Post Secondary Family Life Education
In British Columbia

by

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ABSTRACT

Family life education is now advocated by many authorities but rarely defined. Analysis and definition of curricula in the field is equally rare.

This study pays special attention to education in this subject area, especially in tertiary institutions. University and community college programs are discussed.

Part of this thesis is a detailed review of relevant literature. Particular attention is paid to (1) definitions of the topic, (2) possibilities and proposals for interdisciplinary contributions to the field of study, (3) instruction in the area, including content and methods.

Focusing on British Columbia, a detailed survey was conducted of all agencies expected to be active in family life education. Many gave negative reports indicating no programs were offered. Detailed analysis of the responses produced a comprehensive profile of agencies reporting participation. Critical aspects of the analysis were, (1) types of agencies, (2) the instructors active, (3) clients of the programs, (4) outline of curriculum. While several types of agencies are active in family life education (schools, churches), the bulk of the courses were offered in the realm of social work.

Nevertheless, the need is apparent for more and different courses available at the tertiary level in community colleges and universities. Final recommendations include establishing a Family Life Studies Institute to coordinate local instruction, research and study programs.
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Footnote: "In this paper, post-secondary and tertiary
are used synonymously".
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Chapter 1

WHAT IS FAMILY LIFE EDUCATION?

Family life education is widely advocated today, by a vast variety of people, institutions and media. But it is variously defined, and sometimes not defined at all. The principal purpose of the present study is to concentrate on how family life education can be taught. An essential preliminary act is adequate definition. One writer, Roberta Frasier (45) has described the term as an umbrella, covering interpersonal relationships, self-understanding, sex education, social living skills, and personal, sound values. "The end result is the development of individuals and families who contribute constructively to the society in which they live." The diversity of these activities and sentiments in Western culture involve a variety of professions and practitioners. It is equally clear that many "disciplines" and areas of knowledge contribute.

Avery and Lee (31) conducted a canvass of professionals active in the field to ascertain agreements and disagreements on a definition of the term. A study by the E.C. Brown Trust, in Oregon, led to the following statement relating it to teaching: "Family life education involves any and all school experiences deliberately and consciously used by teachers in helping develop the personalities of students to their fullest capacities as present and future
Family members - those capacities which equip the individual to solve most constructively the problems unique to his family role."

Most inquiries show consensus by centering the topic on interpersonal relationships, and on the inclusion of sex education in its normative perspective; both of these related to family living. There is frequent recognition that a basic aspect of the subject is the need for training leaders and models (instruction at the tertiary level).

"Over and over in the questionnaire we have encountered the idea that teachers are too often unprepared for some of the tasks which family life education in its varied aspects calls on them to perform." Additionally, agencies other than schools and the home usually are seen as essential to effective family life education, although "we believe the major burden of family life education must inevitably be carried by the schools and colleges."3

"The urgency to clarify the relationship between family life education and sex education has been fanned into flames by increased community demands for curriculum expansion."4 Rose Sommerville used this quote to introduce a series of articles attempting to clarify the two topics (38,45). The relevance of this statement to local conditions is its timeliness.

Family life education "studies behavior of people as family members, of largely contemporary attitudes and
activities in one's own country, to prepare for individual functional choices in family role living." Sex education "is the study of biological and culturally-learned sex needs, and how they can be fulfilled within norms, self-understanding and priorities." The general agreement is that the former is broader, and can include the latter; since so many terms are used in discussing both these topics, there is a glossary in Appendix A.

In Canada, the signal development in this area has been the establishment of the Vanier Institute of the Family, in 1961 (26). It is destined to study conditions affecting the family in Canada, and to organize and implement means of strengthening families. Family life education, for the Institute, takes in "any activity by any group aimed at imparting information concerning family relationships and providing the opportunity for people to approach their present and future family relationships with greater understanding." Is this greater understanding necessary? Walters and Stinnett (46) succintly sum up the need: "often blind to potential for success, we accept failure in family life. We have failed to understand that the achievement of marital competence requires preparation beyond that which is obtained in most families." Avery (31) contends, among other things, that successful and enlightened family participation frees any person for full participation in community life.
An interdisciplinary approach invariably is recommended (31, 35). Longworth, in 1952, challenged the National Council of Family Relations to produce a specialists’ training curriculum (38, 44, 9, 11, etc.). Competencies considered essential for effective teaching of the subject include sociology, psychology, anthropology, child growth and development, biology or physiology (27). Special courses suggested include family dynamics, problems, economy and management, special methods and materials, and additional insights into the changes in adolescence.

A command of research in the social sciences (at minimizing the ability to ascertain and interpret the results of research) is essential for tertiary instruction. Personality requirements are frequently voiced. "Personal qualities are of great importance," and traits frequently cited are warmth, honesty, good personal adjustment to one's own sexuality and social roles, and the ability to empathize with students. Christensen's 1958 study showed these educators require "a high level of emotional and social maturity, respect for the dignity and worth of the individual." (37). Eleanor Luckey (38) pleads for the necessity of certifying teachers in this field. She disagrees that "all that is necessary...is a well-intentioned teacher who relates warmly to students." The family life education teacher needs breadth in preparation, or else needs to be one specialist in a team whose center is a family-oriented generalist.
Of the many contributed topics from related disciplines, which warrant the most attention to achieve functional, humanitarian and pragmatic aims? As previously cited, sex education is not all of family life education. As one part of awareness of personal dynamics, sexual roles can be studied by both males and females in relationship to ongoing family role development. Proportional time should be allowed for understanding physical, mental and emotional growth and development of family members. Economic needs are studied concurrent with changes in family composition over its various stages. Communication skills require study; historical and cross-cultural comparisons lead to deeper understanding of families in one's culture and in a global perspective.

An underlying concept ties those together: continuous, dynamic change of individuals within family groups and of these social groups within their environment.

Family life education at any level should provide an individual with better understanding of his own behaviour, as well as that of his intimate associates. Increasingly, the immediate family serves as the prime source of socialization in North America's urbanizing, industrialized cultures. In spite of many apparent changes such as increased divorce, illegitimate birth rate, intergenerational conflict, the family remains basic to humanizing people.

Adverse social conditions currently press in on family efforts to pass on culture. Urbanization, industrialization,
increased expectations, and personal mobility all serve negatively a family's attempt to rear the next generation as its parents were raised. Isolation from helpful relatives similarly limits the efforts. Smaller families are at a disadvantage in establishing comfortable relationships because the same adult has to fill so many, varied and frequently conflicting roles with children (playmate, disciplinarian, model, confidant, teacher).

In reaction to these trends, many social agencies see strengthening families as their prime objective. Isolated family groups are still to carry the brunt of child-rearing, so help must be made available in communities. Parents and siblings bear increasing burdens as teachers for one another, as molders of each other's personalities. Thus, increased, intensified interactions within conjugal families tend to emphasize emotional bonds among members. Few alternatives are available to less conflict, for instance. Consequently, conformity or rebellion frequently emerge as alternatives when youth chooses to accept or reject its single role model available in most families of this type.

These are strong reasons for extending chances to study human relationships. In view of recent empirical studies (3, 4, 20) there is a need to foster development and maintenance of human personalities within families. More than any other agency, the family in Canada is responsible for this task. It is well suited by virtue of frequency of interaction, but gravely limited by a lack of organized
education of each member for his task. Collaboration with other social agencies - schools, churches, youth groups, specialized agencies - is needed to extend family talents and personnel. Education can point out these available resources to help families in this work. Students can be exposed to practical family living skills, useful now or in the future. All of these are doubly essential for anyone preparing to enter family work via any of the "helping professions."

What place does family life education have in tertiary schooling? Landis (37) suggests three types of courses to meet three discrete needs. His "functional" course seems to answer a noted necessity in Canada. In Best's Canadian study (21) the summary reads: "It is the feeling of the committee that a greater role in the field of premarital education might be given at the university by virtue of the fact that this is a group more receptive to the training, and the university provides a nucleus of instructors who should be able to carry it out more effectively." (9)

A general education course, interdisciplinary in tone, content and staff, would be open to all undergraduate students. It would be designed to help them understand themselves as present and future family members. Landis (37) reports that of those institutions which replied to his 1956 study, approximately 82% did offer such a course. Appended to this present study is an outline of a similar course offered in Health Education at Stanford University (Appendix E).
A second need is for professional preparation courses available to all those entering the helping professions (education, nursing, medicine, ministry, social work, recreation, counselling). This is necessary for the relevant knowledge itself, and also because of vital sub-cultural differentials - ethnic, religious, regional, occupational, social class urban or rural. Havighurst (35) sees these as essential efforts to bridge "the cultural gulf" between essentially middle-class professional people and the 50% of their clients who will display lower-class preferences and behaviors. Therefore, preparation would include scientific knowledge re the dietary, sexual, economic and child-rearing practices and attitudes of other segments of the population. Study of different communication and value systems is vital to understanding priorities and behaviors. The second major aim of the courses would be to enable students to build ethical frameworks within which to apply their knowledge so all their clients would be well served.

Stern (10) further refines this type of course offering. He suggests preparing three levels of trained experts. (1) "All persons in regular professional contact with children and families require in their initial training some sociological and psychological teaching with special emphasis on family and parenthood. Such occupations include teachers, nurses, social workers, medical practitioners, psychologists, youth leaders, clergy, and police... (student teachers) ought to understand the relationship between
schooling and future parental care, the importance of co-operation with parents and the contribution that schools can make to parent education. (2) Specialists in parent education might be recruited from occupations such as, medicine, psychology, education, psycho-therapy and social work. They need additional training at post-graduate level in psychology, the practical aspects of group leadership or in educational guidance. (3) Lay leaders - volunteers, training as leaders in "package" programs, professional advice by tutoring, and thus taking advantage of local initiative." (10)

The third type of course Landis suggested is also within Stern's framework: That offering theoretical or "institutional" study of families. Offered at undergraduate and upper-class levels, these are designed for specialists who will comply with special prerequisites, particularly in sociology. The emphasis remains on the family specifically. Specialist skills are related to their social and physical usefulness to whole, real, dynamic families.

Outlines (such as Bowman's) suggest that these courses are not within the sole domain of any one academic department or discipline. Who, then, should offer them?

Family-centered work in universities has ranged in institutions which have no formal course to those which offer a major, minor or advanced degree in The Family (11). Courses offered during early undergraduate years would be
suitable for both General Education (personal competency) or teacher preparation. Additional, senior courses designed to train family life educators would require careful curriculum development.

Post-graduate work in this area of study is offered at Merrill-Palmer Institute, Chicago, and at the University of Minnesota's Family Study Center. Both represent interdisciplinary study centers, planned to serve professionals, hence do not offer degrees. Conversely, an inter-departmental course available at Ohio State University is open only to undergraduate students.

Other American State colleges feature whole departments in this field, offering first and second degrees. Hawaii, Florida State and Brigham Young are known for their broad and excellent preparation of graduates in the family life field.

Family life education should be available at other tertiary institutions as well as universities. Stern's leadership training course is ideally suited to community college presentation. "Courses should be as careful and as long as possible...concerned with subject matter of parent education, particularly child development and education. Group leaders also need information about books and other aids and specialist services and practice in techniques of conducting group discussions and in other educational methods."
Referring to Best's study (2) - his committee found that school-oriented family life programs had failed to thrive when parent support groups for school-based courses lacked effective leadership. (ibid p.65). The Canadian Mental Health Association report (22) indicated group member "would be interested in taking such training, providing it was available relatively close to home."

Students at technical institutes would benefit from a life-needs course, such as family life education. The studies made of marriage disintegration and personal unhappiness (e.g. in NASA bases) indicate a critical lack of these interpersonal skills for family living among many narrowly oriented, skilled workers.

In both community and junior colleges, re-orientation programs are effective as warm-up experiences, and are especially valid if personally meaningful. For persons returning after interrupted schooling, these valid family-living courses would be realistic enough to help the students step into serious learning again. Family living studies in these particular schools serve both an academic and motivational purpose.

Concurrently, non-credit programs offered by these higher education agencies would reach adult students. The Extension department of universities currently offer daytime and evening programs in this field to any interested persons. Additionally, short courses (Continuing Education) are offered to professional groups as they request them.
Adult education courses available through the Department of Education night schools in British Columbia occasionally (and increasingly) offer subjects whose topics include family life concepts. Social welfare agencies have sponsored programming and hope to sponsor more, made available in neighborhood locales. These are geared to smaller, face-to-face groups. This is the area of adult education where service can best be expanded. Readily available and locally topical programs would meet current needs of people whose preference and concern are chiefly with the NOW of living (50) continuous, yet informal education programs available in their neighborhoods foster attendance, and subsequent re-enrolment as other stages in family life cycles can be expected.

This diversity of subject matter and diversity of institutions brings the need for coordination in the area to the forefront. Of all the tasks facing family life education at the tertiary and adult level, this most demands attention. Efforts are being made to help people learn how to live successfully in difficult family circumstances, and some interesting efforts are offered persons in more usual families. For example, family group therapy is available for clients of Family Service Agencies. Counsellors aid families to face disruptive problems, and to reach their own solutions. Other agencies offer study groups for couples contemplating marriage, and expect these to be helpful in forestalling marital problems.
How much interaction is there among agencies doing this work? Do they pool resources, personnel, ideas and results of their studies? If a central clearinghouse were available to perform these actions, could it not also organize inter-agency cooperation to provide professional and pre-professional training for family life workers? There is a strong indication that a local Institute of Family Studies would be an investment far outweighing its cost and effort. Centrally situated, and combining both philosophical and empirical approaches to its studies of family dynamics, an institute could provide correlative and reference services. It could maintain a library, offer an information exchange service, and coordinate province-wide efforts. It would be an educational institute rather than a clinical service center. The primary objectives would be to coordinate the studies and programs of existing community services, to assess community needs, and to organize extension of services to cover these needs.

Summary: Family life education is conducted at all educational levels. Content emphasis and techniques vary with the purpose of the course, and with the pupils' developmental interests and aims. Tertiary courses are particularly adaptable to 1) training all teachers in interpersonal competencies and 2) preparing professional family life educators available for work in any agency or institution serving families. At this level, other
professionals-in-training benefit from courses in this area which enable them to understand, hence serve, their clients more fully. Any university or college undergraduate would benefit from General Education offered in a life needs course studying family interactions. Extension courses extend the same opportunities to other adults in communities.*

Overall, the greatest contribution of this subject is the large numbers of people who lead fuller and more rewarding lives because of what they learned in family life education.

This study generally confines itself to examining those tertiary programs available in British Columbia.

*Footnote: Sheridan College, Brantford, Ontario, has a Family Life program. Undergraduate courses are available. A graduate level "professional" course will be offered this year to any interested persons. In-service training programs for teachers giving elementary or secondary family life courses are planned. A week-long professional seminar was organized, widely advertised, and well attended. A publication is circulated, and library and reference services are available.
Chapter 2

One of the pioneer efforts in family life education was made in Victoria. In 1946, Oak Bay High School sent a letter to all parents explaining the aims and content of a proposed family life program. Virtually all the parents replied favorably. Negative respondents received personal visits with explanation of the proposal by school nurses. Parents attended preparatory lectures and discussion sessions. The curriculum included physiological material presented in context of social living, supported by emotional and social facts. The teachers were public health nurses, who carefully prepared their presentations.

"The best results were obtained where the group was small, where the teacher and the pupils were well-known to each other." Further evaluation included the following proposals. The presentations could be improved (1) by closely integrating the subject matter with the school curriculum throughout the whole of the school-child's life. (2) By parent education, for fathers as well as mothers, and by presentation of written material and diagrams by which parents can answer children's questions intelligently at the time of asking. (3) By training well-adjusted teachers (preferably married) to give the instruction in the upper grades. (4) By use of diagrams, charts, pictures and books." (12)

Footnote: To compare local trends with overall Canadian developments, one is recommended to H.H. Guest "Developments in Family Life Education in Canada" published in February, 1968, by the Canadian Health Education Specialists Society, Ottawa.
Oak Bay's program appears to exemplify Don Oakes' description of the early stages of a community-impelled family life education program. One neighborhood group sees a need, and through their school administrator arrange School Board clearance for a local program. The original impetus can come from the students themselves, as it did in the California community Mr. Oakes describes. The school itself may be the instigators, as in Oak Bay. Parents in their community roles may request this type of program, as was seen in North and West Vancouver.

A Department of Education (of B.C.) letter was circulated in March, 1946, following Oak Bay's short course. Addressed to Principals, Teachers, Inspectors of Schools, Boards of School Trustees and Official Trustees, it contained this message: "The Central Curriculum Committee is considering the whole question (of sex education in schools) and in due course will report its conclusions and recommendations to this Department for its consideration."

Regulations regarding any such course were included:
(1) Confine instruction to the aspects prescribed in the course of study for health. (2) If expanded curriculum is desired, the individual school or district must obtain permission from the Department of Education. (3) If such an expanded curriculum is authorized the participating school(s) must obtain written permission from parents for each pupil.
Recalling Avery (31), we see examples of two frequently-encountered phenomena. A local effort reported to central school authorities initiates centralized action. The centralized action is referred to committees and carefully hedged with measures designed as protection (use current material only, seek approval for any expansion, obtain parental permission). Concern for public involvement is evident. The place for systematic education is outside the home in British Columbia, yet one senses the hesitancy here to undertake this segment without its voluntary relinquishment by parents.

A reaction of note came from the Catholic Archbishop of Vancouver, W.W. Duke. He issued a pastoral letter at this time, asking parents to demand exemption for their children from such public instruction in sex education.

Observed 23 years later, the controversy seems unfortunate. Had all the positive efforts been put forth for the broader topic, Family Life Education, and the emphasis centered on placing sex education in its socially endorsed environment of the family, then perhaps the reactions encountered would have been more positive, less defensive.

The Department issued a curriculum offering, in 1948, for general use at the secondary level, entitled "Effective Living". It was intended to emphasize interpersonal relations and self-adjustment. Sex education was included, meshed into the overall social adjustment of each individual in his particular circumstances. Stern (10) cites this
course as an excellent example of public school education for future parenthood. Its approach included psycho-social and physiological aspects. Evaluations from participants ranged widely: some reported enthusiastically about their learning or teaching experiences, others were lukewarm or non-committal, others frankly negative (21).

It would be interesting to read a definitive study of what actually happened during the years this course was offered. Public attention was centered on the course when its content was raised as an issue in the Legislative Assembly. Public information media gave considerable play to criticisms involved. The course was withdrawn in 1960. It had not accomplished its aims, and public opinion was judged to be against it.

The Chant Commission on Education recommended that the Personal Development aspect of "HPD" be omitted, and that health study only be emphasized.

Why was this effort unsuccessful? Best (10) cites one of the two major failures responsible. "(There were) an insufficient number of adequately prepared teachers capable of putting the course over with good effect. The course had been brought in as a compulsory requirement before the teaching profession in the province had been prepared for this considerable added responsibility." (13).

Teachers who lacked factual and personal-emotional preparation and orientation had been required to undertake
this complex, human relations course. New methods and media were unavailable or unknown. Not consulted in the matter, they were expected to make do as well as they could.

A second major oversight involved preparation of the larger social community for the course. Parent education was neglected, other social agencies, such as the churches and youth groups, not only were excluded but were uninformed of the content and aims of the course. Without strong parental and community support, family life education programs stand on insecure ground, indeed.

During the decade that followed, family life education in British Columbia remained in the hands of concerned laymen. Indications of continuing concern were noted. The Royal Bank of Canada newsletters of May, 1950, December, 1951, and March, 1952, for example, all related to family life topics: "On Being a Family," "Let's Preserve Family Life," and the family's influence on "Mental Health". Community agencies other than the public schools began or continued projects in this area. Churches and youth groups (especially the Scout Guide Movement, and the "Y's") encouraged strengthened family interactions and activities. Myriad private welfare agencies encouraged and promoted family integration as they carried out their various corrective measures with their clients.

Best's study (10) was an "effort to assess community-wide systematic programs with emphasis in preparation for
family life" (11). His replies fell into two large groups: counselling efforts (individually usually) and group programs.

Within the first group fell efforts of the few doctors replying to his study, the responses from Anglican ministers, and the Presbyterian reply. The Family Service Agency reported only individual or family counselling, as did the Canadian Mental Health Association (CMHA), which offered a marriage counselling service.

Group classes in family life education were offered yearly by the Adult Education Department of Vancouver School Board. They attracted from 21-64 students to a variety of professional speakers and discussions on varied topics in the field. Similar public education in marriage and family relations was a two-session course (total 20 lectures) offered by the U.B.C. Extension Department.

The Department of Home Economics, U.B.C., offered the only functional pre-marriage course at tertiary levels. Institutional courses were available in University departments of sociology.

The CMHA offered a premarital education series of 6 to 10 lectures. They also cooperated in the U.B.C. Extension effort which ran only one-half of the proposed series because of lack of response. The Catholic Church reported serving some 1500 students in courses preparing for marriage. The Y.M.C.A. enrolled 40 students in a similar 7-session course. The Y.W.C.A. reported 24 enrolled in a parallel course.
The V.O.N.'s prenatal classes were begun at this time. Originally offered to females only, they gradually included fathers-to-be in certain sessions. Their content included hygiene and emotional preparation for motherhood, plus some baby-care skills.

The agencies responding with negative replies deserve attention. "There is no group premarital education work being carried out on a regular basis by any of the whole-time public health officers in the province." The PTA reply was also negative. Great groups of the public received no systematic, before-the-fact family living information during this time.

The 1964 Canadian Conference on the Family finally consolidated much fragmented material. Professionals and laymen who had been isolated in their concern and efforts in this field of educating family members came together, and were able to begin an organized, integrated effort including shared abilities and materials.

Further Symposia were organized nationally. Toronto, 1967 focused on sex education for community members. The Canadian Conference on Social Welfare in 1968 featured a section of Family Life Education and Human Rights.

The Vanier Institute of the Family had participated in these efforts. Part of its aims include assessing family life education projects current in Canada. In
1968, Dr. Frederick Elkin of York University undertook the gathering of the initial data in this problem. He contacted over 17,000 agencies in the country in an effort to ascertain who was doing what, for whom, and how.

In British Columbia we lack the results of Dr. Elkin's study. A similar survey was conducted to gather facts about family education agencies, clients, teachers and content. Other developments were to be incorporated with the study results. Recently, an upsurge in public education's concern with the topic has been noted.

Possibly, best results could be anticipated if the two main "support" groups (i.e. parents and teachers) for a public program would request it. In British Columbia, these requests are evident. (Harry Guest reports that teachers in Winnipeg also requested permission for preparation to teach family life education rather than sex education, including specific present family living condition).

The BCTF organized a commission to gather opinions and information so that the quality of public education in British Columbia would be maximized. The recommendations published in Vol.8, No.1, of the BCTF newsletter were intended for implementation at the local level. Those pertinent to family life education follow: (#14): "That

Footnote: The writer communicated with Dr. Elkin at the beginning of the study. It was agreed that it would be useful to have the B.C. survey conducted on somewhat similar lines. His form was consulted, but the survey for the present study diverged in some aspects.
all students should be given opportunities to develop understanding and skills in the complex field of human relations and in the multimedia areas of communication. (#11): That the selection, preparation, certification and continuing education of professional teachers should be greatly improved. (#56): An interdisciplinary course in human relations should be offered to assist students in developing effective inter-personal relations. (#57): Human relations should include such areas as: family life education, the individual and society, freedom and authority, and world responsibility. (#62): Human relations and communications should be the only required areas of study in the secondary school. All other areas should be optional. (#41): Current information on child growth and development should be made readily available to parents. (#42): Family Life Education should be a part of the curriculum throughout the school years. (#43): Guidelines for Family Life Education should be drafted and implemented as soon as possible.

Just prior to this release, "Monday Morning" Vol.2, No.7, ran a series of articles including excerpts from Dr. John Rich's book "Catching Up With Our Children - New Perspectives on Sex Education" in which the author states "sex can only be properly understood within a wider area," which he stipulates as "family life education". Included were some results from a Canadian Education Survey in 1964, which said: "the majority of school boards
acknowledge the need for teaching sex education in face of the parental failure to meet this responsibility". (16).

"A Canadian Approach" included much material on teacher preparation, community preparation, and the use of citizen's committees to communicate with the public.

Professor Lorne Brown of U.B.C. prepared and circulated an article "How Much Longer Can We Wait?" In it, he asked for incorporation of "new problems of living" materials into current teacher preparation in British Columbia. The objectives should be new attitudes toward health, behavior and self, and these achieved via active enquiry fostered by teacher educators who can admit the inefficiency of their own beliefs and the need for designing new guidelines. The young teachers must be prepared with special skills to cope with the suggested human relations courses. Capable of "good listening," and adept in group interaction, they must make pupils comfortable enough to discuss personal topics. They need to be able to enter discussions, with naturalness, humor and positive attitudes towards the value of healthy living: "Let us prepare the teachers to help children and young adults from all walks of life to discuss and study their personal problems, ask questions about controversial and taboo topics and have them answered, and have a basis on which to make wise decisions in all matters of personal living." (17).

Another U.B.C. staff member prepared a proposal for curriculum content and approaches for a first and second-year university course, designed to serve both the teachers
above mentioned, and other undergraduate students. It would thus combine two of Landis' previously cited course types. (Szasz (48) Human behavior insight, under conditions of reduced emotional coloring, is the educational goal of the course. The results would be student teachers and university alumni capable of forming novel attitudes, of serving as models in this chore, of significant interactions with peers and pupils.

The advent of teacher preparation has been preceded by a need. A brief description of a few British Columbia programs in family life education will serve to indicate how necessary such teachers and leaders are now. To recognize how few these programs are is to realize two things: Firstly, that it is fortunate the programs are few because of a real lack of specially prepared teachers; and, secondly, to calculate the probabilities of expansion in offerings over the next few years. To meet the need for these teachers, preparation should begin immediately.

The Greater Victoria school district has expanded its Oak Bay pilot project, and has run a three-session, junior secondary program yearly since 1964. Pre-session meetings with parents are included in the program. Medical personnel (public health nurses and doctors) serve as instructors. The recommendations following the 1966-7 session stated "That training begin this year of teachers who can deal with Human Life Sciences, so that we will have trained people ready and able to deal with the expanding needs of
this teaching." An interesting new adjunct is afoot. Pupil requests for a senior level "functional" marriage preparation course has instigated a structuring committee from a teacher's workshop. Their proposals were approved for trial in two schools by board officials and counsellors.

The Vancouver School Board has introduced a pilot program, expanded in its second year. "On November 27, 1967, the Vancouver School Board adopted a recommendation of the Board's committee on Personality and Character development sanctioning a pilot project in Human Relations Discussions" (16). It ran in five classrooms from January through June, 1968. Resource materials and Metropolitan Health speakers were made available as needed. Empirical work indicated positive results (including reduction in pupil-expressed problems, no increase in "isolates", increase in personality attitude scores).

It has been extended to nine secondary schools, and six elementary schools, once per week or cycle. Results included the following expression of need for family life education, "the needs (are) for a specific program setting forth the physiological aspects of sex, given by a specially trained teacher or visiting professional, and with audio-visual aids." (16).

The Extension Department of U.B.C. offered four courses in family life and parent education. Given by professionals (e.g. psychologists, sociologists, psycho-therapists) they varied from five to ten sessions in length, and enrolled from 39 to 11 persons. Titles included Child and Adolescent
psychology, the Changing Family, and the Child and His Environment.

Also at U.B.C., in 1968-9, a student-organized ten-week* course attracted over 800 young people to hear one-hour lectures by various professionals. They gathered afterward for small group discussions, and enthusiastic attendance indicated the need met. The topics ranged from sexuality and sexual behavior, through interpersonal competencies, legalities of marriage, and adjustments.

The Catholic Information Center in Vancouver presented two six-week marriage preparation courses, using mixed "teams" from a variety of professions. A similar set of marriage preparation sessions was offered three times during the past year by the North Shore Family Life Education Committee and the Family Service Agency. This fall, four new programs are proposed, presented under the auspices of the Adult Education Board of North Vancouver. They will again be small group programs, one for "Couples," one for "Families of Pre-schoolers," one for parents and their children in the "Explosive Years" of intergenerational conflict, and one for "The Working Family." The premarital groups "Good Start" will continue.

The Family Service Agency in Vancouver produced parent education programs in five school areas, for kindergarten and/or grade seven parent groups. Additionally, programs were prepared for secondary students in at least two Vancouver schools. Their aims were self-knowledge and human development, and all programs emphasize group

*Footnote: Professors Brown and Szasz sparked the effort by a two-session participation meeting for Education.
dynamics as the method to achieve these ends.

PTA groups in Richmond cooperated with B'nai Brith to offer two one-session parent and child sex education programs. Added efforts in the area came from their Night School, which arranged a five-evening session (conducted by a team) calling it a parent teach-in on the Young Child. The program resulted from cooperative efforts of the School Board, the Ministerial Association, and the local Family Service Agency. A similar six-evening program, "Moving Towards the 21st Century," emphasized mental health and personal adjustment.

In New Westminster, Queen's Church presented a seven-evening series, "The Family Today"; the topics raised included morality, communication, intergenerational conflict, and dependency.

At the U.B.C. Extension Department, the Vanier Institute is sponsoring a pilot study to find out whether "self-awareness sessions" will help make better teachers in Family Life Education. A similar attempt has been on-going for a full year in North Vancouver, where health and personal development teachers (P.E. Majors) have been attending sensitivity training sessions.

The tendency apparent in all these tertiary programs is to use an interprofessional team of teachers. Coordinating has been accomplished by a family-focused person or agency. Most teams bear the same composition: social worker, medical doctor, psychologist, psychiatrist, or other therapist, or marriage counsellor. The obvious lack is
the generalist - the family life educator. This lack will be more evident when the curriculum proposal from the Department of Education becomes effective.

In 1968, the following curriculum was proposed for an integrated graded-course of studies for elementary public schools. Four interrelated themes are the basis, and suggestions are included for further expansion of current curricula to present more family life education. The bases are development from conception to birth, genetic makeup and physical differences of sexes, the individual's place in society and his consequent responsibilities, and growth patterns from birth to maturity. The program rests on the assumption that the family is the basic unit of our society: "Family life and sex education, with its emphasis on responsible behavior is a development process which includes not only the teaching of facts but also the development of attitudes and values which lead to healthy interpersonal relationships." (20).

To implement the proposed program, a school must gain its approval by the local board of trustees. The school is to provide parent education to gain their support and cooperation. The third condition is "to prepare teachers adequately." Cited is the following: "Successful implementation of this program demands teachers be aware of the following considerations: (1) An in-service program is essential so that teachers will correct any personal misconceptions, be equipped to provide effective leader-
ship, and be prepared to answer questions which may arise in the classroom. (2) The guide must be studied in its entirety before attempting to implement individual sections. (3) A parent orientation program is essential to the success of this program. The school and the home have a shared responsibility in this area of education, and well-informed parents can be an asset to the teacher who is attempting to strengthen wholesome attitudes while presenting factual information."

Comparing these admonitions to the enlightenment which came out of the withered Effective Living attempt, one is struck by the similarity of topics. Here are recommendations to ensure that previously neglected areas will not again be passed over. One is tempted to ask: Yes, but has there been another, major oversight of independent variables? This time the parents will be prepared and hopefully this will quell public criticism. Teacher instigation for the program is documented. Preparation of the teachers still is weak.

There have been two remedial efforts by the Education Extension Department at U.B.C. this summer. One is a three-day workshop for the elementary teachers mentioned above. This should be considered only an introduction, and, hopefully, will be followed by in-service sessions during the school year.

A full-week workshop in family life education earlier this summer attracted Home Economics teachers, social
workers, and some pastoral workers. Workshop staff included Benjamin Schlesinger from Toronto, Drs. Lambert and Carter from Utah, and an innovator in Canadian family life curriculum, Miss Ann Lawson from Ontario. This was a first local effort to provide "professionalization" in this field.

A similar, but more extensive, professional workshop is being held in Ontario in August.

A further development worthy of Canadian interest is a newsletter being published by Sheridan College, "The Family Life Educator." Its purpose is to provide a common medium of communication among interested groups. It will announce progress and report on Canadian seminars and workshops. Its staff will evaluate and announce resource aids. Sheridan College, in this unique instrument and in its programs, is an outstanding example of a community college providing community leadership in family life education. It serves by training leaders and coordinating efforts, as well as providing resource personnel.

With community colleges beginning to be more of an educational entity in British Columbia, perhaps we can hope for a similar development. Reading replies to the author's survey, one is struck by the need expressed by several smaller interior areas which indicated interest in family education programs, and requested helpful contacts for establishing their own. Creston and Kaslo currently are planning programs. They could benefit from
one another's experiences, but no clearinghouse is available. Surely, a family life education department or institute could be attached to one of the tertiary institutions in British Columbia.

Summary: An over-view of family life education in British Columbia indicates two strong trends. The first is that school-based programs have succeeded or failed relative to the parental support they received. The second is part of the first: programs whose teachers lacked specific preparation failed to meet public approval; those whose teachers had preparatory experiences have succeeded.
Chapter 3

INSTRUCTION AND AID IN FAMILY LIFE EDUCATION CURRENTLY AVAILABLE IN BRITISH COLUMBIA

Current Programs and Agency Efforts:

A central part of the present study was a survey of the nature and aims of all family life education which could be found in British Columbia. The institutions canvassed for information included provincial school districts, towns and municipalities, member agencies of Vancouver and Victoria Community Chest Councils, private schools, universities and colleges, parent education chairmen the B.C. Cooperative Playschool Association, and a few personal professional contacts. From over 500 units in all, 138 returns were suitable for processing; a majority having reported no program. The questionnaire used is shown in Appendix B.

For the purposes of this study, only family life education at tertiary levels - and for adults - will be reviewed. (Brief summaries of other interesting results are included in Appendix B). A total of 45 programs exist in the pertinent category; of these 41 usually enroll adult clients. The balance are for (usually) adolescent clients enrolled in tertiary courses at universities and colleges. A large group of responses, 46 in all, stated their courses usually enroll adolescents. The greater proportion are given in secondary schools, the others are public or private agency courses by youth groups in churches, the Boy Scout Movement, the Y.M.C.A., etc.
Who offers these courses to persons seeking family life education as adults or senior students?

Agencies give 31 courses to adults only. There are also six known courses given by universities or university extension departments in some aspect of family life education. Adolescents are enrolled in four courses offered at tertiary institutions. Additionally, 29 adolescent group courses are offered by agencies, but it must be realized the great bulk of these youth will be served either as secondary students or as dependent family members. So far as can be judged, agencies provide only four courses for young people at post secondary level:

<table>
<thead>
<tr>
<th>Group</th>
<th>Tertiary Education</th>
<th>Welfare Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Late Adolescent</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>10</td>
<td>35</td>
</tr>
</tbody>
</table>

These are "exclusive" courses, hopefully, specific in content and approach to clients enrolled (e.g. Womble [4]). Overlap of age groups here is to be expected, as more adults mix with the college age group (18-22) as candidates for higher education. More young adults similarly mix with more mature persons seeking parent education; people marrying younger, and have their families younger.

Frequently, family life education programs are offered to mixed age groups. Replies indicated 26 were given for families, and 25 programs were offered to unrelated mixed age groups. Another interesting mixed age group was the
one isolated by their commonality by having left formal schooling early in life. There were thirteen programs offered to these clients. Social welfare agencies provided the majority; however, it is heartening to note there were also three tertiary level programs available.

Table I. Clients of Tertiary Courses:

<table>
<thead>
<tr>
<th>Courses for:</th>
<th>Adults</th>
<th>Adolescents</th>
<th>Parents only</th>
<th>Children</th>
<th>Families</th>
<th>Mixed Ages-unrelated</th>
</tr>
</thead>
</table>

Table II. Courses Offered for Early School Leavers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Of 29 tertiary educational institutions replying, just under one-half offered family life education courses. This response should be qualified by recognition of the varying aims and content emphasis of these courses relevant to the scholarly department offering them. Examination of university and college calendar description of such courses indicates few seem to be of a general, practical nature. (These courses are tabulated in Chapter 4).

*Footnote: It is probable not all pertinent departments, divisions or "schools" were reached by the survey. Others failed to reply. The author's information may be incomplete in this area.
Of the fourteen programs offered at tertiary or adult education institutions, the great majority served adult clients. There were two courses at universities. One was given in a department, the other was a student-organized, extracurricula activity (not included in this chapter). There were a further four official courses available through university extension. Besides these responses, a few other adult courses known in the Vancouver Metropolitan area are discussed further below. (Some are not included here because of incomplete response).

The content of most efforts stressed personal competency facts and experiences. Genuine efforts are made to provide students with opportunities to gain self-understanding, and to participate in discussion and consensus decisions. These courses, therefore, are classified as functional (by Landis' criterion) or of a practical nature.

Human development content area was the next most frequently stressed. It is one criterion of a professional course and, consequently, is required in medicine, nursing, nutrition and often in education. It is frequently included in more functional courses as background material for understanding individual differences.

Sex education and family cycle information followed in frequency of presentation as course content. These topics are necessarily of practical interest, yet are essential in pre-professional courses. Consequently, they are
frequently found in all three types of family life education programs: functional, professional, or institutional.

The relative infrequency of "institutional" or theoretical courses in family aspects should not be taken to mean a lack of some courses in this field. A survey of calendars from British Columbia's universities and colleges reveals a few courses with the following contents: family law, kinship and marriage, social institutions including the family. These are offered in various professional faculties, (particularly law, sociology and anthropology).

Table III. Content of Tertiary Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Competency Training</td>
<td>12</td>
</tr>
<tr>
<td>Human Development</td>
<td>10</td>
</tr>
<tr>
<td>Family Cycle Information</td>
<td>7</td>
</tr>
<tr>
<td>Sex Education</td>
<td>7</td>
</tr>
<tr>
<td>Household Management</td>
<td>6</td>
</tr>
</tbody>
</table>

Tertiary level courses most frequently offered were by teachers, then by social workers, followed by religious workers and medical professionals.

Table IV. Instructors in Tertiary Family Life Education:

<table>
<thead>
<tr>
<th>Instructor Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Social Workers</td>
<td>6</td>
</tr>
<tr>
<td>Religious</td>
<td>4</td>
</tr>
<tr>
<td>Medical</td>
<td>4</td>
</tr>
<tr>
<td>Own Trainees</td>
<td>3</td>
</tr>
<tr>
<td>Volunteers</td>
<td>1*</td>
</tr>
<tr>
<td>Others</td>
<td>3*</td>
</tr>
</tbody>
</table>

*This included psychologists, psychiatrists, and marriage counsellors.

N.B. Only one "mixed team" was reported for a tertiary program (see Chapter 4).
The indication is that, proportionally, very few trained educators are working as teachers in this area. The reasons must include the lack of interdepartmental talent teams plus a lack of prepared specialists.

It was one of the special purposes of this enquiry to find out how many agencies or institutions have training courses, however limited, for family life educators. The replies below indicate how seldom such workers are prepared, even for work in the agency training them. It is also apparent that few courses are available for this purpose.

Table V. Programs for Training Family Life Educators:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churches</td>
<td>2</td>
</tr>
<tr>
<td>Tertiary Colleges</td>
<td>2</td>
</tr>
<tr>
<td>Public Agencies</td>
<td>1</td>
</tr>
<tr>
<td>Private Agencies</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>1</td>
</tr>
</tbody>
</table>

Recalling Best, Stern and others who bemoan the lack of trained leaders for parent education groups, this small showing must be considered a warning for British Columbia's educational system. There are innovative changes currently available for elementary teaching in this topic. History has shown unprepared parents frequently reject family study programs.

It is helpful to compare this showing with that of social agencies. To begin with, agencies educational clients more closely parallel normal population distribution by age. The only exception to be noted is the virtual lack of reported family life programs for or about the aging.
There are courses offered for their retirement help, entertainment and travel plans. There are none reported that deal with the essential knowledge necessary for them to understand and compensate for their changes in family living.

The large proportion of agency efforts directed toward whole families is an indication of a current approach in family therapy. This is the approach which was emphasized during the Canadian Conference on the Family. Clearly, the same approach is desirable in education.

Table VI. Clients of Agency Courses:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>31</td>
</tr>
<tr>
<td>Adolescents</td>
<td>29</td>
</tr>
<tr>
<td>Families</td>
<td>23</td>
</tr>
<tr>
<td>Children</td>
<td>20</td>
</tr>
<tr>
<td>Mixed Age Groups</td>
<td>20</td>
</tr>
<tr>
<td>Parents only</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>136</strong></td>
</tr>
</tbody>
</table>

The frequencies of content for agency programs almost perfectly parallel those for tertiary programs, but probably for different objectives. Functional, practical programs must be the usual aim of agency education. Only occasionally are courses designed to prepare professionals or paraprofessionals. There are at least two local agencies which train their own educators, and two churches also do so. This latter category probably should include many more church-training programs. Local pastoral agency and ecumenical efforts have received some publicity.
Table VII. Content of Agency Programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Competency Training</td>
<td>39</td>
</tr>
<tr>
<td>Human Development</td>
<td>32*</td>
</tr>
<tr>
<td>Family Cycle Information</td>
<td>16</td>
</tr>
<tr>
<td>Household Management</td>
<td>15</td>
</tr>
<tr>
<td>Sex Education</td>
<td>12</td>
</tr>
</tbody>
</table>

*Human Development is always covered by agencies serving handicapped, as is Personal Adjustment.

The instructors who conducted agency educational efforts most frequently have the background of the social workers. The large number of "own trainees" utilized does not seem consistent with the above-noted infrequent responses to the query about preparing these educators; it does underscore the usefulness of centralized training efforts similar to those common in Great Britain. There, community colleges offer group leadership training programs useful for participants from many interest areas.

Table VIII. Teachers of Agency Programs:

<table>
<thead>
<tr>
<th>Type</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Workers</td>
<td>26</td>
<td>33.3</td>
</tr>
<tr>
<td>Medical Workers</td>
<td>17</td>
<td>21.7</td>
</tr>
<tr>
<td>Own Trainees</td>
<td>16</td>
<td>20.5</td>
</tr>
<tr>
<td>Volunteers</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
<td>8.9</td>
</tr>
<tr>
<td>Religious</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78</td>
<td>100%</td>
</tr>
</tbody>
</table>

The overall implication of the table is that education is given less frequently by educators than by any other profession.

Is this because few teachers are available, or is it because they are deemed unnecessary? This double question is discussed at length below.
In summary, 116 courses in family life education were examined. 70 were offered by agencies, 14 as further education, and 39 by primary or secondary schools. Only 7 were designed, at least in part, to prepare family educators. The bulk of instruction was given by persons prepared in social welfare work. Content most frequently stressed: personal competency and human development. At tertiary levels, most programs are offered to adults.

Educational Implications:

In view of the above data, a team approach to family life should be available in the educational and social work institutions of British Columbia. Social welfare agencies dominate the field at tertiary level, are well-established and well patronized. Higher education planners will be well-advised to work with these agencies to extend and enrich their programs. Rather than competing with their efforts, attempts should be made to incorporate their adult and professional training efforts into the kind of courses - credit and otherwise - which universities and community colleges offer.

Family service agencies have been encouraged by planners (32, 51, 52) to provide family life education programs both for adult clients and students. Their former emphasis on corrective measures could be reduced, and more time given to educational work. A well-prepared family life educator would be a worthy addition to agency staffs to
coordinate interprofessional efforts, and to direct attention to educational goals for family living. (38).

The traditional disciplines can continue to provide case-workers, counsellors, diagnosticians, therapists. The work of education in universities and colleges in the family life field must be expanded to provide amply pre-professional and professional courses to ensure an adequate supply of these educators for the family life "teams." Their abilities in curriculum planning, evaluation, and resource testing are not equally emphasized in preparing other professionals. These orientations will augment skills stressed in the other participants' preparation, and will be valuable for both professional training work in the agency, and for adult education work with its clients.

The value of the educator's work lies in its positive aspects. Education can avert family life problems. Any family member who has been trained can employ a correct sequence of behaviors in his first trial of a new (or old) problem situation. As this sequence results in positive effects, it will reinforce his effort, ensuring its elevation in his habit hierarchy. If a corrective attempt is underway to unseat a faulty or unsatisfactory behavior, the acquisition of the new habit is slower, less sure, more difficult. Consequently, pre-training all ages of family members in suitable behavior for coping with likely situations is the aim of positive education in the family life field. As any other formal educative
process, it is best carried out by a well-prepared, up-to-date professional educator. The essence of the professional approach is to reduce or neutralize the emotional content of the topic, the situation, or its results. Highly personal involvements encountered in family life cannot be easily discussed unless there is a feeling of objectivity. Professionally-directed educative measures can best provide these.

That individual or small group counselling has its place is not in doubt. The tone of much of this work is also preventative, but by virtue of the discipline is also highly charged emotionally. The balance of counselling is frankly therapeutic, and hence is outside the realm of education (Mace 31). Teachers are not trained as therapists, to draw out and examine inner conflicts and problems. Teachers can direct persons to therapists, because of behaviors observed in classes.

Positive education measures to be offered to clients should include understanding future changes to be faced. Knowledge of the dynamics of family change as they are typically encountered within the clients' sub-cultures is vital. (11, 33, 35). Note the specificity necessary here: not generalized facts for Canada or British Columbia or the Western world as a whole, but those plus the specifics gleaned for the individual's circumstances. (40). Only then can he weigh social norms and expectations against his own aspirations and values, and make his own
functional decisions when the need to do so faces him. Then he can behave in a self-directed fashion, rather than blindly following unrecognized models, unrealistic norms or expectations, or submitting to imaginary or real group pressures. It is through these channels that an adult can knowingly form new attitudes. (These terms are enlarged upon in Appendix A).

Educational research (e.g. J. Bruner has shown that to achieve these goals, well-understood concepts must be internalized by a learner. He needs to learn to recognize the commonalities in his or others' behavior, to analyze these for their underlying sources, and thus to isolate or "name" these values. Only when he recognizes the value-priority system underneath the external behaviors is he capable of altering his own behavior or coping with those of others. He is also less likely to "forget" his new understanding during actual practice, if he has this factual and emotional recognition. Less likely to forget, he is more capable of manipulating his own behavior; either perceptively applying novel responses and evaluating them or attempting behavior modifications and evaluating their results. An example is the ability to recognize conflicting priorities in a family argument, and the resulting behavior habits of participants.

The need for specially trained teachers to plan, design, execute and evaluate such programs is clear. Since specialists within a team each offer necessary
talents for the overall program, each is free to concentrate in depth on his particular contribution. The educator in the team ideally is the coordinator, the person previously cited (2, 10) who maintains the focus of programs on the family as it exists in his community. He must help the other specialists to integrate and augment their offerings.

Depth can be achieved by each professional in his own area. Some clients' needs will require more attention in some directions than in others. Such recommendations belong to diagnostic personnel, cognizant with current research in these lines. Burchinal's material (11) on specialized needs for marriage preparation courses among certain socio-economic and ethnic groups is an excellent example. Christensen's work (3) on attitude and value endorsement both cross-culturally and sub-culturally can probably be generalized for local use.

One of special talents which family life coordinators can offer to a team is executive ability. Schooled in communication and interpersonal insight, they can oversee staff management, audio-visual and premise bookings, general liaison and public relations. Administrative decisions, policy, preparation and the setting of aims should be team decisions; their execution should be the responsibility of a manager.

Some family life educators will be able to offer special depth in resource management. Frequently overlooked as the underlying cause of many family misunder-
standings, economic mismanagement often erupts as many other symptoms. Recognition and communication of priorities and values among family members is thus one aspect of this part of family education. Another one is training in the skills necessary for decision-making by consensus. Our educator, especially if from a Home Economics background, can offer training in this topic to individual clients and to classes. Management education necessitates resource analysis by each individual as his basis for decision-making. Financial counselling can be couched in this personalized, positive approach, and, consequently, is more effective than imposition of an expert’s plan for a family.

Further ideas of specialized subjects offered by a family life educator must include material about female employment patterns. This complex area is not widely studied. Its implications are more than economic. Interpersonal relations shift in these circumstances. Interactions can be less frequent but more meaningful. Role analyses within the family and society will help affected family members to accept new situations and expectations. Sheer task allotment within such a family requires cooperative decisions. These necessitate open communication among family members.

This topic, and others of current interest, such as living space and rest and recreation - and how they affect family life - are emerging as recognized variables linked to patterns of interactions within families.
Families' interactions vary with stage of family development. Womble (44) suggests special post-nuptial groups to serve the interests of one such type of family. The educator on a team is usually well qualified to prepare these "individual difference" topics as his team contribution.

The necessity for parent education is recognized for all socio-economic levels. (20). In France, L'Ecole des Parents (2) has been a leader in this field. Current local efforts are fragmented, and frequently crisis-based. The request for a pre-school parent program on the North Shore is a new trend: the aim is toward a fuller, more aware experience in child rearing. Other parent education measures have been specifically aimed at enriching the school experiences of children, or to correct maladjustments. There is currently a study underway at U.B.C. in this topic.

Early Childhood Education prepares pre-school teachers trained for liaison work with parents. Consequently, their parent education efforts frequently are limited to factors affecting school participation. Family Life Educators can provide the other, vital "whole family" approach. Armed with background in aspects of changing family makeup, of members' roles and priorities, he contributes knowledge which is not emphasized in the pre-school teacher's preparation. These insights can do much to enrich family life for all members. Parents will have more understanding; siblings and grandparents will benefit equally.
In conclusion, a word is needed about a badly neglected area of family life education in both functional and professional tertiary programs. The need for education for and toward aging has been virtually overlooked.

The assumption that most old people are isolated from families must be questioned. Observation locally indicates this is specific to only certain sub-cultures (e.g. those persons who were isolated early in life). Generally, the aged need to be considered in a family context. Lengthened lives necessitate training upcoming families to live satisfactorily with their older people. Older persons can fulfill useful roles in families more successfully if aware of changes wrought by age.

Extension programs in Kansas (39) and Texas are offered for aging family members. Avery and Lee (31) emphasize that continuity is necessary in family life education over all life stages, for personal adjustment and fullest participation in living. Larsen (6) stresses the searching, seeking-out behavior so typical during primary aging. She implies the value of education during and/or for this stage, and for subsequent ones.

The Canadian Conference on Aging (24) stressed need for a "whole man" approach to aging; for enlightenment, via research and study; and for "general application of continuing education" including family situations for old people. One Canadian effort of note is the Kitchener,
Ontario, Senior Citizens' Continuing Education program. It regularly includes family life topics in its eleven-session, yearly programs.

In summary, a family life education specialist can be seen both as an integrator and a contributor within an interdisciplinary professional team. The team's overall objective is his, too: to provide individuated educational experiences for enriched family living.
Following classifications developed by Landis (144) it is proposed to discuss curriculum development for family life education under three headings. He divides his courses into three categories: functional, institutional and other types. (The last mentioned includes professional preparatory courses at two levels, for the purposes of this study). The courses fulfilling requirements of one category differ from those in another, both by aims, goals or purposes of the courses, and also by content emphasis.

We examine professional preparation programs first. Two levels of courses are available. The first is undergraduate student courses designed to provide some measure of insight into family dynamics and interpersonal relationships. The students are persons preparing to enter "helping" professions. (10). At the second level, upper classmen and graduated professionals engage in further, deeper study of these topics.

If we define family life educators as a term "designating persons trained for a career devoted to the education of family members in a number of roles, whether they be husband-wife relationships, parent-child relationships, or others."

then there is validation for including virtually all helping professionals as family life educators if they are so inclined. Because of their degree of involvement with families in their daily routines, they deserve
to be prepared for the educator role they all perform. Stern (10) similarly includes "all persons in regular professional contact with children and families" in his category of students requiring training.

The professional field of family life education has developed since 1950, when the beginning of systematic theory building can be seen in the literature. Based on a half-century of social-psychological studies of families, writers and practitioners in North America began to include cross-cultural, comparative studies in their attempts to define relationships among cultural variables suspected of affecting family behavior. Christensen (3) refers to this current approach as "process study" as distinct from structural or functional approaches.

Kerckhoff (37) places this new discipline in an interdepartmental, cooperative setting. His study of programs in America made clear that courses "are not within the sole domain of any one academic department or discipline." The question therefore arises: who should offer them? The formation of family study centers is cited by Avery and as a means to implement interdisciplinary offerings. The Department of Interdisciplinary Education at U.B.C. seems the most likely vehicle for a local attempt. On the other hand, an example from Hawaii shows a department within the School of Home Economics expanded to a degree-granting faculty of Human Development and Family Living.
British Columbia's most pressing need in family life education is currently the lack of widely available programs to train teachers in personal family competencies as well as to teach these skills. Those available are few and seldom offered as general education for credit. If they are in the course of studies for some professional degree (e.g. Home Economics or Social Work) it is rare for their credit to be given to a student enrolled in another faculty. These students would benefit from an interdepartmental study center.

Eleanor Luckey (38) calls for specialized preparation of family life teachers leading to special certificates in this field. This seems possible for British Columbia in the future; our present need is more to dispel their personal doubts, to give them insight into program content, and to provide these teachers with a sense of some competence in the field. The B.C.T.F. commission (Chapter 2) made similar recommendations regarding both preparation and personal qualifications. Harry Guest's "Canadian Approach" (10) includes similar objectives. The dual function of such aims is to provide both professional and personal competencies.

Program content, therefore, should emphasize the personal development of a fledgling family life educator. Stern (10) says the preparation of student teachers can be achieved by encouraging development of self-understanding while enlarging their grasp of human relations and child ontogenesis.
Specific content at introductory levels must include socio-logical and psychological study of parenthood and family interactions.

Avery's canvass (31) of interested professionals resulted in the following program components recommended for teacher preparation: role clarification, sexual education, community relationships, the development of sexuality, home skills, and some aspects of pupil counselling. Many replies further recommended screening potential teachers for human relations competence. Administration skills instruction for the more specialized professional was recommended. As to the latter query, frequently respondents recommended more careful screening of teacher-education candidates for this field.

Havighurst (35) recommends inclusion of studies of the life modes of other social classes than those from which these potential professionals come. Necessary information about value systems and subsequent priorities will enable these workers better to assess their clients' needs, and to interact with them using their clients' frames of reference. This latter point is particularly relevant for teachers who will be charged with helping young people form suitable values for their mode of life.

Continuing education programs in the field of family life must be provided for practicing professionals. "Guideposts for Innovations" published at U.B.C. recommended "that funds be allocated directly to faculties, schools and departments specifically for the purpose of undertaking
continuing education programs." And further, "The education of graduates already active in professional and other fields in order to ensure that such persons are fully aware of the rapid developments in their field".

These ideals are not currently in practice. The two short-course experiences which would qualify as above have been offered in the Extension Department. Christensen's study (3) describes graduate programs in some Family Study centers established in American universities. In addition, short courses and workshops are available. Both the National Council for Family Relations and the Groves Conferences are internationally patronized professional organizations, part of whose aim is to inform members of post-graduate training opportunities as well as to provide some actual training. The Merrill-Palmer Institute of Human Development and Family Life, in Chicago, was established as an intensive training center in family education. It has operated for many years though it does not grant degrees or certificates. In Montreal, the Canadian Mental Hygiene Institute has spearheaded family life education in Eastern Canada, although it has had to concentrate a great deal on clinical work. The previously mentioned Family Life Institute at Sheridan College (Ontario) hopefully will serve as a prototype for at least one similar venture in British Columbia.

Study courses for returning graduates voluntarily seeking upgrading should be based on new research in their own country, plus cross-cultural comparisons (10). Especially
valid contributions come from psychology, and sociological findings applicable to group interaction for educative processes. Depth in a preferred discipline can be pursued at this level for an individuated approach. Those most commonly encountered are developmental or child psychology, family sociology, guidance or counselling, or social psychology when the preferred graduate programs in family life are not available. The end results should increase the educator's command of new findings in growth and development of persons, of changes in family climates and duration, of social changes and their effect on family and members. The particular contributions each professional brings to family life education need to be augmented by contributions others bring, if a rounded approach is to be achieved.

Evaluation procedures will vary with program and content. Basic to participatory methods supported by authorities such as Stern and Kerchkoff (10, 37) are self-evaluations and peer-evaluations. Student steering committees, as in Womble (44), ensure participation. Guest (10) further recommends small groups as a means of treating topics or problems which need to be solved collectively. Students prepare by reading authorities, discuss and debate alternatives and components, and arrive at a consensus opinion for their topics. Learning experiences encountered prepare such professionals for using these methods in client work. Study and criticism of current research is more essential for the specialized professional, and can
be evaluated by requiring a research design from the student. The ability to exploit resources as method in family life education is taught by experiencing their use. Motivation and study direction are achieved during preparatory sessions; discussion follows use; evaluation of the material is necessary as a summary.

Individual study of interest areas is useful both for method and because the evaluation potential is contained in the method.

The final evaluation of a professional family life educator remains his ability to apply to professional problems the factual knowledge and experiences he gained during education. The use of a research project, coupled with preparation of a written discourse, is widely used as proof that the graduate student is capable of non-directed work with clients. In-service training, and advisory help would be useful for many new practitioners. Curriculum consultants are being hired for work in Ontario.

Functional undergraduate family life education programs are generally necessary. To avert blindly perpetuating errors from one's own childhood, to prepare family members capable of meeting changing social conditions, intervention in parenthood pattern is needed. (10). Social learning indicates most interpersonal behavior has been unwittingly learned from models during formative years and teachable.

Footnote: The use of study guides, of advisors, of seminar-like progress discussions among peers is covered well in K. Eble's "A Perfect Education" published by Collier McMillan.
moments. The considerable social changes facing today's new families necessitate attempts to study the choices in behavior they offer. Changed ways of life will be more fulfilling if the decisions they entail can be encountered knowledgeably and problems recognized and solved by deliberate attempts.

To integrate factual material presented in a functional course, attitude change and "feeling" perception must be educational goals. Such self-awareness and value searching can be encouraged by the methods of presentation of factual content. Topic papers entailing personal expression can be used. Group processes as above are effective. Non-therapeutic counselling during preparation for individual papers and presentations allows the instructor to individualize the learning process for the student. Such content must be individuated by definition (34). Self-awareness is the ultimate goal of functional marriage courses.

Landis' (37) study revealed the popularity of functional marriage courses at tertiary institutions. Best (21) recommends premarital education be given at universities because instructors are available from related disciplines. Mature parenthood is frequently the ultimate aim of functional courses (22). One study revealed students in such a course became more self-confident about their own abilities as future parents, and experienced increased self-understanding (36). Content is thus seen to center on human relationships within the changing family, and the
overall social processes that contribute to these changes. This process approach replaces older, more fragmented study methods when a functional family life education program is planned for tertiary students.

Students reveal value judgments and attitude results when they use projective techniques and other open-ended assignments in study. Socio-drama is another alternative for incorporating previously studied factual material into the student's behavior. Unemotional presentation of value-laden material, such as sexual facts, can be accomplished by use of films, lectures and a follow-up discussion or individual consultation. Reviewing Guest's suggestions (10), sequential reading, involvement in discussion, and consensus problem solving must be acknowledged as a constructive approach to teach persons faced with unknown future decisions.

The material presented must be relevant, recent and specific to the students' circumstances. To offset too narrow a view, it would be essential to provide some means for perspective, and cross-cultural data are frequently employed (3). Broderick (33) says that to equip young people to intelligently handle mate choice and family dynamics, classroom materials must offer research to augment the pupil's own experience. They must be presented with underlying concepts to help them interpret and analyze their own experiences and the new material. They must receive ample opportunity to apply these knowledges via projective techniques and group participation. Attitude
scale changes are used to measure differences in behavior, usually attributed to course experiences.

Extension departments offer functional courses at the tertiary level (32). Parent education is publicly offered by Penn State Department of Public Instruction. Denver and New York City experimented with T.V. parent-education programs. MacArthur (39) tells of forty states providing family life education through Extension services. Clients served range from low-income parents in Michigan, Texas and Arkansas; marriage preparation clients in Boston, Wisconsin, Oklahoma; to programs for the aging in Texas and Kansas.

In 1968, U.B.C. Extension offered four public courses in topics pertaining to family life. Aurbach (20) would include any parent education attempts including group programs as above, and use of mass media. These departments also offer single speakers, short courses for volunteer leaders (10) and the very valuable In-service or residence Workshops for professionals referred to above. Frasier (39) also tells of whole program "packages" available through Extension.

The division of Education Extension in the summer of 1969 offered a Family Life Education workshop for professional Home Economics teachers. A shorter, three-day training workshop was offered to elementary teachers who were to teach the newly available family life emphasis
curriculum. Co-ordinators brought in experts in sex-education, child psychology, Canadian family sociology, and group interaction. The volunteer graduate students actively participated in sessions designed to allow them to practice materials presented, and had access to new research results. (25). These courses have been included in functional selections because their aim frequently stresses personal preparation of the individual participant by increasing self-knowledge. Their evaluation is generally not organized or controlled. The author has prepared a paired series of attitude scales specifically designed for use with the above type of group, and destined to display any attitude change under three empirical conditions.

Institutional programs available at tertiary level are frequently available in sociology departments, in schools of social work, in Home Economics. To broaden this scope and appeal, Christensen (3) recommends they should be interdisciplinary offerings. U.B.C.'s "Guideposts to Innovation" recommended that "departments must meet their responsibility to design interdepartmental general education courses, and to accommodate interdisciplinary elements in the curriculum" 25, such as family life education.

The principal purpose in organizing the family as an interdisciplinary field of study at universities in British Columbia would be the research possibilities resulting. Research applicable to the concepts of family studies could be coordinated, integrated, and cooperatively
planned for execution by faculties having staff and students competent and interested in the various aspects. Sociological scholars could be the source of invaluable local class, consumption and participation life styles. Education could contribute its aspiration-expectation data. Anthropologists frequently conduct studies among urban sub-populations and immigrant ethnic groups, both of which would be of vast importance preparing family life education programs and teachers for their local areas.

Christensen (2) sees current trends in family life education as based on evaluation of documented facts. Only when hard facts are available can the hypothetical steps of the overall theories be supported, or discarded as necessary. Only when documented facts are available can truly functional generalizations be used to predict behaviors. Through research, cause and effect variables can be empirically tested and the results used to give students and clients of family life education the facts they need to form functional decisions. Havighurst's (35) data related to content of family life education teacher preparation is an example.

Walters (41) surveyed educational research, especially systematic arrangement and examination of empirical data and criticisms and comments about these matters. Several of the attitude change studies were relevant because they concerned course results at the tertiary level. Behavior change is also measured. Reuben Behlmer (53) found about
one-half of the "graduates" of a functional course replied it was highly useful in everyday life, and would not have been available elsewhere.

A further example of specialized studies implemented by institutes of an interdisciplinary nature are those sponsored by Merrill-Palmer Institute. The Quarterly they publish is widely used in social and educational psychology, in preschool education training, in family studies per se. In addition to these specialized studies, others are done for the family life education field itself. Karchkoff (36) reviews general problems in evaluating family life education programs. His results are applicable by both tertiary and lower-level family educators.

Summary: There is an immediate need for tertiary level family life education programs in British Columbia. Functional courses are needed to prepare university and community college students for coping with socially-induced changes in their family life. Pre-professional and professional courses are required to better prepare the helping professions serve their family-member clients. Interdisciplinary, and single department theoretical study of the family in British Columbia can be an irreplaceable fund of researched facts for theory building. A brief look at the simple table following will serve to emphasize the lack of adequate programs in British Columbia at this time. The information is partly from survey results, partly from calendars of the institutions.
<table>
<thead>
<tr>
<th>TERTIARY INSTITUTION</th>
<th>Professional</th>
<th>Functional</th>
<th>Institutional</th>
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<tbody>
<tr>
<td><strong>U.B.C.</strong></td>
<td><strong>Ed.</strong></td>
<td>Guidance &amp; Counselling</td>
<td>Human Development</td>
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<tr>
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<td><strong>Law</strong></td>
<td>Human Development</td>
<td>Family Law</td>
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<tr>
<td><strong>Nursing</strong></td>
<td><strong>Psych</strong></td>
<td>Behaviour</td>
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<td><strong>P.H.N.</strong></td>
<td><strong>Psych</strong></td>
<td>Interpersonal Relationships</td>
<td>Development</td>
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<td><strong>M.D.</strong></td>
<td><strong>Psych</strong></td>
<td>Development</td>
<td>Psychiatry</td>
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<td><strong>Psych</strong></td>
<td><strong>Psych</strong></td>
<td>Development</td>
<td>Behaviour (normal-Abnormal)</td>
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<td><strong>Psych</strong></td>
<td><strong>Psych</strong></td>
<td>Development</td>
<td>Specialised topics</td>
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<tr>
<td><strong>U. Vict.</strong></td>
<td><strong>Ed.</strong></td>
<td>Mental Health</td>
<td>Guidance &amp; Counselling</td>
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<tr>
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<td><strong>Psych</strong></td>
<td>Behaviour Dynamics</td>
<td>Personality</td>
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<tr>
<td><strong>S.P.U.</strong></td>
<td><strong>Psych</strong></td>
<td>Behavioural Approach to Education</td>
<td>Personality</td>
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<tr>
<td><strong>N.D.U.</strong></td>
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<td><strong>Psych</strong></td>
<td>Child Development</td>
<td>Psychology of Aging</td>
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<td><strong>Capilano</strong></td>
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<td><strong>B.C.I.T.</strong></td>
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**Abbreviations:**
- **U.B.C.** = University of British Columbia
- **U.Vic.** = University of Victoria
- **S.P.U.** = Simon Fraser University
- **N.D.U.** = Notre Dame University
- **B.C.I.T.** = British Columbia Institute of Technology
- **V.C.C.** = Vancouver City College
- **Psyc.** = Psychology Department
- **H. Ed.** = School of Home Economics
- **M.D.** = Medical Doctorate
- **P.H.N.** = Public Health Nursing
- **Ed.** = Faculty of Education
- **S.W.** = School of Social Work
Chapter 5

IMPLICATIONS FOR COMMUNITY COLLEGE CONTRIBUTIONS TO FAMILY LIFE EDUCATION

Blocker et al (1) state clearly purposes of courses in community colleges should be consistent with the needs of the community. Specific programs for general and pre-professional training are locally referred to as "transfer" courses (implying "to a higher institution"). The semi-professional and other pre-vocational courses (locally, terminal courses) are of interest because of their potential usefulness to family life education in British Columbia. Lastly, the authors expressly note "the need for proportion of courses for adults or other community college students, for which credit may or may not be given, designed to provide general education and to improve self-government, healthy living, avocational growth, personal and family living satisfaction, cultural depth". This is a plea for Landis' functional course at the adult level.

Overall, three family-life objectives are the concern of community colleges. They can provide community service through needed leadership training programs and through one- or two-year programs for family life education auxiliary-worker preparation. These institutions are ideally situated and suited to provide the above-mentioned functional courses for adults, and for young people studying here. Lastly, the college bears a
responsibility to meet the special needs of the community supporting it. These might range from providing an Institute of Family Life Education to co-ordinate the efforts of community-based agencies, through mounting programs for public and training leaders.

Training programs are needed to provide parent group leaders, PTA liaison workers for community public relations are for group leadership in all these three types of family life education programs. Best (2) found parent support groups for school-based programs frequently lacked leadership, failed to support the school program, and hence, added to its failure. Stern (10) specifies one type of training program necessary is that for volunteers and lay-leaders of parent education discussion groups. Given professional advice in tutoring sessions, such college-centered groups take advantage of local initiative. He states "courses should be as careful and as long as possible...concerned with the subject matter of parent education particularly...child development and education. Group leaders also need information about books and other aids and specialist services, and practice in the techniques of conducting group discussions and in other educational methods."

Oregon State has an Extension service program training leaders (39). Its content includes provision of and practice in using prepared materials. Recorded short talks and question sessions are used for participants.
Massachusetts provides leadership trainees with materials for programs and evaluation instruments. The effectiveness of peer leadership in group discussion is recognized, and its potential being raised by these community-based programs to prepare more useful lay-leaders.*

British Columbia's regional colleges would serve their areas well by providing these courses. The survey indicates 40 of 116 courses given use agency trainees or volunteers as leaders. Of certain types of programs, the percentage reaches virtually 100% (the cooperative play-school parent study groups, A A, "Good Start"). Those Interior regions indicating desire to institute family life education programs soon would especially benefit from short courses at Prince George or Cranbrook for lay-leaders and volunteer paraprofessionals. Best (10) remarks "some members of groups would be interested in taking such training, providing it was available relatively close to home."

The idea of producing Diploma workers in Family Life Education parallels the preparation of auxiliary workers for Social Work. Mallory (49) cites specific American examples of auxiliary workers used in services to families and children, as program aides, and Inservice agencies. Family Life Education Aides would be mature persons, probably women, whose interests lie in strengthening family life within their own community. Their training should be close

*Footnote: "In Britain, the Marriage Guidance Council is now a well-established institution, which gives courses leading to a diploma, and attracts many types of volunteers. Their programs and experience would merit a detailed study."
staff and local clients.

Their preparation would include knowledge of the conceptual bases of family life education, and interpersonal training. Especially valid would be to prepare them as resource-finders. Viewing and screening new A-V aids, booking and ordering classroom materials, tending to clerical and correspondence duties, they would free the family life education team professionals for more time to teach.

To organize such a training program one would require an Advisory Board, composed of representatives of agencies likely to hire these workers, and of professions represented in family life education. A tentative list would include:

A representative from an appropriate welfare agency (local).
A family sociology professional.
A family life professional.
A child or adolescent psychologist.
An adult education representative.
A Manpower representative.
A social worker from a local municipality.
A geriatrics worker, if the community catered to many elderly persons.

A one-year training program would be a good pilot project, and on-the-job training experience would be included.
During the immediate post-training employment, the trainee would be visited by the person who had trained her, in an advisory capacity.

One of the most exciting possibilities open here is to produce ethnic liaison workers for normally difficult situations. "Open-door" policy should be maintained, and personal qualities and capability used as entrance
criteria rather than previous educational records. In this way, Indian women, low-income women, disadvantaged persons, and newcomers could be trained to help their friends and neighbors through Family Life Education. The Chicago region presently prepares these Aides in four regional junior colleges.\(^{(49)}\).

A second major community responsibility in family life education is the colleges' provision of functional undergraduate and adult education programs. Aline S. Aurbach\(^{(20)}\) describes their broad scope of adult offerings:

"includes all those educational activities which serve to enrich one's understanding of the complete interplay of family relations, whether this be for parents, for young married couples, for those contemplating marriage, or for (people) in...college."

To separate these widely-varied potential students, the colleges would be advised to follow Womble's lead.\(^{(44)}\). His criteria are that tertiary level functional family living courses must meet analyzed differences in the students, and uses these as bases for curriculum variation offered. Student volunteers are involved in steering and evaluating courses. Concentration is on processes, and participation is encouraged. He found more in-depth individual study from his segregated, married, student groups than from those not married.

Community colleges should serve all who seek continuous education. The frequently overlooked elderly citizens can reach these institutions easily, and should
be encouraged to daytime attendance when many other adult students are at work. In some urban areas, broadly appealing programs about self-adjustment and problems of aging would provide many lonely old people with peer group experiences in these puzzling topics. Education programs might help them avert a situation degenerating to necessitate corrective agency help (especially in finances, nutrition and self-adjustment).

Could a low-keyed, interesting but not demanding program be tried in Vancouver's downtown area? Many old people barely subsist there, alone, and, if a locally-mounted educational program would attract them, several social needs would be met. They would be exposed to positive approaches, to group interaction, perhaps to something to look forward to. It would be a valid effort for family life educators. Even though the clients generally are not interacting in their families now, insight into their pasts might allow fuller social interactions for them. Concomitant with this, many families will benefit from an educational program about family interaction with older people.

A letter in Adult Education Vol.4, No.2, asked "Why is it that adult education programs are not oriented more towards family life?" Compared to France's L'Ecole des Parents, British Columbia surely lacks public organization for such efforts.

Footnote: "In Victoria, B.C., a number of daytime and evening courses have been given under the auspices of the Adult Education Center. Included in the theme of the aged in family contexts are such topics as "How to be a good grandmother."
A specific recommendation from the June 1965 Conference on Adult Education in Community Colleges serves to emphasize this need. Programs of interest to women should be provided in easily-reached institutions. Family life education courses were specifically cited as most likely to appeal to mature women.

The importance of the concept of continuing education complements the concept of continuous self-development of family members. Personalities can be viewed as continually "becoming"; maximum self-assurance is possible only when the process is known, and controlled, by the individual. This control depends on knowledge of the mechanics, dimensions, and discontinuities of maturation. Where do adults go to receive this training in self-understanding?

At universities, the bulk of students are between 18 and 19 years. An adult enrolled in a self-awareness course with these young people would not achieve his education goals. The lack of available courses of this nature in British Columbia Universities is apparent from the survey results. Rigidity of programs is essential to meet current vocational preparation standards in most faculties. So seldom are human dynamics courses included that when one was tried by students at U.B.C., each night session was packed by over 800 attending.

The provision of family relations courses at community colleges would fulfill one distinct adult need. Seeking
education, either retraining or upgrading an adult student frequently faces a sense of loss of identity. His admission of need for reshaping alters his former perception of himself as a capable adult worker in society.

Secondly, the community college is usually run on short four-month semesters. These short term educational experiences are more likely to appeal to adult students, hesitant to commit themselves to an eight- or ten-month study year. Evening and late afternoon attendance suit adult workers' convenience.

A course relevant to immediate life needs would serve as a self-engrossing, interesting introduction to further education for an adult student. Less than abstract, meaningful for everyday living, family life study has value for adult learners and tertiary students remaining in their home community. The personal insight possible to both students might be the results of the first truly individualized learning experience of each. The orientations possible for self-directed study (e.g. Womble 44) could be the pace-setter for the future learning of these students.

The community college has a responsibility to reach more of the ordinary adults than even night schools did. California's massive enrolment in these institutions proves their popularity. Its appeal to women residents, easy accessibility for the aged, low cost for its tax-
paying adult supporters, all tend to increase its usefulness. Capilano College on the North Shore expects over 1500 students for its second year; double its first year enrolment. A family-oriented program would especially attract women. Their common concern is frequently the quality of family life in their home community. Worried about apparent changes in cohesion, in youth's values, inabilitys to understand and communicate stifle their efforts to cope with these situations. Frequently, increasing living standards have left them rootless, products of a mobile class moving residence every two to five years. Less constructive physical work is required, denying them economic worth in their eyes and those of their families. In an interesting college course they can find friendly peers, whose support and shared interests will serve to enhance the learning experience and provide much of the content of a human relations course.

An introductory course in personality and human development would serve these students, transfer students and pre-vocational students. An interdepartmental offering, coordinated and run by a family life educator, it would combine aspects of the functional tertiary course and the pre-vocational one. Those pupils with special interest or needs - for example, the Family Education Aides above - would continue to a further study in a second level. Principles of family development, more specific study of human traits learning, and interrelationships among the
family and its environment would be studied. Self-study would be encouraged. Community resources, including professionals and institutions, would be utilized, examples would be sought within the neighborhoods of the participants for concept descriptions. Family interactions would be discussed, but student counseling would be considered outside the realm of the teacher (31), but referral to resource personnel should be relatively easy. There is so much new for the adults to learn!

The last major implication for community colleges in family life education is to serve community needs. An outstanding example is described by Welch (43). Lambuth College in Tennessee was the innovator for a community concerned with family disintegration. Using a publicity and information campaign, their interdepartmental Family Life Education team organized public action through conferences, committees and study groups. Family Life Education programs were designed and run for the public in 1967. An adult education program was offered in this area in 1968. Training sessions for lay leaders, and a conference were successfully held. The college met the community's need by supplying the professional help, and the contacts necessary, plus some funds.

Oakes' (28) remarks about the California community stress the responsibility of all its institutions to do what they best can do. In Winnipeg (10) it was a citizens'
committee that was organized. In the United States, frequently the colleges serve as training centers for leaders (10, 31). In other communities, programs for the aged or aging have been organized in family life by or with cooperation of community colleges (39). The Rocky Mountain Project (37) was implemented in community institutes. Co-sponsored by the American Social Health Association and the National Congress of Parents and Teachers, it proposed to "make programs of family life education in schools and communities stronger and better co-ordinated, and where such programs do not exist, to create them."

In North Vancouver, a citizen-professional committee is currently attempting to persuade the community college to provide both leadership training courses and functional family life education courses.

An outstanding Canadian example has come from Sheridan College of Brantford, Ontario. There, a Family Life Education program and institute operate, co-ordinating local efforts, offering workshops and resource persons, providing materials to other course leaders, and publishing a newsletter. A similar effort is needed somewhere in British Columbia.

An Institute of Family Life Study should be established separate from any university but with the cooperation of all four in the province. The advisability of establishing the Institute in a Vancouver area regional college
seems most feasible, especially if it be physically placed in the urban area (i.e., "off campus"). It would not instigate studies, only co-ordinate them and foster cooperation among researchers, students, public and social agencies. Funds should be sought partly from provincial tertiary education allotments, from industry (banks, trust and life insurance companies), from Federal sources (Health and Welfare), and partly from Vanier Institute of the Family. Ideally, the Institute would serve as an outpost of this Canadawide interest organization. A steering committee, or advisory board, should be selected interprofessionally and their choice of a director would hopefully be a Family Life generalist, mentioned frequently above.

To conclude, it may be useful to spell out the following specific recommendations:

1. That all tertiary institutions within the province provide a functional family life education course, at least one semester in duration, at the undergraduate level, and with no prerequisites.

2. That additional pre-professional courses be offered in the universities containing professional faculties and schools. These courses should be of an interdisciplinary nature, open for credits to the students, and preferably presented by an interdepartmental team.
3. That immediate briefs be submitted to the British Columbia Department of Education requesting inclusion of Family Life Education as a compulsory secondary field of study.

4. That at least one Institute of Family Studies be established in an urban area of British Columbia, coordinating the work in family studies of at least one nearby university and one community college.

5. That such an Institute would provide family life information services for interested professionals in British Columbia, including serving as a clearinghouse to coordinate research relevant to the field.

6. That the above Institute, and the Universities cooperate to rapidly expand professional training in family life for practicing teachers, offering released time, in-service training and short courses in various pertinent topics.
FOOTNOTES


(3) ibid p.33.


(5) ibid

(6) ibid

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Appendix A

Basic Concepts and Terminology in Family Life Education

Family Life Education:

"Any activity by any group aimed at imparting information concerning family relationships and providing the opportunity for people to approach their present and future family relationships with greater understanding."
(The Vanier Institute of the Family)

"To help individuals and families learn what is known about human growth, development, and behavior in the family setting throughout the life cycle is the main purpose of family life education."
(The National Council on Family Relations)

The family - the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent; characterized by common residence and economic cooperation.

Institutions - an organized system of practices and roles, developed about a value or a cluster of values, and the machinery designed to regulate and control the affected areas of behavior.

Society - a social system which survives its original members, replaces them through biological reproduction, and is relatively self-sufficient. An interdependent set of institutions applying to a group of people and providing a framework for social work.

Cultural patterns - standardized behavioral forms, practices, rules, and sentiments existent in a society.

Culture configurations - the moral principles which comprise the social philosophy of a society; the basic units of the value system of a society.

Development - a process which occurs in an organism or a living structure over an extension of time.

Human development - all processes of change both in the body itself (structure) and in its behavior (function), from conception through old age.

*Distributed by Home Economics Faculty members, U.B.C., at July workshop on "Family Life Education".*
Appendix A

Personality - a whole embodying all of the physiological, psychological, and social characteristics of an individual.

Self - a pattern of perceptions relating to the individual which is consciously recognized by the individual.

Self-concept - an organized, conceptual pattern of the characteristics of the way the individual perceives himself and the way he believes others perceive him.

Autonomy - governing oneself; individualism. To get rid of the constraint of other persons.

Socialization - a process whereby the individual learns the ways of a given culture; involves learning to know himself as well as his environment.

Role - a function assumed by an individual or a group in a particular situation.

Role-playing - taking the responses of another and organizing them into a pattern of behavior. Organization of conduct in accordance with group norms, and involving living up to obligations because of certain commitments.

Interaction - reciprocal action between two or more individuals.

Communication - the exchange of meaningful symbols, both words and gestures.

Significant other - specifying certain individuals in the interaction process who occupy rank or high significance and who are given greater weight or priority.

Primary group - involve a high degree of intimacy and extension communication.

Development task - a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and success with later tasks which failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks.
Appendix A

Family developmental tasks - growth responsibilities that arise at a certain stage in the life of a family, successful achievement of which leads to satisfaction and success with later tasks, while failure leads to unhappiness in the family, disapproval by society and difficulty with later family developmental tasks.

Mate selection - seeking within his or her field of eligibles for that person who gives the greatest promise of providing him or her with maximum need gratification.

Marriage - the establishment of the legal relationship of husband and wife in accordance with all the legal requirements as set forth by the political entity charged with the enforcement of the law.

Compatibility - living together in harmony or getting along well with each other.

Love - the experience of driving gratification for important psychic needs from a person of one's peer group of the opposite sex.

Ambivalence - the directing of contrasting or opposing feelings to the same person.

Alienation - estrangement or a transference of affection.

Need gratification - fulfilment of one's needs.

Affective - of affects or feelings.

Cognitive - of knowing or perceiving.

Family integration - the bonds of coherence and unity running through family life, of which common interests, affection, and economic interdependence are of great importance.

Family homeostasis - the unity of balance within the family.

Crisis - unexpected or unforeseen or sometimes foreseen events occurring to the family, upsetting normal routines and behaviors for handling most situations.
Appendix A

Conjugal family system - a system in which the matrimonial ties are given preponderant importance.

Consanguineal family system - a system in which the ties to blood kin are most emphasized.

Nuclear family - the unit of structure from which a kinship is built up is the group called a nuclear family consisting of a man and his wife and their child or children.

Extended family - a socially recognized group of individual families living together in close association which are bound together by the fact the men (women) in each of the individual families are geneologically related in the male (female) line.

Values - a concept of the desirable, explicit or implicit which governs our choice of methods, modes, or goals of action. It is important to the person who holds it, it is desirable and satisfying, it can develop in a self-creating way, and it tends to endure.

Attitudes - thoughts or behavioral patterns formed by past and present experience and form a conscious set or readiness of mind to react to objects and situations in a given way.

Goals - ends that individuals and families are willing to work for. Values are the motivation; goals are the concrete results.

Standards - something established as a rule or basis of comparison in measuring or judging, capacity, quantity, extent, value, quality, etc.

Norms - a standard of achievement as represented by the average achievement of a large group.
Appendix B

Standards for Family Life Education Teachers

(Based on Report on Standards for Family Life Teachers. Elizabeth S. Force, First Chairman of Committee. Presented at 1966 NCFR Annual Meeting)

A Standing Committee on Standards and Certification for Family Life Educators was created in 1965 by Clark Vincent, then president of the National Council on Family Relations. The objective of the committee (United States) was to "establish a clearinghouse for information, procedures, and case studies of the efforts in the various states to achieve certification and establish standards for family life educators."

The committee began its information gathering task immediately.

First, we directed a question to the United States Office of Education: "Are there any states which legally require that family life education be part of the curriculum?"

From the office of Commissioner Francis Keppel came the following response: "To our knowledge there are no states which legally require that family life education be a part of the curriculum."

Second, we directed three questions to the officers of accreditation and certification in the fifty states:

I. Does the Department of Public Instruction in your state authorize the teaching of units, a course or courses, in family life education?

II. If yes, is certification specifically for teaching family life education required of those who present the units, course, or courses, in: elementary school, secondary school, adult education?

III. If yes, please (1) list the stated requirements for certification to teach family life education in elementary, secondary, and adult education; (2) if you have a publication listing certification requirement for family life education, may we have a copy?
Appendix B

An analysis of the forty-three responses received was prepared by Dr. Arleen Otto with the help of a graduate student. In brief, the responses confirmed the general impression that there is no specific certification for family life educators, but that a certified home economics teacher, and in some cases a teacher who has been certified in any area, is permitted to teach home and family life education in secondary schools.

Third, we directed two questions to the committee members: (1) What are the competencies needed for a family life educator to teach effectively? (2) What kinds of preparation should be required to develop such competencies (courses taken, previous experiences, special areas of knowledge)?

Seven committee members responded. A summary of their responses follows:

For teaching at the high school level these basic courses are essential: Sociology, psychology, anthropology, child growth and development, biology or physiology.

Special courses suggested: Family dynamics and family problems; family economics and family management; psychology and sociology of adolescence; and methods, materials and techniques of family life education.

For college level teaching similar background is needed in much greater depth. Mastery of at least one related discipline and command of research in the social and behavioral sciences are essential.

Special comments included:

1. Training should be interdisciplinary with major focus on family.

2. Thorough training in a broad field related to the social, psychological and sociological aspects of human development from infancy to old age is essential.

3. Working knowledge of current research in the field is essential.

4. A sound social science background is necessary.

5. Personal qualities are of great importance.
Appendix B

It seems appropriate that I, as chairman of this committee, add a few personal observations and comments.

Family Life Education presents baffling, though soluble, problems to those of us who are concerned with raising standards of preparation and considering promoting sound certification practices. The problems are familiar to most of us: the interdisciplinary nature of family life education (as is true of other areas of study), its broad scope, the program diversity within schools, colleges, community agencies and institutions; the wavering commitment on the part of many educational leaders and academicians, the degree and kind of emphasis to be placed on the sexual dimension.

We can say that family life education "lurks in many areas but is not likely to be captured by inadvertence." It is a discipline. It is definable. It is teachable. It is here to stay.

I see the family life educator as a new and rather special breed. His academic degree is but one symbol of his educational attainment, and further, its significance or meaning depends not only on the level of attainment it represents, but also on the institution that awards it. Scholarship is, of course, important. The family life educator I have in mind has a grasp of the necessary basic disciplines. In addition, he has an appreciation and knowledge of the community — its function and organization. He has a respect for and knowledge of research but is open to truth perceived by other means. Aristotle said, "Poetry is truer than history." People are truer than our studies of them. The prime quality of importance is the matter of mind and spirit of this educator. This includes: the depth of his perception, the integrity of his person, the flexibility of his method, his sensitive awareness to the human condition, and finally, his ability and eagerness to grow intellectually and emotionally as a person and a professional.

Can we avoid the strait jacket potential of certification, yet discover, recruit, and amplify these in our practices and curricula?
Appendix C

Questionnaire Used in the B.C. Survey

THE NATURE AND AIMS OF YOUR PROGRAMME

Place number in box which best describes your organization's Family Life. Two choices would indicate equal balance.

1. Our efforts are usually: 1) preventative; 2) corrective; 3) both.

2. We usually offer: 1) group courses open to the public; 2) group courses for our members only; 3) group therapy; 4) family group therapy; 5) individual education.

3. We offer our programmes: 1) by public advertisement; 2) through membership information; 3) to persons referred to us; 4) for clients of our own agency; 5) as a service to other agencies.

4. We select our participants: 1) on the basis of previous educational experiences; 2) by referral; 3) no requirements necessary; 4) we have a quota and may not take all applicants.

5. Type of clients forming the majority of group: 1) young people pre-marriage; 2) young marrieds; 3) families and members requiring counselling; 4) families in financial straits; 5) early school leavers.

6. Our usual programme content includes: 1) sex education; 2) household management; 3) techniques to enable personal competencies; 4) family cycle information; 5) dynamics of human development.

7. We usually enroll the following: 1) adults (over 20); 2) adolescents (14-20); 3) young children only; 4) parents only; 5) family groups; 6) mixed age groups, non-related.
Appendix C

8. We usually use these instructors: 1) teachers qualified; 2) social workers; 3) religious workers; 4) medical or health trained; 5) our own trainees; 6) untrained volunteers; 7) others.

9. Our teachers are usually: 1) individually responsible for conducting course; 2) members of a teaching team (related disciplines); 3) if team, usual components; 4) serve as group discussion leaders.

10. We use the following methods: 1) lecture; 2) films; 3) prescribed reading and discussion; 4) panels and discussions; 5) others.

11. Our course is usually: 1) under 10 sessions up to 1 1/2 hour each; 2) under 10 sessions, over 1 1/2 hour each; 3) 10 to 20 sessions, up to 1 1/2 hour each; 4) 10 to 20 sessions, over 1 1/2 hour each; 5) other.

12. Generally we: 1) prepare family life educators; 2) offer marriage preparation courses; 3) offer parent problem-solving sessions; 4) offer young adults life-cycle information and help; 5) offer corrective measures; 6) use counselling for individuals or group.

Additional Information included in cover letter defined:

(Family Life Education can be provisionally defined as organized efforts in group study of contemporary factors affecting families: personal, parental, communal, formal and informal educational. Objectives: increased insight, 'better' information, and stronger and more satisfying bonds in family living.)
CANVASSED INSTITUTIONS

120 Social Welfare Departments of B.C. Municipalities

87 School Districts

114 Independent Schools (from list "Private Schools in British Columbia) Department of Education, Victoria

6 Church head offices or large Vancouver congregations

40 Parent Education Chairmen, B.C. Cooperative Playschool Association

22 Institutions of Higher Education: Regional Colleges: Selkirk, Okanagan, Capilano, Vancouver City College, B.C. Institute of Technology; University of British Columbia: Dean of Arts, Education, Social Work, Home Economics; University of Victoria: Dean of Arts, Education, Social Work. University of Notre Dame and Simon Fraser University: Dean of Arts.

Jewish Family Services

Catholic Welfare Services

United Community Council list: Victoria

100 United Community Council list: Vancouver

The Family Life Association, Nanaimo

4 Metropolitan Health Units

Salvation Army

University of British Columbia Extension Department

138 Returned questionnaires were suitable for processing.

The classification "Tertiary and Adult Education Institutions" yielded 29 replies. Of these, 14 reported some course(s) given, and 15 reported no course given in topic area.

The forms mailed out, in some cases, may not have been directed to the correct department or person, and this could have contributed to some failures to respond to the questionnaire.
Appendix D

Supplementary Statistical Tables

Table A  Types of Agencies Responding to Poll (of 138 contacted):

<table>
<thead>
<tr>
<th>Types of Agencies</th>
<th>Yes</th>
<th>Offer F.L. Programs</th>
<th>No</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>116</td>
<td>20</td>
<td>72</td>
<td>17</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>19</td>
<td>17</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Tertiary/Adult Ed. Schools</td>
<td>14</td>
<td>15</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>B.C. Social Welfare Ag.</td>
<td>9</td>
<td>9</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Private Agencies (Comm. Chest lists)</td>
<td>32</td>
<td>32</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Public Agencies (incl. Metro. Health, CMHA)</td>
<td>15</td>
<td>15</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Church/religious org'ns.</td>
<td>7</td>
<td>7</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

N.B. Some offer programmes at more than one level, e.g. School Boards' responses were usually entered in elementary, secondary, and frequently adult types of programmes.

Table B  Areas of B.C. Where Programs are Offered:

<table>
<thead>
<tr>
<th>Areas of B.C. Where Programs are Offered</th>
<th>All Programs</th>
<th>Tertiary-Adult Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan Vancouver</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Central Interior</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Eastern B.C.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Greater Victoria</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Vancouver Island &amp; Coast</td>
<td>12</td>
<td>-</td>
</tr>
</tbody>
</table>

N.B. One respondent in Fraser Valley indicated area was also about to establish a Family Life Association.

Table C  Types of Course Offered (all courses):

<table>
<thead>
<tr>
<th>Types of Courses</th>
<th>All Courses</th>
<th>Tertiary-Adult Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group open to Public</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Group open to Members</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Therapy Group</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Therapy, Family</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Individual Education</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix D**

**Table D**  
Majority of Clients of all Programs

<table>
<thead>
<tr>
<th>Type of Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people (pre-marriage)</td>
<td>49</td>
</tr>
<tr>
<td>Young Marrieds</td>
<td>28</td>
</tr>
<tr>
<td>Families - counselling</td>
<td>39</td>
</tr>
<tr>
<td>Families - financial diff.</td>
<td>17</td>
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<tr>
<td>Early school leavers</td>
<td>13</td>
</tr>
</tbody>
</table>

N.B. Similar large proportions of families and pre-marriage groups.

**Table E**  
Usual Enrollments all Programs

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>41</td>
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<tr>
<td>Adolescents</td>
<td>46</td>
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<tr>
<td>Children</td>
<td>28</td>
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<tr>
<td>Parents</td>
<td>25</td>
</tr>
<tr>
<td>Families</td>
<td>26</td>
</tr>
<tr>
<td>Mixed Age Groups (unrelated)</td>
<td>25</td>
</tr>
</tbody>
</table>

**Table F**  
Content Frequency All Programs

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Personal Comptencies</td>
<td>64</td>
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<tr>
<td>Human Development</td>
<td>26</td>
</tr>
<tr>
<td>Family cycle information</td>
<td>31</td>
</tr>
<tr>
<td>Sex Education</td>
<td>30</td>
</tr>
<tr>
<td>Household Management</td>
<td>26</td>
</tr>
</tbody>
</table>

N.B. Most responses included more than one topic area. Note similarity of emphasis among types of programs.

**Table G**  
How Courses are Offered:

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Advertisement</td>
<td>29</td>
</tr>
<tr>
<td>Membership Information</td>
<td>28</td>
</tr>
<tr>
<td>Persons Referred to Agency</td>
<td>34</td>
</tr>
<tr>
<td>Own Clients</td>
<td>44</td>
</tr>
<tr>
<td>As Service to Other Agencies</td>
<td>35</td>
</tr>
</tbody>
</table>
### Table H: Who Teaches Human Development?

<table>
<thead>
<tr>
<th>Instructor Type</th>
<th>All Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Social Workers</td>
<td>28</td>
</tr>
<tr>
<td>Religious</td>
<td>19</td>
</tr>
<tr>
<td>Medical</td>
<td>30</td>
</tr>
<tr>
<td>Own Trainees</td>
<td>17</td>
</tr>
<tr>
<td>Volunteers</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>12</td>
</tr>
</tbody>
</table>

*N.B. Frequently more than one category of instructors are used. Team teaching was claimed in 45 responses, of which only 7 were mixed (interdisciplinary) teams.*

### Table I: Type Courses Offered to Mixed Age Group (non-related):

- **Short Course** (under 10 meetings, about 1 hour each) 9
- **Terminal Course** (under 10 meetings, over 1 1/2 hours) 8
- **Medium Length Course** (10-20 meetings, about 1 hour) 2
- **Sessional Course** (10-20 meetings, over 1 1/2 hours) 1
- Others 11
Appendix E

Illustrative Syllabuses

(A course, Marriage and the Family, given at Stanford University, Palo Alto, California)

This course, Marriage and the Family, is offered as both a contribution to general education and as a service course for students. It qualifies as a segment of general education insofar as it focuses on courtship, marriage, and the resulting families as significant phenomena in our social system — and offers some perspective with which to view them. The course goes further, however, by centering on marriage as a personal, very probable event in the lives of students who are enrolled; as many facets of the marriage relationship are explored as the time allows. Guest speakers are utilized, when appropriate, in order that "experts" in particular, specialized fields relating to the marriage relationship may bring to you their unique experiences, training, and point of view. Discussion sessions on selected problems are interspersed with the lectures, on the premise that there is educational value in the sharing of attitudes and beliefs and in the resulting picture of diversity of opinion and point of view.

The course is offered in this department because health education, drawing its insights and basic material from medicine, biology, and the social and behavioral sciences, anticipates ultimate direct personal application as well as fundamental knowledge and understanding. Thus we can offer the course in a multidisciplinary way.
Appendix E

This course can be taken as a pass course (i.e. for functional purposes) or as an honours course, with appropriate grades and assignments. (This would be useful as pre-professional course).

Texts, Evaluation Methods; Paper Topics and Format


Examination: The examination will be a predominantly objective type test which may include True-False, Multiple Choice, Short Answer fill-in and a few short essay questions.

Assigned Paper: (For A or B Aspirants)
Topic: Unwanted babies (children)
(1) cause (2) effect (3) what can be done about it (constructive solutions).

With modern knowledge concerning interpersonal relations and contraceptives there are still large numbers of illegitimate unwanted babies being born today. There are also many unwanted "legitimate" babies. Some contemporary concerns:

(1) why is this occurring? (why the dicotomy?)
(2) what are the resulting effects (consequences)?
(3) what types of plans of action or programs now or in the future will be in the best interests of these children and their parents?

The topic listed above has been suggested by previous members of the class. If you have other topics which relate to the course and have meaning for you, discuss the topic with the instructor for written approval by April 26.

Originality, creativity, clear thinking and freshness of expression are "treasures" for which the professor searches in evaluating these efforts.
Appendix E

Topics:

"The Modern Institution of American Marriage"
Sub-topics: Courtship and marriage patterns, M & F subcultures, factors in selecting marriage, emotional health in marriage, family relationships, partner.

"Marriage as a Physical Relationship"
Attitudes about sex: historical, current, future.

"Marriage as an Economic Partnership"
Sub-topics: finances, insurance, medical case (including guest speakers).

"Reproduction and Responsibility"
Physiology, premarital sex, pregnancy, birth, fertility (including guest speakers).

"Marriage as a Spiritual Relationship"
Three speakers from different religious denominations.

"Marriage as a Family Relationship"
Law, schools, community help, disadvantaged persons, values.

Guest speakers include:

Life insurance agent
Insurance counsellor
Ministers
Lawyers
Family Social Worker
Gynecologist
Bachelor's Degree: A Specialist's Degree in Human Development, is granted a student who: 1) meets University general education requirements (completing courses in communications, quantitative reasoning, world civilizations, humanities, social and natural sciences; 2) completes a sequence of courses in Home Economics in child development and family relationships; 3) completes prescribed course work in fields related to human development: psychology, sociology, anthropology, and biological sciences; 4) completes individual work in own interest area.

Graduate Degree: A Master's Degree in Human Development can be earned in this Department. Sequence of undergraduate courses outlined includes the following titles:

- Introduction to Human Development
- Cultural Aspects of Child Rearing
- Interpretation of Behavior
- Group Work With Children
- Family Relationships
- The Adolescent in Family and Community, among others.

These are offered in various years of undergraduate study, the first mentioned are frequently prerequisite to the higher level courses.
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BOOKS


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<thead>
<tr>
<th>#</th>
<th>Author(s)</th>
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<tr>
<td>33</td>
<td>Broderick, Carlfred</td>
<td>1964</td>
<td>Techniques in Family Life Education. Marriage &amp; the Family Living, Vol.12, No.4.</td>
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<td>38</td>
<td>Luckey, Eleanor</td>
<td>1967</td>
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ARTICLES, Etc.

