus, only the level on which the educators teach is significantly associated with the respondents' selection of objective D as one of their five most important objectives; and inspection of Table 29 reveals that this objective is ranked of some degree of importance by a much higher percentage of high school teachers than it is by college teachers. This finding should perhaps be interpreted in relation to the fact that high school teachers are working with students whose bodies are, as a matter of fact, still in the process of growth and development; this is not so true of college teachers.

TABLE 29. The relationship between teaching level and the ranking of objective D.

Teaching Level	Objective D*		Total
	Ranked	Not Ranked	
College	42	131	355
Junior College	9	21	30
High School	41	49	90
Total	92	383	475

χ^2 is 54.61, 2 degrees freedom, P. is .001

*Objective D: To assist the student in achieving a wholesome attitude toward his developing body and physiological processes.

"To assist the individual in the development of social skills, particularly in the area of courtship and dating," constitutes objective E of the first item of the questionnaire. As in the case of objective D, this objective is significantly associated with variable 2 only. Analysis of Table 30 reveals a situation not unlike that revealed in Table 29; thus, a higher percentage of high school teachers rank objective E as one of the five most important objectives than do college teachers.

TABLE 30. The relationship between teaching level and the ranking of objective E.

Teaching Level	Objective E*		
	Ranked	Not Ranked	Total
College	43	312	355
Junior College	7	23	30
High School	27	63	90
Total	77	398	475

χ^2 is 18.11, 2 degrees freedom, P. is .001.

*Objective E. To assist the individual in the development of social skills, particularly in the area of courtship and dating.

Objective F of the first item on the questionnaire is "To provide the student with a sound sex education." The Chi Square test of the relation between the ranking of this objective and the four variables reveals a significant

association in the case of variable 4 only. Thus, as indicated in Table 31, objective F is ranked by a smaller number of educators whose closest identification is with the American Home Economics Association than it is by educators whose closest identification is with the American Sociological Society and the National Council on Family Relations.

TABLE 31. The relationship between organization most closely identified with and the ranking of objective F.

Organization Identified With	Objective F*		Total
	Ranked	Not Ranked	
A. S. S.	27	75	102
A. H. E. A.	18	93	111
N. C. F. R.	58	102	160
Total	103	270	373

χ^2 is 13.25, 2 degrees freedom, P. is .01

*Objective F: To provide the student with a sound sex education.

The seventh objective of the first item of the questionnaire is "To help reduce the divorce rate by acquainting the students with the consequences of divorce." Because there were so few educators who ranked this objective as being of some degree of importance to them it was not possible to test the relationship between the objective

and the four variables. This condition also obtained in the case of objective M, "To assist the student in the adequate development of home management skills."

Objective H of the first item of the questionnaire is "To provide a planned experience in which personality interaction and personal growth are of central importance." Analysis of Tables 32, 33, and 34 reveals a significant association between the ranking of this objective and variables 1, 3, and 4; only variable 2, teaching level of respondents, is not significantly associated. Inspection of Table 32 reveals that, on a percentage basis, more educators whose degrees are in family life, psychology, and child development, in that order, rank objective H as being of some degree of importance to them than do educators whose degrees are in other disciplines, but especially in sociology and religion. Examination of Table 33 reveals that objective H is of more importance (ranked by a larger percentage of educators) to educators who have been in the family life field for six or more years than it is to educators who have been in the field for less than six years. Analysis of Table 34 shows objective H to be of importance to more educators whose closest identification is with the National Council on Family Relations and the American Home Economics Association than it is to educators whose closest identification is with the American Sociological Society. This finding is similar to that revealed in Table 32.

TABLE 32. The relationship between academic background and the ranking of objective H.

Academic Background	Objective H*		Total
	Ranked	Not Ranked	
Sociology	32	109	141
Psychology	16	15	31
Home Economics	30	59	89
Family Life	30	25	55
Child Development	13	14	27
Education	22	39	61
Religion	3	12	15
Total	146	273	419

χ^2 is 26.06, 6 degrees freedom, P. is .001.

*Objective H. To provide a planned experience in which personality interaction and personal growth are of central importance.

TABLE 33. The relationship between number of years in the family life field and the ranking of objective H.

Number of Years In Field	Objective H*		Total
	Ranked	Not Ranked	
0 - 5 years	26	73	99
Over 6 years	137	235	372
Total	163	308	471

χ^2 is 3.86, 1 degree freedom, P. is .05.

*Objective H. Same as Table 32.

TABLE 34. The relationship between organization most closely identified with and the ranking of objective H.

Organization Identified With	Objective H*		
	Ranked	Not Ranked	Total
A. S. S.	19	83	102
A. H. E. A.	41	70	111
N. C. F. R.	65	95	160
Total	125	248	373

χ^2 is 14.35, 2 degrees freedom, P. is .001.

*Objective H: To provide a planned experience in which personality interaction and personal growth are of central importance.

The ninth objective of item one of the questionnaire is "To accurately represent the current mores of the culture so that the students will have a guide in modeling their lives and building their own families," hereafter referred to as objective I. The Chi Square test of the relation between the ranking of this objective and the four variables reveals a significant association in the case of variables 1 and 4 only. Inspection of Table 35 indicates that the significant Chi Square seems to be accounted for primarily by the fact that a larger proportion of family educators whose degrees are in sociology rank objective I as being of some degree of importance to them than do educators whose degrees are

TABLE 35. The relationship between academic background and the ranking of objective I.

Academic Background	Objective I*		
	Ranked	Not Ranked	Total
Sociology	52	89	141
Psychology	8	23	31
Home Economics	21	68	89
Family Life	10	45	55
Child Development	6	21	27
Education	12	49	61
Total	109	295	404

χ^2 is 11.68, 5 degrees freedom, P. is .05.

*Objective I; To accurately represent the current mores of the culture so that the students will have a guide in modeling their lives and building their own families.

in other academic disciplines. Examination of Table 36 reveals a situation similar to that in Table 35; thus, more educators whose closest identification is with the American Sociological Society rank objective I than do educators whose closest identification is with the National Council on Family Relations or the American Home Economics Association.

Objective J is "To assist the student in developing a personal philosophy of life." As in the case of objective I, only variables 1 and 4 are significantly associated with the ranking of objective J. Tables 37 and 38 show the

TABLE 36. The relationship between organization most closely identified with and the ranking of objective I.

Organization Identified With	Objective I*		
	Ranked	Not Ranked	Total
A. S. S.	38	64	102
A. H. E. A.	29	82	111
N. C. F. R.	32	128	160
Total	99	274	373

χ^2 is 9.53, 2 degrees freedom, P. is .01.

*Objective I: To accurately represent the current mores of the culture so that the students will have a guide in modeling their lives and building their own families.

TABLE 37. The relationship between academic background and the ranking of objective J.

Academic Background	Objective J*		
	Ranked	Not Ranked	Total
Sociology	45	96	141
Psychology	15	16	31
Home Economics	53	36	89
Family Life	19	36	55
Child Development	16	11	27
Education	25	36	61
Total	173	231	404

χ^2 is 22.02, 5 degrees freedom, P. is .001.

*Objective J: To assist the students in developing a personal philosophy of life.

TABLE 38. The relationship between organization most closely identified with and the ranking of objective J.

Organization Identified With	Objective J*		
	Ranked	Not Ranked	Total
A. S. S.	32	70	102
A. H. E. A.	65	46	111
N. C. F. R.	66	94	160
Total	163	210	373

χ^2 is 16.64, 2 degrees freedom, P. is .001.

*Objective J: To assist the student in developing a personal philosophy of life.

nature of these relationships. Inspection of Table 37 reveals that a higher percentage of family educators whose degrees are in home economics, child development, and psychology rank objective J than do educators whose degrees are in sociology, family life, and education. Analysis of Table 38 reveals that objective J is of more importance (ranked by a higher percentage of educators) to educators whose closest identification is with the American Home Economics Association and the National Council on Family Relations, in that order, than it is to educators whose closest identification is with the American Sociological Society.

Objective K of the first item of the questionnaire is "To help in reducing tensions between parents and children and in facilitating better communication and understanding." Analysis of Tables 39, 40, and 41 reveals a significant association between the ranking of this objective and variables 1, 2, and 4. Inspection of Table 39 reveals that a higher percentage of educators whose degrees are in child development, home economics, family life, and education rank objective K as being of some degree of importance to them than do educators whose degrees are in sociology and psychology. There is, then, a significant difference in the response of educators with different academic backgrounds in relation to objective K. Examination of Table 40 reveals, again in terms of percentage of cases, that more educators on the high school level rank objective K as being one of their five most important objectives than do educators on either the college or junior college level. Analysis of Table 41 reveals a condition similar to that in Table 39; thus, objective K is of more importance to educators whose closest identification is with the American Home Economics Association and the National Council on Family Relations than it is to educators whose closest identification is with the American Sociological Society.

Objective 12 of item one of the questionnaire is "To help instill in the student a respect for the sacredness of the marriage bond and an understanding of the true purpose

TABLE 39. The relationship between academic background and the ranking of objective K.

Academic Background	Objective K*		Total
	Ranked	Not Ranked	
Sociology	30	111	141
Psychology	7	24	31
Home Economics	38	51	89
Family Life	22	33	55
Child Development	17	10	27
Education	25	36	61
Total	139	265	404

χ^2 is 27.09, 5 degrees freedom, P. is .001.

*Objective K: To help in reducing existing tensions between parents and children and in facilitating better communication and understanding.

TABLE 40. The relationship between teaching level and the ranking of objective K.

Teaching Level	Objective K*		Total
	Ranked	Not Ranked	
College	98	257	355
Junior College	9	21	30
High School	44	46	90
Total	151	324	475

χ^2 is 15.04, 2 degrees freedom, P. is .001.

*Objective K: Same as Table 39.

TABLE 41. The relationship between organization most closely identified with and the ranking of objective K.

Organization Identified With	Objective K*		
	Ranked	Not Ranked	Total
A. S. S.	18	84	102
A. H. E. A.	47	64	111
N. C. F. R.	57	103	160
Total	122	251	373

χ^2 is 15.80, 2 degrees freedom, P. is .001.

*Objective K: To help in reducing existing tensions between parents and children and in facilitating better communication and understanding.

of the Judeo-Christian family," hereafter referred to as objective L. The Chi Square test of the relation between the ranking of this objective and the four variables reveals a significant association in the case of variable 1 only. Inspection of Table 42 reveals that more educators, in terms of percentage of cases, with degrees in religion, education, and home economics rank objective L as one of their most important objectives than do educators with degrees in family life, psychology, and sociology.

Because of the nature of objective L, the writer felt that there might be a significant difference in the response of educators to this objective in terms of their degree of religiosity as measured by how often they go to church.

TABLE 42. The relationship between academic background and the ranking of objective L.

Academic Background	Objective L*		
	Ranked	Not Ranked	Total
Sociology	29	112	141
Psychology	7	24	31
Home Economics	30	59	89
Family Life	3	52	55
Education	25	36	61
Religion	8	7	15
Total	102	290	392

χ^2 is 30.10, 5 degrees freedom, P. is .001.

*Objective L: To help instill in the student a respect for the sacredness of the marriage bond and an understanding of the true purpose of the Judeo-Christian Family.

Thus, a test was made of the relation between the ranking of objective L and how many times per month the educators go to church. Table 43 shows the results of this test. Inspection of Table 43 reveals a significant association between the variables. Thus, of 111 educators who ranked objective L as being one of their most important objectives, 82 of them go to church four or more times per month.

The final objective of item one on the questionnaire is "To provide the student with a body of scientific knowledge about courtship, marriage, and family life," hereafter referred to as objective N. The Chi Square test of the relation between the ranking of this objective by the

TABLE 43. The relationship between church attendance and the ranking of objective L.

Church Attendance Times Per Month	Objective L*		
	Ranked	Not Ranked	Total
1 time	6	39	45
2 times	4	37	41
3 times	19	74	93
4 or more times	82	142	224
Total	111	292	403

χ^2 is 22.62, 3 degrees freedom, P. is .001.

*Objective L: To help instill in the student a respect for the sacredness of the marriage bond and an understanding of the true purpose of the Judeo-Christian family.

respondents and the four variables reveals a significant association in the case of variables 1, 2, and 4. Tables 44, 45, and 46 show the nature of these relationships. Thus, an inspection of Table 44 reveals that the largest number and percentage of educators who rank this as one of their five most important objectives are those with a sociological background. Educators with a home economics background tend not to regard this as one of their most important objectives. Table 45 clearly indicates that objective N is of importance to a much larger percentage and number of educators on the college level than it is to educators on the high school level. And, finally, inspection

TABLE 44. The relationship between academic background and the ranking of objective N.

Academic Background	Objective N*		
	Ranked	Not Ranked	Total
Sociology	116	25	141
Psychology	16	15	31
Home Economics	28	61	89
Family Life	25	30	55
Child Development	20	7	27
Education	24	37	61
Religion	8	7	15
Total	237	182	419

χ^2 is 74.62, 6 degrees freedom, P. is .001.

*Objective N: To provide the student with a body of scientific knowledge about courtship, marriage, and family life.

TABLE 45. The relationship between teaching level and the ranking of objective N.

Teaching Level	Objective N*		
	Ranked	Not Ranked	Total
College	234	121	355
Junior College	16	14	30
High School	17	73	90
Total	267	208	475

χ^2 is 64.61, 2 degrees freedom, P. is .001.

*Objective N: Same as Table 44.

TABLE 46. The relationship between organization most closely identified with and the ranking of objective N.

Organizations Identified With	Objective N*		
	Ranked	Not Ranked	Total
A. S. S.	86	16	102
A. H. E. A.	38	73	111
N. C. F. R.	81	79	160
Total	205	168	373

χ^2 is 55.97, 2 degrees freedom, P. is .001.

*Objective N: To provide the student with a body of scientific knowledge about courtship, marriage, and family life.

of Table 46 reveals a situation similar to that in Table 44; thus, the largest number and percentage of educators who rank objective N as one of their five most important objectives are those who are most closely identified with the American Sociological Society, while the smallest number and percentage of educators who so rank objective N are those who are most closely identified with the American Home Economics Association.

Summary. The results of the present statistical operations reveal that, with one exception (objective B), there is a significant relation between the goals and objectives of

family life educators and certain of the variables against which the objectives were tested for association. Five of the objectives, A, C, H, K, and N, were significantly associated with three of the four variables; three of the objectives, I, J, and L, were related to two of the four objectives; objectives D, E, and F, were significantly associated with only one of the four variables; objectives G and M were not tested for association because of insufficient frequencies. The third variable, length of time in the field, was significantly associated with only one objective; thus, it is not a very discriminating variable when tested for association with item one of the questionnaire.

Findings in Relation to Item Two of the Questionnaire

The second item on the questionnaire is concerned with the teaching techniques or methods employed by family educators in facilitating the accomplishment of their goals and objectives. The use of these methods⁴ will be tested for association with four variables: (1) the age of the

⁴Only the five most frequently used techniques will be involved in the present statistical operations. The remaining techniques were employed by so few educators that there are too few, often no, frequencies in the various cells to permit the application of the Chi Square technique. The five techniques used in the present analyses are: (1) lecture, (2) class discussion, (3) audio-visual materials, (4) textbooks, and (5) individual counseling.

respondents; (2) the sex of the respondents; (3) the academic background of the respondents; and (4) the level on which the respondents teach.

Analysis of Tables 47, 48, and 49 reveals that the use of the lecture technique is significantly associated with variables 2, 3, and 4. Apparently age, variable 1, is not significantly associated with the use or non-use of the lecture as a teaching technique. Examination of Table 47 reveals that the lecture technique is used by more male teachers than it is by female teachers. Thus, while 212 of 228 (93 per cent) males rank the lecture as a method of teaching that they employ with some degree of frequency, only 145 of 247 (59 per cent) females so rank it. Inspection of Table 48 reveals that the lecture technique is employed by a higher percentage of educators with sociological and psychological backgrounds than by educators with other kinds of backgrounds. Only about one-half of the educators with a home economics background employ the lecture with any degree of frequency. In relation to variable 4, Table 49 shows that college family life teachers use the lecture in a much higher percentage of cases than do high school teachers. In fact, less than half of the latter report using this technique with any degree of frequency.

The second teaching method of item two of the questionnaire is class discussion. It will be recalled from

TABLE 47. The relationship between sex and the ranking of the lecture as one of the five most frequently used teaching methods.

Sex	Lecture Method		
	Ranked	Not Ranked	Total
Male	212	16	228
Female	145	102	247
Total	357	118	475

χ^2 is 74.61, 1 degree freedom, P. is .001.

TABLE 48. The relationship between academic background and the ranking of the lecture as one of the five most frequently used teaching methods.

Academic Background	Lecture Method		
	Ranked	Not Ranked	Total
Sociology	128	13	141
Psychology	25	6	31
Home Economics	44	45	89
Family Life	39	16	55
Child Development	18	9	27
Education	40	21	61
Total	294	110	404

χ^2 is 50.70, 5 degrees freedom, P. is .001.

TABLE 49. The relationship between teaching level and the ranking of the lecture as one of the five most frequently used teaching methods.

Teaching Level	Lecture Method		
	Ranked	Not Ranked	Total
College	294	61	355
High School	39	51	90
Total	333	112	445

χ^2 is 59.44, 1 degree freedom, P. is .001.

the results of Chapter IV that class discussion is the most popular (used most often by the largest number of educators) of all the techniques included in the present study. This situation is apparently reflected in the present statistical operation, for class discussion as a method of teaching is not significantly associated with any of the four variables against which it was tested. The implication of this, of course, is that this method is of approximately equal importance to all family educators, irrespective of their age, sex, academic background, and the level on which they teach. Another way of stating this condition is to say that there are no significant differences between the various groups defined by the four variables and the use or non-use of class discussion as a teaching technique.

The use of audio-visual aids constitutes the third teaching technique to be tested for association with the four variables. The Chi Square test of the relation between the use of audio-visual materials as a teaching technique and these variables reveals a significant association in the case of variables 2 and 4 only. Tables 50 and 51 indicate the nature of this association. Analysis of Table 50 reveals that a larger number and percentage of female teachers use audio-visual materials than male teachers. Inspection of Table 51 reveals that audio-visual materials are used by a larger percentage of high school educators than they are by college educators.

TABLE 50. The relationship between sex and the ranking of audio-visual materials as one of the five most frequently used teaching methods.

Sex	Audio-Visual Materials		
	Ranked	Not Ranked	Total
Male	146	82	228
Female	180	65	245
Total	326	147	473
χ^2 is 4.90, 1 degree freedom, P. is .05.			

TABLE 51. The relationship between teaching level and the ranking of audio-visual materials as one of the five most frequently used teaching methods.

Teaching Level	Audio-Visual Materials		
	Ranked	Not Ranked	Total
College	232	123	355
High School	73	17	90
Total	305	140	445

χ^2 is 8.26, 1 degree freedom, P. is .01.

Analysis of Table 52 reveals that the use of the teaching technique composed of "textbooks and other assigned readings" is significantly associated with variable 4; this technique is not significantly associated with any of the other three variables. Inspection of Table 52 reveals that textbooks and other assigned readings are ranked as one of their most frequently used teaching methods by a larger number and percentage of educators on the college level than they are by educators on the high school level.

The final teaching method to be tested for association with the four variables is individual counseling. The Chi Square test of the relation between the use of this technique and the four variables reveals a significant association in the case of variables 2 and 3 only. Tables 53 and 54 show the nature of this association. Inspection of Table 53

TABLE 52. The relationship between teaching level and the ranking of the textbook and other readings as one of the five most frequently used teaching methods.

Teaching Level	Textbook and Other Readings		
	Ranked	Not Ranked	Total
College	311	44	355
High School	66	24	90
Total	377	68	445

χ^2 is 11.30, 1 degree freedom, P. is .001

TABLE 53. The relationship between sex and the ranking of the individual counseling as one of the five most frequently used teaching methods.

Sex	Individual Counseling		
	Ranked	Not Ranked	Total
Male	109	119	228
Female	84	161	245
Total	193	280	473

χ^2 is 8.94, 1 degree freedom, P. is .01.

reveals that more male teachers rank individual counseling as one of their five most frequently used teaching methods than do female teachers. Examination of Table 54 reveals that a somewhat higher percentage of family educators whose

degrees are in family life, psychology and sociology, in that order, rank individual counseling as one of their most often used teaching methods than do educators whose degrees are in home economics, child development, and education.

TABLE 54. The relationship between academic background and the ranking of individual counseling as one of the five most frequently used teaching methods.

Academic Background	Individual Counseling		
	Ranked	Not Ranked	Total
Sociology	63	78	141
Psychology	15	16	31
Home Economics	29	60	89
Family Life	28	27	55
Child Development	5	22	27
Education	21	40	61
Total	161	243	404

χ^2 is 12.96, 5 degrees freedom, P. is .05.

Summary. The results of the present statistical operations reveal that, with one exception (class discussion), there is a significant relation between the teaching techniques used by family educators in facilitating the accomplishment of their objectives and certain of the variables against which techniques were tested for association. The lecture technique was significantly associated with variables 2, 3, and 4; audio-visual materials were significantly associated with variables 2 and 4; the use of textbooks was

associated with variable 4 only; and individual counseling was associated with variables 2 and 3.

Findings in Relation to Item Three of the Questionnaire

The third item on the questionnaire is concerned with the factors or experiences which the respondents felt to have been important in their decision to become educators for marriage and family living. These factors will be tested for association with two variables: (1) age of the respondents; and (2) whether or not their first job, after completing their last degree, was in the field of family life education.

The first factor of item three of the questionnaire is, "A professor under whom I took some of my classes, or my major professor," hereafter referred to as factor A. As indicated in Tables 55 and 56, the Chi Square test of the relation between the respondents' selection of this factor and variables 1 and 2 reveals a significant association in the case of each variable. Analysis of Table 55 reveals that a higher percentage of younger (20-39 years of age) educators consider factor A to have been important in their decision to become family life educators than do older educators (50 years or older). Examination of Table 56 shows that more educators whose first job, after completing their last degree, was in family life consider factor A to have been more important than educators whose first job was not in family life. These two findings, of

course, are consistent with each other; for those educators who consider the influence of a professor to have been important in their decision to become family life educators are the ones who are most likely to go directly into family life after completing their academic work.

TABLE 55. The relationship between age of respondents and the importance of factor A in their decision to become family educators.

Age	Factor A		
	Ranked	Not Ranked	Total
20 - 39	51	72	123
40 - 49	52	95	147
50 or over	46	144	190
Total	149	311	460

χ^2 is 11.02, 2 degrees freedom, P. is .01.

TABLE 56. The relationship between first job in the field and the importance of factor A in influencing the respondents in their decision to become family educators.

First Job	Factor A*		Total
	Important	Not Important	
Yes	60	84	144
No	42	149	191
Total	102	233	335

χ^2 is 15.02, 1 degree freedom, P. is .001.

*Factor A: A professor under whom I took some of my classes, or my major professor.

The second factor of item three of the questionnaire is, "A course in the family that I took as a part of my college program," hereafter referred to as factor B. Only variable 2 is significantly associated with this factor; age apparently is not a discriminating variable in this situation. Analysis of Table 57 reveals that, consistent with the pattern indicated in Tables 55 and 56, more educators whose first job was in the family life field consider factor B to have been important in their decision to become family life educators than do educators whose first job was not in the family life field.

TABLE 57. The relationship between first job in the field and the importance of factor B in influencing the respondents in their decision to become family educators.

First Job	Factor B*		Total
	Important	Not Important	
Yes	60	84	144
No	51	140	191
Total	111	224	335

χ^2 is 8.20, 1 degree freedom, P. is .01.

*Factor B: A course in the family that I took as part of my college program.

"Friends of mine who encouraged me to look into the field," is factor C of the third item of the questionnaire.

The respondents' selection of this factor is not significantly associated with either of the two variables against which it was tested. The absence of significant association also obtains in the case of factors F and J (see Appendix I for a description of these factors). In the case of factors D, "Better salaries in family life education than in the field from which I came," and H, "The greater availability of jobs in family life education than in the field in which I was trained," so few educators checked these factors that it was not possible to compute Chi Squares.

Factor E of item three of the questionnaire is, "My interest in the family as a result of stressful family experiences in my own past." The Chi Square test of the relation between the selection of this factor and the two variables reveals a significant association in the case of variable 2 only. Inspection of Table 58 reveals that more educators whose first job was in the family life field consider factor E to have been important in their decision to become family educators than educators whose first job was not in the family life field.

The seventh factor of item three of the questionnaire is, "The department or administration needed a person to teach a course in the family and I was asked to teach it," hereafter referred to as factor G. As indicated in Tables 59 and 60, the Chi Square test of the relation between the selection of this factor and variables 1 and 2 reveals

TABLE 58. The relationship between first job in the field and the importance of factor E in influencing the respondents in their decision to become family educators.

First Job	Factor E*		Total
	Important	Not Important	
Yes	38	106	144
No	33	158	191
Total	71	264	335

χ^2 is 4.08, 1 degree freedom, P. is .05.

*Factor E: My interest in the family as a result of stressful family experiences in my own past.

TABLE 59. The relationship between age of respondents and the importance of factor G in their decision to become family educators.

Age	Factor G*		Total
	Important	Not Important	
20 - 39	25	98	123
40 - 49	47	100	147
50 or over	71	119	190
Total	143	317	460

χ^2 is 10.21, 2 degrees freedom, P. is .01.

*Factor G: The department or administration needed a person to teach a course in the family and I was asked to teach it.

TABLE 60. The relationship between first job in the field and the importance of factor G in influencing the respondents in their decision to become family educators.

First Job	Factor G*		Total
	Important	Not Important	
Yes	23	121	144
No	82	109	191
Total	105	230	335

χ^2 is 27.72, 1 degree freedom, P. is .001.

*Factor G: The department or administration needed a person to teach a course in the family and I was asked to teach it.

significant associations. Examination of Table 59 reveals that, on a percentage basis, fewer young educators (20-39 years of age) consider this factor to have been important in their decision to become family educators than do older educators (50 years of age or older). This finding, incidentally, is consistent with the findings in relation to factors A and B. Inspection of Table 60 shows that factor G is considered to have been important by more educators whose first job was not in the family life field than by educators whose first job was in the family life field. Those educators whose first job was in the family field, of course, are most likely the ones who specifically

prepared to teach in the field, and, consequently, did not get their job by just happening to be available when a department needed a family life teacher.

Factor I of item three of the questionnaire is, "My concern about the importance of sex education." The Chi Square test of the relation between the selection of this factor and variables 1 and 2 reveals a significant association in the case of both variables. Analysis of Table 61 reveals that factor I was of importance to more older educators in their decision to become family educators than it was to the younger educators. Inspection of Table 62 reveals that a higher percentage of educators whose first job was not in the family life field consider factor I to have been important in their decision to become family life educators than educators whose first job was in the family life field.

TABLE 61. The relationship between age of respondents and the importance of factor I in influencing the respondents in their decision to become family educators.

Age	Factor I*		Total
	Important	Not Important	
20 - 39	20	103	123
40 - 49	32	115	147
50 or over	56	134	190
Total	108	352	460

X^2 is 7.58, 2 degrees freedom, P. is .05.

*Factor I: My concern about the importance of sex education.

TABLE 62. The relationship between first job in the field and the importance of factor I in influencing the respondents in their decision to become family educators.

First Job	Factor I*		Total
	Important	Not Important	
Yes	19	125	144
No	50	141	191
Total	69	266	335

χ^2 is 8.46, 1 degree freedom, P. is .01

*Factor I: My concern about the importance of sex education.

Summary. The present statistical operations reveal that there is a significant relation between the two variables tested and certain of the reasons or factors which the respondents believe to have been important in influencing their decision to become family life educators. The factors that were significantly associated with both variables are A, G, and I. Factors B and E were significantly related to variable 2. The remaining factors were either not significantly associated with the variables or were not tested for association because of an inadequate number of frequencies in the various cells.

Findings in Relation to Item Four of the Questionnaire

The fourth item on the questionnaire is concerned with the relative amount of time that the respondents spend on the various subject-matter areas in marriage and family education. The amount of time spent on these various areas⁵ will be tested for association with three variables: (1) the respondents' academic background, that is, the field in which they received their degree; (2) the level on which the respondents teach; and (3) the titles of the various classes taught by the respondents. The intention of the present statistical operations, then, is to determine whether there are significant differences between the various groups tested in terms of the relative amount of time that they actually spend on the subject-matter areas composing education for marriage and family living.

The first subject-matter area of item four of the questionnaire is Dating. As indicated in Tables 63 and 64, the Chi Square test of the relation between the amount of time spent on this area and the three variables tested reveals a significant association in the case of variables

⁵In responding to this item the educators were asked to rank all of the subject-matter areas from 1 to 11 in terms of the relative amount of time that they actually spend on each of the areas. For purposes of the present statistical operations, it was necessary to collapse all of the ranks into three categories: (1) most time; (2) least time; and (3) no time. The "most time" category is made up of the ranks 1 through 5; the "least time" category is composed of ranks 6 through 11; and the "no time" category, of course, is composed of the "0" ranks.

TABLE 63. The relationship between academic background and the relative amount of time spent on the subject of dating.

Academic Background	Time Spent on Dating			Total
	Most Time	Least Time	No Time	
Sociology	93	37	11	141
Psychology	17	9	5	31
Home Economics	65	16	8	89
Family Life	31	18	6	55
Child Development	12	5	10	27
Education	42	13	6	61
Total	260	98	46	404

χ^2 is 26.55, 10 degrees freedom, P. is .01.

TABLE 64. The relationship between teaching level and the relative amount of time spent on the subject of dating.

Teaching Level	Time Spend on Dating			Total
	Most Time	Least Time	No Time	
College	204	100	51	355
High School	73	13	4	90
Total	277	113	55	445

χ^2 is 17.50, 2 degrees freedom, P. is .001.

1 and 2 only. Apparently the relative amount of time spent on this subject-matter area does not differ significantly in relation to the various types of family life classes that are taught, such as Preparation for Marriage, Marriage and the Family, and Sociology of the Family. The implication of this finding, of course, is that prediction in relation to the amount of time that family educators spend on the topic of dating can not be made on the basis of class titles alone. Analysis of Table 63 reveals that a higher percentage of educators whose academic degrees are in child development and psychology fall into the "least time" and "no time" categories on the subject of dating than do educators whose degrees are in other academic fields. Inspection of Table 64 reveals that a higher percentage of high school educators spend most of their time, and a lower percentage spend none of their time, on the subject of dating than do college educators.

"Description of Families" is the second subject-matter area of item four of the questionnaire. The relative amount of time spent on this area is significantly associated with all three variables. Tables 65, 66, and 67 show the nature of this association in each case. As indicated in Table 65, about one-half of the educators with sociological and psychological backgrounds spend most of their time on this subject, whereas only about one-third of the educators with other kinds of academic backgrounds spent

TABLE 65. The relationship between academic background and the relative amount of time spent on the subject of description of families.

Academic Background	Time Spent on Description of Families			Total
	Most Time	Least Time	No Time	
Sociology	73	52	16	141
Psychology	14	12	5	31
Home Economics	28	33	28	89
Family Life	17	24	14	55
Child Development	9	11	7	27
Education	17	24	20	61
Total	158	156	90	404

χ^2 is 26.01, 10 degrees freedom, P. is .01.

TABLE 66. The relationship between teaching level and the relative amount of time spent on the subject of description of families.

Teaching Level	Time Spend on Description of Families			Total
	Most Time	Least Time	No Time	
College	158	132	65	355
High School	22	35	33	90
Total	180	167	98	445

χ^2 is 18.18, 2 degrees freedom, P. is .001.

TABLE 67. The relationship between titles of classes and the relative amount of time spent on the subject of description of families.

Class Titles	Time Spent on Description of Families			Total
	Most Time	Least Time	No Time	
Preparation for Marriage	25	37	20	82
Family Relations	53	66	45	164
Marriage and Family	68	78	28	174
The Family	39	31	16	86
Sociology of Family	22	6	5	33
Total	207	218	114	539

χ^2 is 23.02, 8 degrees freedom, P. is .01.

most of their time on it. Inspection of Table 66 reveals a situation quite the opposite of that revealed in Table 64; thus, more educators on the college than the high school level indicate spending most of their time on the subject of description of families. In relation to variable 3, Table 67 shows that the more sociologically oriented classes, that is, The Family and Sociology of the Family, are the classes in which the most time is spent on description of families.

The relative amount of time spent on the third subject-matter area, Family Disorganization, is significantly associated with variable 1 only. The nature of the association is indicated in Table 68; thus, a higher percentage of educators

TABLE 68. The relationship between academic background and the relative amount of time spent on the subject of family disorganization.

Academic Background	Time Spent on Family Disorganization			Total
	Most Time	Least Time	No Time	
Sociology	65	72	4	141
Psychology	15	13	3	31
Home Economics	40	36	13	89
Family Life	14	35	6	55
Child Development	3	16	8	27
Education	22	31	8	61
Total	159	203	42	404

χ^2 is 35.19, 10 degrees freedom, P. is .001.

with degrees in sociology, psychology, and home economics indicate spending most of their time on this subject than do educators with degrees in family life, child development, and education.

The next four subject-matter areas of item four of the questionnaire are Family Life (with children), Married State (without children), Mate Selection, and Personality Development. It will be recalled from the results of Chapter IV that these four areas are the most popular areas in terms of the relative amount of time that family educators devote to them. In fact, so many educators fall into the "most time" category on these areas that there are

too few frequencies in the "least time" and "no time" categories to permit the application of the Chi Square technique. This means, then, that no tests can be made of the relation between the relative amount of time spent on these areas and the three variables against which the remaining subject-matter areas are tested.

The eighth subject-matter area of item four of the questionnaire is Physical Development. As indicated in Tables 69, 70, and 71, a significant association obtains between the relative amount of time spent on this subject and each of the three variables against which it was tested. In relation to variable 1, Table 69 indicates that a higher percentage of educators whose degrees are in home economics,

TABLE 69. The relationship between academic background and the relative amount of time spent on the subject of physical development.

Academic Background	Time Spent on Physical Development			Total
	Most Time	Least Time	No Time	
Sociology	20	54	67	141
Psychology	9	8	14	31
Home Economics	35	22	32	89
Family Life	9	20	26	55
Child Development	10	10	7	27
Education	19	27	15	61
Total	102	141	161	404

χ^2 is 31.76, 10 degrees freedom, P. is .001.

TABLE 70. The relationship between teaching level and the relative amount of time spent on the subject of physical development.

Teaching Level	Time Spent on Physical Development			Total
	Most Time	Least Time	No Time	
College	74	122	159	355
High School	35	32	23	90
Total	109	154	182	445

χ^2 is 16.08, 2 degrees freedom, P. is .001.

TABLE 71. The relationship between titles of classes and the relative amount of time spent on the subject of physical development.

Class Titles	Time Spent on Physical Development			Total
	Most Time	Least Time	No Time	
Preparation for Marriage	17	35	30	82
Family Relations	46	57	61	164
Marriage and Family	35	63	76	174
The Family	12	32	42	86
Sociology of Family	2	10	21	33
Total	112	197	230	539

χ^2 is 17.00, 8 degrees freedom, P. is .05.

child development, and education report spending more time on the subject of physical development than do educators whose degrees are in sociology, psychology, and family life. Sociologists, in particular, spend little or no time on this subject. Inspection of Table 70 reveals that the subject of physical development is of considerably less interest, in terms of the relative amount of time devoted to it, to family educators on the college level than to educators on the high school level. Finally, analysis of Table 71 reveals that little time is spent on this subject by educators who teach classes entitled The Family and Sociology of the Family. Close to one-third of the educators teaching courses entitled Family Relations report spending "most time" on the subject of physical development.

The relative amount of time spent on the ninth subject-matter area, Sex, is significantly associated with variable "1" only. Table 72 indicates the nature of this relationship.

"Social Development" is the tenth subject-matter area of item four of the questionnaire. As indicated in Tables 73, 74, and 75 the relative amount of time spent on this area is significantly associated with all three variables. Inspection of Table 73 reveals that more educators with a home economics background fall into the "most time" category in relation to this subject than do educators with other academic backgrounds. Sociologists, in particular,

TABLE 72. The relationship between academic background and the relative amount of time spent on the subject of sex.

Academic Background	Time Spent on Sex			Total
	Most Time	Least Time	No Time	
Sociology	72	62	7	141
Psychology	20	9	2	31
Home Economics	40	32	17	89
Family Life	26	26	3	55
Child Development	6	15	6	27
Education	35	20	6	61
Total	199	164	41	404

χ^2 is 27.92, 10 degrees freedom, P. is .01.

TABLE 73. The relationship between academic background and the relative amount of time spent on the subject of social development.

Academic Background	Time Spent on Social Development			Total
	More Time	Least Time	No Time	
Sociology	46	64	31	141
Home Economics	52	22	15	89
Family Life	23	25	7	55
Education	28	20	13	61
Total	149	131	66	346

χ^2 is 18.18, 6 degrees freedom, P. is .01.

TABLE 74. The relationship between teaching level and the relative amount of time spent on the subject of social development.

Teaching Level	Time Spent on Social Development			Total
	Most Time	Least Time	No Time	
College	138	152	65	355
High School	51	27	12	90
Total	189	179	77	445

χ^2 is 9.30, 2 degrees freedom, P. is .01.

TABLE 75. The relationship between titles of classes and the relative amount of time spent on the subject of social development.

Class Titles	Time Spent on Social Development			Total
	Most Time	Least Time	No Time	
Preparation for Marriage	26	45	11	82
Family Relations	89	53	22	164
Marriage and Family	61	80	33	174
The Family	30	38	18	86
Sociology of Family	9	16	8	33
Total	215	232	92	539

χ^2 is 24.44, 8 degrees freedom, P. is .01.

tend to spend the least amount of time on the subject. In relation to variable 2, Table 74 reveals that a considerably higher percentage of educators on the high school level fall into the "most time" category than do educators on the college level, and, conversely, a smaller percentage falls into the "no time" category. Analysis of Table 75 reveals more time is spent on social development in classes that are entitled Family Relations than in classes with other titles.

The final subject-matter area of item four of the questionnaire is Personal Hygiene. The Chi Square test of the relation between the relative amount of time that is spent on this subject and the three variables reveals a significant association in the case of each variable. The nature of the association in each case is indicated in Tables 76, 77, and 78. Table 76 shows that while few educators, irrespective of their academic background, fall into the "most time" category in relation to the subject of personal hygiene, the significant Chi Square is probably accounted for by the fact that a higher percentage of educators whose degrees are in home economics fall into this category than do educators whose degrees are in other fields; only nine of 141 sociologists fall into this category. Inspection of Table 77 reveals that a very low percentage (.09 per cent) of college educators fall into the "most time" category, whereas a much larger percentage (40 per cent) of high school educators so distribute themselves.

TABLE 76. The relationship between academic background and the relative amount of time spent on the subject of personal hygiene.

Academic Background	Time Spent on Personal Hygiene			Total
	Most Time	Least Time	N Time	
Sociology	9	48	84	141
Psychology	7	5	19	31
Home Economics	28	25	36	89
Family Life	7	15	33	55
Education	15	28	18	61
Total	66	121	190	377

χ^2 is 41.00, 8 degrees freedom, P. is .001.

TABLE 77. The relationship between teaching level and the relative amount of time spent on the subject of personal hygiene.

Teaching Level	Time Spent on Personal Hygiene			Total
	Most Time	Least Time	No Time	
College	30	109	216	355
High School	36	36	18	90
Total	66	145	234	445

χ^2 is 72.86, 2 degrees freedom, P. is .001.

TABLE 78. The relationship between titles of classes and the relative amount of time spent on the subject of personal hygiene.

Class Titles	Time Spent on Personal Hygiene			Total
	Most Time	Least Time	No Time	
Preparation for Marriage	11	35	36	82
Family Relations	29	56	79	164
Marriage and Family	18	59	97	174
The Family	4	28	54	86
Total	62	178	266	506

χ^2 is 14.04, 6 degrees freedom, P. is .05.

Summary. The statistical results in relation to the present item clearly indicate the existence of a significant association between the relative amount of time spent on the various subject-matter areas of marriage and family education and certain of the variables against which the test was made.⁶ The relative amount of time spent on four of the subject-matter areas--Description of Families,

⁶The Chi Square test of the relation between the relative amount of time spent on the four most popular subject-matter areas--Family Life, Married State, Mate Selection, and Personality Development--was precluded by an insufficient number of frequencies in the "least time" and "no time" categories.

Physical Development, Social Development, and Personal Hygiene--was found to be significantly associated with each of the three variables; Dating was found to be significantly associated with variables 1 and 2; Sex and Family Disorganization were associated with one variable only.

Specific Findings in Relation to Item Five of the Questionnaire

Item five of the questionnaire is concerned with the procedures used by the respondents in deciding on the content or subject-matter of the classes that they teach. It will be recalled from Chapter IV that only three procedures were used by a significant number of respondents. These include: (1) "An outline or syllabus, based on past experience, is prepared in advance of each class"; (2) "Decided jointly by instructor and class members at the beginning of each quarter or semester"; and (3) "The outline of the textbook is followed." Thus, in terms of the present statistical manipulations, only these three procedures will be tested for association with two variables: (1) the academic background of the respondents; and (2) the level on which the respondents teach.

The Chi Square test of the relation between procedure 1, the use of an outline or syllabus, and the two variables reveals a significant association in the case of variable 2 only. Inspection of table 79 reveals that an outline or syllabus is used in deciding on content by a much larger

number and percentage of college family educators than by educators on the high school level. In fact, while only about 50 per cent of the high school teachers report the use of an outline or syllabus, approximately 76 per cent of the college teachers report using it.

TABLE 79. The relationship between teaching level and the use of an outline or syllabus in deciding on course content.

Teaching Level	Outline or Syllabus		Total
	Use	Do Not Use	
College	272	83	355
High School	44	46	90
Total	316	129	445

χ^2 is 26.82, 1 degree freedom, P. is .001.

As indicated in Tables 80 and 81, a significant association obtains between the use of procedure 2, decided jointly by instructor and class members, and both variables 1 and 2. Inspection of Table 80 reveals that a larger percentage of educators whose degrees are in home economics, family life, and child development report using this procedure in deciding on content than do educators whose degrees are in education, psychology, and sociology. Sociologists, in particular, tend not to use this procedure with any degree of frequency. Analysis of Table 81 reveals that a

higher percentage of educators on the high school level employ procedure 2 than do educators on the college level.

TABLE 80. The relationship between academic background and the use of both instructor and class members in deciding on course content.

Academic Background	Jointly by Instructor and Class Members		
	Use	Do Not Use	Total
Sociology	39	102	141
Psychology	14	17	31
Home Economics	66	23	89
Family Life	39	16	55
Child Development	15	12	27
Education	29	32	61
Total	202	202	404

X^2 is 59.31, 5 degrees freedom, P. is .001.

TABLE 81. The relationship between teaching level and the use of both instructor and class members in deciding on course content.

Teaching Level	Jointly by Instructor and Class Members		
	Use	Do Not Use	Total
College	161	194	355
High School	59	31	90
Total	220	225	445

X^2 is 11.73, 1 degree freedom, P. is .001

The use of the third procedure, outline of the textbook, is significantly associated with variable 1 only. Table 82 indicates the nature of this association; thus, a higher percentage of educators whose degrees are in sociology, education, and psychology report using this procedure than do educators whose degrees are in home economics, family life, and child development. It will be observed that this finding tends to be consistent with that revealed in Table 80.

TABLE 82. The relationship between academic background and the use of the outline of a textbook in deciding on course content.

Academic Background	Outline of Textbook Followed		
	Use	Do Not Use	Total
Sociology	54	87	141
Psychology	8	23	31
Home Economics	16	73	89
Family Life	2	53	55
Child Development	5	22	27
Education	18	43	61
Total	103	301	404

χ^2 is 29.85, 5 degrees freedom, P. is .001.

Summary. It has been found that the procedures used by family educators in deciding on content are associated with either one or both of the variables against which the procedures were tested for association. Thus, procedure 2,

decided jointly by class members and instructors, is significantly associated with both variables, whereas procedures 1 and 3 are so associated with only one variable.

Findings in Relation to Item Six of the Questionnaire

The sixth item of the questionnaire is concerned with the desirable personal qualities or characteristics of family educators. The attitudes of the respondents⁷ in relation to these characteristics will be tested for association with three variables: (1) the age of the respondents; (2) the sex of the respondents; and (3) the respondents' degree of religiosity as measured by how often they go to church. The intention of the present statistical manipulations is to determine if there are significant differences between the various groups of respondents in terms of the notions they hold in regard to the desirable personal characteristics of family educators.

The first characteristic of item six of the questionnaire is, "Family life educators should have exceptionally high moral standards," hereafter referred to as characteristic A. As indicated in Tables 83, 84, and 85 the Chi Square test of the relation between the respondents' attitude in regard to this characteristic and the three variables reveals the existence of a significant association in the

⁷The attitude of the respondents in relation to the desirable personal qualities is measured simply by whether or not they express agreement, doubt, or disagreement with the various statements about the qualities.

TABLE 83. The relationship between age and response to characteristic A.

Age	Characteristic A*			
	Agree	Doubt	Disagree	Total
20 - 39	68	41	14	123
40 - 49	107	33	7	147
50 or over	156	28	6	190
Total	331	102	27	460

χ^2 is 28.19, 4 degrees freedom, P. is .001.

*Characteristic A: Family life educators should have exceptionally high moral standards.

TABLE 84. The relationship between sex and response to characteristic A.

Sex	Characteristic A*			
	Agree	Doubt	Disagree	Total
Male	145	64	19	228
Female	194	42	9	245
Total	339	106	28	473

χ^2 is 14.62, 2 degrees freedom, P. is .001.

*Characteristic A: Same as Table 83.

TABLE 85. The relationship between church attendance and response to characteristic A.

Church Attendance Times Per Month	Characteristic A*			
	Agree	Doubt	Disagree	Total
0 times	21	30	14	65
1 - 2 times	55	26	5	86
3 or more times	261	48	8	317
Total	337	104	27	468

χ^2 is 79.91, 4 degrees freedom, P. is .001.

*Characteristic A: Family life educators should have exceptionally high moral standards.

case of each variable. Inspection of Table 83 reveals that fewer younger educators agree that family educators should have exceptionally high moral standards than do the older educators; conversely, a higher percentage of younger educators disagree with this statement than do older educators. It is clear, then, that attitudes in relation to whether family educators should have exceptionally high moral standards is significantly related to the age factor of those expressing the attitudes. The same thing is true in relation to the sex of the respondents; thus, as indicated in Table 84, more female educators agree, and fewer disagree, that family educators should have high morals than do male educators. Analysis of Table 85 reveals that characteristic A is also significantly related to how often the respondents

go to church; thus, approximately 82 per cent of the group of educators who go to church three or more times per month agree that family educators should have exceptionally high morals, whereas only 32 per cent of the group who do not go to church at all so agree; 62 per cent of the group who go to church once or twice per month agree that family educators should have exceptionally high morals.

Characteristic B of the sixth item of the questionnaire is, "Only people who believe in God should become educators for marriage and family living." The Chi Square test of the relation between the respondents' attitude in relation to this characteristic and the the three variables reveals a significant association in the case of all three variables. Tables 86, 87, and 88 indicate the nature of the statistical association in each case. Because the general pattern of association in relation to characteristic B is the same as that in relation to characteristic A no further observations need to be made about the former.

Characteristic C of item six of the questionnaire is "Only people who can respect the dignity and worth of the individual should become family life educators." Because there are so few educators who disagree with this statement it is not possible to compute a Chi Square. Neither is it possible to compute Chi Squares in relation to characteristics E and M (see Appendix I for the statement of these characteristics).

TABLE 86. The relationship between age and response to characteristic B.

Age	Characteristic B*			
	Agree	Doubt	Disagree	Total
20 - 39	31	27	65	123
40 - 49	57	54	36	147
50 or over	86	43	61	190
Total	174	124	162	460

χ^2 is 31.84, 4 degrees freedom, P. is .001.

*Characteristic B: Only people who believe in God should become educators for marriage and family living.

TABLE 87. The relationship between sex and response to characteristic B.

Sex	Characteristic B*			
	Agree	Doubt	Disagree	Total
Male	55	60	113	228
Female	128	66	51	245
Total	183	126	164	473

χ^2 is 52.30, 2 degrees freedom, P. is .001.

*Characteristic B: Same as Table 86.

TABLE 88. The relationship between church attendance and response to characteristic B.

Church Attendance Times Per Month	Characteristic B*			
	Agree	Doubt	Disagree	Total
1 time	7	15	23	45
2 times	16	10	15	41
3 times	31	31	31	93
4 or more times	124	62	38	224
Total	178	118	107	403

χ^2 is 39.83, 6 degrees freedom, P. is .001.

*Characteristic B: Only people who believe in God should become educators for marriage and family living.

The fourth characteristic of item six of the questionnaire is, "It is highly desirable that teachers of family life be married," hereafter referred to as characteristic D. The Chi Square test of the relation between the respondents' attitudes in regard to this characteristic and the three variables reveals a significant association in the case of variable 2 only, the sex of the respondents. Thus, as indicated in Table 89, more male educators agree, and fewer disagree, with this statement than do female educators. On the other hand, more female educators are uncertain as to whether they agree or disagree.

TABLE 89. The relationship between sex and response to characteristic D.

Sex	Characteristic D*			
	Agree	Doubt	Disagree	Total
Male	150	40	38	228
Female	110	74	61	245
Total	260	114	99	473

X^2 is 21.05, 2 degrees freedom, P. is .001.

*Characteristic D: It is highly desirable that teachers of marriage and family life be married.

Character F of item six is "Having had a divorce might help a person to be a better family life educator." The relation between the respondents' attitudes in regard to this characteristic and the three variables is statistically significant in the case of variables 1 and 3 only; apparently sex is not significantly related to attitudes of agreement or disagreement in relation to characteristic F. Tables 90 and 91 indicate the nature of the association in the case of variables 1 and 3. Inspection of Table 90 reveals that the highest percentage of educators who agree with the statement of characteristic F are those from the youngest age group. Analysis of Table 91 reveals that the highest percentage of educators who agree with the statement

of this characteristic are those who compose the group of educators who do not go to church at all; a lower percentage of educators who go to church three or more times per month fall into the "agree" category.

TABLE 90. The relationship between age and response to characteristic F.

Age	Characteristic F*			
	Agree	Doubt	Disagree	Total
20 - 39	62	45	16	123
40 - 49	50	64	33	147
50 or over	70	75	45	190
Total	182	184	94	460

χ^2 is 10.57, 4 degrees freedom, P. is .05.

*Characteristic F: Having a divorce might help a person to be a better family life educator.

TABLE 91. The relationship between church attendance and response to characteristic F.

Church Attendance Times Per Month	Characteristic F*			
	Agree	Doubt	Disagree	Total
0 times	36	22	7	65
1 - 2 times	40	34	12	86
3 or more times	109	133	75	317
Total	185	189	94	468

χ^2 is 14.65, 4 degrees freedom, P. is .01.

*Characteristic F: Same as Table 90.

The seventh characteristic of item six of the questionnaire is, "Family life educators should not have strong value orientations," hereafter referred to as characteristic G. The Chi Square test of the relation between the attitudes of the respondents in regard to characteristic G and the three variables reveals a significant association in the case of variable 2 only. Table 92 indicates the nature of this association; thus, while a higher percentage of males both agree and disagree with this characteristic than do females, a lower percentage are uncertain as to whether they agree or disagree.

TABLE 92. The relationship between age and response to characteristic G.

Sex	Characteristic G*			
	Agree	Doubt	Disagree	Total
Male	28	48	152	228
Female	20	82	143	245
Total	48	130	295	473

X^2 is 9.89, 2 degrees freedom, P. is .01.

*Characteristic G: Family life educators should not have strong value orientations.

Characteristic H of item six is "Women are likely to make better family life educators than are men." The computation of a Chi Square was possible in relation to variable 2 only; there were too few frequencies in the "agree" column to compute Chi Squares in relation to variables 1 and 3. As indicated in Table 93, the association between characteristic H and the sex of the respondents is statistically significant; thus, a smaller number of male educators agree, and a larger number disagree, with this statement than do female educators.

TABLE 93. The relationship between sex and response to characteristic H.

Sex	Characteristic H*			
	Agree	Doubt	Disagree	Total
Male	2	71	155	228
Female	21	95	129	245
Total	23	166	284	473

χ^2 is 20.97, 2 degrees freedom, P. is .001.

*Characteristic H: Women are likely to make better family life educators than are men.

"Family life educators should be fairly regular church attenders," is characteristic I of item six of the questionnaire. The Chi Square test of the relation between the

respondents' attitudes in regard to this characteristic and variables 1 and 2 reveals a significant association in each case. Because no educators in the group who do not go to church agree with this statement it was not possible to compute a Chi Square in relation to variable 3. However, Table 94 is inserted simply to indicate how the educators, by variable 3, distributed themselves in relation to this characteristic. Thus, it is quite clear that the more times per month that an educator goes to church the more likely he is to feel that family life educators should be fairly regular church attenders. Tables 95 and 96 show the nature of the association in relation to variables 1 and 2. Inspection of Table 95 reveals that the age group 40-49 has the highest percentage of educators who agree with the statement of characteristic I; the lowest percentage of educators who agree are those composing the youngest group, 30-39 years of age. Analysis of Table 96 reveals that a higher percentage of females than males agree with this statement, and, conversely, a lower percentage of females than males disagree with the statement.

Characteristic J of item six of the questionnaire is, "Family life educators should be 'neutral' in any class discussion involving controversial subject-matter, such as pre-marital sex relations." Tables 97 and 98 indicate that the attitude of the respondents in regard to this characteristic is significantly associated with variables

TABLE 94. The relationship between church attendance and response to characteristic I.

Church Attendance Times Per Month	Characteristic I*			
	Agree	Doubt	Disagree	Total
0 times	0	15	50	65
1 - 2 times	24	30	32	86
3 times or more	179	90	48	317
Total	203	135	130	468

*Characteristic I: Family life educators should be fairly regular church attenders.

TABLE 95. The relationship between age and response to characteristic I.

Age	Characteristic I*			
	Agree	Doubt	Disagree	Total
20 - 39	34	42	47	123
40 - 49	73	39	35	147
50 or over	89	52	49	190
Total	196	133	131	460

χ^2 is 16.29, 4 degrees freedom, P. is .01.

*Characteristic I: Same as Table 94.

TABLE 96. The relationship between sex and response to characteristic I.

Sex	Characteristic I*			
	Agree	Doubt	Disagree	Total
Male	74	70	84	228
Female	130	65	50	245
Total	204	135	134	473

χ^2 is 23.60, 2 degrees freedom, P. is .001.

*Characteristic I: Family life educators should be fairly regular church attenders.

TABLE 97. The relationship between age and response to characteristic J.

Age	Characteristic J*			
	Agree	Doubt	Disagree	Total
20 - 39	24	36	63	123
40 - 49	28	29	90	147
50 or over	16	37	137	190
Total	68	102	290	460

χ^2 is 17.97, 4 degrees freedom, P. is .01.

*Characteristic J: Family life educators should be "neutral" in any class discussion involving controversial subject-matter, such as pre-marital sex relations.

TABLE 98. The relationship between church attendance and response to characteristic J.

Church Attendance Times Per Month	Characteristic J*			
	Agree	Doubt	Disagree	Total
0 times	15	16	34	65
1 - 2 times	18	25	43	86
3 or more times	37	62	218	317
Total	70	103	295	468

χ^2 is 15.38, 4 degrees freedom, P. is .01.

*Characteristic J: Family life educators should be "neutral" in any class discussion involving controversial subject-matter, such as pre-marital sex relations.

1 and 3; apparently attitudes in regard to this characteristic do not differ significantly by sex. Inspection of Table 97 reveals that the smallest number of educators who agree, and the largest number who disagree, with this characteristic are from the oldest (50 years and over) age group. Analysis of Table 98 reveals that while more educators disagree with this statement than agree with it, the highest percentage of those who disagree are the educators who go to church three or more times per month; lower percentages of those who go to church fewer than three times per month disagree with the statement.

The next characteristic of item six of the questionnaire is, "Family life educators should represent the current community mores in any discussion involving controversial subject-matter," hereafter referred to as characteristic K. The attitudes of the respondents in regard to this characteristic are significantly related to variables 1 and 2. Tables 99 and 100 indicate the nature of the association in each case. Thus, inspection of Table 99 reveals that the highest percentage of educators who agree with this statement, as well as the lowest percentage to disagree, are those who compose the oldest age group--50 years of age or over. This finding is just the opposite of but consistent with that revealed in Table 97. Examination of Table 100 reveals that while most educators, irrespective of sex, express disagreement with this characteristic, a higher percentage of female than male educators agree with it; further, a higher percentage of females than males are uncertain as to whether they agree or disagree.

Characteristic L of the sixth item of the questionnaire is "Only people who have successful and happy marriages should become family life educators." The attitudes of the respondents in regard to this characteristic are significantly associated with variable 1 only. Table 101 indicates the nature of this relationship.

TABLE 99. The relationship between age and response to characteristic K.

Age	Characteristic K*			
	Agree	Doubt	Disagree	Total
20 - 39	10	33	80	123
40 - 49	13	51	83	147
50 or over	28	70	92	190
Total	51	154	255	460

χ^2 is 10.02, 4 degrees freedom, P. is .05.

*Characteristic K: Family life educators should represent the current community mores in any discussion of controversial subject-matter.

TABLE 100. The relationship between sex and response to characteristic K.

Sex	Characteristic K*			
	Agree	Doubt	Disagree	Total
Male	18	61	149	228
Female	36	99	110	245
Total	54	160	259	473

χ^2 is 20.30, 2 degrees freedom, P. is .001

*Characteristic K: Same as Table 99.

TABLE 101. The relationship between age and response to characteristic L.

Age	Characteristic L*			
	Agree	Doubt	Disagree	Total
20 - 39	10	36	77	123
40 - 49	25	51	71	147
50 or over	39	68	83	190
Total	74	155	231	460

χ^2 is 13.73, 4 degrees freedom, P. is .01.

*Characteristic L: Only people who have successful and happy marriages should become family life educators.

Summary. The statistical results in relation to item six of the questionnaire clearly indicate the existence of a significant association between the respondents' attitudes in regard to the desirable personal characteristics of family life educators and certain of the variables against which the test was made. The attitudes of the respondents in relation to characteristics A, B, and I were significantly associated with all three variables; their attitudes in regard to characteristics F, J, and K were significantly associated with two variables; and the attitudes of the respondents in relation to characteristics P, G, H, and L were significantly associated with one variable only. Finally, there were too few frequencies in certain of the

categories to test the relation between the respondents' attitudes in regard to characteristics C, E, and M and the variables.

Findings in Relation to Item Seven of the Questionnaire

Item seven of the questionnaire is concerned with the opinion of the respondents in regard to the academic areas which offer the best basic preparation for persons interested in becoming family life educators. The respondents were asked to select and rank from 1 to 5, in the order of their importance, the five areas which they consider to be the most appropriate for this purpose. However, it was necessary in this step, as explained earlier in the present chapter, to collapse all the ranks into one category. In the present statistical manipulations the opinion of the respondents in relation to the best academic areas of preparation for persons interested in becoming family life educators will be tested for association with one variable, the academic background of the respondent.⁸

The first academic area of item seven of the questionnaire is home economics. The Chi Square test of the relation between the ranking of this area and the academic background of the educators reveals a significant association. Table 102 indicates the nature of this relationship;

⁸Because only five of these areas were ranked by a significant number of educators, it is possible in the present statistical operations to use only five areas in testing for association. These areas include home economics, psychology, sociology, child development, and counseling.

TABLE 102. The relationship between academic background and the ranking of home economics as one of the five most important areas of academic preparation for future family educators.

Academic Background	Home Economics		Total
	Ranked	Not Ranked	
Sociology	29	112	141
Psychology	9	22	31
Home Economics	82	7	89
Family Life	30	25	55
Child Development	19	8	27
Education	23	38	61
Total	192	212	404

χ^2 is 125.44, 5 degrees freedom, P. is .001.

thus, the Chi Square seems to be accounted for primarily by the fact that 82 of 89 educators with degrees in home economics rank this area as one of the five most important areas of training for future family educators, while only 29 of 141 sociologists so rank it. Educators whose degrees are in other fields fall somewhere between these two extremes.

The second academic area of item seven of the questionnaire is psychology. As indicated in Table 103, there is a significant association between the ranking of this area and the academic backgrounds of the respondents. Inspection of Table 103 reveals that the highest percentage

of educators who rank this area as one of the five most important for preparing future family educators for their work are those whose degrees are in psychology; the lowest percentage who so rank it are those whose degrees are in home economics; the remainder of the educators fall somewhere between these two extremes.

TABLE 103. The relationship between academic background and the ranking of psychology as one of five most important areas of academic preparation for future family educators.

Academic Background	Psychology		
	Ranked	Not Ranked	Total
Sociology	128	13	141
Psychology	30	1	31
Home Economics	63	26	89
Family Life	50	5	55
Child Development	23	4	27
Education	52	9	61
Total	346	58	404

χ^2 is 23.36, 5 degrees freedom, P. is .001.

Sociology is the third area of item seven of the questionnaire. The Chi Square test of the relation between the ranking of this area and the respondents' academic background reveals a significant association. The nature of this association is indicated in Table 104; thus, while the majority of educators, irrespective of their academic

background, rank sociology as one of the five most important areas of academic preparation for future family educators, the highest percentage of educators who so rank it are those whose degrees are in sociology; the lowest percentage of educators who rank sociology as one of the most important areas of training for future educators are those whose degrees are in home economics and education.

TABLE 104. The relationship between academic background and the ranking of sociology as one of the five most important areas of academic preparation for future family educators.

Academic Preparation	Sociology		Total
	Ranked	Not Ranked	
Sociology	138	3	141
Psychology	25	6	31
Home Economics	70	19	89
Family Life	47	8	55
Child Development	22	5	27
Education	48	13	61
Total	350	54	404

χ^2 is 25.25, 5 degrees freedom, P. is .001.

The fourth of the five most important areas of academic preparation for future family educators is child development. As indicated in Table 105, a significant association obtains between the ranking of this area and the academic background of the respondents. Thus, the

highest percentage of educators who rank this area as one of the five most important for the academic preparation of future family educators are those whose degrees are in child development, while the lowest percentage of those who so rank it are those whose degrees are in psychology.

TABLE 105. The relationships between academic background and the ranking of child development as one of the five most important areas of academic preparation for future family educators.

Academic Background	Child Development		
	Ranked	Not Ranked	Total
Sociology	89	52	141
Psychology	20	11	31
Home Economics	68	21	89
Family Life	42	13	55
Child Development	26	1	27
Education	43	18	61
Total	288	116	404

χ^2 is 15.37, 5 degrees freedom, P. is .01.

The final of the five most important areas of academic preparation for future family educators is counseling. The Chi Square test of the relation between the ranking of this area by the respondents and their academic background reveals a significant association. The nature of this association is indicated in Table 106. Inspection of this Table reveals that the highest percentage of educators who

rank counseling as one of the five most important areas of academic preparation for future family educators are those whose degrees are in family life and psychology, while the lowest percentage of those who so rank it are those whose degrees are in home economics and child development.

TABLE 106. The relationship between academic background and the ranking of counseling as one of the five most important areas of academic preparation for future family educators.

Academic Background	Counseling		
	Ranked	Not Ranked	Total
Sociology	88	53	141
Psychology	21	10	31
Home Economics	39	50	89
Family Life	41	14	55
Child Development	15	12	27
Education	40	21	61
Total	244	160	404

χ^2 is 16.71, 5 degrees freedom, P. is .01.

Summary. The results of the present statistical manipulations reveal the existence of a significant association between the ranking of all five of the most important areas of academic preparation for future family educators and the academic backgrounds of the respondents. There are, then, significant differences of opinion among the respondents in regard to the academic areas which offer

the best basic preparation for persons interested in becoming family life educators. Further, the results clearly indicate that the respondents tend to favor their own academic preparation.

Findings in Relation to Item Eight A of the Questionnaire

Item eight A of the questionnaire is concerned with whether or not the respondents do personal or individual counseling with their students. Their response to this item will be tested for association with three variables: (1) the academic background of the respondents; (2) the level on which the respondents teach; and (3) the number of family life classes taught by the respondents.

Table 107 reveals the existence of a significant association between the response of the educators to item eight A of the questionnaire and variable 1 only; whether or not the respondents do personal counseling is not significantly related to variables 2 and 3. Inspection of Table 107 reveals that while the majority of all educators, irrespective of their academic background, do personal counseling, the highest percentage of educators who do counseling are those whose degrees are in psychology; the smallest percentage of those who do counseling are those whose degrees are in home economics.

TABLE 107. The relationship between academic background and whether individual counseling is done.

Academic Background	Do Individual Counseling		
	Yes	No	Total
Sociology	144	24	138
Psychology	27	2	29
Home Economics	57	30	87
Family Life	50	5	55
Child Development	21	4	25
Education	49	9	58
Total	318	74	392

χ^2 is 20.75, 5 degrees freedom, P. is .001.

Summary. The relation between whether or not the respondents do personal counseling with their students and the three variables is significant in the case of variable 1 only.

Findings in Relation to Item Eight B of the Questionnaire

Item eight B of the questionnaire is concerned with the opinion of the respondents in regard to whether training in counseling should be included in the academic preparation of family life educators. The opinion of the respondents in relation to this item will be tested for association with three variables: (1) the age of the respondents; (2) the academic background of the respondents; and (3) the level on which the respondents teach.

TABLE 108. The relationship between academic background and the desirability of including training in counseling in the academic preparation of family life educators.

Academic Background	Importance of Training in Counseling			Total
	Desirable but Not Necessary	Highly Desirable	Should be Required	
Sociology	34	74	30	138
Psychology	3	12	15	30
Home Economics	13	42	34	89
Family Life	2	27	26	55
Child Development	2	14	11	27
Education	2	33	24	59
Total	56	202	140	398

χ^2 is 34.90, 10 degrees freedom, P. is .001.

The Chi Square test of the relation between the opinion of the respondents in regard to whether training in counseling should be included in their academic preparation and the three variables reveals a significant association in the case of variable 2 only, as indicated in Table 108. Apparently opinion in regard to this issue does not differ significantly by age or by the level on which the respondents teach. A comparison of Table 107 with 108 reveals that while a much lower percentage of educators with home economics backgrounds report doing counseling than educators with sociological backgrounds, a much larger percentage of the former feel that training in counseling should be required as part of the academic preparation of family

educators. The highest percentage of educators who feel that training in counseling should be required of family educators are those whose degrees are in psychology and family life.

Summary. A test of the relation between the opinion of the respondents in regard to whether training in counseling should be included in the academic preparation of family educators and the three variables was significant in the case of variable 2 only.

Findings in Relation to Item Nine of the Questionnaire

Item nine of the questionnaire is concerned with the opinion of the respondents in regard to how much encouragement should be exercised in getting students to enroll in introductory courses in marriage preparation and family life. It was the writer's intention to determine the relation between the respondents' opinions in regard to item nine of the questionnaire and three variables: (1) the sex of the respondents; (2) the level on which the respondents teach; and (3) the academic background of the respondents. However, because there were so few, sometimes no, frequencies in some of the categories (and it was not possible to collapse categories in this case) in relation to variable 3, a test of association was precluded. Thus, tests of significance will be made only in the case of variables 1 and 2. However, a general table by variable 3,

showing the distribution of the respondents in relation to the content of item nine of the questionnaire will be included.

The Chi Square test of the relation between the opinion of the respondents in regard to item nine and variables 1 and 2 reveals a significant association in the case of both variables. Thus, as indicated in Table 109, it is clear that a higher percentage of female educators than male educators are in favor of strongly encouraging students to take introductory courses in family life, or of making it compulsory that they take them. Inspection of Table 110 reveals that a higher percentage of high school educators feel that students should be either strongly encouraged or required to take such courses than do college educators. Table 111 is inserted simply to indicate the nature of the distribution of educators by academic background and by their opinions in regard to item nine of the questionnaire. As indicated above, it was not possible to test statistically the relation between these two variables. However, inspection of Table 111 reveals that the distribution seems to be in the direction of significant differences between the groups in relation to their opinions about the degree of encouragement that should be exercised in getting students to enroll in introductory courses in preparation for marriage and family life. Thus, the educators who are most in favor of either strongly encouraging

TABLE 109. The relationship between sex of educators and the amount of encouragement that should be exercised in getting students to enroll in introductory courses in marriage and family life.

Sex	How Much Encouragement				Total
	Elective No Encouragement	Elective Some Encouragement	Elective Strong Encouragement	Compulsory	
Male	33	66	91	34	224
Female	7	46	136	55	244
Total	40	112	227	89	468
χ^2 is 33.56, 3 degrees freedom, P. is .001.					

TABLE 110. The relationship between teaching level of educators and the amount of encouragement that should be exercised in getting students to enroll in introductory courses in marriage and family life.

Teaching Level	How Much Encouragement				Total
	Elective No Encouragement	Elective Some Encouragement	Elective Strong Encouragement	Compulsory	
College	35	92	165	59	351
High School	2	11	52	25	90
Total	37	103	217	84	441
χ^2 is 17.34, 3 degrees freedom, P. is .001.					

TABE 111. The distribution of educators by academic background and by their feeling in regard to the amount of encouragement that should be exercised in getting students to enroll in introductory courses in marriage and family life.

Academic Background	How Much Encouragement					Total
	Elective No Encouragement	Elective Some Encouragement	Elective Strong Encouragement	Compul- sory	Unknown	
Sociology	20	39	57	24	1	141
Psychology	2	14	12	3	0	31
Home Economics	3	15	44	27	0	89
Family Life	4	17	24	8	2	55
Child Development	0	5	18	4	0	27
Biology	0	1	3	0	0	4
Education	2	10	36	13	0	61
Religion	2	3	7	2	1	15
Anthropology	1	0	1	0	0	2
Unknown	6	9	27	8	0	50
Total	40	113	229	89	4	475

or requiring students to enroll in such classes are those who have their degrees in home economics and education; those who are least in favor of so encouraging the students are those whose degrees are in psychology.

Summary. The results of the present statistical operations reveal significant differences between the groups tested and their opinions regarding the degree of encouragement that should be exercised in getting students to enroll in introductory courses in preparation for marriage and family life.

Findings in Relation to Item 10 of the Questionnaire

Item 10 of the questionnaire is concerned with the respondents' opinion in regard to the most logical academic department for the teaching of marriage and family life classes.⁹ The opinion of the respondents in regard to item 10 will be tested for association with two variables: (1) the sex of the respondents, and (2) the level on which the respondents teach. The writer was going to test for association with a third variable, academic background, but, as in the case of item nine of the questionnaire, it was not possible to conduct the test because of too few frequencies in some of the categories. Again, however, as in

⁹Only four departments were selected by a large enough number of respondents to use in computing Chi Squares. These include: (1) home economics, (2) psychology, (3) sociology, and (4) family life.

item nine, a general table, by academic background, showing the distribution of the respondents in relation to the content of item 10 will be included in the present discussion.

Tables 112 and 113 reveal the existence of a significant association between the opinion of the respondents regarding the most logical location for the teaching of marriage and family life classes and variables 1 and 2. Inspection of Table 112 reveals that a much higher percentage of female educators than male educators believe that the most logical department for offering courses in marriage and family life is a department of home economics, whereas a much higher percentage of males than females select a sociology department as the most logical location for the teaching of such classes. A department of family life is favored by more females than males. Analysis of Table 113 reveals that a higher percentage of high school than college educators favor home economics as the most logical location for the teaching of marriage and family classes, while a higher percentage of college than high school teachers favor sociology as the most logical location. A somewhat higher percentage of high school teachers favor family life as the most logical department. Table 114 is inserted simply to indicate the nature of the distribution of respondents by academic background and by their opinion in regard to item 10 of the questionnaire. Inspection of the table reveals that the distribution seems to be in the

TABLE 112. The relationship between sex of the educators and their feeling in regard to the most logical department for the teaching of marriage and family life classes.

Sex	Location for Family Life Classes				Total
	Home Economics	Psychology	Sociology	Family Life	
Male	7	11	111	83	212
Female	80	4	31	110	225
Total	87	15	142	193	437

X^2 is 113.08, 3 degrees freedom, P. is .001.

TABLE 113. The relationship between teaching level of the educators and their feeling in regard to the most logical department for the teaching of marriage and family life classes.

Teaching Level	Location for Teaching Family Life Classes				Total
	Home Economics	Psychology	Sociology	Family Life	
College	53	11	124	138	326
High School	30	3	11	41	85
Total	83	14	135	179	411

X^2 is 25.55, 3 degrees freedom, P. is .001.

TABLE 114. The distribution of educators by academic background and by their opinion in regard to the most logical department for the teaching of marriage and family life classes.

Academic Background	Location for Family Life Classes						
	Home Economics	Child Development	Psychology	Sociology	Education	Family Life	Other & Unknown Total
Sociology	6	1	1	97	0	34	2 141
Psychology	5	1	6	3	1	12	3 31
Home Economics	52	0	0	2	1	30	4 89
Family Life	9	0	2	6	0	35	3 55
Child Development	2	2	0	3	0	17	3 27
Biology	0	0	0	1	0	1	2 4
Education	10	0	5	12	1	30	3 61
Religion	0	1	0	6	0	7	1 15
Anthropology	0	0	0	2	0	0	0 2
Other	3	1	1	12	0	27	6 50
Total	87	6	15	144	3	193	27 475

direction of significant differences between the groups in regard to their opinion about the most logical location for the teaching of marriage and family life classes. Thus, the highest percentage of educators who favor a department of home economics are those whose degrees are in home economics; likewise, the highest percentage of educators who favor a department of sociology are those whose degrees are in sociology. In fact, with but few exception, the respondents tend to favor the department that corresponds with their own academic background.

Summary. The results of the present statistical manipulations reveal that there are significant differences between the groups tested and their opinion in regard to the most logical location for the teaching of marriage and family life classes.

Findings in Relation to Item 11 of the Questionnaire

Item 11 of the questionnaire is concerned with identifying those tasks that the respondents feel need to be accomplished in order to improve the position of the family life profession and the quality of its product. The selection of these tasks by the respondents will be tested for association with three variables: (1) the academic background of the respondents; (2) the level on which the respondents teach; and (3) the length of time the respondents have been in the family life field.

The first tasks of item 11 of the questionnaire is, "The need for more and better research and theory," hereafter referred to as task A. As indicated in Tables 115 and 116, the Chi Square test of the relation between the respondents' selections of this task and the three variables reveals a significant association in the case of variables 1 and 2 only. Apparently the length of time that the respondents have been in the field of family life education is not significantly related to whether or not they select task A as one of the most important immediate tasks to be accomplished. Inspection of Table 115 reveals that a higher percentage of educators with degrees in sociology, family life, and psychology consider the accomplishment of task A to be one of the most important, immediate needs in family life than do educators with degrees in home economics and education. Examination of Table 116 reveals that a much higher percentage of college educators select task A than do high school educators.

TABLE 115. The relationship between academic background and importance of task A.

Academic Background	Task A*		Total
	Important	Not Important	
Sociology	108	33	141
Psychology	20	11	31
Home Economics	33	56	89
Family Life	40	15	55
Education	26	35	61
Total	227	150	377

χ^2 is 47.39, 4 degrees freedom, P. is .001.

*Task A: The need for more and better research and theory

TABLE 116. The relationship between teaching level and importance of task A.

Teaching Level	Task A*		Total
	Important	Not Important	
College	240	115	355
High School	26	64	90
Total	266	179	445

χ^2 is 44.77, 1 degree freedom, P. is .001.

*Task A: The need for more and better research and theory.

Task B of item 11 of the questionnaire is "The need for less research and theory, and for more emphasis on practical work and experience." It is not possible to test the relation between the selection of this task and variable 1 because there are too few educators who selected the task as one of immediate importance. The relation between the respondents' selection of this task and variables 2 and 3 is significant in the case of variable 2 only. Thus, as indicated in Table 117, while few educators on either teaching level consider task B to be one of the important tasks to be accomplished, a higher percentage of high school teachers select it than do college teachers.

The third task is "The need to improve teaching and other classroom techniques," hereafter referred to as task C. The selection of this task is significantly associated

TABLE 117. The relationship between teaching level and importance of task B.

Teaching Level	Task B*		Total
	Important	Not Important	
College	22	333	355
High School	17	73	90
Total	39	406	445

χ^2 is 14.45, 1 degree freedom, P. is .001.

*Task B: The need for less research and theory, and for more emphasis on practical work and experience.

with variable 3 only. Table 118 indicates the nature of this association; thus, inspection of this table reveals that the longer the respondents have been in the family life field the more likely they are to indicate that the accomplishment of task C is one of the important needs of the family life field.

The selection of tasks D, E, and F are not significantly associated with either of the three variables. Too few educators selected task G to permit the application of the Chi Square technique to this distribution.

"The need to become more interdisciplinary in our approach to family life," is task H of item 11 of the questionnaire. The Chi Square test of the relation between the

TABLE 118. The relationship between length of time in the field and importance of task C.

Number of Years In Field	Task C*		
	Important	Not Important	Total
0 - 2 years	8	22	30
3 - 5 years	26	43	69
6 - 10 years	61	97	158
Over 10 years	108	106	214
Total	203	268	471

χ^2 is 10.17, 3 degrees freedom, P. is .02.

*Task C: The need to improve teaching and other classroom techniques.

selection of this task and the three variables reveals a significant association in the case of variable 2 only, as indicated in Table 119. Inspection of this table reveals that while a majority of educators on both teaching levels fail to select task H, a higher percentage of those on the college level do select it than do those on the high school level.

The final task of item 11 of the questionnaire is "The need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor," hereafter referred to as task I. As indicated in Tables 120 and 121, the selection of task I is significantly associated with variables 1

TABLE 119. The relationship between teaching level and importance of task H.

Teaching Level	Task H*		Total
	Important	Not Important	
College	136	219	355
High School	14	76	90
Total	150	295	445

χ^2 is 16.64, 1 degree freedom, P. is .001.

*Task H: The need to become more interdisciplinary in our approach to family life.

TABLE 120. The relationship between academic background and importance of task I.

Academic Background	Task I*		Total
	Important	Not Important	
Sociology	27	114	141
Psychology	8	23	31
Home Economics	52	37	89
Family Life	15	40	55
Child Development	6	21	27
Education	31	30	61
Total	139	265	404

χ^2 is 48.61, 5 degrees freedom, P. is .001.

*Task I: The need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor.

TABLE 121. The relationship between teaching level and importance of task I.

Teaching Level	Task I*		Total
	Important	Not Important	
College	106	249	355
High School	50	40	90
Total	156	289	445

χ^2 is 20.82, 1 degree freedom, P. is .001

*Task I: The need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor.

and 2. Analysis of Table 120 reveals that the educators who are most concerned about the need to accomplish this task, as reflected by how many of them select it, are those whose degrees are in home economics and education; much lower percentages of educators whose degrees are in other fields indicate the need to accomplish this task. Inspection of Table 121 reveals that a much higher percentage of educators on the high school level select task I than do educators on the college level.

Summary. The results of the present statistical operations reveal that variable 3, the length of time the respondents have been in the family life field, is significantly related to the selection of task C only. Variable 1,

the academic background of the respondents, is significantly related to tasks A and I, while variable 2, level on which the respondents teach, is significantly related to the selection of tasks A, B, H, and I.

Findings in Relation to Item 12 of the Questionnaire

Item 12 of the questionnaire is concerned with the teaching approach which the respondents generally follow in their own classes. The use of these approaches will be tested for association with four variables: (1) the sex of the respondents; (2) the academic background of the respondents; (3) the level on which the respondents teach; and (4) the titles of the family life classes taught by the respondents.

As indicated by Tables 122, 123, 124, and 125, the Chi Square test of the relation between the teaching approach used by the respondents and the four variables reveals significant associations in the case of each variable. Inspection of Table 122 reveals that the functional approach is used by a higher percentage of female educators than male educators; conversely, a lower percentage of females than males employ the content or academic approach. The combined approach is used by a higher percentage of females than males. Analysis of Table 123 reveals that a much higher percentage of educators with a sociological background use the content approach than do educators with other academic backgrounds; conversely, the lowest

TABLE 122. The relationship between sex and teaching approach.

Sex	Teaching Approach			
	Functional	Combined	Content	Total
Male	19	115	93	227
Female	39	170	25	234
Total	58	285	118	461
χ^2 is 56.62, 2 degrees freedom, P. is .001.				

TABLE 123. The relationship between academic background and teaching approach.

Academic Background	Teaching Approach			
	Functional	Combined	Content	Total
Sociology	13	63	64	140
Home Economics	19	60	7	86
Family Life	7	41	7	55
Education	6	43	8	57
Total	45	207	86	338
χ^2 is 56.69, 6 degrees freedom, P. is .001.				

TABLE 124. The relationship between teaching level and teaching approach.

Teaching Level	Teaching Approach			Total
	Functional	Combined	Content	
College	41	201	105	347
High School	16	61	11	88
Total	57	262	116	435

χ^2 is 11.99, 2 degrees freedom, P. is .01.

TABLE 125. The relationship between titles of classes and teaching approach.

Class Titles	Teaching Approach			Total
	Functional	Combined	Content	
Preparation for Marriage	13	49	20	82
Family Relations	23	120	19	162
Marriage and Family	23	101	49	173
The Family	9	40	35	84
Sociology of the Family	4	15	14	33
Total	72	325	137	534

χ^2 is 34.25, 8 degrees freedom, P. is .001.

percentage of educators using the functional approach are those with a sociological background. The largest number and percentage of educators using the latter approach are those with backgrounds in home economics. Examination of Table 124 reveals that while the majority of both college and high school educators use the combined functional-content approach, a higher percentage of the high school teachers use the functional approach and a smaller percentage use the content approach than is true of the college teachers. Finally, inspection of Table 125 reveals that while the use of the functional approach does not differ significantly with class titles, the use of the content approach does; thus the content approach is used by a higher percentage of educators who teach courses entitled The Family and Sociology of the Family than it is by educators who teach courses by such titles as Preparation for Marriage, Family Relations, and Marriage and Family Living. The combined approach is the most popular approach, irrespective of course titles.

Summary. The testing accomplished in the present step reveals that the type of teaching approach preferred by family life educators differs significantly in terms of the sex of the educators, their academic backgrounds, the level on which they teach, and the type of class they teach, as reflected by the class title.

Findings in Relation to Item 13 A of the Questionnaire

Item 13A of the questionnaire is concerned with the respondents' opinion in terms of whether or not the sexes should be mixed in marriage and family life classes. The opinion of the respondents in regard to this issue will be tested for association with three variables: (1) the sex of the respondents; (2) the level on which the respondents teach; and (3) the marital status of the respondents.

The Chi Square test of the relation between the opinion of the respondents in regard to item 13A of the questionnaire and the three variables reveals a significant association in the case of all three variables. Tables 126, 127, and 128 indicate the nature of the association in each case. Inspection of Table 126¹⁰ reveals that a considerably higher percentage of males than females feel that boys and girls should always meet together in marriage and family life classes. On the other hand, a higher percentage of females than males feel that boys and girls should meet together only some of the time. Analysis of Table 127 reveals that college educators are more in favor of the boys and girls meeting together always than are the high school educators. More of the latter than the former feel that boys and girls should meet together only some of the

¹⁰No cases fell into the "never" category, consequently, only three categories are used in the tables concerned with item 13A.

TABLE 126. The relationship between sex of educators and how often they think the sexes should be mixed in marriage and family life classes.

Sex	How Often Sexes Should be Mixed			Total
	Some of the Time	Almost Always	Always	
Male	9	44	173	226
Female	28	79	131	238
Total	37	123	304	464

χ^2 is 25.22, 2 degrees freedom, P. is .001.

TABLE 127. The relationship between teaching level of educators and how often they think the sexes should be mixed in marriage and family life classes.

Teaching Level	How Often Sexes Should be Mixed			Total
	Some of the Time	Almost Always	Always	
College	16	87	246	349
High School	18	28	41	87
Total	34	115	287	436

χ^2 is 30.35, 2 degrees freedom, P. is .001.

TABLE 128. The relationship between marital status of educators and how often they think the sexes should be mixed in marriage and family life classes.

Marital Status	How Often Sexes Should be Mixed			Total
	Some of the Time	Almost Always	Always	
Single	17	29	48	94
Married	13	71	226	310
Total	30	100	274	404

X^2 is 25.66, 2 degrees freedom, P. is .001.

time. Examination of Table 128 reveals that a much higher percentage of married educators are in favor of having the sexes mixed all of the time than are the single educators. Conversely, a higher percentage of the single educators feel that the sexes should be mixed only some of the time.

Summary. The results of the present statistical operations have demonstrated a significant relationship between the opinion of the respondents in regard to whether boys and girls should meet together in marriage and family life classes and the sex of the respondents, the level on which the respondents teach, and the respondents' marital status.

Findings in Relation to Item 13B of the Questionnaire

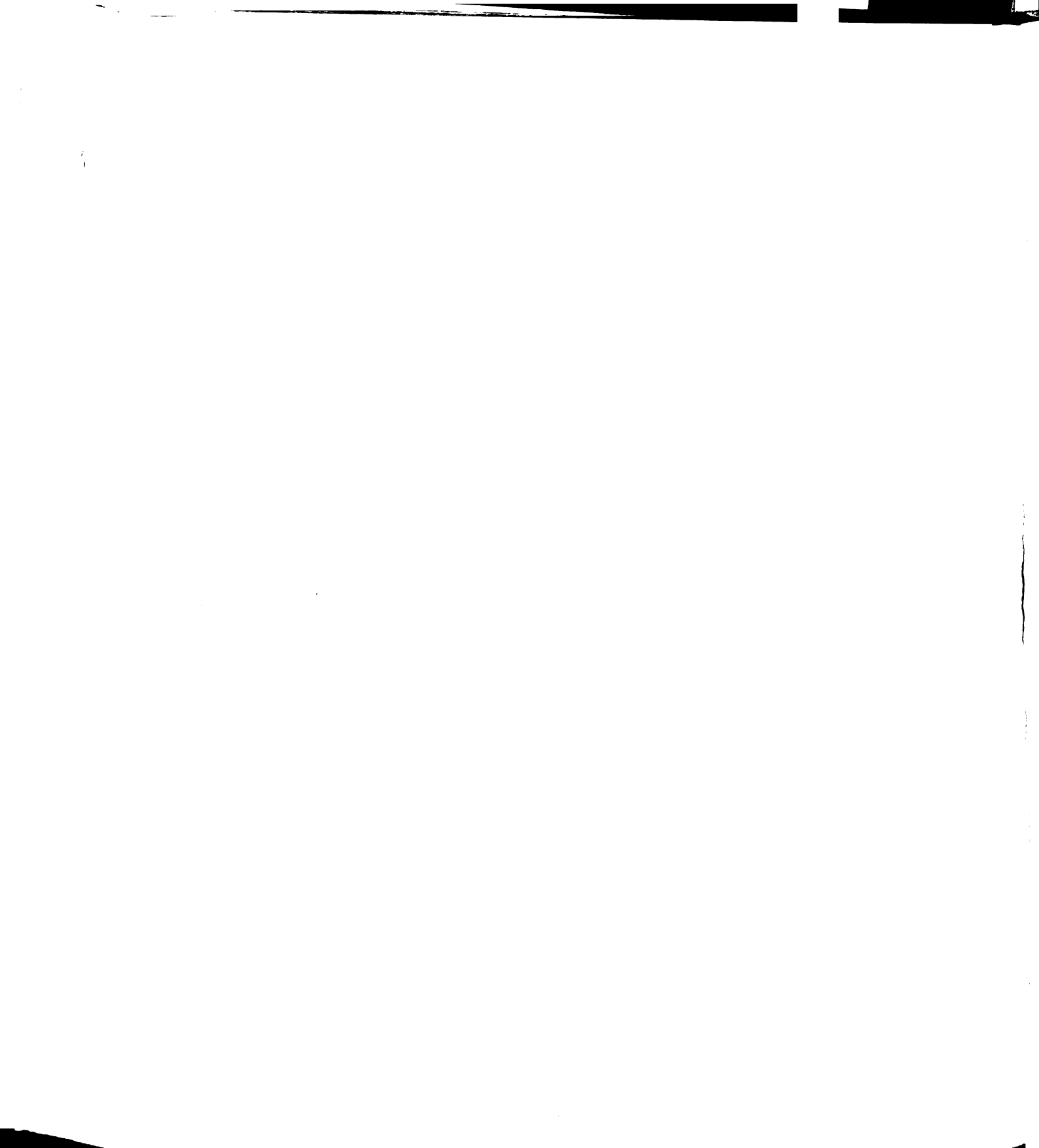
Item 13B of the questionnaire is concerned with whether the respondents teach classes in their own schools in which the boys and girls meet together, are separated, or both meet together and separately. The response of the educators to item 13B will be tested for association with one variable, the level on which the respondents teach.

As indicated in Table 129, the Chi Square test of the relation between the response of the educators to item 13B of the questionnaire and the level on which they teach reveals a significant association. Inspection of Table 129 reveals that boys and girls meet separately in a larger percentage of cases on the high school level than they do on the college level. On the other hand, in the majority of cases on both levels, the boys and girls meet together.

TABLE 129. The relationship between teaching level of educators and whether they teach classes in which the sexes meet together, separately, or both.

Teaching Level	Teach Classes in Which Sexes Meet			Total
	Together	Separately	Both	
College	288	13	23	324
High School	55	16	14	85
Total	343	29	37	409

χ^2 is 32.04, 2 degrees freedom, P. is .001.



Summary. The results of the present statistical operation reveal the existence of a significant association between the response of the educators to item 13 B of the questionnaire and the level on which the respondents teach.

Findings in Relation to Item 15 of the Questionnaire¹¹

Item 15 of the questionnaire is concerned with the opinion of the respondents in regard to the most appropriate conceptual or theoretical approaches for family researchers in accomplishing the research that needs to be done to improve American marriage and family life. The response of the educators in regard to this item will be tested for association with one variable, the academic background of the respondents.

The first conceptual system of item 15 of the questionnaire is the institutional-historical, which, as indicated in the questionnaire, is a system of special relevance to sociologists. This situation is reflected in the results of the present item, for too few educators whose degrees are not in sociology have selected this system to permit the application of the Chi Square technique to the distribution. A similar situation is true also of the household economics-home management conceptual system. Thus, only educators whose degrees are in home economics tend to select the latter system.

¹¹Because there were so few frequencies in two of the categories of the table dealing with item 14 of the questionnaire, no statistical computations were possible.

The interactional-role analysis system is the second conceptual approach of item 15 of the questionnaire. As indicated in Table 130, there is a significant association between the selection of this system by the respondents and their academic background. Thus, the system is selected as one of the most relevant to family researchers by approximately 95 per cent of the educators whose degrees are in sociology, but by only about 63 per cent of those whose degrees are in home economics; approximately 81 per cent of the educators whose degrees are in family life have selected this system.

TABLE 130. The relationship between academic background and the appropriateness of the interactional-role analysis conceptual system for accomplishing research in family life.

Academic Background	International-Role Analysis System		
	Appropriate	Not Appropriate	Total
Sociology	134	7	141
Psychology	21	10	31
Home Economics	56	33	89
Family Life	45	10	55
Child Development	20	7	27
Education	45	16	61
Total	321	83	404

χ^2 is 40.36, 5 degrees freedom, P. is .001.

The third conceptual system is the structure-functional approach. The Chi Square test of the relation between the selection of this system and the academic background of the respondents reveals a significant association. Table 131 indicates the nature of this relationship. Inspection of Table 131 reveals that while the majority of educators tend not to select this system as one of particular importance to family researchers, the highest percentage of those who do select it are educators whose degrees are in sociology, and, as with the interactional-role analysis system, the lowest percentage of educators who select this system are those whose degrees are in home economics.

TABLE 131. The relationship between academic background and the appropriateness of the structure-functional conceptual system for accomplishing research in family life.

Academic Background	Structure-Functional System		
	Appropriate	Not Appropriate	Total
Sociology	60	81	141
Psychology	5	26	31
Home Economics	5	84	89
Family Life	9	46	55
Child Development	2	25	27
Education	6	55	61
Total	87	317	404

χ^2 is 59.76, 5 degrees freedom, P. is .001.

The situational-psychological habitat research approach constitutes the fourth conceptual system; and, as indicated in Table 132, there is a significant association between the selection of this system and the academic background of the selectors. Inspection of Table 132 reveals that the highest percentage of educators selecting this system are those whose degrees are in psychology and family life; the smallest percentage of educators who select this system are those whose degrees are in home economics and education.

TABLE 132. The relationship between academic background and the appropriateness of the situational-psychological habitat conceptual system for accomplishing research in family life.

Academic Background	Situational-Psychological Habitat System		
	Appropriate	Not Appropriate	Total
Sociology	80	61	141
Psychology	23	8	31
Home Economics	34	55	89
Family Life	34	21	55
Child Development	15	12	27
Education	31	30	61
Total	217	187	404

χ^2 is 16.05, 5 degrees freedom, P. is .01.

The fifth conceptual system of item 15 of the questionnaire is the learning theory-maturational approach. The Chi Square test of the relation between the selection of this system by the respondents and their academic background reveals a significant association. The nature of this association is depicted in Table 133; thus, while the majority of educators, irrespective of their academic background, tend not to select this system as being of particular importance to family researchers, the highest percentage of those who in fact do select it are those whose degrees are in psychology and child development; the lowest percentage of those who select it are educators whose degrees are in sociology.

TABLE 133. The relationship between academic background and the appropriateness of the learning theory-maturational conceptual system for accomplishing research in family life.

Academic Background	Learning Theory-Maturational System		Total
	Appropriate	Not Appropriate	
Sociology	18	123	141
Psychology	12	19	31
Home Economics	26	63	89
Family Life	14	41	55
Child Development	13	14	27
Education	21	40	61
Total	104	300	404

χ^2 is 25.22, 5 degrees freedom, P. is .001.

The family development or family life cycle approach constitutes the final conceptual system of item 15 of the questionnaire. As indicated in Table 134, a significant association obtains between the two variables of the table. Inspection of the table reveals that while the majority of all educators, irrespective of their academic backgrounds, select this system as being of particular importance to family researchers, a larger percentage of educators whose degrees are in home economics, family life, child development, and education select it than do those whose degrees are in sociology and psychology.

TABLE 134. The relationship between academic background and the appropriateness of the family life cycle conceptual system for accomplishing research in family life.

Academic Background	Family Life Cycle System		
	Appropriate	Not Appropriate	Total
Sociology	79	62	141
Psychology	19	12	31
Home Economics	84	5	89
Family Life	49	6	55
Child Development	24	3	27
Education	51	10	61
Total	306	98	404

χ^2 is 60.12, 5 degrees freedom, P. is .001.

Summary. The results of the present statistical operations clearly indicate that there is a significant association between the selection of the various conceptual systems indicated in item 15 of the questionnaire and the academic backgrounds of the respondents.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The Problem

One of the newest additions to the curricula of the schools and colleges in the United States are programs of education for marriage and family living. In fact, so new are these programs that even though the family life movement has begun to assume some of the characteristics usually associated with an established discipline, such as a national professional organization, a common area of literature and subject-matter, relatively sophisticated research tools and efforts, and the general acceptance of the field by both its professional colleagues in other fields and its consumers, family educators themselves appear confused and uncertain in relation to such crucial issues as their peculiar functions or objectives, what they should be trying to accomplish, and how they should go about accomplishing it, in short, their raison de etre. The present study is the writer's attempt to discover and unify some facts and information that will help in clarifying these issues and in providing a base upon which more theoretical studies can be built. The problem of the present study, then, was an investigation and analysis of

selected aspects of family life education as these aspects are viewed by the educators themselves. Specifically, these aspects logically group themselves into six areas, covering specific questions relating to: (1) the goals and objectives of family life educators; (2) the classroom and teaching techniques and methods employed in facilitating the accomplishment of these objectives; (3) the desirable personal and academic qualifications and characteristics of family educators; (4) the subject-matter of classes, the way in which classes are conducted, and whether classes should be elective or required; (5) the most logical administrative location for the teaching of marriage and family courses; and (6) the immediate tasks that need to be accomplished in family life, as well as the desirable theoretical or conceptual framework for facilitating the accomplishment of these tasks.

Methodology and Sample

The instrument which was used in collecting the data for the present study was a structured questionnaire. After the writer had developed the first draft of the questionnaire he submitted it to a small group of methodologically sophisticated family life researchers, two of whom are among the leading researchers and writers in the marriage and family life field, Drs. Evelyn Duvall and Reuben Hill. Each of these persons made suggestions and criticisms that were pertinent to the improvement of the

instrument. After the questionnaire had been modified consistent with the suggestions of these educators, the writer met with and presented it to two other groups of family educators. The first of these groups was the staff of the Clara Elizabeth Fund for Maternal Health, Flint, Michigan, and the second was a group of family educators at the Merrill-Palmer School in Detroit. Modifications consistent with the suggestions of the members of these two groups and with the purpose of the instrument were again accomplished. At this stage in the developmental history of the questionnaire, it was judged ready to be subjected to the requirements of a pilot study. The sample of the pilot study was composed of the membership of the Michigan Council on Family Relations. After the questionnaire had been tested in the pilot study it was again revised and subsequently judged ready to be used in the final study.

The sample used in the present study consisted of 855 members of the National Council on Family Relations. The total number and percentage of returns were 686 and 80.2 per cent, respectively. Of this total, 186 were educators who did not teach any marriage and family life classes, leaving 500 who taught such classes and who completed the questionnaire. Of the latter number, however, 25 questionnaires were judged unusable, and, consequently, were not included in the final computations. The actual number of questionnaires used in the final computations, then, was 475.

Summary of General Findings

Some of the more significant general findings include the following:

1. The goals and objectives of the family educators included in the present study appear to be extremely varied. In fact, with one exception (objective B), no one objective was ranked as one of their five most important objectives by the great majority of educators. Moreover, the objectives seem to be of two general kinds: (1) those objectives which are somewhat specific in nature and which are obviously of peculiar concern to educators for marriage and family living, illustrated by objective B, "To assist the student in developing an understanding of the relationships in modern marriage, and to help him understand himself in relation to the other members of his family"; and (2) those objectives which are somewhat more general in nature and which are of perhaps equal concern to educators in many other fields and disciplines, illustrated by objective C, "To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities.

2. The most popular (as reflected in their frequency of use) teaching techniques and methods employed by family educators in facilitating the accomplishment of their objectives are: (1) class discussion, (2) lecture, (3) textbooks and other assigned readings, (4) audio-visual materials, and (5) individual or personal counseling. Thus,

despite their claim that they need a set of special teaching techniques and methods in order to accomplish their unique objectives, it appears, on the basis of the present study, that family educators employ teaching methods hardly unlike those employed by their colleagues in other fields. One exception to this situation may be their rather frequent use of individual counseling.

3. The factor considered by the largest number of respondents as having been important in their decision to become family life educators was factor J, "My desire to help people"; other factors that were considered important by a significant number of educators are A, "A professor under whom I took some of my classes, or my major professor"; B, "A course in the family that I took as a part of my college program"; F, "My interest in the family as a result of my happy family background"; and G, "The department needed a person to teach a course in the family and I was asked to teach it." Apparently, few educators trained specifically for work as a family life educator.

4. In terms of the relative amount of time that is devoted to them by the instructors in the classroom, the five most popular subject-matter areas of the field of education for marriage and family life are: (1) Family Life (with children), (2) Married State (without children), (3) Mate Selection, (4) Personality Development, and (5) Sex. (See Appendix I for a description of the nature of the various subject-matter areas.) Further, these same

five areas are considered by the largest number of educators to be so important they must always spend some time discussing them in the classes they teach. The least popular areas are physical development and personal hygiene.

5. The procedure employed by the largest number of educators in deciding on the content or subject-matter of the courses they teach is procedure A, an outline or syllabus, prepared in terms of past experience. Procedure E, decided jointly by instructor and class members at the beginning of each quarter, is used by the second largest number of educators. The outline of a textbook is the procedure used by the third largest number of educators. The procedures employed by the fewest number of educators are C, "Decided by a committee of teachers"; D, "Decided by the department head or executive committee"; F, "Decided by the Principal"; and I, "Decided in accordance with community dictates and pressures."

6. The personal characteristics of family educators which receive the most general agreement and least disagreement by the respondents are A, "Family life educators should have exceptionally high moral standards"; C, "Only people who can respect the dignity and worth of the individual should become family life educators"; and M, "Only people who have a high level of emotional and social maturity should become family life educators." Characteristics which received the least agreement are E, "A person

who has had a divorce should not be allowed to represent himself as a family life educator"; G, "Family life educators should not have strong value orientations"; H, "Women are likely to make better family life educators than are men"; and K, "Family life educators should represent the current community mores in any discussion of controversial subject-matter."

7. The five academic areas considered by the respondents to provide the best basic preparation for persons interested in becoming family life educators are sociology, psychology, home economics, child development, and counseling. The four academic areas considered to be of least importance (ranked by the fewest number of respondents) in the academic preparation of future family educators are adult education, philosophy, religion, and anthropology.

8. Of the 475 educators included in the present study 380, or approximately 80 per cent, do individual or personal counseling with their students.

9. The majority of educators are strongly in favor of having training in counseling included in the academic preparation of family educators. In fact, 165, or approximately 35 per cent, of the sample, feel that it should be required; 242, or 60 per cent, feel that it would be highly desirable to have it included. Only six educators feel that it would be undesirable, while 61 feel that it would be desirable, but not very necessary.

10. The majority of educators feel that students should be either strongly encouraged or required to take introductory courses in marriage and family living; in fact, 229 feel that though such courses should be elective students should be strongly encouraged to take them, while 89 feel that the courses should be compulsory. Only 40 educators feel that students should receive no special encouragement to enroll in such classes, while 113 feel that though the courses should be elective students should receive some encouragement to take them.

11. A department of family life is considered to be the most logical location for the teaching of marriage and family life classes by the largest number (193) of respondents. A department of sociology is considered to be the most logical location by the second largest number (144) of educators. The third most popular department is home economics. The remaining departments--child development, psychology, education, anthropology, and social work--are not considered to be appropriate locations for the teaching of marriage and family life classes.

12. The three tasks that are considered by the largest number of educators to be the most important tasks that need to be accomplished in order to improve the position of the family life profession and the quality of its product are: (1) the need for more and better research and theory; (2) the need to improve teaching and other

classroom techniques; and (3) the need for the development of adequate evaluation techniques and procedures. The two tasks considered to be important by the fewest number of educators are the need to improve public relations, and the need for less research and theory and for more emphasis on practical work and experience.

13. The most popular teaching approach is a combination of both the content and functional. The second most popular is the content, while the least popular is the functional.

14. The great majority of educators feel that boys and girls should always meet together in marriage and family life classes; in fact, 306 so express themselves. Of the remaining educators 123 feel that the sexes should be mixed almost always, while 37 feel that they should be mixed only some of the time. Only three educators feel that the sexes should never be mixed. Related to this finding is the fact that 364 of the respondents actually teach in schools in which the sexes are always mixed, while only 39 teach in schools in which the sexes are never mixed. Thirty-one respondents teach in schools in which the sexes meet both together and separately.

15. Contrary to much of what is reported in family life literature the present study reveals that few educators (in fact, only 14) feel that they have little freedom in deciding what to include in the content of their courses

and in deciding in what manner their classes will be taught; no educators report that they have "no freedom." On the other hand, 345 respondents report that they have complete freedom in this matter; another 112 feel that they have a lot of freedom.

16. The two conceptual systems considered by the largest number of respondents as being most appropriate as tools for accomplishing the research that needs to be done to improve American marriage and family life are the interactional-role analysis approach and the family life cycle approach. The situational-psychological habitat approach is considered to be an appropriate system by the third largest number of respondents. The two least popular systems are the institutional-historical and the household-economics-home management.

Summary of Specific Findings

Some of the more significant specific findings of the present study include the following:

1. The selection and ranking of the various objectives of family educators differ significantly in relation to certain background characteristics of the educators. Thus, educators whose degrees are in sociology tend, in a higher percentage of cases than do educators whose degrees are in other fields and disciplines, to select objectives that are either specific in nature and of almost peculiar relevance to family educators or that are academic in

nature. Illustrations of these objectives are A, "To acquaint the student with the historical-institutional significance of the family. . .," and N, "To provide the student with a body of scientific knowledge about courtship, marriage, and family life." On the other hand, educators whose degrees are in home economics, family life, and psychology tend to select objectives that are either general in nature and not of peculiar relevance to family educators, or that are functional in nature. Illustration of these objectives are C, "To aid the student in gaining self-understanding. . ."; H, "To provide a planned experience in which personality interaction and personal growth are of central importance"; and J, "To assist the student in developing a personal philosophy of life." Though objectives do not differ as much by teaching level as by academic background, where differences do occur the pattern tends to be like that indicated above; thus college educators, in a higher percentage of cases, tend to select objectives that are specific and academic in nature, whereas the high school educators tend to select objectives that are general and functional in nature. Illustrations of the former are objectives A and N, described above, while illustrations of the latter are objectives C and E. Objective E is, "To assist the student in the development of social skills, particularly in the area of courtship and dating"; this objective is obviously functional in nature. Objectives

do not differ in relation to the length of time the educators have been in the family life field.

2. The various teaching techniques and methods employed by family educators in facilitating the accomplishment of their objectives differ significantly in relation to such characteristics as sex, academic background, and teaching level. Thus, male educators tend to make greater use of the lecture and individual counseling, while female educators tend to make greater use of audio-visual materials. Class discussion is used by both sexes in about the same percentage of cases. The lecture method is employed with much greater frequency by educators with a sociological background than it is by educators with other academic backgrounds; it is least used by educators with a home economics background. In fact, only about 50 per cent of the latter report using the lecture with any degree of frequency. College educators tend to employ the lecture and textbook with greater frequency than do high school educators. The latter tend to employ audio-visual materials with greater frequency than do the former. Class discussion and individual counseling are used by educators on both levels in about the same percentage of cases.

3. Certain of the experiences or factors that were important in influencing the respondents in their decision to become family life educators differ significantly in terms of age and whether or not the respondents' first job

was in the field of family life education. Thus, a higher percentage of younger educators consider factor A, "A professor under whom I took some of my classes, or my major professor," to have been important in their decision to become family educators than older educators. On the other hand, more older educators consider factor G, "The department or administration needed a person to teach a course in the family and I was asked to teach it," to have been important than do younger educators. Factor I, "My concern about the importance of sex education," was considered to have been important by a higher percentage of older educators than it was by younger educators. A higher percentage of educators whose first job was in the family life field consider factor A, described above, B, "A course in the family I took as part of my college program," and E, "My interest in the family as a result of stressful family experiences in my own past," to have been important in their decision to become family educators than do educators whose first job was not in the family life field. On the other hand, a higher percentage of the latter group consider factors G and I, described above, to have been important than do educators whose first job was in the family life field.

4. The relative amount of time spent on certain of the various subject-matter areas of the field of education for marriage and family living differ significantly

in relation to such characteristics as the respondents' academic background, the level on which they teach, and the titles of the classes they teach. Educators whose degrees are in sociology, family life, home economics, and education tend to spend more time on the subject of dating than do educators whose degrees are in psychology and child development. Also, educators who teach on the high school level spend more time on this topic than do educators who teach on the college level. The relative amount of time spent on dating does not differ significantly in terms of the various types of family life classes, as reflected by class titles. In relation to the subject of description of families, the present study reveals that educators whose degrees are in sociology and psychology spend more of their time on this topic than do educators whose degrees are in other fields. Also college educators tend to spend more time on this topic than do high school educators. Finally, more time is spent on the subject of description of families in the more sociologically oriented classes, such as The Family, and Sociology of the Family, than it is in the more functionally oriented classes, such as Preparation for Marriage, and Family Relations. A higher percentage of educators whose degrees are in home economics and child development spend more of their time on the subject of physical development than do educators whose degrees are in sociology, psychology, family life, and

education. Also, a higher percentage of high school educators spend more of their time on this topic than college educators. The subjects of social development and personal hygiene are of more concern, as reflected by the amount of time devoted to them, to educators whose degrees are in home economics than they are to educators whose degrees are in other academic areas. They are also of more concern to educators on the high school level than they are to educators on the college level. The relative amount of time spent on the five most popular subject-matter areas does not differ significantly in relation to the three variables against which tests of association were made.

5. Certain of the procedures employed by family educators in deciding on the content or subject-matter of their classes differ significantly in terms of the academic background of the educators and the level on which they teach. Thus, an outline or syllabus, which is prepared on the basis of past experience, is used by a higher percentage of college educators than it is by high school educators. And, conversely, a higher percentage of high school educators involve the students in decisions regarding course content than do college educators. Also, a higher percentage of educators whose degrees are in home economics, family life, and child development involve students in decisions regarding course content than do educators whose degrees are in sociology, psychology, and

education. On the other hand, a higher percentage of the latter use the outline of a textbook in deciding on course content.

6. Attitudes of respondents in regard to certain of the desirable personal characteristics of family educators differ significantly in relation to such background characteristics as the age of the respondents, their sex, and how often they go to church. This finding is illustrated by the fact that a higher percentage of older educators, female educators, and educators who go to church three or more times per month agree that family life educators should have exceptionally high moral standards and that they should be believers in God than do younger educators, male educators, and educators who go to church less than three times per month.

7. The opinion of the respondents in regard to the academic areas which offer the best basic preparation for future family educators is significantly related to their own academic preparation. Thus, sociologists tend to favor sociology, home economists tend to favor home economics, child development personnel tend to favor child development, and psychologists tend to favor psychology.

8. While the majority of all educators, irrespective of their academic background, do personal counseling with their students, the highest percentage of educators who do counseling are those whose degrees are in psychology and

family life; the lowest percentage of those who do counseling are educators whose degrees are in home economics. Further, while the majority of all educators feel that training in counseling is either desirable or should be required of family educators, the highest percentage of those who feel that it should be required are those whose degrees are in psychology and family life; the lowest percentage of those who feel that it should be required are educators whose degrees are in sociology.

9. The opinion of the educators in regard to the amount of encouragement that should be exercised in getting students to enroll in introductory courses in marriage and family life differs in terms of their sex, the level on which they teach, and their academic background. Thus, a higher percentage of female educators than male educators are in favor of strongly encouraging students to take such courses, or of making it compulsory that they take them. Further, a higher percentage of high school educators feel that students should be either strongly encouraged or required to take such courses than do college educators. Finally, a higher percentage of educators whose degrees are in home economics feel that students should be either strongly encouraged or required to enroll in introductory courses in marriage and family than educators whose degrees are in other fields or disciplines. Educators with a sociological background tend to feel least strongly about the need to encourage students to take such courses.

10. The opinions of the respondents in regard to the most logical location for the teaching of marriage and family classes differ in terms of their sex, the level on which they teach, and their academic background. Thus, more female educators favor a department of home economics than do male educators, while more of the latter favor a department of sociology than do the former. A somewhat higher percentage of female educators favor a department of family life than do male educators. In fact, the latter department is favored by the highest percentage of females, while a department of sociology is favored by the highest percentage of males. A department of psychology is unpopular with both sexes. In relation to teaching level, the present study reveals that a higher percentage of high school teachers than college teachers favor home economics as the most logical department for the teaching of marriage and family classes, while a higher percentage of college than high school teachers favor a department of sociology as the most logical location. The highest percentage of high school educators favor family life as the most logical department. Finally, with but few exceptions, the respondents tend to favor the department that corresponds to their own academic background. In the cases of the exceptions, the department that is favored is family life.

11. The selection of certain of the tasks which the educators consider need to be done in order to improve the



position of the family life profession and the quality of its product differs in relation to such characteristics as academic background and teaching level. Thus, task A, "The need for more and better research and theory," is considered to be one of the important, immediate tasks by a higher percentage of college educators than it is by high school educators. It is also considered to be important by a higher percentage of educators whose degrees are in sociology, psychology, and family life than it is by educators whose degrees are in home economics, and education. The accomplishment of task B, "The need for less research and theory, and for more emphasis on practical work and experience," is considered to be one of the immediate needs in family life by a higher percentage of high school educators than it is by college educators. The converse is true in relation to task H, "The need to become more interdisciplinary in our approach to family life," for a higher percentage of college educators consider the accomplishment of this task to be one of the immediate needs of the field. Task I, "The need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor," is considered to be important by a higher percentage of educators on the high school level than it is by educators on the college level. It is also considered to be important by a higher percentage of

educators whose degrees are in home economics and education than it is by educators whose degrees are in other fields and disciplines.

12. The teaching approach preferred by the respondents differs significantly in terms of their sex, the level on which they teach, and their academic background. Thus, the functional approach is preferred by a higher percentage of female educators, of educators teaching on the high school level, and of educators whose degrees are in home economics than it is by male educators, by educators teaching on the college level, and educators whose degrees are in disciplines other than home economics. On the other hand, the content approach is preferred by a higher percentage of male than female educators, of college than high school educators, and of educators whose degrees are in sociology than by educators whose degrees are in other disciplines. The most preferred of all the approaches, irrespective of differences in sex, teaching level, and academic background, is a combination of the content and functional.

13. The opinion of the respondents in relation to how often the sexes should be mixed in marriage and family life classes differs significantly in terms of age, teaching level, and marital status. Thus, a higher percentage of male educators, of college educators, and of married educators feel that the sexes should always be mixed than do

female educators, high school educators, and single educators. Conversely, a higher percentage of the latter feel that the sexes should be mixed only some of the time than do the former.

14. The preferences of the respondents in relation to the most appropriate conceptual systems for accomplishing the research that needs to be done to improve American marriage and family life differ significantly in terms of their academic backgrounds. Thus, the interactional-role analysis system is preferred by a higher percentage of educators whose degrees are in sociology and family life than it is by educators whose degrees are in other fields and disciplines. The structure-functional system is the least popular of all the conceptual systems and tends to be preferred only by educators whose degrees are in sociology. The highest percentage of educators who prefer the situational-psychological habitat system are those whose degrees are in psychology and family life, while the lowest percentage who prefer this system are those whose degrees are in home economics and education. While the learning theory-maturational system is not a generally popular system, the highest percentage of educators who in fact do prefer it are those whose degrees are in psychology and child development. The final system, the family life cycle approach, is the second most popular, in terms of the number who indicate a preference for it, of all systems,

and is preferred by a higher percentage of educators whose degrees are in home economics, family life, child development, and education than it is by educators whose degrees are in psychology and sociology.

Conclusions

One of the most obvious, and perhaps significant, conclusions emerging from the present study is that the field of education for marriage and family living, as the field is reflected by the responses of the educators composing the sample of the present study, is characterized by the absence of consensus and unity, and by the existence of considerable divergence of views; that it is, in fact, not yet a separate field in its own right, but, rather, a heterogeneous group of educators from a variety of fields and disciplines who, for various reasons, are interested in the movement for education for marriage and family living. This condition is clearly reflected in such findings as those relating to the heterogeneous goals and objectives of family educators, to the fact that the respondents tend to feel more closely identified with the professional organization of their own parent disciplines than they do with the National Council on Family Relations, and to the fact that they tend to favor their own background and training in responding to the various items composing the questionnaire, including those relating to the academic areas that offer the best basic preparation for future

family educators, and to the most logical department for the teaching of marriage and family life classes. Thus, though the family life movement has begun to assume some of the characteristics usually associated with an established discipline, it is obvious that it is as yet more divided than it is unified, that the loyalties of the family educators themselves are expressed more strongly in the direction of their own parent disciplines than they are in the direction of the new and developing field of education for marriage and family living.

Another conclusion of the present study is that family educators whose degrees are in home economics and family life tend to be more democratic and functional than do educators whose degrees are in sociology. Thus, the latter tend (1) to select objectives that are specific and academic in nature, (2) to make the greatest use of the lecture method of teaching, (3) to decide course content on the basis of a syllabus or the outline of a textbook, (4) to favor the content approach to teaching, and (5) to select the more theoretically oriented tasks; whereas the former tend (1) to select objectives that are general and functional in nature, (2) to make less use of the lecture method of teaching and more use of discussion and audio-visual materials, (3) to decide course content on the basis of joint instructor-class member decisions, (4) to favor the combined functional-content approach to teaching, and

(5) to select the less theoretically oriented tasks. Educators whose degrees are in other fields and disciplines do not fit either of these characterizations, and, in general, tend not to follow any consistent pattern.

A related conclusion to that indicated immediately above, and for essentially the same reasons, is that educators on the high school level tend to be more democratic and functional than do educators on the college level. Also, although this is somewhat less clear-cut, female educators tend to be more democratic and functional than do male educators.

Another significant conclusion deriving from the present study is that the field of family life education seems to be moving in the direction of a counseling orientation. This movement is reflected not only in the large number of respondents who report doing personal counseling with their students, but also in the fact that the majority of respondents feel that training in counseling should be included in the academic preparation of future family educators, and in the fact that counseling is considered to be one of the five academic areas offering the best basic preparation for persons interested in becoming family educators.

Another conclusion emerging from the present study is that family life educators do not consider the need for improved public relations to be a major concern. Thus, practically all of the respondents claim to have either a



lot or complete freedom in the development and implementation of their programs, and very few of them consider the accomplishment of task G of item 11 of the questionnaire, "The need to improve our public relations," to be of any immediate concern. This conclusion, incidentally, is contrary to much of the literature on the subject in the family life field.

Finally, and again in contrast to a generally held notion in the field of family life education, the present study does not substantiate the assumption that family life educators are becoming increasingly functional in their classroom approach. In fact, a conclusion of the present study is that family educators least prefer the strictly functional approach. Thus, the largest number of educators express a preference for a combination of the content and functional, while the second largest number express a preference for the content. The functional approach is preferred by the smallest number of educators.

Recommendations for Further Study

On the basis of the present study, it is the writer's belief that some of the problems that he researched need to be more intensively studied through the application of different techniques from the one he used. It would seem especially desirable to study such problems as the goals and objectives and the tasks of family educators through the use of more open-ended instruments than the one that

was employed in the present study. Also, the factors or experiences influencing persons to become family life educators could be profitably researched through projective techniques.

A study that should receive top priority is one that researches the nature and quality of the counseling that is being done by family educators. None of the studies that has been done to date, including the present one, has made any attempt to investigate this crucial problem.

Further studies of the nature and scope of family life education should include larger numbers of high school educators than were included in the present study. Also, studies should be made of the nature and extent of family life programs that are essentially community oriented, as opposed to programs that are indigenous to schools and colleges.

One of the most crucial areas in need of study is the area of evaluation. Perhaps the greatest need of a newly developing field is cumulative information that can be arrived at only through the consistent application of evaluative research.

Finally, the results of the present study clearly indicate the need for a study that is designed to evaluate, or re-evaluate, the desirability of the family life movement achieving the status of a separate profession or discipline. Perhaps family educators are making a mistake

in their efforts to make a separate discipline of the movement for education for marriage and family living.

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APPENDICES

APPENDIX I
MICHIGAN STATE UNIVERSITY

Questionnaire

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- I. Age
- II. Sex: Male Female
- III. Academic Background
Bachelor's Degree Major..... Minor.....
Master's Degree Major..... Minor.....
Doctor's Degree Major..... Minor.....
- IV. On what level do you now teach?
Senior College or University
Junior-Community College
High School
- V. A. Religious Preference
B. On the average, how often do you attend church?
0 times per month
1 time per month
2 times per month
3 times per month
4 or more times per month
- VI. Present marital status:
Single Divorced
Married Separated
Widowed
- VII. Was your first professional job, after completing your last degree, in the field of family life education?
Yes
No
On part time basis
- VIII. About how long have you been in the field of family life education?
0 - 2 year 5 - 10 years
3 - 5 years Over 10 years
- IX. To which of the following professional organizations do you belong?
1. American Sociological Society
2. American Psychological Association
3. American Home Economics Association
4. American Personnel and Guidance Association
5. National Council on Family Relations
6. Society for Research in Child Development
7. Other — specify.
- X. With which **ONE** of these professional organizations do you feel most closely identified?
- XI. List the titles of family-related classes that you usually teach.
-
- I. The following is a group of statements which reflect the goals and objectives of family life educators. Choose the **FIVE** which most closely reflect your goals and objectives as a family life educator and rank these in the order of their importance. (**RANK** from 1 to 5.)
- A. To acquaint the student with the historical-institutional significance of the family, and to help him gain an understanding of the various types of family patterns existing in the United States today.
- B. To assist the student in developing an understanding of the relationships in modern marriage, and to help him understand himself in relation to the other members of his family.
- C. To aid the student in gaining self-understanding through developing an awareness of his needs, desires, and capacities.
- D. To assist the student in achieving a wholesome attitude toward his developing body and physiological processes.
- E. To assist the individual in the development of social skills, particularly in the area of courtship and dating.
- F. To provide the student with a sound sex education.
- G. To help reduce the divorce rate by acquainting the students with the consequences of divorce.
- H. To provide a planned experience in which personality interaction and personal growth are of central importance.
- I. To accurately represent the current mores of the culture so that the students will have a guide in modeling their lives and building their own families.
- J. To assist the student in developing a personal philosophy of life.
- K. To help in reducing existing tensions between parents and children and in facilitating better communication and understanding.
- L. To help instill in the student a respect for the sacredness of the marriage bond and an understanding of the true purpose of the Judeo-Christian family.
- M. To assist the student in the adequate development of essential home management skills.
- N. To provide the student with a body of scientific knowledge about courtship, marriage, and family life.
- O. Other — specify and rank.
- II. Select and rank the **FIVE** teaching methods or techniques that you use most **OFTEN** in achieving your objectives.

(RANK 1 for method used most often, 2 for method used next most often, etc.)

- A. Lecture.
- B. Class discussion.
- C. Field trips.
- D. Role playing.
- E. Films, slides, and/or recordings.
- F. Actual observations of families.
- G. Textbook and other assigned readings.
- H. Small group (buzz sessions) discussions.
- I. Individual counseling.
- J. The use of resource persons.
- K. Other — specify and rank.

III. Which of the following factors or experiences do you consider to have been most important in your decision to become a family life educator? (Check as many as are pertinent)

- A. A professor under whom I took some of my classes, or my major professor.
- B. A course in the family that I took as a part of my college program.
- C. Friend(s) of mine who encouraged me to look into the field.
- D. Better salaries in family life education than in the field from which I came.
- E. My interest in the family as a result of stressful family experiences in my own past.
- F. My interest in the family as a result of my happy family background.
- G. The department or administration needed a person to teach a course in the family and I was asked to teach it.
- H. The greater availability of jobs in family life education than in the field in which I was trained.
- I. My concern about the importance of sex education.
- J. My desire to help people.
- K. Other — specify.

IV. The following is a list of subject-matter areas or categories in marriage and family education. Please rank ALL of these areas in terms of the relative amount or percentage of time you normally spend on each of them. (Rank 1, 2, 3, etc. If you do not spend any time on some of these rank "O")

- A. Dating — Refers to the function, practices, and behavior of boys and girls in the temporary relationship known as dating.
- B. Description of families — Includes historical-institutional development of American family, as well as comparative cross-cultural data on family.
- C. Family Disorganization — Includes factors involved in divorce, separation, and other family crises.
- D. Family Life (with at least one child) — Refers to all aspects of contemporary family interaction, organization, and function where there are parents AND children involved.

- E. Married State (without children) — Refers to all aspects of "being married," such as husband-wife relationships, in-laws, finances, mutual interests, etc.
- F. Mate Selection — Includes all material relevant to courtship practices, engagement, and other factors important in actively selecting a marriage partner.
- G. Personality Development — Deals with all aspects of personality as it changes through time.
- H. Physical Development — Includes material dealing with body changes through time, maturation, and other biological processes. Does not include sex changes.
- I. Sex — Includes material relating to sex processes and structure, as well as to the role of sex in dating, courtship, marriage, and family living.
- J. Social Development — Refers to changes through time in ways of interacting with people.
- K. Personal Hygiene — Refers to material dealing with principles of good grooming, development of social skills, and appropriate interpersonal conduct.
- L. Other — Specify and rank.

Which of these same areas, if any, do you consider so important that you feel you must ALWAYS include some discussion of them in the classes that you teach?

..... (Just indicate the letter(s) of the area(s) that applies)

V. Which of the following procedures most closely corresponds to the procedures you follow in deciding what content should be included in the courses that you teach? (Choose and RANK only TWO)

- A. An outline or syllabus, based on past experience, is prepared in advance of each class.
- B. Decided by class members at the beginning of each quarter or semester.
- C. Decided by a committee of teachers.
- D. Decided by the department head or executive committee.
- E. Decided jointly by instructor and class members at the beginning of each quarter or semester.
- F. Decided by the Principal.
- G. The outline of the textbook is followed.
- H. No structure provided — follow the interests of the students throughout the quarter or semester.
- I. Decided in accordance with community distates and pressures.
- J. Other — specify.

VI. The following items are concerned with your views regarding some of the personal qualities and characteristics of family life educators. Please circle "A" for agreement, "?" for doubt, and "D" for disagreement.

- A ☒ D A. Family life educators should have exceptionally high moral standards.
- A ? D B. Only people who believe in God should become educators for marriage and family living.
- A ? D C. Only people who can respect the dignity and worth of the individual should become family life educators.
- A ? D D. It is highly desirable that teachers of marriage and family life be married.
- A ? D[✓] E. A person who has had a divorce should not be allowed to represent himself as a family life educator.
- A ? D F. Having had a divorce might help a person to be a better family life educator.
- A ? D G. Family life educators should not have strong value orientations.
- A ? D[✓] H. Women are likely to make better family life educators than are men.
- A ? D I. Family life educators should be fairly regular church attenders.
- A ? D J. Family life educators should be "neutral" in any class discussion involving controversial subject matter, such as pre-marital sex relations.
- A ? D[✓] K. Family life educators should represent the current community mores in any discussion of controversial subject-matter.
- A ? D L. Only people who have successful and happy marriages should become family life educators.
- A ? D[✓] M. Only people who have a high level of emotional and social maturity should become family life educators.

VII. In your opinion, which **FIVE** of the following areas offers the best **BASIC** preparation for persons interested in becoming family life educators? Please rank them in terms of their importance from 1 to 5.

- A. Home Economics
- B. Psychology
- C. Sociology
- D. Biology and/or Physiology
- E. Education
- F. Child Development
- G. Social Work
- H. Anthropology
- I. Philosophy
- J. Religion
- K. Counseling
- L. Adult Education

VIII. Have you done or do you now do any personal counseling with your students? (This does **NOT** include "casual conversations" or counseling on strictly academic matters)

- A. Yes
- B. No

☒ Check the category that most closely corresponds to your feeling regarding the question of whether family life educators should or should not have training in counseling included in their academic preparation.

- A. It would be undesirable to have counseling included.
- B. It would be desirable to have counseling included but not very necessary.
- C. It would be highly desirable.
- D. It should be a requirement.

IX. What is your opinion regarding the extent or degree of encouragement that should be exercised in getting students to enroll in introductory courses in marriage preparation and family life?

- A. Courses should be elective and students should receive no special encouragement to take them.
- B. Courses should be elective, but students should receive some encouragement to take them.
- C. Courses should be elective, but students should be strongly encouraged to take them.
- D. Courses should be compulsory as part of the students' general education background.

X. In your opinion, which **ONE** of the following departments is the most logical location for the teaching of marriage and family life courses?

- A. Home Economics
- B. Child Development
- C. Psychology
- D. Sociology
- E. Education
- F. Anthropology
- G. Family Life
- H. Social Work
- I. Other — specify

XI. The need to identify the "big tasks ahead", that is, those things that need to be done to improve the position of the family life profession and the quality of its product, is a very important one. The following is a list of these tasks. Check the **THREE** that seem most important to you. (Add to the list if necessary).

- A. The need for more and better research and theory.
- B. The need for less research and theory, and for more emphasis on practical work and experience.
- C. The need to improve teaching and other classroom techniques.
- D. The need for the development of adequate evaluation techniques and procedures.
- E. The need to develop some common principles of family life that will serve to orient our efforts and energies.
- F. The need to develop higher personal and academic requirements for family life educators.

- G. The need to improve our public relations.
- H. The need to become more interdisciplinary in our approach to family life.
- I. The need to take steps to ensure that education for marriage and family living is accorded its rightful recognition in the educational endeavor.
- J. Other — specify.

XII. Which **ONE** of the following approaches to teaching family life classes corresponds **MOST CLOSELY** to the approach you generally prefer to follow in your own classes?

- A. This course is seen as providing an opportunity for students to pursue their own interests within the general context of marriage and the family. The instructor will serve as a resource person, and will help the students find ways to work through the problems they raise and the feelings they have about courtship, marriage, and the family. The focus will not be primarily on the gathering of information as such, but rather on the sharing of ideas and opinions and the expression of attitudes and feelings.
- B. This course is seen as serving essentially two functions. The first function relates to the provision of an opportunity for the students to take the initiative in planning and carrying out discussions or other experiences which they consider to be pertinent to their understanding of marriage and family life and to a clarification of their attitudes and feelings. The second function relates to the provision of an opportunity for the instructor to take the initiative in presenting ideas and materials which he considers to be essential to the students' understanding of marriage and family life. About equal time will be devoted to each of these phases or functions.
- C. This course will be primarily a presentation by the instructor of ideas and information which he considers to be significant to an understanding of courtship, marriage, and family life. While there will be opportunities for questions and discussions throughout the course, the initiative will be primarily in the hands of the instructor and the focus will be primarily on acquiring facts and information about marriage and family living.

XIII. In your opinion, should boys and girls meet together in marriage and family life classes? Check appropriate answer.

- A. Never
- B. Some of the time.

- C. Almost always
- D. Always

In your own school do the boys and girls meet together, or are they separated?

- A. Together
- B. Separated
- C. Both together and separated

XIV. How much freedom do you feel you have in deciding what content to include in the classes you teach; and in deciding in what manner the class will be taught?

- A. No freedom
- B. A little freedom
- C. A lot of freedom
- D. Complete freedom

If you check "No freedom" or "A little freedom", what are the sources of hindrance?

- A. Community influence and pressure.
- B. Intra-departmental influence.
- C. Inter-departmental influence.
- D. Higher administrative influence.
- E. Other — specify.

XV. The following is a classification of conceptual or theoretical approaches of relevance to family life researchers. Please check the **THREE** which in your opinion are the most fruitful as tools for accomplishing the research that you feel needs to be done to improve American marriage and family life.

- A. The institutional-historical approach — sociological, and best represented by C. C. Zimmerman.
- B. The interactional-role analysis approach — sociological and social psychological, represented by E. W. Burgess, R. Hill, and W. Waller.
- C. The structure-functional approach — sociological and anthropological, and represented by T. Parsons, G. Murdock, and C. McGuire.
- D. The situational-psychological habitat approach — sociological and psychological, and represented by J. Bossard, R. Blood, and R. Barker.
- E. The learning theory-maturational approach — psychological, and represented by A. Gesell, R. R. Sears, and A. J. Whiting.
- F. The household economics-home management approach, inferred in the works of H. Kyrk, P. Nickell, and M. Reid.
- G. The family development or family life cycle approach — inter-disciplinary and eclectic, and represented by L. Stott, E. M. Duvall, and M. Sussman.

MICHIGAN STATE UNIVERSITY
of Agriculture and Applied Science--East Lansing

Counseling Center

March 13, 1958

Dear Family Life Educator:

Enclosed a copy of the questionnaire that I will use to gather data for my doctoral dissertation. If you teach one or more classes in the marriage and family life area, I would sincerely appreciate it if you would fill the questionnaire out and return it to me. I have enclosed a stamped, self-addressed envelope for this purpose. This is a pre-test of my questionnaire and, consequently, I would be most grateful to you if, as you complete it, you would make any comments or suggestions that you feel would improve it. I am particularly concerned about possible ambiguities in the instrument, deriving from poor wording, incomplete or "cluttered" statements, etc. In other words, I would like you to feel free to criticize any aspects of the questionnaire that you think may need improvement. Your suggestions for improvement will be incorporated into the final questionnaire, which I hope to have ready to send out around the first of April.

As you will observe from reading the questionnaire, my study is an investigation of selected aspects of family life education, as these are viewed by the educators themselves. I have included items that constitute real, live issues in the family life field today and about which there is great diversity of opinion. Thus, I am concerned with questions regarding what family life educators are trying to accomplish (objectives), how they go about accomplishing it, in what direction family life education should be moving, what kind of people family life educators should be, etc. It is my hope that the study will provide information that will be helpful in clarifying some of the key issues that currently face all of us as family life educators.

Once again your cooperation and help in this matter will be genuinely appreciated. Of course, the sooner you can complete and return the questionnaire to me, the better it will make it for me.

Thanking you sincerely, I am

Glen A. Christensen/s/
Glen A. Christensen
Counselor

NATIONAL COUNCIL ON FAMILY RELATIONS

285

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Dear Family Life Educator:

Each of us, as family life educators throughout the nation, will benefit from the results of the study which Mr. Christensen is doing.

Both as a family life educator and as President of the National Council on Family Relations, I am deeply interested in Mr. Christensen's study of family life education. His study of our objectives, our qualifications, our subject matter resources, our methods of teaching, our theoretical framework and our research--along with the direction in which we think we should move--is of great significance to all of us.

Mr. Christensen has chosen to make inquiry of those of us who are members of the National Council on Family Relations. Please fill out to the best of your ability, the enclosed questionnaire. His study will reflect the convictions of only those who cooperate. It is my desire that the study reflect the convictions of all of us.

We are counting on you to fill out the questionnaire and return it to Mr. Christensen immediately.

Sincerely,

Mildred I. Morgan

Mildred I. Morgan (Mrs. Wm. H.)

President

National Council on Family Relations

MIM:vk

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COUNSELING CENTER

Dear Family Life Educator:

Enclosed is a copy of the questionnaire that I am using to collect data for my study of family life education. If you teach one or more classes in the marriage and family life area, I would sincerely appreciate it if you would fill out the questionnaire and return it to me. I have enclosed a stamped, self-addressed envelope for this purpose. If you do not teach any marriage or family life classes, I would appreciate it if you would return the questionnaire, indicating that you do not teach any of these classes.

As indicated by Dr. Morgan in her letter, I am making a study of selected key issues in family life education that are of vital interest to us all. It is my hope that the results of the study will provide information that will help us to at least begin clarifying some of these issues, and help us to identify more clearly what we are currently doing, as well as what we think we should be doing.

In terms of the questionnaire itself, I would like to make just three observations. First, while some of the items may seem somewhat difficult for you to respond to, I would sincerely appreciate your responding to each item; Second, it will be important for you to read the instructions for each item, as you are asked to check or rank a different number of statements for the different items; and, Third, I have placed a number in the upper left-hand corner of the questionnaire. This number will be used for research purposes only. You are not being asked to put your name on the questionnaire.

Thanking you very kindly for your understanding and cooperation in this matter, and waiting to hear from you, I am

Sincerely,


Glen A. Christensen
Counselor

GAC/pb

GLEN A. CHRISTENSEN
Counseling Center
Michigan State University
East Lansing, Michigan

May 3, 1958

Dear Family Life Educator:

About three weeks ago I sent you a questionnaire which I am using to gather data for a study that I am doing on selected aspects of family life education. As of the date of this letter, I have no record of having received your completed questionnaire. Perhaps you have just overlooked this matter, or have been too busy to get around to it yet.

It is the hope of both Dr. Morgan and myself that the response from the members of the N.C.F.R. be as close to 100% as possible. It is our feeling that the research which I am doing is of considerable importance to all family life educators, and that it should, therefore, represent as many educators as possible.

Once again, then, I am asking for your understanding, help, and cooperation in this matter. If you teach one or more classes in the marriage and family life area I would genuinely appreciate your completing the questionnaire and returning it to me at your earliest convenience. If you do not teach any courses in this area, I would still like to have the questionnaire returned to me, with the notation that you do not teach such classes. This procedure, of course, will help me to know more about the nature of my sample and will help to make more meaningful the returns that I receive.

Thanking you for your cooperation and waiting to hear from you, I am,

Sincerely,

Glen Christensen /s/

Glen A. Christensen
Counselor

GAC/pb

P.S. If you have already returned your questionnaire to me, please disregard this letter.

Table A. The distribution of educators by age.

Age	Number	Per Cent
20 - 29	18	3.8
30 - 39	105	22.2
40 - 49	147	30.9
50 - 59	126	26.5
Over 60	64	13.4
Unknown	15	3.2
Total	475	100.0

Table B. The distribution of educators by sex.

Sex	Number	Per Cent
Male	228	48.0
Female	245	51.5
Unknown	2	.5
Total	475	100.0

Table C. The distribution of educators by degrees they hold.

Degree	Number	Per Cent
Bachelor's	31	6.5
Master's	202	42.5
Doctor's	242	51.0
Total	475	100.0

Table D. The distribution of educators by academic background.

Academic Background	Number	Per Cent
Sociology	141	29.7
Psychology	31	6.5
Home Economics	89	18.7
Family Life	55	11.6
Child Development	27	5.7
Biology	4	.8
Education	61	12.9
Religion	15	3.2
Anthropology	2	.4
Other	50	10.5
Total	475	100.0

Table E. The distribution of educators by teaching level.

Teaching Level	Number	Per Cent
Senior College or University	355	74.7
Junior College	30	6.3
High School	90	19.0
Total	475	100.0

Table F. The distribution of educators by religious preference.

Religious Preference	Number	Per Cent
Jewish	6	1.3
Catholic	14	2.9
Mormon	18	3.8
Protestant	199	41.9
Unknown	226	47.6
None	12	2.5
Total	475	100.0

Table G. The distribution of educators by number of times per month they go to church.

Number of Times Per Month	Number	Per Cent
0 times per month	65	13.7
1 time per month	45	9.5
2 times per month	41	8.6
3 times per month	93	19.6
4 or more times per month	224	47.1
Unknown	7	1.5
Total	475	100.0

Table H. The distribution of educators by marital status.

Marital Status	Number	Per Cent
Single	98	20.6
Married	316	66.6
Widowed	43	9.0
Divorced	18	3.8
Separated	0	0.0
Total	475	100.0

Table I. The distribution of educators by whether or not their first job was in the field of family life education.

First Job in Field	Number	Per Cent
Yes	144	30.3
No	191	40.2
Part-time	138	29.1
Unknown	2	.4
Total	475	100.0

Table J. The distribution of educators by number of years in the field of family life education.

Number of Years in Field	Number	Per Cent
0 - 2 years	30	6.3
3 - 5 years	69	14.5
5 - 10 years	158	33.3
Over 10 years	214	45.1
Unknown	4	.8
Total	475	100.0

Table K. The distribution of educators by the professional organizations to which they belong.

Organizations	Number	Per Cent
American Sociological Society	185	38.9
American Psychological Association	45	9.5
American Home Economics Association	177	37.3
American Personnel and Guidance Association	31	6.5
National Council on Family Relations	475	100.0
Society for Research in Child Development	30	6.3
Other	206	43.4

Table L. The distribution of educators by the professional organization to which they feel most closely identified.

Organizations Feel Most Closely Identified With	Number	Per Cent
American Sociological Society	102	21.4
American Psychological Association	20	4.2
American Home Economics Association	111	23.4
American Personnel and Guidance Association	6	1.3
National Council on Family Relations	160	33.7
Society for Research in Child Development	8	1.7
Other	68	14.3
Total	475	100.0

Table M. The distribution of educators by number of classes they teach.

Number of Classes	Number	Per Cent
1	297	62.5
2	115	24.2
3	31	6.5
4	7	1.5
5	6	1.3
6	1	.2
Unknown	18	3.8
Total	475	100.0

Table N. The distribution of educators by the titles of classes they teach.

Titles of Classes	Number	Per Cent
Preparation for Marriage	82	17.3
Family Relations	164	34.5
Marriage and the Family	174	36.6
Effective Living	14	2.9
The Family	86	18.1
Sociology of the Family	33	6.9
Other	127	26.7
Unknown	17	3.6

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