

AN ABSTRACT OF THE THESIS OF

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Title An Analysis of 150 College Students' Attitudes Toward
Content of a Course in Family Relationships.

Redacted for privacy

Abstract Approved:

(Major Professor)

This study is designed to ascertain by means of a questionnaire the attitudes of 150 college students toward content of a course in family relations. Data were gathered from students who had taken a course in family relations with the author, at Oregon State College. These students varied in rank from Freshmen to Graduate and represented a wide sample of students from the major schools on the campus.

From student responses to a questionnaire an effort has been made in this study to accomplish the following:

1. To measure student attitudes toward discussion of approximately 160 topics conceivable of discussion in a class in family relationships. These topics were grouped under general headings as follows:
 - Historical background of the family
 - Economic and social change affecting the family
 - Understanding human behavior
 - Mating behavior
 - Marriage adjustments
 - Family experiences
 - Family relationships to others than the family group
 - Family recreation
 - Understanding our parents
 - Broken homes and related problems
2. To gather and study student attitudes toward selected procedures in conducting a course in family relations.
3. To gather and study free comments of students regarding value gained from a specific course in family relations.
4. To gather and study free comments of students regarding material they considered of the least value, in a specific course in family relations.
5. To gather and study constructive criticisms offered

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by students of a specific course.

To facilitate comparisons the writer reported summaries of data in per cent.

Results of the Study:

It was found that:

1. Students had more favorable than unfavorable attitudes toward discussion of all the topics listed, with the exception of those topics relating to historical backgrounds of the family.
2. Approximately 75% of the students expressed definitely indifferent or negative attitudes toward discussion in class of historical backgrounds of the family.
3. Around 90% of students indicated they would like or would like very much to have discussion of topics under general heading Understanding Human Behavior.
4. Favorable interest in discussion of topics under general heading Mating Behavior was expressed by 80 to 97% of the students.
5. The topic eliciting highest interest by the greatest number, 97% of students, was hazards of engagement period.
6. Favorable interest was expressed toward most topics under general heading Marriage. Topics premarital counseling and health examination gained 93 to 96% favorable responses.
7. Topics considered pre-parental in scope gained a favorable response, ranging from 80 to 92%. Such topics as agreement of parents in matters of control, family solidarity improved through sharing emotional experience of parenthood gained highly favorable response.
8. Ninety-one per cent of students in this study are interested in discussing such topics as relationship of the family to boy or girl friends of their children.
9. Ninety per cent are interested in discussing means of reducing tensions in the family.
10. A large majority of these students desired opportunity to observe children in the Home Management Houses and in Nursery School.

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11. Eighty-eight per cent desired opportunity for personal counsel with the instructor in the course in family relations.

12. Ninety-seven per cent expressed favorable attitudes toward procedure of having mixed groups in classes in family relations.

Recommendations are made that further studies be made to measure the change in attitudes toward marriage, parenthood, and family experiences, which occur during a course in family relations. The free comments of students indicate such changes in attitude do occur.

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AN ANALYSIS
OF 150 COLLEGE STUDENTS' ATTITUDES
TOWARD CONTENT OF A COURSE IN FAMILY RELATIONSHIPS

by

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CHAPTER I

INTRODUCTION

AN ANALYSIS
OF 150 COLLEGE STUDENTS' ATTITUDES
TOWARD CONTENT OF A COURSE IN FAMILY RELATIONSHIPS

Chapter I

Introduction

"The chief purpose of education," according to Herbart, "is to develop personal character and to prepare for social usefulness." These virtues, he held, proceeded from enough of the right kind of knowledge, properly interpreted to the pupil, so that clear ideas as to relationships might be formed.⁽¹⁾ Later Spencer enunciated the best ideas of his time in declaring, "The purpose of education is to prepare us for complete living, and that the only way to judge of an educational course is first to classify, in the order of their importance, the leading activities and needs of life, and then measure the course of study by how fully it offers such a preparation."⁽²⁾ We may well scrutinize the classification of life activities and needs as organized by Spencer, and select the third one in order of importance, "Those (activities) which have for their end the rearing and discipline of offspring"⁽³⁾ which may be loosely construed to include all family relationships. Others of this well-known classification have reference to self preserva-

1. Cubberley, Ellwood P., The History of Education. New York, Houghton Mifflin Co., p. 760, 1920.

2. Ibid., p. 777.

3. Ibid., p. 777.

tion or health, economic preservation, social and political relations, and those activities which "fill up the leisure part of life and are devoted to the gratification of tastes and feelings."

Out of Spencer's philosophy there grew up a new concept of educational purpose as an "adjustment to the life one is to live."⁽⁴⁾ Following Spencer, John Dewey conceived the purpose of education to be social efficiency, "and this social efficiency to be produced through participation in the activities of an institution of society, the school." "...The primary business of the school is to train in cooperative and mutually helpful living."⁽⁵⁾

As we consider the growth and trend of educational philosophy since the time of Herbart, we become aware of this significant fact. Education is now conceived to be training in cooperative and mutually helpful living, the "achievement of self-reliant personalities," as ably expressed by Edward Lindemann. The method used to achieve this worthy aim should be educational activity based upon the attitudes and activities of the individual.

Since the purpose of this study is related to present day efforts to aid in the education of the individual during the college period, the writer has taken into consideration

4. Cubberley, Ellwood P., The History of Education. New York, Houghton Mifflin Co., p. 778, 1920.

5. Ibid., p. 782.

the evolution of educational philosophy as outlined above.

Holding a concept of education as adaptation to one's present environment, the writer made this study to ascertain student attitudes toward subject matter in a specific course in the college curriculum which is definitely designed to aid the student in his understandings of and adaptation to the primary social group in which he lives. It is questionable whether our college curriculum has fulfilled its legitimate purpose if it fails to provide such understandings of human relationships. To quote from a White House Conference report: "With the growth of scientific understanding of human behavior there has gradually developed a dissatisfaction with the contribution that higher institutions of learning are making toward equipping the individual student for life."⁽⁷⁾ Unquestionably the institutions of higher learning have emphasized preparation for vocational and cultural adjustment, but have lagged in provision of courses designed to aid students in social adjustments; i.e., courses that provide understandings of primary human relationships and furnish standards by which we may gauge the social and emotional maturity of individuals. To quote Dr. Frankwood E. Williams, "It is somewhat perplexing to see students acquiring great blocks of information on certain

7. White House Conference on Child Health and Protection, Education for Home and Family Life, Part II, Colleges, p. 4. New York, Century Co., 1932.

topics, or developing a special technique of study along certain lines, and equipping themselves for industrial and professional tasks in virtue of these special abilities, while the background of their life on which their economic activity will be displayed, is completely neglected. The student may pass through his college course without its being necessary at any stage for him to review the principles underlying human behavior; without his being required to take stock of the hidden source of his own interests and beliefs and habits and moods; without his becoming aware that these moods and beliefs and interests, which are going to give to his individual life its special value, have definite biological determinants which work according to certain definite laws, some knowledge of the control of which may make all the difference between stability and instability in his life."⁽⁸⁾

In this connection it is interesting to note the comments of some educators at the 1936 session of the National Education Association. In a panel led by Mr. O. C. Pratt, discussing "Education for Home and Family Life is Essential in Modern Education," Mr. Pratt made the statement, "Science has not yet taught us how to get along with people; attitudes, ideals, and points of view direct the life of the individual and should be taught in school." In answer to

8. Williams, Frankwood E. and others, Social Aspects of Mental Hygiene, Yale Univ. Press, pp. 59-60, 1925.

the first question, "What can education do for the individual?", Dr. Vera Brandon suggested, "Education must result in right attitudes as well as knowledge, and students can be made to bring attitudes to the right point in classes." She cited research by Dr. Ackerley and Dr. Butler, of the University of Iowa, to prove this point.⁽⁹⁾

Still another educator, Dr. R. G. Foster of Merrill-Palmer School, speaking at the N. E. A. meeting in 1937 on, "Family Relations and Their Implications for Curriculum Building," said, "Worthy home membership is still the forgotten objective in secondary education in many, if not most parts of the United States, although one can discern progress being made each year in this phase of educational effort. The requirements for adequate functioning as a husband, wife, or parent are more varied in scope than those for most vocations for which young people prepare themselves in school.....Again I raise the question as to curriculum implications. If our curriculum is to be based upon life needs of its students, it would seem that long ago this phase of education would have had much more consideration." Although Dr. Foster⁽¹⁰⁾ speaks here of Secondary Education, his statement is applicable also to the college curriculum.

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9. National Education Association Proceedings, Washington, D. C., N. E. A., p. 551, 1936.
 10. National Education Association Proceedings, Washington, D. C., N. E. A., pp. 401-3, 1937.

There have been definite attempts to analyze the life needs of students, in order to determine bases for curricula. This echoes Spencer's philosophy of educational procedure, "Classify needs, measure course by success with which it prepares one for life needs." A study of 306 families made by Ruth Lindquist in 1931, "The Family in the Present Social Order; A Study of Needs of American Families," is an illustration of this procedure.

In connection with the expressed needs of the women cooperating in the study, most of whom were home economics graduates, Miss Lindquist made an analysis, by means of catalogues, of the courses in nine institutions which might be considered as meeting these needs. She summarizes apparent trends in such education in the following words: "Undoubtedly there has been and still is, a focusing of attention upon the teaching of homemaking skills. Training for parenthood has but recently been added, and training for marriage has scarcely been attempted, partly, to be sure, because the needs are not yet clearly defined. Perhaps the following statements might be made: that the training of the past has been primarily in the techniques of homemaking, with emphasis upon good standards in the routine processes carried on in the home; that at the present time a transition from processes to persons, particularly the young child, is occurring; and that in the future one may antici-

pate more emphasis upon philosophy, perspective, personnel of the family, factors promoting successful marriage and family life, the use of leisure and the role of home managers as citizens and community builders. There are suggestions throughout the replies that an understanding of human nature and of personality traits of individuals with whom one lives and works is indispensable. The comment of one woman suggests the need of relating the principles underlying human relations to the student and her problems, if the foundation for harmony in family life is successfully laid. The lack of help and of interest in problems of personal adjustment during her period of formal education has made the direction of family life far more difficult for her."⁽¹¹⁾

Another significant study of needs was made by Dr. Florence Sherbon in 1929. This was an effort to gather and compile suggestions from 350 married women, all graduates of the University of Kansas, for making the university curriculum "of greater service to the American home." On the whole the following ideas seem to have been uppermost in the minds of these homemakers, as evidenced by their spontaneous statements.

"After a properly operating household plant has been

11. Lindquist, Ruth, The Family in the Present Social Order. Chapel Hill, N. C., Univ. Press, pp. 135-6, 1931.

established, the next point of agreement is that the university should prepare the future homemaker to understand the human relationships involved in the domestic partnership in the fundamental matter of personal standards of right and wrong, and esthetic and cultural ideals; in the essential matter of marriage relationship and understanding of the social importance of the family group; and in preparation for the parent child relationship."(12)

Because of the "conviction that education for family life is needed in modern civilization," a study of the work "in universities, colleges, and technical schools, having as its object the preparation of the individual student, especially for those personal adjustments which have to do with marriage, parenthood, and family life,"(13) was made in 1930-31 by the Subcommittee on Preparental Education in Colleges, of the White House Conference on Child Health and Protection. The findings of this study furnish convincing evidence of the trend toward provision, in the college curriculum, for personality adjustment aspects of education.

The survey for this study covered the 269 institutions comprising the combined lists of American Association of

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12. Sherbon, Dr. Florence, University Women and Motherhood. Lawrence, Kansas, Univ. of Kansas, Unpublished study, 1929.
 13. White House Conference on Child Health and Protection, Education for Home and Family Life, Part II, Colleges, p. IX. New York, Century Co., 1932.

Universities and American Association of University Women. Returns were received from 157. The summary of results indicates that about twenty per cent of the accredited institutions of higher learning in this country have a conscious policy directed toward the personality development of the individual student. Approximately fifty per cent of the institutions reporting have a conscious policy of providing curricular instruction directed toward that end. However, seventy-two per cent of the coeducational institutions reporting are giving courses which in part of their content consciously recognize the needs of students for knowledge regarding parenthood and family life. "The conclusion to be drawn from this survey is that there is a beginning consciousness among the colleges of their responsibility to provide for the personality needs of students, but that this consciousness is not yet very articulate."⁽¹⁴⁾ It is probable that such a trend, well established eight years ago, has made considerable progress although it has not been remeasured.

From the survey by the White House Conference Committee on Family and Parent Education, there is apparent (1) a recognition of the need of providing courses to meet students' personality needs, (2) a trend toward making provision for such courses, and (3) a recognition of the

14. White House Conference Report on Child Health and Protection, Education for Home and Family Life, Part II, Colleges, p. 12. New York, Century Co., 1932.

problem involved determining the "wisest means." To quote from the report, "Higher education is confronted with the indisputable facts of modern social change and the inability of the family to carry on all its traditional functions in the midst of such change. Young people need help in making those adjustments to the material and personal environment that permit the development of an adequately functioning adult. Higher education has little choice in the matter; it must provide such help. The difficulty is in finding the wisest means."(15)

If we accept Dewey's concept of education and the evidence that there is a definite need and trend toward inclusion in the college curriculum of courses that will definitely aid the individual student (1) in orientation to his personal problems of social relationships, involving both his primary and secondary groups, and (2) in integration of his own personality, then we may well scrutinize such courses, to see whether they really are functioning in the way they purport to do. What material should be included in such courses? Who or what should determine "what knowledge is of most worth," to use Spencer's phrase. What learning experiences should be included?

If we accept further Dewey's philosophy of method of

15. White House Conference Report on Child Health and Protection, Education for Home and Family Life, Part II, Colleges, p. 92. New York, Century Co., 1932.

education, i.e., activities based upon interests of the individual, then we may question procedures that promote selection and organization of course content by instructors lacking knowledge of student attitudes. It is the purpose of this study to ascertain the attitudes of a representative group of students toward content of a course in Family Relationships.

CHAPTER II

SURVEY OF RELATED STUDIES

Chapter II

Survey of Related Studies

A number of studies related to providing planning or analyzing courses in family relations have been made within the past decade. One of these, most closely related to this study, is the study by McKeen in which she analyzes differences of opinion of college students toward problems of family adjustment in order to teach students to approach marriage with tolerance. She found areas of disagreement in questions relating to housing, family finances, religion, work relationships, and leisure relationships. "These questions merit special classroom discussion. Personal characteristics which both men and women considered so objectionable in a mate that fifteen per cent of the entire group would demand a change in behavior, separate or get a divorce are as follows: being a spendthrift, having temper tantrums, having untidy personal appearance, 'stepping out', nagging, gossiping, being uncooperative, not accepting major responsibilities, being bound to his or her parents, drinking too much, being lazy, being disinterested in the home and making unfavorable remarks about their relatives. In addition the women objected to a husband's being disorderly, being wasteful or having poor table manners. The men

objected to a wife's dominating or smoking too much." (16)

Although this work is useful in the planning of a course in family relations, as it gives students' attitudes toward problems, it does not give the students' reactions to discussion of these problems, in a classroom situation.

Another very helpful study in this field is Kugel's study of parents' attitudes toward certain topics discussed in classes in family relations. "The returns show a surprising concurrence in favor of the questions.....We may conclude that parents themselves are very generally conscious of the need for reliable information and clear thinking along these lines and, on the whole, are ready to trust the school to deal wisely with the subjects....home economics teachers of 'discrimination' need have no hesitancy in incorporating discussions of vital problems of home and family life in their class work." (17)

Klemer⁽¹⁸⁾ has made a study of students' questions about marriage. "A careful study of the records of groups meeting in the past year or so reveals that most questions asked about marriage may be grouped under these four head-

16. McKeen, Margaret Eckelman, An Analysis of College Students' Attitudes Toward Problems of Family Adjustment. Unpublished study. Corvallis, Oregon, Oregon State College, p. 64, 1937.

17. Kugel, Daisy A. Opinion of Parents Regarding the Teaching of Family Relations. Unpublished study. Journal of Home Economics, Vol. 21:6, Jan. 1929.

18. Klemer, Dora K. The Study of Marriage by Groups of Young Men and Women. Journal of Home Economics, Vol. 26:23-24, Jan. 1934.

ings: family finances, sex experience, psychological adjustment, and children."

A similar method of studying questions submitted by students was used by Beebe⁽¹⁹⁾ who evaluated questions of undergraduate college students, classified them, then studied similarities and differences between questions of men and of women, compared questions from coeducational and non-coeducational colleges, studied variations of questions among individual colleges, the significance of college class, etc. The most significant finding in Beebe's study was, "the great diversity of questions asked by students on all aspects of sex phenomena."

This study, useful as it is, does not gain reactions of the students toward such topics of discussion as those indicated by questions after the students have had opportunity for such discussion in the classroom.

Another study of attitudes toward problems of family relationships is Kirkpatrick's⁽²⁰⁾ study of student attitudes toward marriage and sex. Kirkpatrick's findings are similar to McKeen's--a study of what the student thinks about specific family problems rather than a study of student attitudes toward content of a course after topics

19. Beebe, Ruth White, The Sex Questions of Undergraduate College Students. Unpublished study. New York, Columbia University, November 1936.

20. Kirkpatrick, C. Students' Attitudes Toward Marriage and Sex. Journal Ed. Soc. 9:545-55, May 1936.

have been discussed in a classroom discussion group.

Although there have been several studies of students' attitudes toward problems of family relationships by means of analyses of students' questions, there has not been adequate study of the attitudes expressed by the students themselves toward content of a course in family relations where these problems have been discussed. It seems to the writer that it is important to learn these attitudes of students toward specific topics which they have discussed. Is it not probable that students are so inarticulate before taking a course in family relations that they are unable to express their needs? Furthermore, may these students not find many topics of much greater interest and value, as they discuss them, than they might have anticipated? Is it not likely these students are unable to project their thinking into some implications of their naive questions?

As we consider Haworth's⁽²¹⁾ study of education for marriage among American colleges, in which he finds ninety-two per cent of the colleges responding give an hour or more to the study of divorce, but only forty-four give an equal amount of time to engagement; ninety-one per cent give consideration to history of marriage but only thirty-two per cent give an hour or more to discussion of petting, may

21. Haworth, Cecil E. Education for Marriage Among American Colleges. Bulletin of the Assn. of Amer. Colleges, Vol. XXI, No. 3, p. 478, Nov. 1935.

we question whether courses in education for marriage really function? Are they based on student interest and needs? Can the student express his needs until he has been led into a better understanding of them?

Bankston⁽²²⁾, in a study similar to Haworth's based his study on library sources and a questionnaire sent to home economics teachers in California. He concluded, "Apparently the thought and practice in home economics courses and among the teachers of present courses, is in advance of the printed descriptions of such practices."

Since there is still uncertainty and confusion regarding what should be included in a course in family relations the author has chosen this as a field of investigation for this study.

It was with a sincere conviction that student evaluation of the interest and values in a course in family relations should help determine procedure in planning successive courses, that this study of students' attitudes toward content of a course was undertaken.

22. Bankston, Gene Anthony, A Survey of the Present Status and Proposed Content of Courses in Family Relationships. Unpublished thesis. Univ. of S. Cal. Los Angeles, Cal. 1935.

CHAPTER III

STATEMENT OF THE PROBLEM

Chapter III

Statement of the Problem

This study, which is an investigation of attitudes held by 150 college students toward content of a course in family relations is designed to answer, at least in part, the following questions:

1. What topics in a course in family relations do students indicate they would like to discuss?

2. What topics in a course in family relations do students dislike to discuss?

3. Toward what topics in a course in family relations do the greatest number of students express the greatest interest?

4. Do the students represented in this study indicate a desire to observe babies in Home Management Houses and in Nursery School?

5. Do the students represented in this study indicate a desire for personal counsel with the instructor in family relations?

6. Do the students in this study indicate a positive or negative opinion regarding desirability of family relations being taught in high school?

7. Do the students consider it desirable that family relations be offered as a three term hour course, thereby allowing three hours a week for class discussion?

8. Do students think classes of mixed groups of students desirable?

9. On the basis of findings of this study may a course be planned to meet more adequately the expressed interest of the college student?

CHAPTER IV

Chapter IV

The Method of Procedure

Since the writer was interested in obtaining evaluations of student attitudes toward content of course in family relations she selected the questionnaire method of gathering data. The fact that the questionnaires were returned unsigned gave the student assurance that he could express his opinion without having his response identified with him.

A questionnaire (see Appendix) was constructed in a manner to give the author first of all an autobiographical picture of the subject. The second part of the questionnaire was constructed so that the subject might have free opportunity to express his attitude toward specific topics of discussion conceivably a part of a course in family relations. After each topic listed there were checking spaces, devised in a linear continuum, in which the subject might check his response in the degree most nearly describing it. To illustrate, the following directions were given: Check the response that most nearly expresses your attitude regarding discussion of the following topics in family relationships classes, and under this instruction there were spaces in which to check response to each topic listed-- would like very much, would like, indifferent, would not

like or would dislike very much. All the topics which had been studied or discussed during the preceding term were listed under general headings such as historical background, economic and social change influencing the family, mating behavior, etc.

The third part of the questionnaire gave the student opportunity to read general suggestions regarding teaching of family relations, and then check the response that most nearly conveys your attitude. These suggestions were relative to desirability of family relations as a course in high school; desirability of mixed groups of students in college classes in family relations; desirability of three term hour course instead of present two term hour course; desirability of opportunity to observe children in nursery school and Home Management houses; and desirability of conference with the instructor in family relations.

The fourth part of the questionnaire was devised to secure from the students their free comments (see Appendix B) on topics in which they had least interest, and their constructive criticism for improving the course in family relations. Opportunity was given them also, for free comments on the greatest value they had gained from the course. These show an increased understanding of the students' own social and emotional problems; of his parents' attitudes and behavior; and an increased understanding of

what is involved in successful family relationships. See Appendix B for sample statements.

The questionnaire was constructed and a preliminary test was made by having the questionnaire checked by a group of senior women in a family relations class. After corrections were made in the questionnaire it was distributed to a group of 173 students, all of whom had had a course in family relations with the author, within the year. One hundred and fifty questionnaires were returned in time to be used, and were used as the basis of this study.

After the questionnaires were returned the responses were tabulated, converted into per cent for facility in comparisons, then analyzed.

It is found that some students failed to check a response to every topic. This may be interpreted in various ways. It may be the meaning of the topic, as stated, was not clear to the student. It may be the student was not certain just how he felt toward certain topics.

Damaged
OLD REINFORCED CONCRETE

CHAPTER V

RESULTS OF THE STUDY

Chapter V

Results of the Study

The questionnaire used to measure the attitudes of college students who had taken a course in family relations toward topics of discussion in such a course is, as stated in the previous chapter, divided into four parts: general information about the student; his attitude toward various topics conceivable of being discussed in a course in family relations; his opinions about some items in procedure in conducting such a course; his free comments regarding value gained from course; and his constructive criticism of the course. The portion of the study attempting to discover student attitudes toward various possible topics of discussion is subdivided into sixteen parts.

As has been explained in a previous chapter, student attitudes were recorded on a scale or linear continuum. The questionnaire was constructed in such a manner that it is possible to interpret the range of student attitude variables. The numbers of student responses were converted into percentages to clarify comparisons. The summary and evaluation of data in this study are made with the primary consideration of significance in teaching family relations in college classes.

Descriptive Analysis of College Students Included in This Study

An analysis of the descriptive information of the 150 students answering questionnaires in this study reveals facts regarding the number of men and women in the study, family background, and preparatory courses taken in allied subject matter, such as sociology and psychology.

Of the 150 students included in the study 29 or 19.3% are men; 121 or 80.6% women. Of the schools represented more students are majors in the School of Home Economics than in any other school of the college. Fifty-nine or 39.3% are majors in Home Economics; 36 or 24% are majors in the School of Secretarial Science; 14 or 9.3% are registered in Lower Division; 8 or 5.3% are majors in Education; 5 or 3.3% are majors in Forestry; 5 or 3.3% majors in Agriculture; 5 or 3.3% majors in Engineering; 3 or 2% in Business Administration; 2 or 1.3% in Science; 1 or .6% in Wood Products; 12 or 8% are not classified because of failure to respond to this question. Of the 59 Home Economics students, 35 are registered in a course required for graduation in the professional home economics curriculum. All of the students other than the 35 in the required course were taking Family Relations as an elective.

TABLE I

Number of Men and of Women Included in the Study

Sex	Number	Per Cent
Men	29	19.3
Women	121	80.7
Total	150	100.0

TABLE II

Distribution of Subjects on the Basis of Major Schools

School	Number	Per Cent
Home Economics	59	39.3
Secretarial Science	36	24.0
Lower Division	14	9.4
Education	8	5.4
Forestry	5	3.3
Agriculture	5	3.3
Engineering	5	3.3
Business Administration	3	2.0
Science	2	1.4
Wood Products	1	0.6
Unclassified (failure to respond)	12	8.0
Total	150	100.0

TABLE III

Academic Rank of Students Included in the Study

Academic Rank	Number	Per Cent
Freshman	39	26.0
Sophomore	36	24.0
Junior	29	19.3
Senior	32	21.4
Graduate	14	9.3
Total	150	100.0

With regard to academic rank of individuals in this study, it is found that of the 150 students, the largest number were Freshmen. Thirty-nine or 26% were Freshmen; 36 or 24% were Sophomores; 29 or 19.3% were Juniors; 32 or 21.3% were Seniors and 14 or 9.3% were of graduate rank.

The range of ages was from 18 to 45. The wide range may be accounted for by the fact that this study included a group of 14 summer session students registered in a course in family relations at Oregon State College. Most of these 14 students, women above 30 in age, were of graduate rank.

Students in this study were asked to make a subjective estimate of the adjustment of the parental group, in his home background. The reason such information was desired

TABLE IV
Family Background of Students Included in the Study

	Number	Per Cent
Parents living together happily	112	75
Parents living together in conflict	22	14
One parent not living	7	5
Parents separated or divorced	6	4
Students who did not respond	3	2
Total	150	100

was that reactions to topics of discussion in a family relationships course may be highly colored by the experience the student has had in living in his own family group. Of the 150 students responding, only 112 or 75% indicated the parents were living together happily. Of the remaining number 22 or 14% were living together in conflict; 6 or 4% were separated, or divorced and 7 or 5% reported one parent not living.

A response was asked regarding preparation for a course in family relationships. General requirements of the college in physical education result in all Freshmen having courses in Hygiene, which includes a unit on sex education; so there appears to be less need of stressing that phase in family relationships in colleges which have a similar requirement. It is of value also to know whether

TABLE V

Background of Students in This Study with Reference
to Courses Completed in Related Subjects

	Number	Per Cent
Those who have had one or more courses in Psychology	109	73
Those who have had one or more courses in Sociology	66	44
Those who have had both Psychology and Sociology	55	37
Those who have had neither Psychology or Sociology	30	20

students have had courses in Sociology and Psychology. The responses to the questionnaire indicate 109 or 72.6% had had one or more courses in Psychology; 66 or 44% had had one or more courses in Sociology; 30 or 20% had had neither Sociology or Psychology.

Attitudes of Students Toward Discussion of Topics in a
Course in Family Relations

Toward the discussion of the value of preparation for marriage, favorable attitudes are expressed by 87% of the students in this study. Inasmuch as the questionnaire was checked by students who had had a course in family rela-

TABLE VI
Orientation

Attitudes Expressed Toward Inclusion of Topics Related to Orientation in a Family Relationships Course						
N = 150						
Responses in per cent						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
	%	%	%	%	%	%
Value of preparation for marriage as well as preparation for vocation	67	20	4	2	0	7
<u>Historical Background for Perspective</u>						
Greek and Roman families	3	13	43	25	10	6
Early colonial family life	6	20	41	21	8	4
Early colonial courtship customs	8	29	38	13	9	3
Contemporary family customs of foreign nations	10	35	32	14	5	4
Contemporary courtship customs of foreign peoples	15	41	26	12	5	1
<u>Economic and Social Change Influencing Family</u>						
Purposes formerly served by family	9	35	25	13	5	13
Purposes now served by family	29	43	17	5	1	5
Companionate marriage	27	48	20	3	2	0
Women employed outside of home	37	42	17	6	1	2

tionships, this high per cent of favorable attitudes may indicate a fairly strong appreciation of the values in preparation for marriage.

The high per cent, 78%, who are either indifferent, or express dislike of lesser or greater degree for discussion of Greek and Roman families is a strong indication of prevailing student attitudes toward topics of historical background. The total per cent of indifferent and negative attitudes toward early colonial family life is slightly less, 70%. Attitudes toward including material on early colonial courtship customs are somewhat more favorable, 37%, indicating favorable attitudes as against 22% indicating unfavorable attitudes.

However, the relatively high per cent, 38%, indicating indifference toward the inclusion of early colonial courtship customs is a decided trend for consideration in planning a course in family relations.

It is interesting to note a much larger per cent of students, 45%, indicate favorable attitudes toward contemporary family customs of foreign nations. Over twice as many express favorable attitudes as unfavorable attitudes, with about 33% of the total number expressing indifference to contemporary family customs of foreign peoples. Over 50% of the students express favorable attitudes toward contemporary courtship customs of foreign peoples. About 25% express indifference to this topic.

Nearly 75% of the students are favorable in attitude toward discussion of present day functions of the

family. Topics relating to purposes formerly but not now served by the family met fewer favorable responses. A total of 44%, nearly half the students are favorable toward discussion of former functions of the family.

Discussion of companionate marriage is of great interest, as indicated by favorable response by 75% of the students. Even a slightly higher per cent of students indicate interest in the subject of women being employed outside of the home. These present day problems of the family are of much interest to the college student.

The following data show a decidedly favorable attitude toward discussion of various evidences of maturity--approximately 90% indicating a favorable, or very favorable attitude. Over half the students indicate they like or like very much to discuss Thomas' four wishes, as a discussion of this material helps to an understanding of human behavior. However, a higher per cent, 29%, express indifference to this topic than to other topics in this group. About 70%, surprisingly, express favorable attitudes toward discussion of the psychological development of children. Again a high emphasis is indicated in the fact that approximately 90% express favorable attitudes toward discussion of social development of boys and girls--adolescent and pre-adolescent attitudes. Only slightly less, 84%, express favorable attitudes toward relations of

TABLE VII

Student Attitudes Toward Problems Related to
Understanding Human Behavior

<u>Human Behavior</u>						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
	%	%	%	%	%	%
N = 150						
Responses in per cent						
Growing up emotionally, intellectually and socially, as well as physically for real maturity	67	22	7	1	0.6	2
Thomas' four wishes	26	35	29	4	1.0	5
Nursery years, 2nd grade, antagonism, gang-stage, adolescence and its two major concerns	35	35	14	10	2.0	4
Boy-girl social development (adolescent-pre-adolescent attitudes)	53	34	10	2	0.0	0
Relations of members of family (brother-sister and parent-child)	40	44	9	3	0.0	4
Family influence on members	40	41	15	2	0.0	2
Defense mechanisms	31	42	20	5	1.0	1

members of family. Relative to the next two topics, family influence on members, and defense mechanisms, there is shown a higher number who are indifferent--although there are still 81% favorable to discussion of family influence upon members, and almost 75% show favorable interest in discussion of defense mechanisms.

TABLE VIII

Attitudes of Students Toward Discussion of Mating Behavior

<u>Mating Behavior</u>						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
	%	%	%	%	%	%
N = 150						
Responses in per cent						
First evidences during adolescence	42	38	17	3	0	0
Social development during adolescence	45	41	12	.6	0	1
Factors considered when family selected mate	42	31	19	3	3	2
Factors omitted when individual chooses mate	46	38	12	1	0	2
Reasons for formulating ideas before falling in love	63	30	7	0	0	0
Advantages and disadvantages of going steady	62	23	8	1	.6	5
Purposes of courtship	63	28	5	0	.6	3
How to know one is in love	69	20	7	1	.6	2
Hazards of courtship	65	31	4	0	0	0
Personal intimacies--physiological bases of emotional reactions	68	23	4	1	.6	3
Petting, necking	68	26	4	0	.6	1
Stimulating vs releasing activities	61	22	13	0	0	4
Sublimation of mating urges	63	24	10	0	0	3
Engagement	63	23	2	0	0	12
Purposes	59	33	7	.6	0	1
Hazards	64	33	2	.6	0	0
Obligations	63	32	3	.6	0	1
Tacit understandings	57	33	4	.6	0	6

(Continued)

TABLE VIII (Continued)

Mating Behavior

N = 150		Responses in per cent					
		Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
		%	%	%	%	%	%
Financial planning		49	35	6	3	0	7
How much money is needed to marry?		53	35	6	5	.6	1
Budget making		48	31	13	3	1	4
Social planning		49	35	5	0	.6	11
How long should a couple know each other before deciding to marry?		53	33	5	0	.6	9
Should a girl marry who is interested in a career?		44	35	17	0	0	4
What to do about tacit understanding resulting in engagement--but with great reluctance to marry, other than to keep bargain?		49	29	17	1	0	4
Should sex matters be talked over freely during engagement?		69	25	1	0	1	5
Should couple, during engagement, discuss having children?		69	27	3	0	0	1
How intimate should an engaged couple become?		74	20	2	.6	0	4
Is sex information necessary?		75	15	7	0	0	3

The high per cent of favorable attitudes toward discussion of mating behavior confirms the writer's observation. The per cent of responses favorable to discussion of various topics under the general heading of mating behavior

ranges from approximately 80% to 97%. The highest favorable interest is in the topic of hazards of engagement period. Very high interest is expressed in such topics as: Should sex matters be talked over during engagement? Should couple during engagement discuss having children? How intimate should an engaged couple become?

To the writer this desire to discuss the stress of the intimate relationships of the engagement period reflects tension under which many college young men and women are struggling. The taboos we have offered them, at the same time placing them in a situation of much time together under circumstances which increase tension, with factors of educational and economic barriers to marriage within what seems to the students, a reasonable time, contribute very little to the individual's sense of security. Students seem to desire discussion of the adjustment to mating urges under our modern circumstances of postponed marriage. They seem to gain in assurance as they analyze the problem as a universal one, challenging rather than overwhelming, which can be met by some general techniques, planned to avoid ultimate acceptance of a philosophy of futility.

Interestingly, highest indifference is shown to topics of factors considered when family selected the mate, budget making, should a girl marry who is interested in a career-- the per cent of students indifferent to these topics ranges

from 17% to 20%. The highest negative response is 5% for expressed attitudes of would not like discussion of how much money is needed to marry.

This definitely favorable attitude toward discussion of mating behavior illustrates a point made by Dr. Agnes Snyder, Professor of Education at Columbia University, writing of "Family Relations in the College Curriculum."⁽²³⁾ Dr. Snyder asserted two educational assumptions are held basic: "(1) The biological and psychological drives of the pupils at different developmental levels should determine the general character of the curriculum at these levels; (2) the needs of the environment, both physical and social should determine the particulars." Since the college students, represented in this study are of such an age that the biological and psychological drives do propel them with great interest into considerations of mating behavior, there is a significant opportunity for effective education.

As to whether class room discussion of mating behavior is a sound experience on the college level, it is interesting to consider an opinion held by Dr. Ellen Miller of Merrill Palmer School, who says, "It is my personal conviction that students who are permitted to discuss such questions, freely and fully will need a minimum of adult guidance and will arrive at satisfying solutions in the

23. Snyder, Dr. Agnes, "Family Relations in the College Curriculum." Journal of Home Economics, 28:9, Jan. 1936

best way, which is by their own reasoning and conviction."(24)

TABLE IX

Attitudes Expressed by College Students Toward Discussion
of Marriage and its Adjustments

<u>Marriage</u>						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
N = 150	%	%	%	%	%	%
Responses in per cent						
Romance philosophy vs that of democratic partnership	43	31	19	3	.6	4
Expectations from marriage. Meaning of marriage	65	27	4	.6	.6	4
Ideal husband-wife relationship dependent upon intelligent effort as well as upon mutual affection	69	21	4	0	1	5
Roles a wife plays. What should you expect of your wife	69	23	7	.6	.6	1
Marriage laws	46	26	21	4	3	0
Three day limit for license	39	27	27	5	2	0
Health examination	67	26	7	0	0	0
Wedding vs marriage service or elopement	49	31	16	2	0	2
Socially approved customs (Etiquette)	43	31	18	3	1	4
Honeymoon, purpose of--outmoded?	45	33	16	2	0	4

(Continued)

24. Miller, Ellen, "Subject Matter in Teaching Family and Social Relationships." Jour. of Home Ec. V 27:637-40, Dec. 1935.

TABLE IX (Continued)

Marriage

N = 150

Responses in per cent

	Would like very much %	Would like %	Indifferent %	Would not like %	Would dislike very much %	Did not respond %
<u>Sexual Adjustment</u>						
Premarital counseling	73	23	1	0	0	3
Birth control	74	21	5	0	0	0
Limitation of size of family	59	35	5	0	0	1
Social and personal significance	50	32	13	1	.6	4
Former and present attitudes	42	35	15	4	1	3
<u>Housing Adjustment</u>						
Renting vs owning	32	45	22	7	1	3
Value of common possession, accumulated through mutual effort	23	47	21	3	2	4
<u>Work Adjustment</u>						
Wife working outside home or not	31	41	21	3	.6	3
Distribution of tasks to minimize friction	35	44	20	1	.6	0
Personal characteristics which would help marriage	53	40	5	1	.6	0
Personal characteristics which would help disrupt marriage	52	37	7	2	.6	1
How to be a good husband	63	27	7	3	0	0
How to be a good wife	67	25	4	3	0	1
Manners	41	35	15	1	0	6

(Continued)

TABLE IX (Continued)

Marriage

N = 150							
Responses in per cent		Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
		%	%	%	%	%	%
<u>Social Adjustment</u>							
Social obligations basis upon which to cultivate new friendships		40	42	17	0	0	1
Recreation interests, similar standards of living, similar background, similar ideals and ambitions, business stepping stones, economical or social betterment		53	35	9	.6	0	2
Provision for individual security and privacy		41	35	20	1	0	3
<u>Financial Adjustment</u>							
Money Management. Dole system vs allowance. Joint-checking		41	31	20	3	1	4
Insurance		32	33	21	4	.6	10
Providing satisfactions for the provider		29	42	19	2	.6	8
Students marrying while in college		51	30	16	2	0	1
Subsidizing marriage to make possible earlier marriage		45	27	22	3	.6	20

Analysis of the above data on student attitudes toward topics of discussion under the general heading of Marriage, shows a decided predominance of favorable over unfavorable

attitudes. Ninety-two per cent express favorable attitudes toward discussion of expectations from marriage or meaning of marriage. Only 4% were indifferent to this topic. Ninety-two per cent express favorable attitudes toward discussion of roles a wife plays, what should you expect of your wife. Ninety-three per cent express high interest in discussion of health examination for marriage. Ninety-six per cent express favorable attitudes toward topic, premarital counseling. Ninety-seven per cent express high interest in topic, birth control. Ninety-two per cent express high interest in how to be a good husband. Ninety-three per cent express highly favorable interest in topic, personal characteristics which would help marriage. Eighty-one per cent express favorable interest in topic, students marrying while in college.

The students express greater indifference toward topics of housing adjustment, wife working or not working outside home, three day limit for license, and insurance, than toward any other of the topics under the general heading Marriage.

It appears to the author that the high interest in how to be a good wife and how to be a good husband captures the interest of students but that consideration of specific practical adjustments such as housing and work or financial adjustment is considered of much less interest.

TABLE X

Attitudes Expressed Toward Discussion of Family Experiences

Family Experiences						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
	%	%	%	%	%	%
N = 150						
Responses in per cent						
<hr/>						
The first child						
Education for the experience promoting finer husband-wife relationships	60	25	10	1	0	4
Family solidarity improved through sharing emotional experience of parenthood	57	30	12	1	.6	0
Child's needs, physical and emotional and social	43	38	12	5	.6	2
Equipment to save labor for mother a factor in good family-relationships	33	35	21	5	.6	6
Understanding little children--value of study and observation	48	31	12	5	1	3
How should parents rear children	52	27	11	6	2	2
Emotional and social development of children through infancy and childhood	40	35	13	7	2	3
Complications added by siblings, going to school, puberty	37	40	17	5	2	0
Further complications of adolescence and leaving home	27	43	19	5	0	6

(Continued)

TABLE X (Continued)

Family Experiences

N = 150 Responses in per cent	Would like very much					
	Would like	Indifferent	Would not like	Would dislike very much	Did not respond	
	%	%	%	%	%	%
Jealousy between children	25	37	27	7	1	3
Significance of overprotection and spoiling	29	41	19	8	0	3
Discipline of children	39	39	13	9	0	1
Guidance of children	41	39	13	7	0	0
Agreement of parents in matters of control	41	47	7	5	0	5
Developing companionability	47	39	10	2	0	2
The part played by special family customs	21	31	35	5	2	7
The part played by good household management to lessen friction due to late meals, departure tantrums, poor laundry habits, etc.	35	41	11	1	2	10

Attitudes expressed toward discussion of family experiences of early period of parenthood are surprisingly favorable. Eighty-seven per cent indicate favorable

interest in family solidarity improved through sharing emotional experience of parenthood. Eighty per cent are favorable toward discussion of guidance of children; 88% favorable toward discussion of agreement of parents in matters of control; 86% indicate favorable interest in developing companionability; 79% are interested in discussion of understanding little children, value of study and observation; 75% are interested in emotional and social development of children through infancy and childhood. The range of favorable interest runs from 52% to 88%.

It is apparent that the topics under the general heading of Family Experiences elicit more favorable than unfavorable interest, but only in the second bracket of the scale, would like, rather than would like very much. It is the author's opinion that observation in nursery school increases interest and understanding. The students represented in this study did not have opportunity for such observation.

Attitudes expressed toward discussion of experiences of the more mature family were definitely favorable. Specifically, 85% of the students express either they would like or would like very much to have discussion of education of all members through family experiences living together, working toward common goals, management of tensions, guidance in habit formation. Nine per cent were

TABLE XI
Attitudes Expressed Toward Discussion of
Family Experiences of the More Mature Family

Family Experiences of Mature Family	Responses in per cent					
	Would like very much %	Would like %	Indifferent %	Would not like %	Would dislike very much %	Did not respond %
N = 150						
Education of all members of the family through living together through working toward common goals, through management of tensions, through guidance in habit formation	46	39	9	2	.6	3
Sex education in the family	50	21	3	.6	0	26
Pets as they contribute to such education	21	40	27	3	3	6
Family dinner as only assembly of day and opportunity therein	22	29	23	9	5	12
Family cycle and problems of each period	31	40	21	5	1	2
Specific adjustments of the adolescent	33	36	25	3	1	2
Problems of youth emotional weaning	38	37	16	6	1	2
Promotion in family to adult level	33	37	21	3	.6	6
Family council	43	32	21	3	0	1
Relationship of young adults in home	41	41	15	2	0	1
Relationship of family to girl or boy friends	57	34	7	1	0	1
Tensions in family						
Analysis of "hot spots"	53	33	8	2	0	4
Means of reducing tensions	53	37	7	1	0	2
Can parental family be too satisfying	35	34	23	5	0	3
Family pattern as it affects marriage of children	39	37	15	2	0	7
Earmarks of a successful family	44	37	14	.6	.6	4

indifferent to this topic; 2.6% expressed dislike for it.

Favorable attitudes toward sex education in the family are expressed by 71% of the students in this study, although 25% fail to respond on this topic. Only one person expresses a negative attitude.

Attitudes toward pets as they contribute to sex education of children are favorable in only 61% of the students; indifference is expressed by 27%, and negative attitudes by 6%.

About 50% of the students express favorable attitudes toward discussion of family dinner as the only assembly of the day in the modern family, and the opportunity afforded by that situation. About 25% are indifferent, and about one-sixth are unfavorable.

Relative to discussion of the family cycle and problems of each period, 71% express favorable attitudes, 21% indifference, and 6% negative attitudes.

A discussion of specific adjustments of the adolescent is favored by 69% of the students; 25% are indifferent, and only 4% are negative.

The problem of emotional weaning of youth is met by favorable response from 75% of the students; by indifference from 16%, and negative attitudes from 7%.

Discussion of promotion in the family to adult level is of favorable interest to 70% of the students but meets

with indifference by 21%; 4% are negative, and 15% fail to respond.

Other topics of discussion of the mature family, such as family council, relationships of young adults in the home, relationship of family to girl or boy friends, tensions in family, means of reducing tensions, can parental family be too satisfying, family pattern as it affects marriage of children, and earmarks of a successful family, all meet with more favorable than unfavorable response--60% to 80% being favorable. Indifference is higher toward discussion of adjustments of adolescence, pets, and parental family too satisfying, than toward any other topics in these experiences of mature family.

Favorable attitudes are expressed toward each topic under the general classification "Family Relationship to Others than the Family Group." The favorable attitudes range from 69% to 76%; indifference is indicated by about 20% in most cases. The highest per cent of negative responses is 6.6%. It is observed, however, that the favorable responses range around 40% to 50% would like rather than in higher degree of would like very much. A slightly higher per cent express favorable interest in church and family relationships than in any other topic under this heading.

Table XII follows:

TABLE XII

Attitudes Expressed Toward Discussion of
Relationship of the Family to Others than Those in
the Immediate Family Group

<u>Relationship to Others than Family Group</u>						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
N = 150						
Responses in per cent	%	%	%	%	%	%
Children's needs for playmates	26	43	22	6	.6	3
Relations of family to children's playmates	25	43	22	5	1	4
Family solidarity, values and hazards.						
Clannishness and jealousy.	24	47	20	3	1	5
Effect of relatives living in the home upon relationships of family members.						
Grandparents living in the home.						
Hired help in home.	35	41	18	3	1	2
Neighbors and family relationships	23	50	21	2	.6	4
School and family relationships	24	47	23	3	.6	3
Church and family relationships	24	51	20	3	.6	2
Community and family relationships	23	47	21	3	1	5

Attitudes expressed toward discussion of family recreation are from 60% to 85% favorable; indifference ranges around 20%. There are not more than 6% negative responses. The highest favorable interest is in the family car and family relationships. It is the writer's opinion that there is substantial indication here of a good approach to

TABLE XIII

Attitudes Expressed Toward Discussion of Family Recreation

<u>Family Recreation</u>						
	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
	%	%	%	%	%	%
N = 150						
Responses in per cent						
Vacation cabin and family relationships	29	41	21	4	0	5
Gardening and family relationships	18	39	33	5	.6	5
Hobbies and family relationships	28	48	19	.6	0	5
Movies and family relationships	17	51	25	2	.6	5
Family car and family relationships, values and losses	29	55	14	1	.6	0
Planned housing for recreational needs-- Second living room--Rumpus room	31	44	19	3	.6	2
Four H clubs and family relationships	17	43	31	5	1	3
Character educational organizations and family relationships	25	46	21	5	1	2
Hospitality as opportunity for social growth	38	38	18	1	.6	5
Recreation equipment as good investment for better family relationships	33	44	13	3	0	7
Fishing and family relationships	19	46	27	3	1	4
Music and family relationships	26	45	21	4	.6	4
Crafts and family relationships	20	47	23	4	.6	6
Recreation vs time killers and pastimes	37	42	17	1	0	3

interest of students in ways and means, through recreation, of improving family relationships.

The attitudes of interest expressed toward topics of understanding our parents are on the whole more favorable

TABLE XIV
Attitudes Expressed Toward Discussion of
Understanding Parents

<u>Understanding Parents</u>		Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
N = 150		%	%	%	%	%	%
Responses in per cent							
Parents' adjustment to life when children leave home		37	31	25	3	1	3
Husband-wife relationships of the middle aged		27	43	23	.6	1	5
Problems of emotional stability of this period		29	42	23	1	1	4
Need of absorbing interests when children leave home		27	41	22	2	3	5
Housing needs of older parents whose family has left parental roof		25	35	30	4	3	3
Social needs of older parents		27	43	19	3	3	5

than indifferent but less favorable than toward some other topics. Thirty-seven per cent would like very much to have discussion of parents' adjustment to life when children leave home; only 25% to 29% would like very much to have discussion of husband-wife relationships of the middle aged, problems of emotional stability of this period, need of absorbing interests when the children leave home, housing

needs of older parents whose family has left parental roof, or social needs of older parents. In all of these topics, interest of the degree would like runs from 31% to 42%.

The high interest expressed by 90% who would like very much, or would like, discussion of causes of failure in marriage may be interpreted as indicating this to be a topic which is fairly comprehensive. Very low indifference of 6% and only 1% negative are a clear reflection of student attitude. The interest is somewhat lower in other topics of maladjustment, such as effects of broken homes on husband, wife, and children--only 45% showing highest interest in that topic. The per cents indicating highest interest range from 30% to 54% on topics, effect on parental family if daughter returns home after marriage failure; impact of marriage on personalities of husbands and wives; reorganization and rehabilitation of broken homes; step mothers or fathers; failure to marry as an experience in life.

On topics of problems arising from lack of social adjustment, such as conflicts and neuroses, double and single standards of morals, prostitution, social diseases, and illegitimacy the highest interest is expressed by 28% to 42%, indifference from 20% to 30%, and negative attitudes by no more than 4%.

Seventy-eight per cent say they would like or like very

TABLE XV

Attitudes Expressed Toward Discussion of
Maladjustments and Other Related Problems

<u>Maladjustments and Other Related Problems</u>	Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
	%	%	%	%	%	%
N = 150						
Responses in per cent						
<u>Broken Homes</u>						
Causes of failures in marriage	61	29	6	1	0	3
Effects of broken homes on husband, wife, children	45	37	10	1	.6	7
Effect on parental family if daughter returns home after marriage failure	31	45	19	3	.6	2
Profound impact of marriage on personalities of husbands and wives	41	38	15	1	.6	5
Reorganization and rehabilitation of broken homes	38	39	19	0	.6	3
Step mothers or fathers	30	38	23	4	.6	4
<u>Failure to Marry</u>						
Can a person go through life, without marrying, and be contented and happy?	54	24	17	3	.6	2
Sublimation	35	23	20	.6	0	22
<u>Problems Arising From Lack of Social Adjustment</u>						
Conflicts and neuroses	28	35	30	1	.6	5
Double and single standard of morals	31	44	18	1	0	6
Prostitution	31	31	31	3	3	1

(Continued)

TABLE XV (Continued)

Maladjustments and Other Related Problems

N = 150							
Responses in per cent							
		Would like very much	Would like	Indifferent	Would not like	Would dislike very much	Did not respond
		%	%	%	%	%	%
Social diseases		42	27	21	3	1	6
Illegitimacy		35	31	23	3	1	7
<u>Financial Insecurity</u>							
Marriage and economic anxiety		40	38	16	0	0	6

much to have discussion of marriage and economic anxiety.

No one expressed indifference to this topic.

Attitudes toward certain procedures in teaching family relations are convincingly positive. In reaction to the statement that family relations should be taught in high school, 93% responded in the affirmative; only 7% disagreed.

Sixty-nine per cent indicate they think Family Relations would be more desirable in the first or second year of college than in either of the last two years. Twenty-nine per cent answered in the negative.

As procedure of classroom management, split group

TABLE XVI
Attitudes Expressed Toward Procedure in Teaching
Family Relations

Responses in per cent	No response		
	Yes %	No %	No response %
N = 150			
Family relationships should be taught in high school	93	7	0
I think Family Relationships would be more desirable in first or second year in college rather than in either of last two years	69	29	2
I would have liked more opportunity for split discussion groups	65	29	6
It would be desirable to give family relationships as 3 credit course, thus giving three hours per week to class discussion	89	8	3
It would be desirable to organize sections for upper classmen separate from under classmen	45	53	2
I think mixed groups of men and women in family relationships classes are desirable	97	3	0
I would prefer one or two sessions of the class per term in segregated groups; i.e. men only and women only	69	26	5
I would prefer that this course be a preparation for marriage rather than a study of family relationships	49	43	8
I would like opportunity for observation of nursery school children	63	30	7
I would like opportunity for observation of Home Management House babies	63	31	6
I would have liked opportunity for personal counsel with the instructor	88	5	7

discussions are approved by 65% of the students answering

this questionnaire.

The student attitude seems highly favorable toward allotting more time to family relations, giving it as a three credit course. Eighty-nine per cent indicated this would be desirable.

It is not the consensus of the group that students should be segregated by classes. Only 45% indicate that such procedure would be desirable, as against 53% who regard it as undesirable.

There is almost complete agreement upon desirability of mixed groups in classes in family relations, 97% indicating this to be their attitude. Only 3% are negative.

There is a strong indication that one or two sessions per term of segregated groups would be desirable--69% indicating positive and 26% negative responses.

The writer is much interested in the attitude expressed toward desirability of observation of nursery school children. Sixty-three per cent are favorable; 30% negative. This percentage is not an accurate measure of attitude because of a factor not anticipated, i.e., some of these students who are registered in Home Economics will have, or have had such opportunity in other courses. This questionnaire did not make provision for a response that accurately gave the student attitude, for just negative response may have indicated the presence of some other opportunity as

explained above.

Interestingly, 63% indicate desire to observe Home Management House babies. Thirty-one per cent are negative, again possibly because of opportunity provided by other courses.

A high per cent, 88, indicate desire for personal counsel with the instructor; 5% do not desire it; 7% make no response, so conceivably belong in the negative.

CHAPTER VI
SUMMARY AND RECOMMENDATIONS

Chapter VI

Summary and Recommendations

This study is designed to ascertain by means of a questionnaire, college student attitudes toward content of a course in family relationships. Data were gathered from 150 students in family relations class at Oregon State College. Of these students twenty-nine were men, from schools of Forestry, Agriculture, Engineering, and Business Administration; 121 were women from the schools of Home Economics, Secretarial Science, and Education. Within the group of 150 students thirty-nine were freshmen in academic rank, thirty-six were sophomores, twenty-nine were juniors, thirty-two were seniors, and fourteen were of graduate rank. One hundred and thirty-six of these students were of the usual college age level ranging from eighteen to approximately thirty. Fourteen of the students in this study, of graduate rank, were mature women of age range thirty to forty-five.

From student responses to a questionnaire an attempt has been made to measure student attitudes toward topics of discussion in a class in family relations; to gather and study student attitudes toward selected procedures in conducting such a course; to gather free comments regarding value gained from such a course; and to gather constructive criticism of one specific course. The study was or-

ganized to answer nine specific questions, as set forth in Chapter II, pages 17 and 18.

In answer to the first question, what topics in the course in family relations do the students indicate they would like to discuss, this study finds the following: To all the topics listed in the questionnaire, except those of historical background, there were expressed more favorable than unfavorable attitudes.

To question two, what topics in the course do the students dislike to discuss, this study finds, or reveals, the following: To topics of, Greek and Roman families, early colonial life, early colonial courtship customs, contemporary family customs of foreign nations, there were expressed a higher per cent of indifference and negative attitudes of would not like or would dislike very much, than of favorable attitudes.

To question number three, toward what topics in the course in family relations do the greatest number of students express the greatest interest, the following is found to be true: Approximately ninety per cent of the students indicate they would like or would like very much discussion of the topic, growing up emotionally, intellectually and socially as well as physically for real maturity. Sixty-seven per cent are in the column of highest interest in this topic. Approximately ninety per cent indicate they

would like or would like very much to discuss boy-girl social development (adolescent-pre-adolescent attitudes). Highly favorable attitudes are expressed toward all topics under heading Understanding Human Behavior.

Under the heading Mating Behavior all topics were of highest interest, the per cent of favorable or highly favorable reactions ranging from eighty per cent to ninety-seven per cent. Highest indifference to any topic under mating behavior is to factors considered when family selected the mate--this indifference runs to nineteen per cent. Highest interest is in topic, hazards of engagement period.

Other topics of highest interest under heading Marriage are:

1. Expectations from marriage, meaning of marriage ----- 92%
2. Ideal husband-wife relationship dependent upon intelligent effort as well as upon mutual affection --- 90%
3. Roles a wife plays--what you should expect of your wife ----- 92%
4. Health examination ----- 93%
5. Premarital counseling ----- 96%
6. Birth control ----- 97%
7. How to be a good wife ----- 92%
8. How to be a good husband ----- 92%

Very favorable attitudes toward discussion of topics under heading Family Experiences are:

1. Education for experience of first child promoting finer husband-wife relationships ----- 85%
2. Family solidarity improved through sharing emotional experience of parenthood ----- 92%
3. Understanding little children--value of study and observation ----- 79%
4. How parents should rear children ----- 79%
5. Agreement of parents in matters of control --- 89%

Under heading Experiences of More Mature Family, the highest per cent of favorable attitudes is indicated toward the topics:

1. Relationship of family to girl or boy friends 91%
2. Tensions in family--analysis of "hot-spots" 86%
3. Means of reducing tensions ----- 90%

Under the heading Maladjustments and Other Related Problems, the highest per cent of favorable reactions is expressed toward the following topics:

1. Causes of failure in marriage ----- 90%
2. Effect of broken homes on husband, wife, children ----- 82%
3. Profound impact of marriage on personalities of husbands and wives ----- 79%
4. Can a person go through life without marrying

and be contented and happy? ----- 78%

4. Marriage and economic anxiety ----- 78%

In answer to question four in the statement of the problem, do the students represented in this study indicate desire to observe babies in the home management houses, and the children in nursery school, there is favorable response from almost two-thirds of the students in this study. Although the questions were asked separately, the responses are almost alike, sixty-three per cent in both instances desiring such observation.

In response to question five, do the students represented in this study indicate a desire for personal counsel with the instructor in family relations, eighty-eight per cent indicated this is desirable.

In response to question six, do the students in this study indicate a positive or negative opinion regarding desirability of family relationships being taught in high school, there is a strong indication of almost complete agreement that family relationships should be taught in high school--ninety-three per cent responding in the affirmative.

Relative to question seven, do the students in this study consider it desirable to offer family relations as a three term hour course with allowance for three hours a week for class discussion, there is high affirmative agree-

ment.

The attitude toward question eight, do students think mixed groups of students desirable, is definitely positive, ninety-seven per cent indicating this is desirable.

In answer to question nine, on the basis of findings of this study may a course be planned to meet more adequately the expressed interest of the college student, it would seem that the response would be in the affirmative. It is the opinion of the writer that courses in family relations can be most successful only when they do take into account definite attitudes of the students themselves.

The recommendations of the author are that since it appears possible to measure student attitudes toward content of a course in family relations, such attitudes should be taken into consideration along with questions formulated by students themselves, together with the best thinking of well trained, understanding adults in the planning of experiences in college which "would be of most worth", in helping students make social adjustments.

Further studies of attitudes will be valuable. It will be helpful to have data on attitudes of present students in family relations classes five or ten years hence, after they have established new primary group relations.

It will be helpful to have data from a study of attitudes, (such as this study), collected at the beginning

of a term, then again at the end of a term. Changes in attitudes would probably be found--but no such study has shown how great, or just what changes in attitude may be anticipated in teaching family relationships.

Another study revealing changes in the attitudes of college men and women toward young children and parenthood, during a course in family relations, would be a substantial contribution.

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APPENDIX A
QUESTIONNAIRE

Continued
OLD RELIABLE BOND

General Information

DO NOT SIGN THIS QUESTIONNAIRE

Sex _____ Ages brothers _____ Age Father _____

Age _____ Ages sisters _____ Age Mother _____

Engaged	Yes _____	Married	Yes _____	No. Years
	No _____		No _____	Married _____

Course in Family Relations HAd 422 _____

Course in Family Relations HAd 222 _____

Course in Family Relations in H. S.?

Yes _____

No _____

Year in College _____ School _____

Were both parents living while you were home?

Yes _____

No _____

Check response most closely describing your family, when you were living in the group.

Both parents living together happily.

Yes _____

No _____

Both parents living in conflict.

Yes _____

No _____

Both parents living separate.

Yes _____

No _____

Both parents living divorced.

Yes _____

No _____

Have you had one or more courses in Psychology in college?

Have you had one or more courses in Sociology in college?

Check the response that most nearly expresses your attitude regarding discussion of the following topics in family relationships classes.

Would like very much
Would like
Indifferent
Would not like
Would dislike very much

ORIENTATION

Value of preparation for marriage as well as preparation for vocation.

HISTORICAL BACKGROUND FOR PERSPECTIVE

Greek and Roman families
Early colonial family life
Early colonial courtship customs
Contemporary family customs of foreign nations
Contemporary courtship customs of foreign peoples

ECONOMIC AND SOCIAL CHANGE INFLUENCING FAMILY

Purposes formerly served by family
Purposes now served by family
Companionate marriage
Women employed outside of home

UNDERSTANDING HUMAN BEHAVIOR

Growing up emotionally, intellectually and socially, as well as physically for real maturity
Thomas' four wishes
Nursery years, 2nd grade, antagonism, gang-stage, adolescence and its two major concerns
Boy-girl social development (adolescent-pre-adolescent attitudes)
Relations of members of family (brother-sister and parent-child)
Family influence on members
Defense mechanisms

MATING BEHAVIOR

First evidences during adolescence
Social development during adolescence
Factors considered when family selected mate

Would like very much
 Would like
 Indifferent
 Would not like
 Would dislike very much

Factors omitted when individual chooses mate
 Reasons for formulating ideas before falling in love
 Advantages and disadvantages of going steady
 Purposes of courtship
 How to know one is in love
 Hazards of courtship
 Personal intimacies--physiological bases of emotional reactions
 Petting, necking
 Stimulating vs releasing activities
 Sublimation of mating urges
 Engagement
 Purposes
 Hazards
 Obligations
 Tacit understandings
 Financial planning
 How much money is needed to marry?
 Budget making
 Social planning
 How long should a couple know each other before deciding to marry?
 Should a girl marry who is interested in a career?
 What to do about tacit understanding resulting in engagement--but with great reluctance to marry, other than to keep bargain?
 Should sex matters be talked over freely during engagement?
 Should couple, during engagement, discuss having children?
 How intimate should an engaged couple become?
 Is sex information necessary?

Would like very much
 Would like
 Indifferent
 Would not like
 Would dislike very much

MARRIAGE

Romance philosophy vs that of democratic partnership
 Expectations from marriage. Meaning of marriage
 Ideal husband-wife relationship dependent upon intelligent effort as well as upon mutual affection
 Roles a wife plays. What should you expect of your wife
 Marriage laws
 Three day limit for license
 Health examination
 Wedding vs marriage service or elopement
 Socially approved customs (Etiquette)
 Honeymoon, purpose of--outmoded?

SEXUAL ADJUSTMENT

Premarital counseling
 Birth control
 Limitation of size of family
 Social and personal significance
 Former and present attitudes

HOUSING ADJUSTMENT

Renting vs owning
 Value of common possession, accumulated through mutual effort

WORK ADJUSTMENT

Wife working outside home or not
 Distribution of tasks to minimize friction
 Personal characteristics which would help marriage
 Personal characteristics which would disrupt marriage

How to be a good husband
 How to be a good wife
 Manners

Would like very much
 Would like
 Indifferent
 Would not like
 Would dislike very much

SOCIAL ADJUSTMENT

Social obligations basis upon which to cultivate
 new friendships
 Recreation interests, similar standards of living,
 similar background, similar ideals and ambi-
 tions, business stepping stones, economical or
 social betterment
 Provision for individual security and privacy

FINANCIAL ADJUSTMENT

Money Management. Dole system vs allowances.
 Joint-checking
 Insurance
 Providing satisfactions for the provider
 Students marrying while in college
 Subsidizing marriage to make possible earlier
 marriage

FAMILY EXPERIENCES

The first child
 Education for the experience promoting
 finer husband-wife relationships

 Family solidarity improved through sharing
 emotional experience of parenthood

 Child's needs, physical and emotional and
 social

 Equipment to save labor for mother a factor
 in good family-relationships

Understanding little children--value of
study and observation

How should parents rear children

Emotional and social development of children
through infancy and childhood

Complications added by siblings, going to
school, puberty

Further complications of adolescence and
leaving home

Jealousy between children

Significance of overprotection and spoiling

Discipline of children

Guidance of children

Agreement of parents in matters of control

Developing companionability

The part played by special family customs

The part played by good household management
to lessen friction due to late meals, de-
parture tantrums, poor laundry habits, etc.

Education of all members of the family
through living together through working toward
common goals, through management of tensions,
through guidance in habit formation

Would like very much

Would like

Indifferent

Would not like

Would dislike very much 69

Would like very much
 Would like
 Indifferent
 Would not like
 Would dislike very much

Sex Education in the family

Pets as they contribute to such education

Family dinner as only assembly of day and opportunity therein

Family cycle and problems of each period

Specific adjustments of the adolescent

Problems of youth emotional weaning

Promotion in family to adult level

Family council

Relationship of young adults in home

Relationship of family to girl or boy friends

Tensions in family

Analysis of "hot spots"

Means of reducing tensions

Can parental family be too satisfying

Family pattern as it affects marriage of children

Barmarks of a successful family

FAMILY RELATIONSHIP TO OTHERS THAN FAMILY
GROUP

Children's needs for playmates

Relations of family to children's playmates

Would like very much
 Would like
 Indifferent
 Would not like
 Would dislike very much

Family solidarity, values and hazards. Clan-
 nishness and jealousy
 Effect of relatives living in the home upon re-
 lationships of family members. Grandparents
 living in the home. Hired help in home
 Neighbors and family relationships
 School and family relationships
 Church and family relationships
 Community and family relationships

FAMILY RECREATION

Vacation cabin and family relationships
 Gardening and family relationships
 Hobbies and family relationships
 Movies and family relationships
 Family car and family relationships, values and
 losses
 Planned housing for recreational needs--Second
 living room--Rumpus room
 Four H clubs and family relationships
 Character educational organizations and family
 relationships
 Hospitality as opportunity for social growth
 Recreation equipment as good investment for better
 family relationships
 Fishing and family relationships
 Music and family relationships
 Crafts and family relationships
 Recreation vs time killers and pastimes

UNDERSTANDING OUR PARENTS

Parents' adjustment to life when children leave
 home
 Husband-wife relationships of the middle aged
 Problems of emotional stability of this period

Would like very much
 Would like
 Indifferent
 Would not like
 Would dislike very much

Need of absorbing interests when children leave home
 Housing needs of older parents whose family has left parental roof
 Social needs of older parents

RELATED PROBLEMS:

Broken Homes

Causes of failures in marriage
 Effects of broken homes on husband, wife, children
 Effect on parental family if daughter returns home after marriage failure
 Profound impact of marriage on personalities of husbands and wives
 Reorganization and rehabilitation of broken homes
 Step mothers or fathers

FAILURE TO MARRY

Can a person go through life, without marrying, and be contented and happy?
 Sublimation

PROBLEMS ARISING FROM LACK OF SOCIAL ADJUSTMENT

Conflicts and neuroses
 Double and single standard of morals
 Prostitution
 Social diseases
 Illegitimacy

Would like very much
Would like
Indifferent
Would not like
Would dislike very much⁷

FINANCIAL INSECURITY

Marriage and economic anxiety

List the following books in order of value for this course:

Laird - Why We Don't Like People
Popenoe - Modern Marriage
Groves - Marriage
Pratt - Three Family Narratives
Wile & Winn - Marriage in the Modern Manner
Hart & Hart - Personality and the Family
Groves - The American Family

Which of the following terms would you wish to have discussed in class?

Petting	Social diseases
Chastity	Celibacy
Illegitimacy	Pregnancy
Prostitution	Puberty
Double standards	Birth control

General suggestions regarding teaching of family relationships. Check response which most nearly conveys your attitude.

Family relationships should be taught in high school. Yes _____
No _____

I think Family Relationships would be more desirable in first or second year in college rather than in either of last two years. Yes _____
No _____

I would have liked more opportunity for split discussion groups. Yes _____
No _____

It would be desirable to give family relationships as 3 credit course, thus giving three hours per week to class discussion. Yes _____
No _____

It would be desirable to organize sections for upper classmen separate from under classmen. Yes _____
No _____

I think mixed groups of men and women in family relationships classes is desirable. Yes _____
No _____

I would prefer one or two sessions of the class per term in segregated groups; i.e. men only and women only. Yes _____
No _____

I would prefer that HAd 422 give more emphasis to preparation for teaching family relations in high school. Yes _____
No _____

I would prefer that this course be a preparation for marriage rather than a study of family relationships. Yes _____
No _____

I would like opportunity for observation of nursery school children. Yes _____
No _____

I would like opportunity for observation of Home Management House babies. Yes _____
No _____

I would have liked opportunity for personal counsel with the instructor. Yes _____
No _____

The greatest value I have gained from the course in family relations was:

The least value, or the material in which I had least interest was:

Make any additional suggestions for improving course in family relationships here:

APPENDIX B

FREE COMMENTS OF STUDENTS

Appendix B

Free Comments of Students

- I. Following are the free comments of students made in response to the statement, the greatest value I have gained from the course in family relations was:

- a. Recognition of a lot of emotional, intellectual and social immaturities in myself.

A satisfaction in having my fiance's and my discussion of how married people should get along confirmed by Instructor, class, and reference books.

Greater appreciation of own family.

A kind of a wholesome feeling when boys and girls in the class can talk about sexual adjustments, petting, etc. in a calm, reasonable way.

Growing desire to improve myself.

- b. The few hours I spent on the family relations course has meant more to me than all the hours I have spent on my other courses.

I value most highly the few moments that were spent imparting to us the knowledge of what was required of us in upholding our part of the marriage pact. My preparation for marriage was nihil and I honestly believe that I would still be groping around trying to discover what it was all about had it not been for your course in family relations. I feel that I now have a chance to make a success of marriage where before it was doubtful. Thanks to you and your course.

- c. My counseling with the instructor.

The solution of actual problems concerning the understanding of college women.

An understanding of what married life can be.

- d. A greater understanding of my classmates' social reaction. It was interesting to learn how they evaluated the importance of many of the social customs of the day.
- e. A better understanding of the motivating factors underlying the actions of my own and fiance's parents.

Now I can direct my energy at the causes rather than the symptoms.

- f. The course has given me a background in better ways of living and understanding this world. As I shall never have the opportunity to take sociology or psychology, this course will serve as a good substitute in that line. It has given me an insight into the field of matrimony and whether a person should get married or not, it is invaluable for future happiness. Family Relations might also be the salvation of some unhappy home condition. By the use of several arbitrary methods taught in the course, many family problems and quarrels could be solved. It is this method of having a way to solve arguments in a peaceful manner that merits the rewards of this course.
- g. I have gained a more thorough and introspective concept of courtship, engagement, and marriage from this course. I'll have to admit that I looked on marriage much more as an exciting romantic venture before I read and studied the literature required in this course and listened to the discussions in class.
- h. It acted as interpreter for my parents. Heretofore I didn't quite understand the many do's and don'ts.

This course gave me a better understanding of marital problems and the realization of the value of education before marriage.
- i. It gave me some sound ideas on how to make a success of my marriage. I didn't realize that it took just as much planning and adjusting as any thing else. I thought if you really loved each other you would be happy--and if you didn't you wouldn't, no matter what you did.
- j. I now realize more why certain social customs--especially of morals--were formed and why they must be preserved in order for our civilization to go on

better. Before, rules of conduct meant really nothing substantial to me, until I learned the why behind them: You shouldn't pet--why? You should be tolerant of others--why? This course solved many "whys" for me.

I think I can be married and make a better home now than I could before this course. I am sure I can be a better, more understanding wife, and a better mother. I'll know more how to help instruct my children.

II. Following are the free comments made by students in response to the instruction, make any additional suggestions for improving course in family relationships here:

- a. There is so much to cover and so little time with only two sessions a week that no phase of family relations is thoroughly discussed. I think there should be two terms for the course or maybe three, and take each phase up thoroughly. I also think Family Relations should be a required course as it is so vitally important to each and every person.

- b. I think it should be a three credit course.

If we could go into different subjects a little bit more, it would help. Such subjects as Long Engagements, Boy-Girl Relationship, and many others.

- c. Discuss more problems, which could only be accomplished if the course was made a 3 credit course.

- d. Smaller classes or discussion groups.

- e. Have more seminar groups.

I think the course would be more enjoyable and fairer if no grades had to be given.

- f. Make it a 3 credit course with more class discussions.

Show some moving pictures that depict family problems.

Have field trips to nursery school, practice houses, and state owned homes and institutions.

g. I think the course could be made more specific by titling it Preparation for Marriage. I believe it would have a greater demand, that's really what it is anyway.

h. Add another credit.

More time on after marriage problems.

i. Going into more specific problems concerning all relations in the family and giving students opportunity to solve. Adding these to general study.

Of necessity make course 3 hours.

j. Observation of nursery school; a 3 hour course, thus 3 hours per week could cover more material.

III. Following are free comments of some of the students in response to the statement, the least value, or the material in which I had least interest was:

a. The study of historical family.

b. I believe that the discussion of in-laws in the family should be left out entirely to make the course be more beneficial in the line of advice to those that see a future in marriage. We all know what part the in-laws play in the family, and it is taking up valuable time that might be used in another way. There should be more talk about the petting proposition because it concerns every student on the campus.

c. Discussion of the adolescent period and its problems did not interest me greatly.

d. I thought that perhaps we spent too much time on the hazards of marriage and not enough time on family recreation and the other pleasant things about marriage.

e. The historic discussion.

f. I was not very interested in the budgeting part of family relations.

- g. The study of the early Greek and Roman families and the care of children. I believe the latter should be left for another course in which all the factors connected with children are discussed.
- h. The material in which I had least interest concerned discussion of building homes and financial matters.
- i. Historical study--primitive families.
- j. I believe that the time spent on the budget and housing was wasted. At least so far I have been unable to use it to any advantage.