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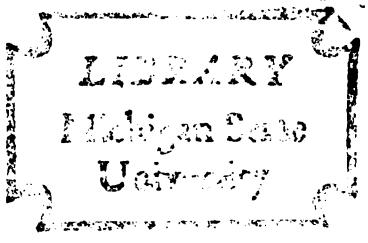

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ABSTRACT

BASIC CONCEPTS IN FAMILY RELATIONS APPLICABLE
AT THE JUNIOR HIGH SCHOOL LEVEL

by Joyce Anne Gans

The purpose of this research problem is an attempt to delineate some basic concepts in the family relations area applicable to junior high school homemaking classes.

Three areas in the family relations area were chosen in order to have some basis upon which to select concepts. These areas are: (1) Understanding the individual; (2) Understanding group relations; and, (3) Understanding family relations.

Resource materials were selected because of their sophisticated and comprehensive presentation of the material related to the family relations area. These resources included books by Allport, Ausubel, Frank, Martin and Stendler, and McCandless. From these a tentative list of twenty concepts was drawn that met a selected list of criteria.

A select panel consisting of five prominent professional people in the family relations area were asked to participate in the study. To this panel of judges was presented the list of basic concepts in random order, along with the list of criteria and a rating scale.

Using the information received from the responses from

the panel of judges, summary sheets were made to gain an overall view of the ratings and comments given for each concept by the entire panel. The concepts were then either unchanged, revised or discarded on the basis of the panel's evaluation. A final list of fifteen concepts was developed.

To illustrate the importance of basic concepts in curriculum planning, one basic concept was used as a foundation upon which general objectives and basic learnings were developed.

The results of this research study are only a beginning in giving junior high school home economics teachers a structure upon which to build curriculum in the family relations area. More extensive investigation of resource material would result in a more comprehensive list of concepts. Also a more extensive and larger scale evaluation procedure would result in a more perfected list of final concepts.

BASIC CONCEPTS IN FAMILY RELATIONS APPLICABLE AT THE JUNIOR HIGH SCHOOL LEVEL

by

Joyce Anne Gans

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CHAPTER I

INTRODUCTION

The home economics profession is confronted with a challenge--a challenge of change. It is evident that home economics curricula must be reevaluated if home economics is to live up to the potential that was envisioned by its founders and if it is to meet this challenge. The question is one of how--how will home economics meet the challenge of the future?

If it is to remain as important a part of the American society as it has been during the first part of this century, home economics must remain alert to societal needs. Outward signs of the times are various economic, technological and social advances. Less obvious, but perhaps more significant, are the concomitant adjustments and processes that occur within the family in response to external demand. Despite these changes, however, society continues to expect the home to be stable, to understand the changes that are occurring and to adjust to them wisely and well. But the home can be no wiser and no better than its individual members.[1] "The individual faces the necessity of charting his own course of development somewhere between putty-like conformity to prescribed cultural norms and legal prescriptions on the one

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[1]Edna P. Amidon, "Education for Home and Family Life," School Life, Vol. 42, No. 9 (May, 1960), p. 31.

hand and autonomous personal action on the other."[2] This need for wisdom in the individual family member points in one direction--toward careful education for successful family life.[3]

High schools today are increasingly including education for successful family life among their primary objectives. Home economics, by its very nature, has a unique and important contribution to make in such education. Miss Amidon has said:

> As a field of knowledge, its [home economics] primary concern is to strengthen the family and all its educational programs and concentrate on developing in students the abilities they need for living constructively in their homes and with their families. Moreover, home economics courses provide a place where the knowledge and appreciation gained in other courses can be applied to home and family living.[4]

A subject cannot be carelessly or casually treated, either by teacher or learner. It must be carefully organized, skillfully presented, and constantly studied. The problem of careful and skillful presentation of subject matter now faces administrators and home economics supervisors in the public schools.

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[2]Gordon W. Blackwell, "The Place of Home Economics in American Society," Journal of Home Economics, Vol. 54, No. 6 (June, 1962), p. 448.

[3]Amidon, p. 31.

[4]Amidon, p. 31.

If the home economics program is to be carefully planned and if efforts for continued improvement are to be made, it seems necessary to have some conception of the goals of such a program. These goals or objectives cannot be achieved unless basic concepts[5] are accepted and understood. There needs to be a focus upon identification of fundamental principles or broad concepts--ideas that underlie a whole series of other ideas and thus essential if any real understanding of the field is to come about.[6]

Concepts more than anything else are the premises, foundations and the structural steel of thinking.[7] General claims that can be made for teaching the fundamental structure of a subject are that it makes the subject more comprehensible; structured patterns are less easily forgotten; and it is the main road to adequate transfer of training.[8] The

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[5]Operational Definition: A fundamental idea which ties together what may previously have been unrelated facts; capable of being verbalized and rationally discussed; it includes the cognitive aspects of the curriculum as it embraces significant ideas inclusive of definitions, generalizations, principles, and unifying or integrative words or phrases. Paul Dressel, "The Role of Concepts in Planning the Home Economic Curriculum," Home Economics Seminar, July 24-28, 1961, French Lick, Indiana, pp. 10-11.

[6]George Denemark, "The Curriculum Challenge of Our Times," NEA Journal, (December, 1961), p. 13.

[7]David Russell, Children's Thinking, (Boston: Ginn and Company, 1956), p. 122.

[8]Jerome S. Bruner, The Process of Education, (Cambridge: Harvard University Press, 1960), pp. 23-25.

continual broadening and deepening of knowledge in terms of basic concepts is the essence of the educational process. Concepts improve learning because they permit the individual to organize the learnings in which he engages and permit him to deal more intelligently with new situations.[9]

It is obvious that a teacher of a given subject cannot teach all there is to know about it. Perhaps the major contribution of any teacher is a careful formulation of concepts chosen with a high degree of selectivity. Contemporary life is complex and continually changing; it is therefore necessary to focus upon the critical aspects that are of importance today. In the last analysis, the teacher is the crucial element in deciding what are the essential facts and concepts to be taught to a particular class in a particular school.

Conceptually structured programs in family relations are sorely needed. The need is felt not only by observers of our world and time but by those who should be receiving this education--the young people themselves. Follow-up studies reveal that many students wish they had had more training in the area of family relations.[10] When given the opportunity, youth show considerable eagerness to discuss family relations; also they point out that the present curriculum includes little on this

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[9]Dressel, p. 12.

[10]Thirty-Sixth Yearbook, American Association of School Administrators, National Education Association, Washington, D.C., 1958, p. 56.

subject.

Basic concepts in the family relations area are far from being fully and adequately developed. Different resources in the field have listed varied concepts, some apparently more explicit and fundamental than others. What seems to be needed now is a synthesis of the most fully developed concepts that are applicable to the teaching of family relations in present day American society.

The purpose of this research problem is an attempt to delineate some basic concepts in family relations applicable to junior high school homemaking classes. In view of the large number of pupils enrolled in the seventh and eighth grade homemaking courses, there is a need to give attention to the development of new designs for such programs and to plans for better articulation between these courses and the ones to follow. Once a firm foundation of information is laid, further learnings in and out of the classroom can be experienced with greater ease and comprehension.

CHAPTER II

REVIEW OF LITERATURE

Discussion of Concepts

What Are Concepts:

Dressel's view of a concept is comprehensive, all-inclusive and meaningful. He defines a concept as a fundamental idea which ties together what may previously have been unrelated facts; capable of being verbalized and rationally discussed; it includes the cognitive aspects of the curriculum as it embraces significant ideas inclusive of definitions, generalizations, principles, and unifying or integrative words or phrases.[11] Russell sees concepts as the premises, the foundations, and the structural steel of thinking.[12]

For concepts to be meaningful, they must be made up of elements of past experience brought into some functional relationship.[13] Dressel also states that many concepts however, will have to be originally introduced at a relatively simple level, leaving it to later experiences to develop the desired range and depth of meaning.

Many types of concepts have been identified but one, more than any other, that is applicable to family relations

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[11] Dressel, pp. 10-11.

[12] Russell, p. 122.

[13] Dressel, p. 15.

is what Wesley calls a social concept. He identifies social concepts as those which denote human relationships.[14] Most refer to relationships among individuals of groups but many also refer to relationships between people and their environment.

How Are Concepts Developed:

Concepts emerge from such materials as perceptual experiences, memories, images and products of imaginative thinking.[15] During the development of a concept the common characteristic or relationship must be determined. Russell further states that a concept is produced by generalizations plus differentiation. Thus, when a concept is acquired, one need not report isolated experiences for he has increased his ability to convey broader meanings to others; also he need not ~~have to~~ report exceptions, for the concept eliminates them.[16]

Social concepts are determined early by family relationships and later by peer groups. Wesley states that social concepts are developed by following three general principles. These are:

1. The concept should be an identification of experiences.

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[14]Edgar Bruce Wesley, Teaching Social Studies in Elementary Schools, (Boston: D. C. Heath and Company, 1952), p. 291.

[15]Russell, p. 118.

[16]Ibid., p. 119.

2. The concept must be used in context before singling it out for attention and study.

3. Concepts should be developed in ascending levels of difficulty or widening areas of inclusiveness.[17]

Why Are Concepts Important:

Wesley believes it is difficult in our society to exaggerate the importance of concepts and the words through which they are conveyed.[18] Words are the vehicles of communication and raw materials for thinking. In the social world, words take on an added significance as they indicate the individual's relation to and status within the group. Undoubtedly, words are a greater help than other kinds of symbols in building up the understanding that is called a concept.

The importance of concepts is found in the fact that they seem to improve learning. They permit the individual to organize the learning in which he engages, and permit him to deal more intelligently with new situations.[19] There is more efficiency in learning when a new idea is based on the existence of a clear but limited number of concepts.

If knowledge is to be appreciated and its utility made apparent, meaningful organization of that knowledge is

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[17] Wesley, p. 299.

[18] Ibid., p. 290.

[19] Dressel, p. 12.

necessary. Global concepts synthesize knowledge by tying together what may previously have been unrelated facts. Also, they make it easier for the individual to become acquainted with the field by mastering a relatively few significant ideas rather than a multiplicity of specifics.[20]

Concepts not only tie together unrelated facts but also can give some sense of unity of knowledge. This unity can be achieved through the identification of a limited number of central or key ideas or concepts widely applicable in several fields and useful at a number of different levels of sophistication in each field.[21] Achievement of unity is a problem in the social sciences. It is difficult to obtain an elementary, basic, or primitive set of concepts which would make it possible to describe all of the diverse phases of human interest and experience.[22]

Concepts and Curriculum:

Vocational fields involve applications of knowledge to the solution of specific problems. A vocational field may develop its own concepts but to a large extent these are dependent upon, emergent from, and adaptations of those arising in the basic fields of knowledge upon which the profession

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[20] Dressel, p. 8.

[21] Ibid., p. 8.

[22] Ibid., p. 9.

depends.[23]

The design of the curriculum is closely related to the basic goals aimed at. These goals cannot be achieved unless basic concepts are understood and accepted. The problem is evident when the question arises--howdoes one construct curricula that can be taught by ordinary teachers to ordinary students that will at the same time reflect clearly basic or underlying principles of various fields of inquiry?[24] The central role needs to be given to the pervading and powerful ideas and attitudes relating to them.

According to Bruner, the main objective of education is to present subject matter effectively and with due regard not only for coverage but also for structure. Grasping the structure of a subject means to understand it in a way that permits many other things to be related to it meaningfully; to learn structure, in short, is to learn how things are related.[25] Claims for teaching this fundamental structure are: understanding fundamentals makes the subject more comprehensible; structural or patterned information is easier to remember; and the understanding of these fundamental concepts appears to be the main road to adequate transfer of training.[26]

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[23] Dressel, p. 16.

[24] Bruner, p. 18.

[25] Ibid., p. 7.

[26] Ibid., pp. 23-25.

Once some basic concepts are defined, curriculum planning may proceed in a more orderly fashion. First a set of experiences is developed which provides an introduction to the more simple concepts. Then on a sequential basis, learning proceeds through experiences utilizing this basic knowledge and the cultivation of skills and values essential for achieving mastery of the initial concepts at a still more sophisticated level. Gradually the introduction of more difficult concepts and experiences develops the ability to grasp complicated and unifying concepts which tie together the more elementary ones already introduced.[27] This continual broadening and deepening of knowledge in terms of basic and general ideas or concepts is the heart of the educational process.

Conceptual Subject Matter

It has been reasonably well established that basic concepts are essential in planning a well structured curriculum. The purpose of the following section is to present the central ideas from the resources that were used to delineate basic concepts in the family relations area.

Gordon Allport[28] views personality as a self-contained system, and thus he feels it merits study in its own right. The reader is introduced to the subject of personality with

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[27] Bruner, p. 17.

[28] Gordon W. Allport, Pattern and Growth in Personality, (New York: Holt, Rinehart and Winston, 1961).

a discussion of individuality as the prime characteristic of human nature; present is the dilemma of uniqueness. Personality is defined by Allport as "a dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought." (p. 28.) Each personality is different from all others and strives to maintain its integrity and fulfill its destiny in its own way.

In his discussion of the foundations of personality, Allport points out that physique, temperament and intelligence are the raw materials of personality that later training and experience can fashion into a fully developed personality.

Allport sees the self as an object of knowledge and feeling and contends that the sense of the self as well as knowledge of the outside world is wholly dependent on the criss-crossing of the conscious past, present, and future states. This range of consciousness at any one time is so small that it must be said that much of what goes on in one's personality belongs in some way to a non-conscious stratum.

Allport sees personality as a system within a matrix of sociocultural systems; an inside structure embedded within and interacting with the outside structure, neither of which could exist without the other. The social system as well as the personality structure permit a wide range of variability, thus allowing a mutual adaptation and successful interaction to be achieved.

Allport states that no one has been able to tell us what normality, health or maturity of personality mean. There is some agreement that mature personality will have a widely extended sense of the self; be able to relate warmly to others; possess a fundamental emotional security and acceptance; perceive, think and act with zest in accordance with outer reality; be capable of self objectification, of insight and humor; and live in harmony with a unifying philosophy of life.

In the discussion of the understanding of personality, Allport points out the factor of person perception; our image of another person is only a phenomenon--"A picture in our own mind--rough and ready replica of the objective reality." (p. 498.) Allport believes that one's major task in life is to achieve increasing success in our perception of one another.

Martin and Stendler[29] introduce the topic of child behavior and development by examining ways in which children can be expected to resemble one another because of their biological inheritance. The impact of society and culture account for the observed differences in people; societies have different goals and employ different methods of socialization. The individual and society are interrelating forces that mold the human personality. Socialization is thought to be a learning-teaching process. This process is begun in the

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[29]William Martin and Celia Stendler, Child Behavior and Development, (New York: Harcourt, Brace and Company, 1959).

family; the parents are the first socializing agents. Parent behavior creates a climate or atmosphere in the home which has an influence upon the child's development. After summation of much evidence, the authors conclude that the family climate and composition influence socialization but that there is no invariable relationship between a particular kind of home atmosphere and the child's personality; the same atmosphere may produce very different children.

A child's peer group influences his socialization by providing him models, rewards, an identity and support. Though the peer group does give a positive influence, it can also have some adverse effects. The peer culture is the agent for new learning outside of the home.

The child not only learns a particular pattern of behavior as he interacts with parents, teachers, and peers, but is also influenced by the wider community setting and its forces. The physical setting of the community, the church and other organizations, and mass media all have their influence upon the socialization of the child.

Understanding the individual as a result of societal forces is the central theme brought out by McCandless.[30] Socialization is seen by the author as being a learning-teaching process, some of which is clearly conscious, the rest, unconscious; it implies not only social responsiveness

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[30]Boyd R. McCandless, Children and Adolescents, (New York: Holt, Rinehart and Winston, 1961).

but also social and ultimately personal controls. All societies are organized to reward successful socialization with powerful incentives and to punish for lack of successful organization. Every society has developed sanctions concerning the behavior of its members. Thus socialized individuals attach importance and pay attention to people and the rules that have been developed to mold them into and keep them functioning as a society.

It can be seen how the development of any individual depends upon how he sees and reacts to the socializing forces of the culture of which he is a member. Social acceptance is related to good personal adjustment; McCandless feels that perhaps a person's most important single accomplishment is adequate socialization. It is pointed out that a substantial share of our personal and social crises occur because of a failure to cooperate; we are insensitive to the needs of our fellow man and he is insensitive to ours.

In our culture, adolescence affords a "psychosocial moratorium." During successful early adolescence, mature time perspective is developed; the young person acquires self-certainty as opposed to self-consciousness and self-doubt.

Ausubel[31] has as the central theme of his book that adolescence is a distinctive state in personality development

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[31]David P. Ausubel, Theory and Problems of Adolescent Development, (New York: Grune and Stratton, 1954).

precipitated by significant changes in the biosocial status of the child. These changes require extensive reorganization of the personality and these changes show certain basic uniformities from one culture to another.

Adolescence is described by Ausubel as being characterized by a host of psychobiological and psychosocial conditions that make for a heightened capacity for emotional reactivity. Mere attainment of adult physical stature is a source of serious misperception by the adolescent. The adolescent self becomes a crucial and clearly delineated object of awareness.

The adolescent peer group's nature, structure, norms and purposes are largely conditioned by characteristics of the particular adult culture in which it is embedded. This peer group is seen by Ausubel as a principal training institution of the adolescent period and its social goals are basically oriented toward the adult world.

Ausubel sees considerable emancipation from parents' influence on goals, values, and behavior long before a comparable measure of social and economic recognition is conferred by society.

Lawrence and Mary Frank,[32] in their discussion of the family, point out that there is no family in the abstract; children grow up in a specific, actual family made up of the

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[32]Lawrence and Mary Frank, Your Adolescent: At Home and in School, (New York: The New American Library, 1959).

various family members. In this group exists a "climate of opinion" that includes ideas, ethics, traditions, experiences, as well as new ideas and ideals. The Franks make an analogy of family relations with an electrical circuit. Each event is a "follow-up" or a "go-before" of another event--or in which one event or relationship is a perpetual "short-circuit." The authors conclude their discussion on the family by pointing out that each family can be a society for mutual support when its members realize the needs of the others as well as their own needs.

Participants in the Iowa Family Relationships Workshop[33] set up a list of concepts and generalizations including subjects such as universality of families, family functions, living in a family, and family-community interaction. This list was used as a resource.

This brief but broad overview of subject matter dealing with personality, early adolescence and the family should serve to indicate the general types as well as the specific resources that were utilized in the search for conceptually oriented subject matter relevant to the junior high school level.

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[33]Work Material for use in Home Economics Education Regional Conferences, Spring 1963. Home Economics Education Branch, U. S. Office of Education.

CHAPTER III

METHODOLOGY

This study involved delineating some basic concepts in the family relations area that are applicable for junior high school homemaking classes.

Three areas in the family relations area were chosen in order to have some basis upon which to select concepts from resource materials. These areas are: (1) Understanding the individual; (2) Understanding group relations; and, (3) Understanding family relations.

The following resource materials were selected because of their sophisticated and comprehensive presentation of the material related to the family life area.

Gordon W. Allport, Pattern and Growth in Personality

David P. Ausubel, Theory and Problems of Adolescent Development

Lawrence and Mary Frank, Your Adolescent: At Home and in School

Iowa Family Relationships Workshop

William Martin and Celia Stendler, Child Behavior and Development

Boyd R. McCandless, Children and Adolescents

While this material was being read, a tentative list of basic concepts was drawn that seemed to meet the following

criteria:

1. Important, central, key.

2. Transmittable through planned educational experiences.

3. Based on or related to research.

4. Useful in stimulating search for meaning and in encouraging further investigation.

5. Useful in interrelating facts and lower level concepts.

6. Useful in decision making.

7. Directive, cumulative, and integrative.[34]

A subject matter criteria was added to this list.

8. Relevant to a student's possible learnings in a family relations class.

The following is a list of the tentative basic concepts that was delineated for the three aspects of family relations study.

Understanding the Individual

1. Understanding one's self helps a person to understand and accept others, and understanding others helps one better to understand himself. (Iowa Workshop)

2. Personality, the totality of a person's characteristics, is formed by biological endowment, cultural shaping and cognitive style. (Allport)

3. Culture influences behavior which in turn produces a basic personality type, common to all people in the culture. (McCandless)

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[34]Dressel, p. 16.

4. Every person deviates in thousands of ways from the hypothetical average man but his individuality is more than the sum of all these separate deviations. (Allport)

5. Development of any individual depends upon how he perceives and reacts to the socializing forces of the culture of which he is a member. (McCandless)

Understanding Group Relations

1. Socialization is a learning-teaching process. (McCandless)

2. Every society has developed sanctions concerning the behavior of its members. (McCandless)

3. A person brings to a situation all of the experiences of his past, his present, and even his aspirations and dreams for the future. (Iowa Workshop)

4. The nature, structure, norms and purposes of a group are largely conditioned by the characteristics of the particular society in which it is embedded. (Ausubel)

5. The basis of cooperative activity is integrated diversity. (Ausubel)

6. Social adjustment is marked by self-extension and compassion. (Allport)

7. Communicative ability is essential to be interpersonally competent. (Ausubel)

8. Realistic interpersonal relations and smooth functioning of a group depend on accurate person perception. (Ausubel)

9. An individual's perception of reality is complicated by emotional bias. (Allport)

Understanding Family Relations

1. The family is a unity of interacting personalities that create a "climate of opinion." (Frank)

2. In our culture, considerable emancipation from parents' influence on goals, values, and behavior is achieved long before a comparable measure of social and economic recognition is conferred by society. (Ausubel)

3. Home and culture strive to instill in the individual a desire for status based on his own capabilities as a person in his own right, rather than for reflected status derived from mere dependent relationships to parents. (Ausubel)

4. Family relations are like an electrical circuit in which each event is a "follow-up" or a "go-before" of another event, or in which one event or relationship is a perpetual "short circuit." (Frank)

5. A family is a society for mutual support when its members recognize the needs of the others and their own needs. (Frank)

6. The family climate, composition and intrarelationships affect the socialization of the individual. (Martin & Stendler)

A select panel consisting of five prominent professional people in the family relations area were asked to participate in the study. The panel members were:

Dr. Christine Beasley	-	University of Tennessee
Dr. Carlfred Broderick	-	Pennsylvania State University
Dr. John Chantiny	-	Merrill Palmer Institute
Dr. Harold Feldman	-	Cornell University
Dr. Alice Thorpe	-	Michigan State University

To this panel of judges was presented the list of basic concepts in random order, along with the list of criteria and rating scale. The rating scale consisted of three statements which each judge could check that he felt best described each concept. These descriptive statements were:

1. Not a concept; does not meet criteria.

2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

3. Is a concept; meets all criteria.

Space was provided for additional comments.

Upon return of the material from the panel members, a final list of concepts was developed.

CHAPTER IV

RESULTS

The responses from the panel of judges were used to determine the adequacy of the concepts that had been originally delineated. (See Appendix A.)

Summary sheets were made to gain an overall view of the rating and comments given for each concept by the entire panel. (See Appendix B.) Using this information, each concept was evaluated, and either left unchanged, revised, or discarded on the basis of the following criteria:

1. Those concepts that received two or more (1) ratings were discarded.

2. In the cases where a panel member did not indicate any rating for a concept, it was assumed to be a (1) rating.

3. Those concepts that received (3) ratings by the entire panel were unchanged.

4. Those concepts that had any other combination of ratings were revised or discarded on the basis of the author's interpretation of the comments.

Concept #1: The nature, structure, norms and purposes of a group are largely conditioned by the characteristics of the particular society in which it is embedded.

This concept needed clarification based on the comments made by two panel members. The concept was revised.

Revision

The nature, structure, norms and purposes of a group are partly conditioned by these same characteristics of the particular larger society in which it is embedded.

Concept #2: Culture influences behavior which in turn produces a basic personality type, common to all people in the culture.

Though this concept was given a majority of #2 ratings, it was discarded on the basis of the comments made concerning its validity.

Concept #3: Family relations are like an electrical circuit in which each event is a "follow-up" or a "go-before" of another event in which one event or relationship is a perpetual "short-circuit."

This concept was discarded because of the ratings it was given.

Concept #4: The basis of cooperative activity is integrated diversity.

The ratings given this concept indicated that this concept should be discarded.

Concept #5: In our culture, considerable emancipation from parents' influence on goals, values, and behavior is achieved long before a comparable measure of social and economic recognition is conferred by society.

The ratings given this concept allowed it to remain as stated.

Concept #6: The family climate, composition and intra-relationships affect the socialization of the individual.

Upon evaluation and agreement of the inclusiveness of

the term "climate" as suggested by one panel member, the concept was revised.

Revision

The family composition, intra-relationships and the resulting family climate affect the socialization of the individual.

Concept #7: A person brings to a situation all the experiences of his past, his present, and even his aspirations and dreams for the future.

This concept was unchanged on the basis of the ratings the panel members gave it.

Concept #8: Communicative ability is essential to be interpersonally competent.

The word "communicative" was changed to "communication" as suggested by one panel member. To give the concept a more causal relationship and clearer meaning, it was revised.

Revision

Interpersonal competence increases with communication ability.

Concept #9: Home and culture strive to instill in the individual a desire for status based on his own capabilities as a person in his own right, rather than for reflected status derived from mere dependent relationships to parents.

This concept was discarded because of the ratings it received.

Concept #10: The family is a unity of interacting personalities that create a "climate of opinion."

The ratings indicated that this concept was acceptable as stated.

Concept #11: Understanding one's self helps a person to understand and accept others, and understanding others helps one better to understand himself.

The concept was unchanged as a result of the ratings it received.

Concept #12: Development of any individual depends upon how he perceives and reacts to the socializing forces of the culture of which he is a member.

After evaluating one panel member's comments, the term "development" was made more specific by introducing adjectives that described what type of development was indicated. Further revision was necessary to include developmental aspects that transcend culture paths as was indicated also by one panel member.

Revision

Social, psychological and physical development of any individual depends upon how he perceives and reacts to the socializing forces which impinge upon him; such forces being a product of the culture of which he is a member, and any other culture that may influence him.

Concept #13: Socialization is a learning-teaching process.

Revision of this concept was necessary due to the fact that this concept's validity depends upon the meaning given to the term "socialization," as was mentioned by one panel member.

Revision

The individual's adaptation to the social needs or uses of his culture is a learning-teaching process.

Concept #14: An individual's perception of reality is com-

plicated by emotional bias.

After evaluating one panel member's comments concerning the meaning of reality and whether bias complicates or is a part of the perceptive process the concept was revised.

Revision

An individual's perception of his environment is influenced by emotional bias.

Concept #15: A family is a society for mutual support when its members recognize the needs of the others and their own needs.

This concept was revised on the basis of one panel member's suggestion that it is not enough to recognize the needs of others. This concept is not a definition as suggested by one panel member. A family is commonly defined as a group of closely related individuals--mutual support need not be present for a group to be called a family.

Revision

A family is a society for mutual support when its members realize the needs of the others, their own needs, and attempt to meet them.

Concept #16: Social adjustment is marked by self-extension and compassion.

The comment by one panel member that this concept is true mostly of the adult world has no bearing on the validity of the concept. Junior high school students would not be expected to attain such social adjustment at their maturational level, but they can learn what indicates good social adjustment. Upon the suggestion of one panel member, self-extension

was clarified by substituting the word, empathy.

Revision

Social adjustment is marked by empathy and compassion.

Concept #17: Every person deviates in thousands of ways from the hypothetical average man but his individuality is more than the sum of all these separate deviations.

On the basis of one panel member's comments, the concept was discarded. It was felt by the author that the central idea of individuality in this concept could be covered in concept #19.

Concept #18: Every society has developed sanctions concerning the behavior of its members.

On the basis of the ratings given this concept, it was unchanged.

Concept #19: Personality, the totality of a person's characteristics, is formed by biological endowment, cultural shaping and cognitive style.

This was unchanged on the basis of the ratings.

Concept #20: Realistic interpersonal relations and smooth functioning of a group depend on accurate person perception.

It was felt by the author that this concept could be clarified with some revision.

Revision

Interpersonal relations and smooth functioning of a group are facilitated by accurate person perception by the members of the group.

FINAL LISTS OF CONCEPTS

Understanding the Individual

1. Understanding one's self helps a person to understand and accept others, and understanding others helps one better to understand himself.

2. Social, psychological and physical development of any individual depends upon how he perceives and reacts to the socializing forces which impinge upon him; such forces being a product of the culture of which he is a member, and any other culture that may influence him.

3. Personality, the totality of a person's characteristics, is formed by biological endowment, cultural shaping and cognitive style.

4. An individual's perception of his environment is influenced by emotional bias.

Understanding Group Relations

1. The nature, structure, norms and purposes of a group are partly conditioned by these same characteristics of the particular larger society in which it is embedded.

2. A person brings to a situation all the experiences of his past, his present, and even his aspirations and dreams for the future.

3. Interpersonal competence increases with communication ability.

4. The individual's adaptation to the social needs or uses of his culture is a learning-teaching process.

5. Social adjustment is marked by empathy and compassion.

6. Every society has developed sanctions concerning the behavior of its members.

7. Interpersonal relations and smooth functioning of a group are facilitated by accurate person perception by the members of the group.

Understanding Family Relations

1. In our culture, considerable emancipation from parent's influence on goals, values, and behavior is achieved long before a comparable measure of social and economic recognition is conferred by society.

2. The family composition, intra-relationships and the resulting family climate, affect the socialization of the individual.

3. The family is a unity of interacting personalities that create a "climate of opinion."

4. A family is a society for mutual support when its members recognize the needs of the others, their own needs, and attempt to meet them.

CHAPTER V

ILLUSTRATION OF THE USE OF A BASIC CONCEPT

Presenting subject matter to a particular age group involves representing the subject's structure in terms of the group's cognitive world. This fundamental structure should be presented in a way that creates interest and leads the student to discover for himself. "Ideally, interest in material to be learned is the best stimulus to learning, rather than such external goals as grades or later competitive advantage."[35]

The learner will seldom acquire a concept by hearing it stated repeatedly. A concept taught directly will lose its value; for the pupil, it becomes a mere fact.[36] The most useful concept is the one that the pupil makes for himself. The teacher can provide examples, identify materials, and help to assemble related instances but the pupil must see the relationship and draw the synthesizing conclusion.[37]

Mastery of the basic concepts of a subject involves not only grasping of the general ideas, but also the development of a positive attitude--an attitude that allows the student to learn and inquire, and to solve problems on

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[35] Bruner, p. 14.

[36] Wesley, p. 308.

[37] Ibid., p. 309.

his own. A working version of this attitude will help the student to organize his learning to make it usable and meaningful in his thinking. Needed to instill such an attitude in the student is a sense of excitement about discovery--discovery of similarities between old and newly discovered ideas.

It is important to recognize the fact that basic concepts are to be used by the teacher in organizing the subject matter and in planning learning experiences.

Concepts can be stated the same way regardless of the educational level at which they will be utilized. It is the sophistication of the learning experience that is dependent on the group's intellectual development.

It is the purpose of this chapter to illustrate how basic learnings can be developed and structured with a basic concept used as a foundation. The concept chosen for illustration was: Interpersonal competence increases with communication ability. Communication ability is thought of as a process by which an interchange of thoughts and ideas takes place. The term "interpersonal competence" is interpreted as a capability to meet and deal with the changing world. This capability is dependent on intelligence, autonomy, empathy, and judgment.

The following are basic objectives thought relevant to the stated basic concept:

1. To gain some understanding and knowledge of the

various ways communication takes place.

2. To gain an awareness that communication is a two-way process.

3. To gain an awareness that communication ability is necessary for understanding one another.

Objective #1: To gain some understanding and knowledge of the various ways communication takes place.

I. Spoken words are one way people express their thoughts and ideas.

II. Our actions also show our thoughts and feelings.

A. Facial gestures indicate what a person thinks.

1. A frown often indicates disappointment.

2. A smile often indicates happiness and agreement.

3. Crying often indicates sadness.

4. An expressionless face can indicate disinterest.

B. Looking at someone while listening shows your interest in what is being said.

C. Bodily movements show the other person many things about how you think.

1. Turning away from someone often indicates disapproval or disinterest.

2. Approval of what has been said can be shown by clapping the hands or waving the arms.

III. The way we speak or act depends on several things.

A. The age of the people we are talking with will to

some extent determine how we act or talk.

1. We will talk and act in a different manner with older people than with people our own age or younger.

B. We talk and act differently in different situations.

1. Classroom
2. Church
3. Parties
4. Club meetings

C. We can talk more easily when we have some knowledge of the subject that is being discussed.

D. Our emotions and attitudes affect the way we talk and act.

Objective #2: To gain an awareness that communication is a two-way process.

I. Thoughts and ideas start from a source.

A. Pictures and other objects can cause us to create some of our thoughts.

B. People become a source of communication when they express their thoughts.

II. A message of some form is sent from the source.

A. Spoken words are one form of a message.

B. A person's actions are another form of a message.

III. A message is sent through a channel.

A. Channels must be kept open if messages are to be

sent through from the source.

IV. The process of communication is completed when the message has been received by a receiver and the receiver responds in some way to the message.

Objective #3: To gain an awareness that communication ability is necessary for understanding one another.

I. People see and hear only what they want to.

A. Past experience and present attitudes play a part in letting us see what there is to see.

B. Past experience and present attitudes also play a part in letting us select to hear what we want to hear.

C. At a certain moment, we see and hear things that are of particular importance to us.

II. Meanings lie in people, not in the words spoken.

A. We interpret what is being said on the basis of our past experience.

1. Certain meanings come to our mind first because of our familiarity with the word or expression.

III. Being a good conversationalist helps us to understand other people's thoughts and ideas.

A. By asking questions, we are able to find out what the other person thinks about a certain topic.

B. Listening to what is being said helps us to become aware of thoughts and ideas of the other person.

C. Watching the gestures and actions of the person

speaking help us to better understand what he is conveying to us.

D. Responding to what has been said helps us to realize whether we understand what is said, and also lets the other person realize if he has been interpreted correctly.

This brief outline has illustrated that a basic concept gives a foundation for curriculum development--a unity of knowledge. This foundation acts as a guide in the development of basic objectives. Once these objectives are identified, then basic learnings can be developed. This organized pattern of subject matter can then be taught to the class with appropriate learning experiences.

CHAPTER VI

SUMMARY

The purpose of this study was to delineate some basic concepts in the family life area that are applicable at the junior high school level.

Sophisticated and comprehensive resource material was chosen from which the concepts were drawn. These resources included books by Allport, Ausubel, Frank, Martin and Stendler, and McCandless. A list of criteria was used as a basis for selecting these concepts.

A select panel consisting of five prominent professional people in the family relations area was formed. To this panel of judges was presented the tentative list of twenty concepts along with the list of criteria and a rating scale.

Using the information received from the evaluation material from the panel of judges, summary sheets were made to gain an overall view of the rating and comments given for each concept by the entire panel. The concepts were then either unchanged, revised or discarded on the basis of the panel's evaluation. A final list of fifteen basic concepts was developed.

To illustrate the importance of basic concepts in curriculum planning, one basic concept was used as a foundation upon which general objectives and basic learnings were developed.

The results of this study are only a beginning in giving junior high school home economics teachers a structure upon which to build curriculum in the family life area. More extensive investigation of resource material would result in a more comprehensive list of concepts. Also a more extensive and larger scale evaluation procedure would result in a more perfected list of final concepts.

More work in delineating basic concepts is very much needed, not only in the family relations area but in all other phases of home economics. If the profession is to meet the challenge of the times, a concentrated effort in making the home economics curriculum fit into today's educational system is a must. Only after basic concepts have been developed can we proceed in creating an educational program that will meet the needs of the students, who, tomorrow, will be the leaders of this ever-changing society.

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APPENDIX A

721 Owen Graduate Hall
Michigan State University
East Lansing, Michigan

Dr.

Dear Dr. - :

At the present time I am working on my Master of Arts degree at Michigan State University. My major area of study is education for home and family living and my minor is education.

For my research problem, I am delineating basic concepts in family relations that are applicable at the junior high school level.

To assist me in formulating some basic concepts according to a chosen criteria, a select panel of judges in the family relations area is being formed to evaluate the concepts. This evaluation will involve the use of a rating scale.

I would very much like to have you serve as a panel member. I have selected your name and, unless I hear from you to the contrary, will assume that you can take the twenty to thirty minutes to use the scale. The concepts to be evaluated and the rating scale will be sent to you in the latter part of June.

Thank you for your attention.

Sincerely yours,

Joyce Gans

721 Owen Graduate Hall
Michigan State University
East Lansing, Michigan
June 12, 1963

Dr.

Dear Dr. - :

Thank you for accepting the position as a panel member in evaluating the basic concepts I have delineated for my research problem.

Enclosed you will find the list of basic concepts and the rating scale. The concepts, if you consider them basic concepts, should meet all these criteria:

1. Important, central, key.
2. Transmittable through planned educational experiences.
3. Based or related to research.
4. Useful in stimulating search for meaning and in encouraging further investigation.
5. Useful in interrelating facts and lower level concepts.
6. Useful in decision making.
7. Directive, cumulative, and integrative.
8. Relevant to a student's possible learnings in a family relations class.

I would appreciate it if you would evaluate these concepts, using the enclosed rating scale, adding further comments if you so desire.

If at all possible, I would like the concepts and rating scale returned by Tuesday, June 25th.

Thank you for your cooperation.

Sincerely yours,

Joyce Gans

Basic Concepts in Family Relations Applicable at the Junior High School Level

Directions: Check the statement that best describes the concept. Added comments can be placed in the space provided.

1. The nature, structure, norms and purposes of a group are largely conditioned by the characteristics of the particular society in which it is embedded.

   ____1. Not a concept; does not meet criteria.

   ____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

   ____3. Is a concept; meets all criteria.

   Comments:

2. Culture influences behavior which in turn produces a basic personality type, common to all people in the culture.

   ____1. Not a concept; does not meet criteria.

   ____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

   ____3. Is a concept; meets all criteria.

   Comments:

3. Family relations are like an electrical circuit in which each event is a "follow-up" or a "go-before" of another event in which one event or relationship is a perpetual "short-circuit."

   ____1. Not a concept; does not meet criteria.

   ____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

   ____3. Is a concept; meets all criteria.

   Comments:

4. The basis of cooperative activity is integrated diversity.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

5. In our culture, considerable emancipation from parents' influence on goals, values, and behavior is achieved long before a comparable measure of social and economic recognition is conferred by society.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept: meets all criteria.

Comments:

6. The family climate, composition and intra-relationships affect the socialization of the individual.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

7. A person brings to a situation all the experiences of his past, his present, and even his aspirations and dreams for the future.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

8. Communicative ability is essential to be interpersonally competent.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

9. Home and culture strive to instill in the individual a desire for status based on his own capabilities as a person in his own right, rather than for reflected status derived from more dependent relationships to parents.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

10. The family is a unitv of interacting personalities that create a "climate of opinion."

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

11. Understanding one's self helps a person to understand and accept others, and understanding others helps one better to understand himself.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

12. Development of any individual depends upon how he perceives and reacts to the socializing forces of the culture of which he is a member.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

13. Socialization is a learning-teaching process.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

14. An individual's perception of reality is complicated by emotional bias.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

15. A family is a society for mutual support when its members recognize the needs of the others and their own needs.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

16. Social adjustment is marked by self-extension and compassion.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

17. Every person deviates in thousands of ways from the hypothetical average man but his individuality is more than the sum of all these separate deviations.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

18. Every society has developed sanctions concerning the behavior of its members.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

19. Personality, the totality of a person's characteristics, is formed by biological endowment, cultural shaping and cognitive style.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

20. Realistic interpersonal relations and smooth functioning of a group depend on accurate person perception.

____1. Not a concept; does not meet criteria.

____2. Not a concept as stated; needs to be combined with another statement or elaborated upon with use of additional ideas.

____3. Is a concept; meets all criteria.

Comments:

APPENDIX B

Concept No. 1 - The Nature, Structure, Norms and Purposes of a Group are Largely Conditioned by the Characteristics of the Particular Society in Which it is Embedded

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny		X		A society is the structure, norms, etc., of its groups.
Dr. Broderick			X	No basis in research for such a statement as originally stated. (Substitute <u>partly</u> for <u>largely</u>).
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 2 - Culture Influences Behavior which in Turn Produces a Basic Personality Type, Common to All People in the Culture

Panel Member	Rating 1	2	3	Comments
Dr. Beasley		X		I doubt if there is a "personality type" common to all people in a culture--could this phrase be changed?
Dr. Chantiny		X		This concept does not accurately reflect present knowledge. There is, for example, some new evidence on genital determinants of personality aspects. Culture is not everywhere accepted as a determiner any more than a result of other determinents.
Dr. Broderick		X		Probably not even true.
Dr. Thorpe		X		I question the truth of the statement. It is too inclusive.
Dr. Feldman			X	Perhaps common to sib groups within culture.

Concept No. 3 - Family Relations are Like an Electrical Circuit in Which Each Event is a "Follow-Up" or a "Go-Before" of Another Event in Which One Event or Relationship is a Perpetual "Short-Circuit."

Panel Member	Rating 1	2	3	Comments
Dr. Beasley				I'm afraid I do not comprehend your analogy here. The "short-circuit" part--maybe it is my ignorance of electricity.
Dr. Chantiny		X		Misleading and over-simplified much too linear to reflect current thinking about interrelationships and much to causal to reflect current thinking about cause-effect.
Dr. Broderick		X		I don't even understand it.
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 4 - The Basis of Cooperative Activity is Integrated Diversity

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	I would suggest A basis rather than THE basis.
Dr. Broderick	X			As stated it is ambiguous. If are referring to Dunkheim's statement about division of labor or Allport's about differentiation and integration, it could be much more clearly stated.
Dr. Thorpe			X	
Dr. Feldman	X			Not sure what this means or whether it is true if I understand it correctly.

Concept No. 5 - In Our Culture, Considerable Emancipation from Parent's Influence on Goals, Values, and Behavior is Achieved Long Before a Comparable Measure of Social and Economic Recognition is Conferred by Society.

Panel Members	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	However I think this should be ventured as an hypothesis.
Dr. Broderick			X	
Dr. Thorpe		X		Not sure I agree with the statement.
Dr. Feldman			X	

Concept No. 6 - The Family Climate, Composition and Intra-relationships Affect the Socialization of the Individual.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny		X		The family climate presumably is a term covering composition, intra-relationships, patterns and specifics, etc.
Dr. Broderick			X	Not a very interesting generalization, since it does not specify any direction or medium of influence.
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 7 - A Person Brings to a Situation All the Experiences of His Past, His Present, and Even His Aspirations and Dreams for the Future.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	
Dr. Broderick			X	
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 8 - Communicative Ability is Essential to be Interpersonally Competent.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny		X		First off, don't you mean communication ability? Second off, aren't you referring to people? Third off, should you specify competence in something?
Dr. Broderick			X	Obviously true by definition of the term "interpersonally." But it is such a gross statement without further qualification that it is scarcely worth saying.
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 9 - Home and Culture Strive to Instill in the Individual a Desire for Status Based on His Own Capabilities as a Person in His Own Right, Rather Than for Reflected Status Derived from Mere Dependent Relationships to Parents.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	This is far too full of sleepers. What culture and what home? How do a person's capabilities as a person differ from his other capabilities, his cultural loyalties, etc.?
Dr. Broderick	X			Probably not true.
Dr. Thorpe			X	
Dr. Feldman				In our society this may be so for some social class groups. Is it so for the upper-upper? (ascribed and achieved status)

Concept No. 10 - The Family is a Unity of Interacting Personalities that Create a "Climate of Opinion."

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	
Dr. Broderick			X	
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 11 - Understanding One's Self Helps a Person to Understand and Accept Others, and Understanding Others Helps One Better to Understand Himself.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	Needs to be thought of as an hypothesis, of course.
Dr. Broderick			X	
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 12 - Development of Any Individual Depends Upon How He Perceived and Reacts to the Socializing Forces of the Culture of Which He is a Member.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny		X		What kind of development? Aren't there other important aspects to development, perhaps some transcending culture paths?
Dr. Broderick			X	
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 13 - Socialization is a Learning-Teaching Process.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	
Dr. Broderick				By definition of the term "socialization."
Dr. Thorpe			X	
Dr. Feldman		X		Not sure what this means but it sounds good.

Concept No. 14 - An Individual's Perception of Reality is Complicated by Emotional Bias.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny		X		What is reality? Is perception complicated by emotional bias or is perception composed in part of emotional "bias?"
Dr. Broderick				Again by definition of the word bias.
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 15 - A Family is a Society for Mutual Support When Its Members Recognize the Needs of the Others and Their Own Needs.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	
Dr. Broderick	X			It is a definition, not a concept.
Dr. Thorpe		X		It is not enough to "recognize the needs--one must try to meet them to some extent.
Dr. Feldman			X	

Concept No. 16 - Social Adjustment is Marked by Self-extension and Compassion.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley		X		The above is true of adult social adjustment. Children are not capable of these qualities to any very large degree, but, I believe, can be called "socially adjusted" at their level of maturation.
Dr. Chantiny			X	Clarify self-extension.
Dr. Broderick				Again a definition matter.
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 17 - Every Person Deviates in Thousands of Ways From the Hypothetical Average Man But His Individuality is More Than the Sum of All These Separate Deviations.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny		X		This is an assertion, really, which is not demonstrable. Furthermore the hypothetical average man is a vague concept in itself. This doesn't get at what you started out to say, does it?
Dr. Broderick				I don't know what that means.
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 18 - Every Society Has Developed Sanctions Concerning the Behavior of Its Members.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	
Dr. Broderick			X	
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 19 - Personality, the Totality of a Person's Characteristics, is Formed by Biological Endowment, Cultural Shaping and Cognitive Style.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	
Dr. Broderick				What is cognitive style?
Dr. Thorpe			X	
Dr. Feldman			X	

Concept No. 20 - Realistic Interpersonal Relations and Smooth Functioning of a Group Depend on Accurate Person Perception.

Panel Member	Rating 1	2	3	Comments
Dr. Beasley			X	
Dr. Chantiny			X	This could lead you into complications, though.
Dr. Broderick				Same as 8. (Obviously true by definition of the term "interpersonal." But it is such a gross statement without further qualification that it is scarcely worth saying.)
Dr. Thorpe			X	
Dr. Feldman			X	

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