Archive 115 i

PSYCHOLOGY 2z6 and 3z6

FAMILY LIFE PROGRAM

SUMMER 1971

AN EVALUATION

PSYCHOLOGY 2z6 and 3z6

FAMILY LIFE PROGRAM: AN EVALUATION

	PAGE
Introduction	1
Budget	4
Information on students	5
(a) number of students and average age	5
(b) marks on entering Lakehead University and marks for Psychology 2z6 and 3z6	5
(c) occupations	6
(d) geographical locations from which students originated	6
(e) academic background of students	8
(f) course enrolment data for Family Life students	9
Students' course evaluation	10
Group Leaders' course evaluation	21
Correlations between student and group leader course evaluation	25
Recommendation concerning the Family Life Program	26
Guest Lecturers' comments and opinions	28
Appendix I: Family Life Program Brochure - Course description and list of guest lecturers	33

University of California received 2000 applications for a course designed to accommodate 1700 students.

The nature of the program offered by Lakehead University this summer was unique. Leading authorities on Family Life and Sex Education were invited to Lakehead University as guest lecturers and served as the focal point for the course. The list of invited speakers is impressive and there can be no doubt that most of them have reached the apex of scholarship and academic achievement (see Appendix I). There is no other Family Life course offered in North America which can make the same claim. Moreover, the students are exposed to each speaker on a more informal basis during discussion group periods, luncheons, evening sessions and so on. The course took on some of the characteristics of total immersion where the involvement in the course did not end with the end of each daily session.

It has been suggested that the course offered by Lakehead University is not within the bounds of a Psychology Department particularly in the light of the fact that 90% of the students were teachers (see page 6). In support of this position is the argument that the course deals with sociological, cultural, philosophical and religious questions as well as material germane to Psychology. It should be pointed out, however, that the department in which any subject is taught is not predetermined by the profession of the students taking the course. Moreover, when there is any discussion of human sexuality we must inevitably come to the position where we have to consider the individual.

Over the last few years there has been an obvious demand on the part of the public for more and more information about sex. Past and current best selling books such as Reuben's "Everything You Wanted to Know About Sex" are indicative of a real need which exists within the community. Nor should it be construed that the plethora of popular magazine articles and books dealing with sex are for the consumption of teenagers. It would seem that this need exists across all segments of society.

This flood of information can be attributed to two principle causes; the need for young people to learn about and direct their own sexuality and for everyone to understand the changes in sexual attitudes and the direction which our "new morality" is taking.

In most cases, the students taking the Family Life Program are first and foremost concerned with their own beliefs and attitudes about sex. It is to be expected that for any primary or high school teacher to be able to conduct classes in sex education he must first feel at ease about his own sexuality. This is not to imply that we are attempting to bring about attitude change or to induce "modern" views about sexuality in our students. It should, however, be apparent that we must deal with each student at a personal and individual level.

To achieve a personal level the course made use of discussion groups. The aim of the groups was to provide a permissive and accepting atmosphere which would induce free dialogue and exchange. The majority of students reported that they found the discussion groups to be as valuable as the morning lectures. Each group was led by a person known to us as having the experience and capabilities to carry out a skilled and delicate task.

The expense, time, and energy required to establish a program such as Family Life can only be justified by demonstrating that such a program reaches an acceptable academic level. The course offered this summer was completely evaluated in a twelve page questionnaire distributed to both the students and the group leaders (see pages 10 through 24). Moreover, the students were evaluated by means of two major essays (or an essay and curriculum guide for teachers), group participation, book reports and a final examination.

BUDGET FOR FAMILY LIFE PROGRAM

Income from 181 students (361 course credits)	$100,800.00
Overall costs (including guest lecturers, fees, salaries, library books, etc.)	40,000.00
Income to the University	$ 61,800.00

It is expected that in future years the overall cost of the course could be reduced considerably by a reducation in the number of administrative personnel (approximately $7000.00). In addition to this, the expense incurred for library books would be considerably reduced (this year the cost was $2000.00).

INFORMATION ON STUDENTS

The following data was obtained from registration information and a questionnaire distributed to the 181 students enrolled in the Summer Family Life Program.

Total Number of Students	181
Average Age	30.26 years
Range	44.00 years
Standard Deviation	9.98 years

No student was admitted to the program without an average of at least 63% on previous University or Teachers' College courses. There were no significant differences between the marks on entering the course and the marks obtained for Psychology 2z6 and 3z6 (Family Life Program)

Average mark upon entering the Family Life course	68.27%
Median	67.00%
Mode	63.00%
Standard Deviation	4.66%
Average mark for Psychology 2z6	70.92%
Median	71.00%
Mode	69.00%
Standard Deviation	5.15%
Average mark for Psychology 3z6	69.09%
Median	68.00%
Mode	68.00%
Standard Deviation	4.98%

Occupation of students entering the course

Teachers	90.60%
Nurses	1.65%
Clergy	1.65%
Students	1.65%
Counsellors	3.31%
No record	1.10%

GEOGRAPHICAL LOCATIONS

The following is a listing of geographical locations from which students in the Family Life Program originated and the number of students from each location.

ALBERTA	
Edmonton	2
NEWFOUNDLAND	
Labrador City	3
Spaniard Bay	1
NOVA SCOTIA	
Halifax	1
Inverness County	1
ONTARIO	
Atikokan	5
Aurora	2
Aylmer	1
Beardmore	1
Bradford	1
Bramlea	1
Burwick	1
Chapleau	1
Downsview	2
Dryden	4

Emo	2
Fort Frances	2
Geraldton	3
Georgetown	1
Hamilton	1
Kenora	2
Keswick	2
King City	2
Kitchener	1
London	1
Mallorytown	1
Manitouwadge	2
Marathon	1
Markham	2
Midland	3
Mississauga	4
Murillo	1
Nakina	1
Newmarket	3
Nipigon	1
North Bay	3
Orangeville	1
Oshawa	3
Peterbrough	1
Port Hope	2
Red Rock	2
Richmond Hill	2
Saint Thomas	2
Sault Ste. Marie	2
Scarboro	4
Schreiber	4
Sioux Lookout	3
Sioux Narrows	2
Stratton	1

Terrace Bay	3
Thorold	2
Thunder Bay	53
Timmins	1
Toronto	8
Waterloo	9
Wellsely	1
Westbrook	1
Whitby	2
Willowdale	3
York	1
Unknown	2
TOTAL	181

ACADEMIC BACKGROUND

This information details the academic background and future university career plans for students enrolled in the Family Life Program

Students with degrees	36
Students without degrees	141
Unknown	4
Students planning to take degrees (1st degree or higher)	127
Students planning or now having a degree in Psychology	54
Students planning or now having a degree in other fields	93
Students with no present or future degree plans	50
Students with no degree or plans to obtain a degree	30

A number of students have requested credit transfer for the Family Life course to other universities.

Number of Credit Transfers requested	48
No credit transfer request	120
Undecided	9
Unknown	4

COURSE ENROLMENT DATA FOR FAMILY LIFE STUDENTS

The majority of students enrolled in the Family Life Program had never attended Lakehead University before.

Number of students having taken Lakehead Univeristy courses previously	83
Number of students not having taken Lakehead University courses previously	94
Unknown	4

The following data is a breakdown of the areas in which students would have enrolled if the Family Life Program had not been offered.

Number of students who would not have enrolled at Lakehead University if Family Life was not offered	98
Number of students who would have enrolled in Psychology	43
Number of students who would have enrolled in some other field	36
Unknown	4

STUDENTS' COURSE EVALUATION

The information on the following pages constitutes the findings from the course evaluation questionnaires distributed to the students.

The ratings of the lectures, methods and materials workshop, the discussion and curriculum groups, and the characteristics of the course were made on a five point scale. The results are listed as the mean rating and the standard deviation indicating dispersion around the mean. The books and guest lecturers were rank-ordered by the students with the number (1) indicating the best in both categories.

Student's estimate of the value of the various content areas of the lectures.

Instructions: Use the following scale in recording your evaluation of the various content areas covered in the lectures. Check one rating for each of the lectures listed below:

Rating 5: The content of the lecture was extremely pertinent and of maximum value.

Rating 4: The content of the lecture was very pertinent and of considerable value.

Rating 3: The content of the lecture was pertinent and of value.

Rating 2: The content of the lecture had little pertinance or value.

Rating 1: The content of the lecture had no pertinance or value.

CONTENT AREAS COVERED	MEAN	STANDARD DEVIATION
1. Historical Analysis of Human Sexuality (Lafreniere)	3.89	0.88
2. Anatomy and Physiology of Reproductive Organs (Malloy)	4.59	0.89
3. North American Courtship Spiral (Broderick)	3.92	0.92
4. Values and the Person regarding Sex, Love and the Home (Bertocci)	3.73	0.99
5. The Person in Sex Education (Beniskos)	4.20	0.99
6. Human Relations in Sex Education (Beniskos)	3.95	1.02
7. The Psychology of Interpersonal Attraction, Mate Selection and Love (Luckey)	3.71	0.89
8. Development of Interpersonal Relationships (Luckey)	3.71	0.95
9. The Range of Current Concepts of Sex and Sexuality (Hiltner)	2.85	0.96

		MEAN	STANDARD DEVIATION
10.	A Modern Theological Understanding of Human Sexuality (Hiltner)	2.83	0.99
11.	Sexuality and Love: A Modern Analysis drawing upon theology and the social sciences (Hiltner)	2.82	1.00
12.	The Psychology of Passionate Love (Evans)	2.05	1.09
13.	The Images of Man (Kennedy)	4.10	1.03
14.	The Values of Man (Kennedy)	4.10	1.03
15.	Identity, Choice and Commitment (Lang)	3.83	0.88
16.	Destruction or reconstruction: Values in Conflict (Lang)	3.80	0.88
17.	Interpersonal Relationships in the Changing Family (Klemer & Smith)	3.73	0.98
18.	The Inadequacy of Sex Education (Klemer & Smith)	3.63	1.01
19.	Specialized Problems in Intra-family Communication (Klemer & Smith)	3.67	1.05
20.	Sex Education - What, When, How, Who (Axelson, Deleski, Marshalok)	3.79	1.08
21.	Family Life and Sex Education as a Preventative to Family Disintegration (Lockett)	2.81	1.07
22.	Family Interaciton Patterns (Messer)	4.08	0.87
23.	Family Myths as a Major Variable in Family Interaction Patterns (Messer)	3.97	0.85
24.	The Importance of "Family Role" as a Construct in Understanding the Family (Messer)	4.10	0.87
25.	The Effects of Religion on the Family (Baum)	3.69	1.20

Methods and Materials Workshop and Written Assignments.

Instruction: Using the following ratings evaluate each of the items listed below:

Rating 5: This aspect of the course was extremely pertinent and of maximum value.

Rating 4: This aspect of the course was very pertinent and of considerable value.

Rating 3: This aspect of the course was pertinent and of value.

Rating 2: This aspect of the course had little pertinance or value.

Rating 1: This aspect of the course had no pertinance or value.

ASPECTS OF THE PROGRAM EVALUATED	MEAN	STANDARD DEVIATION
1. Films	3.57	1.21
2. Presentations by senior group or group leaders	3.55	1.02
3. Student Book reviews	3.00	0.85
4. Out of class assignments		
(a) Your philosophy, statement of values and objectives	4.01	0.73
(b) Curriculum guide (or second essay)	2.96	0.94

Please give your rank-ordering for the various guest lecturers. Look over the list and decide who you thought was the best lecturer and put a number 1 next to that persons name. Decide who was next best and put 2 next to his/her name. Continue with this procedure until each lecturer has been assigned a number.

LECTURER	OBTAINED RANK ORDERING
Fr. Leo J. Lafreniere	5
Dr. J. J. Malloy	1
Dr. C. B. Broderick	4
Dr. P. A. Bertocci	6
Dr. J. M. Beniskos	2
Dr. E. B. Luckey	9
Dr. S. Hiltner	12
Dr. J. Evans	14
Dr. E. Kennedy	3
Dr. L. H. Lang	8
Drs. Klemer & Smith	10
Mr. J. Lockett	13
Dr. A. Messer	7
Dr. G. Baum	11

Please give your rank-ordering for the required texts and follow the procedure used in the previous question and assign the number 1 to what you consider the best text.

TEXTS	OBTAINED RANK ORDERING
Sex, Love and the Person - Bertocci	6
Illustrated Sex Atlas - Clark	9
Your Child's Sex Life - Dillon & Imbiorski	11
Why Wait Till Marriage - Duvall	13
The Man and the Woman - Evoy & O'Keefe	10
The First Nine Months of Life - Flanagan	1
The Art of Loving - Fromm	4
Love and Sex in Plain Language - Johnson	5
Family Living and Sex Education - Ortho	6
Symposium - Ortho	12
Beyond Sex Instruction - Otena	17
Sin, Sex and Self Control - Peale	18
The Psychology of Sex - Schwarz	14
Family Life and Sex Education - Schulz and Williams	3
The Physiology of Sex - Walker	16
Curriculum Guide - Rochester Edition	15
Insights into Family Life and Sex Education - Lafreniere	2
Understanding	8

The discussion groups were rated by the students on each of the 10 questions below. The data was then broken down and the mean ratings on each question for each group leader are listed on the following page.

Using the numbers and the spaces provided rate each of the statements on the following scale:

(1) Strongly disagreed
(2) Disagree
(3) Neutral
(4) Agree
(5) Strongly agree

1. The group leader showed good leadership ability.
2. The material discussed in the group was valuable.
3. The group leader showed interest in the course.
4. The group leader interested me in the course.
5. The group leader stimulated new viewpoints and appreciations.
6. The group leader inspired confidence in his knowledge of the subject.
7. The group leader showed a positive attitude towards his task.
8. The group leader made comments and criticisms which helped me to improve my work.
9. The group discussions provided valuable skills - methods, ways of thinking, organizing concepts, etc.
10. I liked the way my mark for group participation was determined.

EVALUATION RESULTS - DISCUSSION GROUPS

	1	2	3	4	5	6	7	8	9	10
Terry Axelson	4.45	3.45	4.72	3.63	3.72	3.90	4.36	2.90	3.27	1.63
Peggy Beagle	4.66	4.88	4.77	4.33	4.77	4.44	4.77	4.77	4.66	4.88
Arieh Bonder	4.60	4.70	4.70	4.30	4.70	4.30	4.70	4.30	4.50	2.80
Mary Ann Bortolon	4.50	4.11	5.00	4.11	4.00	4.22	4.88	3.88	4.00	2.22
Dawn Capricci	4.81	4.36	4.81	4.36	4.72	4.54	4.81	4.18	4.18	1.90
Nestor Chehowy	4.75	4.58	5.00	4.75	4.66	4.33	5.00	5.00	4.25	2.25
Dick Courtis	1.92	3.30	2.00	2.00	3.69	2.84	2.30	2.46	2.53	3.53
Jerry Cullen	4.90	4.60	4.90	4.60	4.40	4.70	4.50	4.30	4.30	2.90
Brahm Friedlander	4.45	4.27	3.63	3.63	4.45	3.36	4.09	4.18	3.36	1.36
Eunice Gastmier	4.40	4.30	4.70	3.70	3.90	3.90	4.10	3.60	3.70	3.40
Mary Giannone	2.81	4.00	4.36	2.72	2.45	2.63	3.72	2.72	3.81	2.18
David Hart	4.40	4.10	4.20	3.50	4.10	3.90	4.20	3.80	3.70	3.10
Steve Kerekes	4.77	4.22	4.66	4.44	4.00	4.00	4.77	3.66	3.66	3.22
Derek McLauchlan	2.36	3.00	2.81	2.63	3.36	2.45	2.18	2.36	2.36	2.36
Jim Morris	4.33	4.44	4.77	4.22	4.22	4.22	4.77	3.77	3.66	2.11
Mike Timgren	4.80	4.60	4.80	4.00	4.70	4.40	4.80	4.40	4.40	2.60

The data for the curriculum groups has been dealt with in a manner identical to the data for the discussion groups.

Using the numbers and the spaces provided rate each of the statements on the following scale:

(1) Strongly disagree
(2) Disagree
(3) Neutral
(4) Agree
(5) Strongly agree

1. The group leader showed good leadership ability.
2. The material discussed in the group was valuable.
3. The group leader showed interest in curriculum planning.
4. The group leader interested me in curriculum planning.
5. The group leader stimulated new viewpoints and appreciations.
6. The group leader inspired confidence in his knowledge of curriculum planning.
7. The group leader showed a positive attitude towards his task.
8. The group leader made comments and criticisms which helped me to improve my work.
9. Group discussions provided valuable skills - methods, ways of thinking, organizing concepts etc.
10. Curriculum groups should be continued.

EVALUATION RESULTS - CURRICULUM GROUPS

	1	2	3	4	5	6	7	8	9	10
Terry Axelson	4.00	2.77	3.11	3.00	4.00	3.77	4.22	3.77	3.22	2.33
Peggy Beagle	3.08	3.08	3.00	2.50	2.91	2.16	2.91	3.08	2.91	2.00
Arieh Bonder	3.00	2.38	2.84	2.00	2.46	1.69	3.46	2.38	1.76	2.38
Mary Ann Bortolon	4.14	3.42	4.57	4.28	4.14	4.57	4.85	3.71	3.28	3.42
Dawn Capricci	4.70	4.10	3.30	2.80	4.70	2.80	4.70	3.50	3.50	3.00
Nestor Chehowy	3.63	2.72	4.00	3.45	3.09	3.81	4.18	3.45	2.72	2.54
Dick Courtis	2.20	2.90	1.30	1.50	4.00	1.50	1.90	2.10	2.40	2.10
Jerry Cullen	4.87	4.50	4.87	4.37	4.50	4.62	4.62	4.50	4.12	3.75
Brahm Friedlander	3.62	3.50	3.62	3.00	4.00	2.25	3.00	2.62	3.12	2.25
Eunice Gastmier	1.85	1.85	1.57	1.71	1.57	1.71	1.71	1.57	1.71	2.42
Mary Giannone	3.00	2.90	3.81	3.00	2.63	2.90	4.36	3.54	2.90	2.18
David Hart	2.68	2.31	2.81	2.31	3.12	2.50	3.12	2.75	2.25	2.31
Steve Kerekes	4.25	3.83	4.33	3.66	4.16	4.08	4.53	3.84	3.69	2.84
Derek McLauchlan	3.44	3.22	2.87	2.62	4.11	2.75	3.00	3.22	3.00	2.55
Jim Morris	3.87	2.50	3.62	3.25	2.87	3.62	4.50	3.37	2.50	1.50
Mike Timgren	3.27	2.63	3.81	2.36	2.81	2.36	3.81	3.45	2.54	2.18

The students were asked to rate the following questions on a (5) point semantic differential. A mean of 5.00 would indicate the top rating for any particular question.

		MEAN	STANDARD DEVIATION
1.	Are the objectives of the course clear?	4.19	1.07
2.	Is the amount of work required appropriate for the credit received?	2.26	0.84
3.	Was the assigned reading difficult?	3.37	0.70
4.	Are the tests fair?	2.78	1.25
5.	Are the grades assigned fairly	2.91	1.22
6.	How would you rate the contribution of the textbooks to the course?	3.14	1.02
7.	Considering all of the above qualities, how would you rate this course?	4.23	0.77

GROUP LEADERS'
COURSE EVALUATION

The information on the following pages is the course evaluation from the group leaders. The format is exactly the same as that for the students but is compiled in a more concise manner.

EVALUATION OF LECTURES

1.	Historical Analysis of Human Sexuality (Lafreniere)	3.93
2.	Anatomy and Physiology of Reproductive Organs (Malloy)	4.75
3.	North American Courtship Spiral (Broderick)	4.25
4.	Values and the Person regarding Sex, Love and the Home (Bertocci)	3.75
5.	The Person in Sex Education (Beniskos)	3.87
6.	Human Relations in Sex Education (Beniskos)	3.81
7.	The Psychology of Interpersonal Attraction, Mate Selection and Love (Luckey)	4.00
8.	Development of Interpersonal Relationships (Luckey)	4.12
9.	The Range of Current Concepts of Sex and Sexuality (Hiltner)	3.06
10.	A Modern Theological Understanding of Human Sexuality (Hiltner)	2.87
11.	Sexuality and Love: A Modern Analysis drawing upon theology and the social sciences (Hiltner)	2.68
12.	Psychology of Passionate Love (Evans)	2.31
13.	The Images of Man (Kennedy)	3.68
14.	The Values of Man (Kennedy)	3.75
15.	Identity, Choice and Commitment (Lang)	4.25
16.	Destruction or reconstruction: Values in Conflict (Lang)	4.12
17.	Interpersonal Relationships in the Changing Family (Klemer & Smith)	3.87
18.	The Inadequacy of Sex Education (Klemer & Smith)	3.81
19.	Specialized Problems in Intra-family Communication (Klemer & Smith)	3.75
20.	Sex Education - What, When, How, Who (Axelson, Deleski, Marshalok)	3.93
21.	Family Life and Sex Education as a Preventative to Family Disintegration (Lockett)	2.93

22.	Family Interaction Patterns (Messer)	4.18
23.	Family Myths as a Major Variable in Family Interaction Patterns (Messer)	3.93
24.	The Importance of "Family Role" as a Construct in Understanding the Family (Messer)	4.12
25.	The Effects of Religion on the Family (Baum)	3.43

ASPECTS OF THE PROGRAM

1.	Films	3.37
2.	Presentations by senior group or group leaders	3.56
3.	Student book reviews	2.75
4.	Out of class assignments:	
	(a) Your philosophy, statement of values and objectives	4.18
	(b) Curriculum guide (or second essay)	3.31

RANK ORDERING OF LECTURERS

Dr. J. J. Malloy	1
Dr. C. B. Broderick	2.
Dr. A. Messer	3
Dr. L. H. Lang	4
Dr. E. B. Luckey	5
Dr. P. A. Bertocci	6
Fr. L. J. Lafreniere	7
Dr. J. M. Beniskos	8
Dr. E. Kennedy	9
Drs. Klemer & Smith	10
Dr. G. Baum	11
Dr. S. Hiltner	12
Mr. J. Lockett	13
Dr. J. Evans	14

RANK - ORDERING OF REQUIRED TEXTS

The First Nine Months of Life - Flanagan	1
Family Life and Sex Education - Schulz and Williams	2
The Art of Loving - Fromm	3
Sex, Love and the Person - Bertocci	4
Insights into Family Life and Sex Education - Lafreniere	5
Illustrated Sex Atlas - Clark	6
Family Living and Sex Education	7
Understanding - Ortho	8
Love and Sex in Plain Language - Johnson	9
Symposium - Ortho	10
The Man and the Woman - Envoy & O'Keefe	11
Beyond Sex Instruction - Otena	12
Curriculum Guide - Rochester Edition	13
The Physiology of Sex - Walker	14
Your Child's Sex Life - Dillon & Imbiorski	15
The Psychology of Sex - Schwarz	16
Why Wait Till Marriage - Duvall	17
Sin, Sex and Self Control - Peale	18

CHARACTERISTICS OF THE COURSE

		MEAN
1.	Are the objectives of the course clear?	4.00
2.	Is the amount of work required appropriate for the credit received?	2.43
3.	Was the assigned reading difficult?	2.68
4.	Are the tests fair?	2.69
5.	Are the grades assigned fairly?	2.57
6.	How would you rate the contribution of the textbooks to the course?	2.68
7.	Considering all of the above qualities, how would you rate this course?	3.87

CORRELATIONS BETWEEN STUDENT AND GROUP LEADER COURSE EVALUATIONS

This data indicates the degree to which the group leaders agreed with the ratings on the course evaluation given by the students.

1. Estimate of the value of the various content areas of the lectures.

   Correlation between students and group leaders $\underline{r}$ = 0.78

2. Methods and materials workshop and written assignments.

   $\underline{r}$ = 0.87

3. Rank-ordering of guest lecturers

   $\underline{r}$ = 0.71

4. Rank-ordering of books

   $\underline{r}$ = 0.87

5. Characteristics of the course

   $\underline{r}$ = 0.92

RECOMMENDATIONS
CONCERNING THE FAMILY LIFE PROGRAM

The evaluation of the course, along with other observations, has led me to make specific recommendations for future Family Life Programs.

1. The Program should be directed and administered solely through the Department of Psychology.
2. That the resources of other departments within the University be drawn upon whenever possible.
3. That teachers registering for the course should be allowed to prepare curriculum guides as directed by their school boards.
4. That an expert in curriculum planning in Family Life be hired for a one week period in order to provide specific instruction for teachers.
5. That group leaders be given training in curriculum planning prior to the start of the course (see curriculum group leaders evaluation, pages 18 and 19).
6. That non-teacher students be allowed to take the course for one credit and be required to attend the morning lectures and the discussion groups only.
7. That the selection of required texts be made through consultation with the Department of Psychology, and professionals in the area of Family Life, with a view to upgrading the level of required texts (see rank-ordering of texts, pages 15 and 24).
8. That guest lecturers who will provide exposure and provoke discussion about all aspects of sex and sexuality ranging from the Playboy philosophy to the Vatican be invited. This will necessitate dropping a number of speakers who did not rate highly on the evaluation. The selection of guest lecturers would be made in consultation with professionals in the area.

It is my opinion that the Family Life Program is a worthwhile and effective course that should not be dropped by Lakehead University. It is also apparent that other persons from outside the University concur with this opinion (see pages 28 through 32.) Moreover, Lakehead University has the opportunity to continue offering a course which has been acclaimed by visiting guest lecturers who are expert in the field. Equally important is that the University is attracting students from all across Canada (page 6) and providing a very real and necessary service to the community. In addition, it should be noted that the course provided a substantial income to the University which, in our present time of need, will do much to alleviate some of the administration's financial problems.

In the preparation of this brief, I have attempted to use the data collected during the course as well as my own observations and opinions. The information contained within this report is based on registration information and the student evaluations. All of this data is available to anyone who wishes to investigate more fully the findings reported here.

Respectfully submitted

Keith Wood

Keith Wood, Academic Director
FAMILY LIFE PROGRAM

KW/bmc

GUEST LECTURERS' COMMENTS AND OPINIONS

As part of our course evaluation, each guest lecturer was asked for his or her opinion of the course. The letters on the following pages are responses received to this date. It is expected that other statements will be forthcoming.

Also included are newsclippings taken from local papers which published accounts of a news conference held during the second week of the program.

PRINCETON THEOLOGICAL SEMINARY
PRINCETON, NEW JERSEY 08540

SEWARD HILTNER
PROFESSOR OF THEOLOGY
AND PERSONALITY

November 8, 1971

Professor Keith Wood
Academic Director
FAMILY LIFE PROGRAM
Lakehead University
Postal Station P
Thunder Bay, Ontario, Canada

Dear Dr. Wood:

I have your letter of November 1 inviting any comments of appraisal that I might have concerning the Summer Family Life Program at Lakehead University in which I participated last summer for three days. As I believe I told you orally, I had a very favorable impression of the course as a whole. So far as the outside lecturers are concerned, it did seem to me that a somewhat broader range of view points might be approached, even though I would certainly not recommend that the complete spectrum of current view points be covered.

My participation in the two types of afternoon discussion groups was of course very brief. I could see, nevertheless, the point in having the two types of discussion groups. But I wondered if the two types might alternate meeting days, thus allowing for deeper discussions of the matter at issue during any one session. I offer this suggestion very tentatively indeed.

I saw only a few of the films but was impressed with their selection. Also, they came at a time of day when the groups tend to be tired and perhaps they have some value as entertainment as well as education.

I am glad to hear that you can anticipate obtaining acceptance of this program for next year by the senate of Lakehead University.

Sincerely,

Seward Hiltner

Seward Hiltner

SH/hlc

BOSTON UNIVERSITY
DEPARTMENT OF PHILOSOPHY
232 Bay State Road, BOSTON, MASSACHUSETTS 02215

November 5, 1971

Professor Keith Wood, Academic Director
Family Life Program
Lakehead University
Department of Psychology
Postal Station P
Thunder Bay, Ontario, Canada

Dear Professor Wood,

I think it would be impertient of me to say more--since my presence has always been limited to two or three days--than that the Family Life Program as I have known it has been marked by unusually strong motivation, range and relevance. Father Lafreniere has been unusually fortunate in being able to engage the persons he has. As I said this summer, I'd be glad to have this kind and quality of program at my university. The students are not on a summer vacation and "getting credits" for it.

The only additional remark is that a somewhat experimental program in this field should be tailored to the particular students and their backgrounds and tasks. In the program as I have known it, the students come to know themselves as they talk to each other and try to envision a new horizon for their schools.

Yours cordially,

Peter A. Bertocci

Peter A. Bertocci
Borden Parker Bowne Professor
of Philosophy

PAB/jb
Dictated by Professor Bertocci and
signed in his absence by his secretary.

UNIVERSITÉ D'OTTAWA
FACULTÉ D'ÉDUCATION
ÉTUDES SUPÉRIEURES

OTTAWA ONTARIO
CANADA K1N 6N5

UNIVERSITY OF OTTAWA
FACULTY OF EDUCATION
GRADUATE STUDIES

November 4, 1971.

Mr. Keith Wood,
Academic Director,
Family Life Program,
Lakehead University,
Postal Station P,
Thunder Bay, Ontario.

Dear Mr. Wood:

My participation to the Family Life Program consisted of 1½ days of lectures and contacts with students. On this basis, evaluation is difficult. The only tentative conclusions that can be drawn are related to the high academic level of the course and the students. I was impressed.

Sincerely yours,

J. M. Beniskos/vc

J.M. Beniskos, Ph.D.,
Professor.

JMB/vc

The University of Connecticut

STORRS, CONNECTICUT 06268

SCHOOL OF HOME ECONOMICS

Department of Child Development and Family Relations U-117

November 12, 1971

Mr. Keith Wood
Academic Director
Family Life Program
Lakehead University
Postal Station P
Thunder Bay, Ontario, Canada

Dear Keith:

This is in response to your November 1st letter asking for an overall impression of the 1971 course in which I participated at Lakehead University this past summer. As you know it is difficult to truly evaluate a program unless you are a part of the planning, the production and the follow-up; coming in and seeing only a slice of the program may warp ones perceptions, and in view of the fact that this is precisely what I did I'm not sure you can rely too much on the things I may say. However, for what they are worth, these are my observations.

There is tremendous need and interest in this field of family life education; I was amazed at the little background most of the participants had in this field. Most certainly if family life education is to be included in the school curriculum it is necessary for universities to concern themselves with the preparation of teachers.

The program as it was presented this summer seemed to me to be rather general in nature and introductory. With the tremendous number of persons participating and the variety of backgrounds from which they came, I can see no other way that the program could have been approached. It was introductory, it was general, and I expect for the most part it fits the needs of the participants.

If the course is to be built in to the curriculum as a regular course rather than a summer offering for teachers it needs to be specifically planned to include more aspects of family life education and needs to have prerequisites such as introductory psychology and introductory sociology built into it. I think a summer course, however, must be of a different nature;

whenever one designs a course to "re-tool" teachers, - especially if these have very heterogeneous backgrounds - there is a certain fuzziness in content.

In our summer courses here we have designed them to emphasize certain aspects of family life education and have been selected texts and lectures to fit that theme. For example, one year we dealt with the sexual content of family life education, another year we dealt with the values and philosophical issues involved in family life education; still another year we worked with the counseling aspects involved in family life education, and still another we worked with special families such as black families and disadvantaged families. After a topic is chosen you can begin to develop your curriculum and your reading bibliography.

One aspect of your summer program that I liked very much was the fact that you had both lectures and small group discussions. I think the participants found this very useful. I would like to suggest, however, that another component be added and that component is sensitivity or awareness training. I feel that probably the greatest single feature of our curriculum is its opportunity for its student to participate in awareness training under the leadership of well prepared training facilitators. Awareness training is something far superior to small group discussion; it does, however, require trained facilitators and these are financially expensive. Handling as many people as were enrolled in your summer institute would be very difficult as well as expensive.

I'm aware that this response may not be as specific as you would have liked but I'm uncertain about the direction in which your program plans to move. Perhaps if we talked on the phone I could be more helpful, in any case, I hope this has been a move in the right direction!

Let me say again that I enjoyed being with you this past summer and wish you well in the establishment of your new program.

Sincerely yours,

Eleanore

(Mrs.) Eleanore Braun Luckey, Ph.D.
Professor and Head

EBL:jm

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Home Economics

November 12, 1971

Dr. Keith Wood
Family Life Program
Department of Psychology
Lakehead University
Postal Station P
Thunder Bay, Ontario, Canada

Dear Keith Wood:

I was pleased to get your letter of November 1 and to know that the 1971 Family Life Program had been so successful.

I was very much impressed with the course and particularly with the small group sessions. In each of the small groups in which I participated, there was a feeling of group integration that could not help but contribute to learning and growth. Since I was only there for my own presentation, I am a poor one to comment on the formal lectures, but I did hear from all with whom I talked that you had some excellent speakers.

Perhaps your textbook committee would be interested in considering my own book, MARRIAGE AND FAMILY RELATIONSHIPS, as one possible text for next year's course. There are many other good books but I think my stress on the empathetic approach offers something unique.

Again, thank you for inviting me last summer. It was very pleasant to be with you and to meet your fine colleagues and students.

Cordially,

Richard H. Klemer

Richard H. Klemer, Ph.D.
Professor and Chairman
Child Development and Family Relations

RHK/as

THE UNIVERSITY OF NORTH CAROLINA comprises: *The University of North Carolina at Greensboro; The University of North Carolina at Chapel Hill; The University of North Carolina at Charlotte; North Carolina State University at Raleigh*

Excerpt from an article in DAILY TIMES JOURNAL, July 13, 1971

Dr. Bertocci had high praise for the university summer course.

"I'd give my eye teeth to have a program like this at Boston University," he said. "I've never seen this done anywhere else. It's a pilot project.

"This is my third year and there's something going on here. I wish I could shout it from the roof tops.

"Suddenly people have become aware of sex but this is the first time I've been somewhere where we could talk honestly about sex. A nun came up to me and said this was the first time she had found anyone who realized she had a sex life."

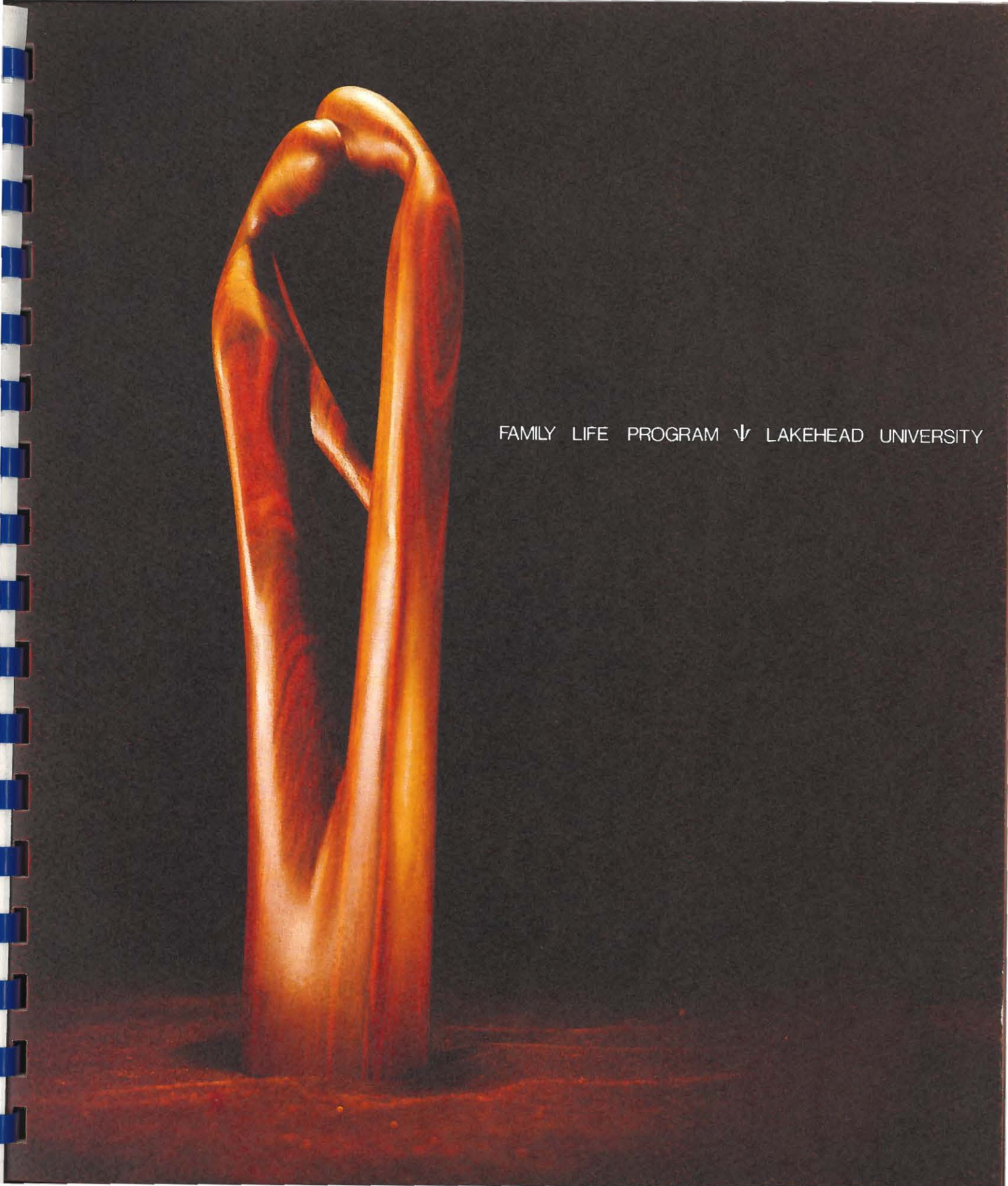
Excerpt from an article in the NEWS CHRONICLE, July 13, 1971

A noted American philosopher, Dr. Peter Bertocci says the family life course being sponsored by Lakehead University is one of the most outstanding he's seen or heard of in North America.

The chairman of the psychology department of the University of Boston, who is one in a series of lecturers speaking at the six-week course, said he is amazed at the quality of the course and the number of top-flight personnel that have been attracted to speak.

"Any of the universities in the United States would like to have a course of this quality and I know we certainly would at Boston university," said Dr. Bertocci.

He said he was also impressed with the dialogue that goes on among the students taking the course.



FAMILY LIFE PROGRAM ⅄ LAKEHEAD UNIVERSITY



index

Introduction ..... page 3
Admission Requirements ..... page 4
Registration ..... page 4
Fees ..... page 4
Residences ..... page 5
Guest Lecturers and Topics ..... page 6
Public Lectures ..... page 7
Daily Schedule ..... page 7
Lecture Outline ..... page 8 to page 15 incl.

July 5	*Leo. J. Lafreniere, O.M.I.*	page 8
July 6	*Rollo May, Ph.D.*	page 8
July 7	*J. J. Malloy, M.D.*	page 9
July 8, 9	*C. B. Broderick, Ph.D.*	page 9
July 12, 13, 14	*P. A. Bertocci, Ph.D.*	page 9,10
July 15, 16	*J. M. Beniskos, Ph.D.*	page 10
July 19, 20	*E. B. Luckey, Ph.D.*	page 10,11
July 21, 22, 23	*S. Hiltner, Ph.D.*	page 11,12
July 27, 28	*E. C. Kennedy, Ph.D.*	page 12
July 29, 30	*L. H. Lang, II, Ed.D.*	page 12
Aug. 2, 3, 4	*R. H. Klemer, Ph.D. & R. M. Smith, Ph.D.*	page 13
Aug. 6	*J. D. Lockett, M.A.*	page 14
Aug. 9, 10, 11	*A. A. Messer, M.D.*	page 14,15
Aug. 12, 13	*G. A. Baum, Th.D.*	page 15

Required Texts ..... page 16
Reference Books ..... page 17
Journals ..... page 18,19
Audio-Visual Material ..... page 20



introduction

The Family Life Program is now entering its fourth year of operation and for the first time is under the direction of the Department of Psychology at Lakehead University. Over the last three years more than 350 people (from seven provinces, the United States, the United Kingdom and Ceylon) have taken the course. This year's enrolment is expected to be 180. In the past, the majority of applications have been from teachers, nurses, clergymen and administrative officials in the field of education.

Past experience has shown the Family Life Program to be not only an intensive course but also one in which the student becomes very involved. The day starts at 10:00 a.m. with the main lecture and goes on until 4:45 p.m. with attendance at all sessions compulsory.

The Family Life Program is designed to provide information useful in the development and teaching of programs in family living and sex education in the schools. Sex education is not merely the giving of information on the physical facts of sex. Instead, the course will emphasize the social, psychological and medical aspects of sex and sexuality as well as the moral, religious and cultural factors which are prominent in today's society.

admission requirements

In general, admission and registration for this program will be the same as for any other Lakehead University Summer Session Course. The following points should be emphasized:

1. A student must have an average of at least 63% on his previous university courses or on his Teachers' College courses.

2. If enroled in this program a student will not be allowed to take any other Summer Session course during the July-August period. However, he may take an additional course during the Spring Term (May-June).

3. The prerequisite for admission to the Family Life Program will be Psychology 1a6 or permission of the Department of Psychology.

4. The student whose major is Psychology will be allowed two credits to be counted as second or third year options. He must have a total of seven Psychology courses for a General B.A. as stated in the current Calendar. Students whose major is other than Psychology must consult with the Department of their major through their Departmental Chairman to obtain assurance that credits from this program will be recognized for their degree requirements in that major.

5. Students who desire to have the 2 credits from the Family Life Program accepted by other Universities, the Department of Education, or other institutions must make their own arrangements for this acceptance.

6. Two letters of recommendation are required. No applications will be processed unless these accompany your documents. These letters of recommendation should be from a School Inspector, Principal, Professor, Clergyman, and so on.

7. A transcript from previous University work or from Teachers' College must accompany your application.

8. Application forms can be obtained from the Director of Extension and Summer Session, Lakehead University, Thunder Bay, Ontario.

registration

All applications to the Family Life Program should be sent to the Director of the Family Life Program, Department of Psychology, Lakehead University, Thunder Bay, Ontario, along with the following supporting documents:

1. Transcript of marks from previous University or Teachers' College Courses.

2. Two letters of recommendation.

It is the responsibility of the student to make the necessary arrangements for the forwarding of these documents. No applications will be processed until each student's file is complete.

fees

Family Life 2z6	$115.00
Family Life 3z6	115.00
Summer Student Society	3.00
Total	$233.00

A student must enrol in both courses. Fees are subject to change in subsequent years. All cheques should be made payable to Lakehead University.



residence

Residence facilities at Lakehead University have been increased with the completion of the new Men's Residence. Facilities are available to accommodate 106 female students in the Women's Residence and 480 male students in the Men's Residence. Single and double room accommodation is available in both Residences. The Residence is situated on the banks of the McIntyre River within easy walking distance of all University buildings and athletic facilities. The buildings themselves are constructed in a semi-circular design connected by an enclosed pedestrian walk-way. Each new three-storey Residence building includes 6 double rooms, 4 single rooms, a common room and kitchenette facilities on each floor.

Meals are served in the new Residence Dining Room in the University Centre Extension. Two Social Centres are also available with comfortable lounges and recreation facilities. In each of the two Social Centres and in the Recreation Room of the Women's Residence there are vending machines for soft drinks, chocolate bars, cigarettes, etc.

Mail, Keys, dry-cleaning services are provided through the Residence Office on the left hand side of the main entrance to the Men's Residence. The Office is open regularly from 8:45 a.m. to 6:00 p.m.

Free laundry facilities are provided in each House.

guest lecturers and topics

Fr. Leo. J. Lafreniere, O.M.I.

July 5 Introduction to Program and Historical Analysis of Human Sexuality

Rollo May, Ph.D.

July 6 The Family: The End of an Era

J. J. Malloy, M.D.

July 7 Anatomy and Physiology of Reproductive Functions

C. B. Broderick, Ph.D.

July 8 Growing up Heterosexual
July 9 The North American Courtship Spiral

Peter A. Bertocci, Ph.D.

July 12
July 13 Values and the Person Regarding Sex, Love and
July 14 the Home

J. M. Beniskos, Ph.D.

July 15 The Person in Sex Education
July 16 Human Relations in Sex Education

Eleanore Luckey, Ph.D.

July 19 The Psychology of Interpersonal Attraction: Mate Selection and Love
July 20 Teaching for the Development of Interpersonal Relationships

Seward Hiltner, Ph.D.

July 21 The Range of Current Concepts of Sex and Sexuality
July 22 A Modern Theological Understanding of Human Sexuality

July 23 Sexuality and Love: A Modern Analysis Drawing Upon Theology and the Social Sciences

July 26 Panel Discussion

Eugene Kennedy, Ph.D.

July 27 Images of Man
July 28 Values of Man

L. H. Lang, II, Ph.D.

July 29 Identity, Choice and Commitment
July 30 Destruction or Reconstruction: Values in Conflict

Richard H. Klemer, Ph.D., Rebecca Smith, Ph.D.

Aug. 2 Interpersonal Relationships in the Changing Family
Aug. 3 The Inadequacy of Sex Education
Aug. 4 Specialized Problems in Intra-family Communication

Aug. 5 Planning and Organizing a Family Life Program

James Lockett, M.A.

Aug. 6 Family Life and Sex Education as a Preventative to Family Disintegration

Alfred A. Messer, M.D.

Aug. 9 Family Interaction Patterns
Aug. 10 Family Myths as a Major Variable in Family Interaction Patterns
Aug. 11 The Importance of "Family Role" as a Construct in Understanding the Family

Aug. 11 Annual Banquet

Gregory Baum, Ph.D.

Aug. 12 Effects of Religion on the Family
Aug. 13 The Effects of Religion on Education

Aug. 14 Final Exam (Saturday) 2-5

schedule of public lectures

Tuesday, July 13
7:30 p.m., Upper Lecture Theater
Dr. Peter A. Bertocci
Values and the Person Regarding
Sex, Love, and the Home

Thursday, July 22
7:30 p.m., Upper Lecture Theater
Dr. Seward Hiltner
The Range of Current Concepts
of Sex and Sexuality

Monday, August 9
7:30 p.m., Upper Lecture Theater
Dr. Alfred A. Messer
Family Interaction Patterns

Thursday, August 12
7:30 p.m., Upper Lecture Theater
Dr. Gregory Baum
The Effects of Religion on the Family
and Education

daily schedule

MONDAY THROUGH THURSDAY

10:00 a.m. Major presentation and discussion period
12:00 Lunch
1:00 p.m. Discussion groups around main lecture topic
2:15 p.m. Coffee Break
2:45 p.m. Material Workshop
3:45 p.m. Discussion groups. Material and curriculum planning
4:45 p.m. End of session

FRIDAY

10:00 a.m. Major presentation and discussion period
12:00 Lunch
1:00 p.m. Discussion groups around main lecture topic
2:15 p.m. End of session

(No material workshop or curriculum planning on Friday)

lecture outline

July 5 ***Leo J. Lafreniere, Gradué, Louvain***

Topic INTRODUCTION TO THE FAMILY LIFE PROGRAM AND HISTORICAL ANALYSIS OF HUMAN SEXUALITY

Sexuality has been shrouded in mystery until a few years ago. Sexuality has always been associated with a religion which made laws and regulations to protect. The Western world has been profoundly influenced by the Judeo-Christian culture. The following topics will be discussed:

A. **Old Testament:** Woman is a person, marriage is good, fecundity is good; not all sexual acts are necessarily good.

B. **New Testament:** The Gospels give pre-eminence to a single value in human behaviour; love-marriage is presented as good, sexual intercourse is presented as holy, nothing is said of any purpose with which marital intercourse must be taken.

C. **Secular Influences:**

1. The Stoic ideal
2. The Gnostics and Pagans
3. The Manichees
4. The Experience of Augustine
5. The Monks
6. New Attitudes and Analyses from 1450 to 1750
7. New Theory of Marital Intercourse
8. Non-creative purposes
9. Jansenism
10. Intercourse for Pleasure, Health or Love
11. From 1750 to 1930
12. From 1930 on; The Lambeth Conference; Pius XI; Paul VI with Humanae Vitae.

D. Lack of medical knowledge has been the greatest factor in perpetuating ignorance about human sexuality.

Leo Lafreniere has been a pioneer in the teaching of Family Life and Sex Education. His program was the first one to be introduced into Canadian elementary and secondary schools. He successfully organized the first University Credit Granting Institute in Family Life and Sex Education in Canada. Father Lafreniere was a Marriage Counsellor in Edmonton from 1958 until 1962 and in Toronto from 1962 until 1965. During the period 1965 to 1967 he studied at the Institute of Sexology and Family Sciences at Louvain University, Belgium, and is presently coordinator of Family Life and Sex Education in the Lakehead Separate Schools and consultant for a number of School Districts in Family Life Education.

July 6 ***Rollo May, Ph.D.***

Topic THE FAMILY: THE END OF AN ERA

In his talk, Dr. May will consider the structure of the family group, its development and place in today's society. He will attempt to show how the family has served a function in the past and how that function is now becoming obsolete in modern Western Culture. Dr. May suggests that the family unit must change in accordance with our changing society and be replaced by another type of institution.

Dr. May is a practicing psychotherapist in New York. He began his psychotherapeutic studies in Vienna and completed his doctorate in psychology and his psychoanalytic training in New York City. In addition to his clinical practice, he is a training and supervisory analyst at the William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology. Dr. May has taught at Harvard and Princeton and is in demand as a lecturer at Universities and Colleges. Reviewers and readers have been unanimous in their praise of the scholarly and pioneering contributions of Dr. May, outstanding among which are **The Meaning of Anxiety, Man's Search for Himself,** and **Love and Will.**

July 7 ***J. J. Malloy, M.D.,*** Ottawa University

Topic ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE FUNCTIONS

In the course of his presentation Dr. J. J. Malloy explains the following: human sex determination, chromosomes and genes, the female cell karyotyping, diseases that result from the abnormalities of the chromosomes, the anatomy of female reproduction and the intimate relation which exists between the female brain and the organs of reproduction, the relationship of the organs of reproduction with the pelvic organs, the male anatomy, the menstrual cycle, conception and the organs involved in this process, the division of cells, the developing embryo at the 10 week period, the embryo at the 6 month stage of development, all the different forms of contraception; contraceptive pill, vaginal foam, diaphragm, I.U.C.D., the rhythm method.

Dr. Malloy attended Ottawa University where he completed his B.Sc. in 1953 and his medical training in 1957. From 1959 to 1963 he did post-graduate work in obstetrics and gynecology at the Mayo Clinic in Rochester, and completed his M.Sc. from the University of Minnesota in 1965.

July 8 ***C. B. Broderick, Ph.D.*** Pennsylvania State University

Topic GROWING UP HETEROSEXUAL

A sequence of developmental stages in the process of achieving normal heterosexual interests and social skills are traced through early adolescence. Based upon the analysis of data from nearly 6,000 children, the sequence emphasized the importance of young children's attitudes toward their own eventual marriage and the significance of romantic fantasy and children's games.

July 9

Topic THE NORTH AMERICAN COURTSHIP SPIRAL

The factors which account for the extraordinarily high marriage rates in North America are explored including the intimacy-commitment spiral, strategies of sexual bargaining and alternate courtship styles.

Dr. Broderick is the author of numerous articles for professional and popular publications, and also the co-editor of a new reference book for sex educators, sponsored by the Sex Information and Education Council of the United States (SIECUS), entitled **The Individual, Sex and Society,** published by the John Hopkins Press. His current research concerns the process by which young couples move from casual to commited, or married relationships. The study is based on a sampling of recently married couples throughout Pennsylvania. In September, 1968, he assumed editorship of **Journal of Marriage and Family,** a quarterly publication of the National Council of Family Relations.

July 12, 13 and 14 ***Peter A. Bertocci, Ph.D.,*** Boston University

Topic VALUES AND THE PERSON REGARDING SEX, LOVE AND THE HOME

The aim of this series of lectures is to outline the reasoning behind the conviction that, in the life of a person, sex and love cannot grow in quality if they are separated from all the values in healthy personality. Just as love gives more meaning to sex, so marriage and its commitment provide a challenge and increase the meaning of sex and love. Sex education must be guided by some ideal of personality and the values which keep it creative.

lecture outline cont.

Peter A. Bertocci graduated from Boston University in 1931. He earned his Masters degree from Harvard and his Ph.D. from Boston University. His teaching career began in 1935 at Bates College where he was the chairman of the philosophy department. In 1944 he returned to Boston University as professor of philosophy, and since 1953 has held the chair of Borden Parker Bowne Professor of Philosophy. In 1950-51 he was a Fulbright research scholar in Italy, and in 1960-61 he did research as a Fulbright scholar in India. His most recent academic honor was to receive a Guggenheim Fellowship for 1967-68. In addition to publishing several books and articles on philosophy, religion, and psychology, Dr. Bertocci has lectured on these topics at many colleges throughout the country.

July 15 ***Jean-Marie Beniskos, Ph.D.,*** University of Ottawa

Topic THE PERSON IN SEX EDUCATION

The speaker will describe and analyse false concepts of a teacher, describe the true concept of a teacher and draw from the research to show that the personhood of the teacher is the most important element in education.

July 16

Topic HUMAN RELATIONS IN SEX EDUCATION

Dr. Beniskos will attempt to show a true concept of the child and what is required from the teacher in order to foster his full development.

Dr. Jean-Marie Beniskos obtained a doctorate in Clinical Psychology from the University of Ottawa in 1959. From 1956-1967, he was employed by the Faculty of Psychology and Education of the University of Ottawa. His duties included teaching to graduate and undergraduate students, supervision of student training and psychotherapy at the Child Study Centre of the University of Ottawa.

Since July 1967, Dr. Beniskos has been an associate professor at the Faculty of Education of the University of Ottawa. He lectures to students at the Faculty of Education, the Faculty of Arts and the Department of Religious Studies. His main area of interest is normal personality development. Dr. Beniskos is the author of numerous scholarly articles in both English and French.

July 19 ***Eleanore Braun Luckey, Ph. D.,*** University of Connecticut

Topic THE PSYCHOLOGY OF INTERPERSONAL ATTRACTION: MATE SELECTION AND LOVE

It is important in the teaching of family relationships to help students understand the basis of interpersonal attraction, mate selection, and love. These are related but different phenomena. Marriage in our culture is most often based on "being in love" with one of the opposite sex. This condition originates in an unconscious seeking to fill one's needs, usually at a psychic level. Although this is ordinarily a necessary component of the marital relationship, it is insufficient for a permanent love relationship. Mature love is based on character development and is a willful giving of one's self in commitment to another.

July 20

Topic TEACHING FOR THE DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS

Family Life Education is one of the most difficult of all subjects to teach because it concerns not only facts, but a variety of values and opinions. It is not best taught by reading, lecturing, or through films, filmstrips and tapes—although all

of these may be helpful. The most effective learning medium is created through dialogue—discussion, criticism, and deliberation. Dialogue means conversing openly, honestly, and with purpose. Dialogue means sharing and growing on the part of both the students and the teachers. Few of us in the classroom have adequate preparation for entering into dialogue, but we can aim toward that goal if we are able to be self-accepting, understanding and empathetically concerned with the welfare of others. The teacher who would help a student learn to care for others must himself be able to risk caring for them.

Eleanore Braun Luckey, professor and head of the Department of Child Development and Family Relations at the University of Connecticut, is a psychologist whose area of specialization is family relationships. She is also concerned with education, research, and counselling. She is presently serving in a dual capacity as special consultant on Family Life Education to the Children's Bureau, Department of Health, Education and Welfare, Washington, D.C. Since 1956, Dr. Luckey has been concerned with an extensive investigation into the association of marital satisfaction with perception of self and other concepts, and has published in the Journal of Counseling Psychology, the Journal of Consulting Psychology, Social Forces, Sociometry, the Journal of Marriage and the Family, and Sociology and Social Research. She is an associate editor of the Journal of Marriage and the Family, is on the Executive Board of the American Association of Marriage Counselors, and is also serving on the sex education committee of the American College of Obstetricians and Gynecologists. In 1966, Dr. Luckey was made a Fellow in the American Association of Marriage Counselors in recognition of her outstanding contributions to the counseling field.

July 21 ***Seward Hiltner, Ph.D.,*** University of Chicago

Topic THE RANGE OF CURRENT CONCEPTS OF SEX AND SEXUALITY

This topic covers everything from Playboy to the Vatican. Dr. Hiltner will attempt to show that this range is not so wide as it appears to be and that the inherent nature of human sexuality demands that both intensity of experience and fidelity actually belong together. Thus, the purely playful conceptions of sexuality, ignoring interpersonal consequences, are rejected, without, however, ignoring the pleasure and play dimensions of human sexuality. Some analysis of "Group Sex" will be included in this lecture.

July 22

Topic A MODERN THEOLOGICAL UNDERSTANDING OF HUMAN SEXUALITY

Here, while drawing upon biblical and other historical materials Dr. Hiltner will attempt to set forth the criteria for a sexual ethic appropriate to our day but consistent with our Judeo-Christian tradition.

July 23

Topic SEXUALITY AND LOVE: A MODERN ANALYSIS DRAWING UPON THEOLOGY AND THE SOCIAL SCIENCES

This would be an attempt to analyse just about what the topic suggests. In the light of our current knowledge about sexuality and love, what happens to the theological view that sexuality must be held in the love context?

Dr. Hiltner is presently Professor of Theology and Personality, Princeton Theological Seminary; Edward F. Gallahue Consultant on Religion and Psychiatry to the Menninger Foundation; Consultant and Teaching Fellow, Fort Logan Mental Health Centre; Theological Consultant, Program in Marriage Counseling, Department of Psychiatry, School of Medicine, the University of Pennsylvania; Consultant, Virginia Institute of Pastoral Care; and Consultant, Graduate Department of Pastoral Counseling, Iona College. He has published approximately 400 articles in more than 70 journals and his books have been translated into Chinese, Dutch, Finnish, Japanese and Swedish. Dr. Hiltner is a member of the editorial boards of the following journals: Journal of Religion and

lecture outline cont.

Health; Theology Today; Pastoral Psychology (after 20 years as its Pastoral Consultant); Quarterly Journal of Studies in Alcohol; American Imago; Medical Aspects of Human Sexuality.

July 27 ***Eugene C. Kennedy, Ph.D.*** Maryknoll College

Topic IMAGES OF MAN

An attempt to trace our developing understanding of the human person throughout history; the various images which have affected both our understanding and behavior as persons; man in the Judeo-Christian tradition; divided man; alienated man; man the myth-maker; the effort to rediscover and re-experience man in his unity; the source and expression of his growth in interpersonal relationships; man's contemporary efforts to integrate sexuality and aggression into his personality.

July 28

Topic THE VALUES OF MAN

What makes man human? The struggle to understand and identify the values that are most significant and productive for man; their relationship to the various images of man; the nature of man's religious character; the types and characteristics of faith; the human face of man's religious experience; the interpersonal nature of faith, hope, and charity; the challenges to man's survival as man.

Eugene C. Kennedy, of Maryknoll College, Glen Ellyn, Illinois, is professor of psychology at Loyola University in Chicago. He has also served as visiting professor, McCormick Theological Seminary, Chicago, and as consultant to the Pastoral Care Program of the Menninger Foundation. In addition to many articles, he wrote the books, **Fashion Me A People,** and **Comfort My People,** both winners of the National Catholic Book Awards. A new book, **What a Modern Catholic Believes About Sex,** was published in January 1971. His articles have appeared in **The Critic** and other Catholic publications as well as in the **Saturday Evening Post** and **The New York Times.**

July 29 ***Laurence H. Lang, II, Ed.D.***
University of Connecticut

Topic IDENTITY, CHOICE AND COMMITMENT

Utilizing constructs and data developed by Erikson, Kohlberg, Mead and Buber, two ideal typical case histories are analyzed to contrast dynamics in the parallel development of conventional and autonomous value orientations.

July 30

Topic DESTRUCTION OR RECONSTRUCTION: VALUES IN CONFLICT

Youth's relationships with teachers, parents and peers, and involvement with drugs, sex and protest are examined from the perspective of the earlier lecture on "Identity, Choice and Commitment."

Dr. Lang has been active in the field of education for a number of years. He obtained his doctorate in education from the Teachers College at Columbia University and is presently teaching at the University of Connecticut, Department of Child Development and Family Relations. Dr. Lang has published several articles in the area of sex education and is affiliated with many professional organizations.

Aug. 2 ***Richard H. Klemer, Ph.D. and Rebecca M. Smith, Ph.D.*** University of North Carolina at Greensboro

Topic INTERPERSONAL RELATIONSHIPS IN THE CHANGING FAMILY

An understanding of both the cultural and psychological determinants of success in interpersonal relationships within the space-age family is prerequisite to improved family life education. Many stresses, both individual and collective, are apparent as the family seeks to adapt to the changing cultural environment. Problems arising out of the new necessity for social decision-making in such controversial areas as extra-marital sex, ultra permissiveness in child rearing, women's liberation and too great expectation for accomplishment have enlarged family life difficulty. Moreover, less willingness to tolerate the old frictions of group living have increased family fragility. Greater understanding of personality dynamics can help family members to improve patterns of family intra-action. Activities will include a demonstration of the empathetic approach, a method which leads students to understand the behavior of others and at the same time evaluate their own feelings in light of their own value system.

Aug. 3

Topic THE INADEQUACY OF SEX EDUCATION

It has become very clear that there is a public confusion and parental confusion, but most important of all, there is personal confusion about sexual behavior for both men and women. A great deal of this confusion has centred around the lack of a common definition of the goals of sex educators and gross misunderstandings about male and female sexual conditioning. Sexual behavior throughout the history of mankind has been subject to change without notice, but a knowledge of how one's attitudes about sex evolve clears up much of the ensuing confusion. Helping students arrive at their own set of values will be a part of a demonstration on how attitudes toward sex are derived. The teaching of various phases of sex education will be demonstrated including how to answer questions which arise from the group.

Aug. 4

Topic SPECIALIZED PROBLEMS IN INTRA-FAMILY COMMUNICATION

Communication tends to fail when there is a lack of ability, a lack of desire, a lack of clarity, or a lack of selectivity in interacting with others. Adequate communication is important to good interpersonal relationships and family health. Failure to communicate is a manifestation of both the intended and unintended message. Techniques of better communication, as nearly all behavior, can be learned. There will be student participation in the teaching-games which encourage communication. How to help students increase their ability to communicate their true feelings will be illustrated. Creative use of visual aids and role playing will be included.

Dr. Smith completed her Ph.D in child development and family relations psychology at the University of North Carolina at Greensboro in 1967. She has published several articles in the field of sex education and is presently an assistant professor of child development and family relations at the University of North Carolina at Greensboro.

Dr. Klemer obtained his undergraduate degree from the University of Pittsburgh and in 1953 completed his Ph.D. at Florida State University. He is presently Professor and chairman of the child development and family relations department, University of North Carolina at Greensboro, and clinical professor of family studies, Department of Psychiatry, Bowman Gray School of Medicine, Wake Forest University, Winston-Salem, North Carolina. He is the author of a number of books and numerous articles for scientific and professional journals.

lecture outline cont.

Aug. 6 ***James D. Lockett, M.A.***
University of Missouri

Topic FAMILY LIFE AND SEX EDUCATION AS A PREVENTATIVE TO FAMILY DISINTEGRATION

There is considerable evidence to suggest that there is a need for a program in Family Life and Sex Education and that such a program would act as a preventative to family disintegration.

The current impact of some segments of the mass media has made it imperative that a complete understanding of sex and sexuality be imparted to young people. There is a need to be concerned about human relationships, family stability, and alleviation of the negative aspects of sex.

It is important that young people have an understanding of the alternatives in making decisions concerning sex and why our society is moving toward total permissiveness.

There will be a discussion on the Family Life and Sex Education program as implemented in the Keokuk Senior High School in Iowa and finally clinical evidence collected over the last 23 years will be presented to demonstrate the effectiveness of the program in the prevention of family disintegration.

Mr. Lockett completed his M.A. at the University of Missouri and then went on to do post-graduate work at Western Illinois University, the University of Iowa and the University of Connecticut at Storrs, Connecticut. He has been very active in the implementation of programs in Family Life and Sex Education and has collected a considerable amount of data, some of which will be presented during his talk, concerned with the effects of teaching courses in sex education in the schools. Mr. Lockett has published articles related to his work and has been interviewed by Time Magazine for future publication.

Aug. 9 ***Alfred A. Messer, M.D.*** Columbia University College of Physicians and Surgeons

Topic FAMILY INTERACTION PATTERNS

Families utilize certain mechanisms to control conflicts and keep anxiety within tolerable limits. (These mechanisms are akin to "defence mechanisms" in the individual.) In his laboratory Dr. Messer has identified several common (homeostatic) mechanisms: (1) Scapegoating of one member; (2) Formation of "defensive" alliances or coalitions between family members; (3) Withdrawal of affect among family members; (4) Seeking of a "family healer"; (5) Loosening the family unit by dispersion of its members; (6) Discharge of tension by repetitive arguing and fighting: (7) "Resignation" or Compromise: one or more members surrenders personal assertion; (8) Invocation of a family myth to prohibit "rebellious" behavior. The homeostatic mechanisms range from complete reversibility to irreversibility, and appraisal of the status of these mechanisms is the major focus of family diagnosis.

Aug. 10

Topic FAMILY MYTHS AS A MAJOR VARIABLE IN FAMILY INTERACTION PATTERNS

Every Family has its myths. "Children are seen but not heard;" is an example. It lessens the need for parents to deal constantly with pressures from their growing children. The myth, "If anyone takes a drop of alcohol, he becomes a drunkard;" is sometimes seen in the family in which a relative, because of his alcoholism, brought great shame upon the family. Invocation of this myth tends to create a teetotaling family. In some families, there may be a myth that one member will become mentally ill, and this myth may become a self-fulfilling prophecy.

Aug. 11

Topic THE IMPORTANCE OF "FAMILY ROLE" AS A CONSTRUCT IN UNDERSTANDING THE FAMILY

A good theatrical repertory company includes actors who are flexible and who can step into almost any role. Everyone has to know every part. Sex and age may make little difference. If one of the group falls ill, somebody doubles up and fills his role. In a similar way, the family functions as a repertory company. There are many roles to be fulfilled, and roles are "assigned" depending on the capacity of each member. An important part of childhood development is the rehearsal for future adult roles. Each role has a performance (instrumental) aspect and an emotional (expressive) aspect: a family crisis usually necessitates a role shift. Rigidity of one member in a particular role makes for trouble within the family when this role shift is necessary.

Dr. Messer obtained his medical training at the Columbia University College of Physicians and Surgeons in 1950 and was awarded the Thomas F. Cook, M.D., Prize in Obstetrics and Gynecology. This was followed by an internship at the Second (Cornell) Medical Division Bellevue Hospital, New York, and by residency training at the U.S. Veterans Hospital, Bronx, New York. Dr Messer also took post-graduate training and was certified in psychoanalytic medicine at Columbia University in 1956. He is the author of numerous scholarly articles published in both medical and scientific journals.

Aug. 12 & 13 ***Gregory G. Baum, Th.D.*** University of Toronto

Topic THE EFFECTS OF RELIGION ON THE FAMILY AND EDUCATION

The effect of religion on human life is not confined to the few moments of piety in which men turn their mind to the God in whom they believe. Since religion influences man's basic attitude to life and creates the images in terms of which he interprets his daily experience, religion has profound effect on the whole of a man's life and the culture he creates. This effect, we hasten to add, is not always beneficial. Since religion may have destructive effects on human life, it is important to distinguish between the aspects of religion that redeem life and those that inhibit life.

The Scriptures tell us a great deal about the twofold effects of religion. The prophets of the Old Testament, in particular, show that religion can make people self-righteous, hard-hearted, and superstitious. Jesus himself revealed the blindness, self-delusion and inhumanity produced by a certain kind of piety. At the same time, the Scriptures of Old and New Testament tell us of the redeeming effect of religion when it is assimilated in fidelity to God's word.

In these two lectures Dr. Baum will analyse the destructive effect which a certain kind of religion can have on the family and on education and, more importantly, show the liberating and life-giving effects of a more incisive religion on the home, on personal relations, on human growth and maturity.

Dr. Baum is well known at Lakehead University, having recently completed a speaking engagement here. He is recognized as a very progressive and outspoken theologian who is always well received by his audience. Dr. Baum completed his doctorate in theology at the University of Freibourg in 1956 and is a professor at the University of Toronto in the department of religious studies and theology. At the present time Dr. Baum is studying sociology at the New York School of Social Research and is the holder of a Canada Council Sabbatical Leave Fellowship.

required texts available at the Lakehead University Bookstore

SEX, LOVE AND THE PERSON . . . . . *Dr. Peter Bertocci*
ILLUSTRATED SEX ATLAS . . . . . *Dr. Le Mon Clark*
YOUR CHILD'S SEX LIFE . . . . . *Dillon and Imbiorski*
WHY WAIT TILL MARRIAGE . . . . . *E. M. Duvall*
THE MAN AND THE WOMAN . . . . . *Envoy and O'Keefe*
THE FIRST NINE MONTHS OF LIFE . . . *G. L. Flanagan*
THE ART OF LOVING . . . . . *Erich Fromm*
LOVE AND SEX IN PLAIN LANGUAGE . *E. W. Johnson*
FAMILY LIVING AND SEX EDUCATION . . . . . *Dr. S. G. Laycock*
UNDERSTANDING . . . . . *Ortho*
SYMPOSIUM . . . . . *Ortho*
BEYOND SEX INSTRUCTION . . . . . *Otena*
SIN, SEX AND SELF CONTROL *Norman Vincent Peale*
THE PSYCHOLOGY OF SEX . . . . . *Oswald Schwarz*
FAMILY LIFE AND SEX EDUCATION . . . . . *Schultz and Williams*
THE PHYSIOLOGY OF SEX . . . . . *Kenneth Walker*
CURRICULUM GUIDE: FAMILY LIFE EDITION . . . . . *Rochester Edition*
INSIGHTS INTO FAMILY LIFE AND SEX EDUCATION . . . . . *L. J. LaFreniere*



reference books

(Located in the Reserve Section of the Lakehead University Library and available on three day loan)

Allport, *Gordon W. Pattern and Growth in Personality,* pp. 454 and following. Holt, Rinehart and Winston, New York, 1961.

Bell, Robert R. *Premarital Sex In a Changing Society,* Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966.

Calderone, Mary S. *Abortion in the United States,* Hoeber-Harper, 1958.

Calderone, Mary S. *Release from Sexual Tensions,* Random House, 1960 and in England, Robert Hale, 1963.

Calderone, Mary S. (Ed.), *Manual of Contraceptive Practice,* Williams and Wilkins, 1964.

Christenson, Harold. *Handbook of Marriage and the Family,* pp. 888-911, Chicago.

Duvall, Evelyn. *Today's Teen-agers,* Association Press, 1966.

Duvall, Evelyn. *Facts of Life and Love,* Popular Library, New York, 1957.

Duvall, Evelyn. *Being Married,* D. C. Heath, 1960.

Duvall, Evelyn, *The Art of Dating,* Association Press, 1967.

Duvall, Evelyn, *Family Development,* J. B. Lippincott, 1967.

Duvall, Evelyn. *In-Laws; Pro and Con,* Association Press, 1954.

Duvall, Evelyn. *Love and the Facts of Life,* Association Press, 1967.

Duvall, Evelyn. *Sense and Nonsense About Sex,* Association Press.

Festinger, Leon. *A Theory of Cognitive Dissonance,* Stanford University Press, Stanford, 1957.

Fletcher, Joseph. *Situation Ethics — The New Morality.* Westminster Press, Philadelphia, Pennsylvania, 1966.

Havemann, Ernest. *Men, Women, and Marriage,* Doubleday Company Inc., Garden City, New York, 1962.

Jersild, Arthur. *When Teachers Face Themselves,* Teachers' College, Columbia University, New York, 1955.

Katz, Daniel and Stotland, E. "A Preliminary Statement to a Theory of Attitude Structure and Change" in Coch, Sigmund, (Ed.) *Psychology: A Study of A Science,* McGraw-Hill Book Co., 1959, Vol. 3.

Kirkendall, Lester. *Sex Education and Human Relations,* New York, Inor Publishing Company, 1950.

Kirkendall, Lester. *Premarital Intercourse and Interpersonal Relations,* Matrix House, 1961.

Knutson, Andie L. *The Individual, Society, and Health Behavior,* pp. 259-293, Russell-Sage Foundation, New York, 1965.

Levine, Jerome M., and Murphy, Gardner. "The Learning and Forgetting of Controversial Material," in Maccoby, Elearnor E, Newcomb, Theodore N., and Hartley, Eugene L., (Eds.) *Readings in Social Psychology.* Henry Holt and Company, New York 1958.

Linner, Birgitta. *Sex and Society in Sweden,* Pantheon Books, A Division of Random House, 1967.

Lippit, Ronald, "Value Judgement Problems of the Social Scientist in Action Research" in Vennis, Warren G., Benne, Kenneth D., and Chin, Roberts, (Eds.), *The Planning of Change: Readings In the Applied Behavioral Sciences,* pp. 689-694, Holt, Rinehart and Winston, New York, 1961.

Masters, William and Johnson, Virginia E. *Human Sexual Response,* Little, Brown & Co., Boston, 1966.

Morris, Charles W., *Varieties of Human Value,* University of Chicago Press, Chicago, 1956.

Reiss, Ira L. *Pre-marital Sexual Standards in America,* Chapters 1-4, The Free Press of Glencoe, Illinois, 1960.

Rokeach, Milton. *The Opened and Closed Mind,* Basic Books, New York, 1960.

Rosenberg, Nalton J. *Attitude Organization and Change,* Yale University Press, New Haven, 1960.

Sex Education and the New Morality, Child Study Association of America, Columbia Press, 1966.

Smith, M. Brewster, Bruner, Jerome S. and White, Robert W. *Opinions and Personality,* John Wiley & Sons, New York, 1956.

Smith, M. Brewster, "Personal Values in the Study of Lives," in White, Robert, (Ed.) *The Study of Lives,* pp. 324-347, Appleton Press, New York, 1963.

Strain, Frances. *Sex Guidance in Family Life Education,* The Macmillan Company, New York, 1942.

Sussman, Marvin B. *Sourcebook in Marriage and the Family,* Houghton Mifflin Co., Boston, 1963.

Udry, J. Richard. *The Social Context of Marriage,* J. Lippincott and Co., 1966.

Wilson, John. *Logic and Sexual Morality,* Penguin Books, Baltimore, Maryland, 1965.

Avery, Curtis E. and Lee, Margie R. "Family Life Education: Its Philosophy and Purpose", *Family Life Coordinator,* 1964, 13, 27-37.

Benne, Kenneth D., and Swanson, Guy. "Values and the Social Scientist," *Journal of Social Issues,* 1950, 6 (4).

Bills, Robert. "The Effect of a Value on Learning", *Journal of Personality,* 1952, 21, 217-222.

Bowman, Henry, et al. "Teaching Ethical Values Through the Marriage Course: A Debate", *The Journal of Marriage and Family Living,* 1957, 19, 325-339.

Broderick, Carlfred. "Family Life Education Versus Reality", *The Journal of Marriage and the Family,* 1964, 26, 103-106.

Calderone, Mary S. "Youth Asks About Sex and Morality" Part 1., Co-ed Magazine, Published by *Scholastic Magazines,* February, 1966.

Calderone, Mary S. "Goodbye to The Birds and The Bees; An Approach", *American Education,* 1966, 2, 17-18.

Calderone, Mary S. "The Married Teenager", *Journal of The International College of Surgeons,* April, 1965.

Canavan, F. S. J. "Reflections On the Revolution in Sex", *America,* March 6, 1965.

Cantril, Hadley and Allport, Gordon W. "Recent Application of the Study of Values", *Journal of Abnormal and Social Psychology,* 1933, 28, 259-273.

Coffins, T. "Sex Kick", *Saturday Review,* 1966, 49, 36-37.

Cummings, Edgar. "Family Life Education in School and College: Work and Philosophy of the American Social Hygiene Association", *The Journal of Marriage and Family Living,* 1958, 20, 117-120.

DeFleur, Melvin L., and Westie, F. R. "Verbal Attitudes and Overt Acts: An Experiment on the Salience of Attitude, Attitudes", *American Sociological Review,* 1958, 23, 667-673.

Dukes, William F. "Psychological Study of Values", *Psychological Bulletin,* 1955, 52, 667-673.

Force, Elizabeth S. "The Role of the School in Family Life Education", *The Journal of Marriage and Family Living,* 1964, 26, 99-101.

Gross, Leonard. "Sex Education Comes of Age", *Look,* March 8, 1966.

Glassberg, Bert Y. "Educators Fear Sexuality — Not Sex", *The Journal of Marriage and Family Living,* 1959, 21, 233-234.

Hartman, G. W. "Sex Difference in Valuational Attitudes", *Journal of Social Psychology,* 1934, 5, 106-112.

Jones, Edward E. and Kohler, Rika, "The Effects of Plausibility on the Learning of Controversial Statements", *Journal of Abnormal and Social Psychology,* 1958, 57, 315-320.

Katz, Daniel; Sarnoff, Irving and McClintock, Charles. "Ego Defense and Attitude Change", *Human Relations,* 1956, 9, 27-46.

Kirkendall, L. A. with Ogg, E. "Sex and Our Society". *Public Affairs Pamphlet no. 366,* New York, 1964.

Kirkendall, Lester A. "Sex Education: A Reappraisal", *The Humanist,* Special Issue, Spring, 1965.

La Pierre, Richard T. "Attitudes Versus Action", *Social Forces,* 1934, 13, 230-237.

Liberman, Seymour. "The Effects of Changes in Roles on the Attitudes of Role Occupants", *Human Relations,* 1956, 9, 385-402.

Lobsenz, Norman. "The Crisis in Family Life Education", *Good Housekeeping,* 1962, 154, 51.

Luckey, Eleanore B. "Values as the Content of Parent Education Programs", *The Journal of Marriage and Family Living,* 1961, 23, 263-266.

McClintock, Charles. "Personality Syndromes and Attitude Change", *Journal of Personality,* 1958, 26, 479-493.

McGuire, William. "Cognity, Consistency, and Attitude Change", *Journal of Abnormal and Social Psychology,* 1960, 60, 345-353.

Mason, Madeline. "The Teacher's Value System in Relation to Family Life Education", *The Journal of Marriage and Family Living,* 1959, 21, 75-76.

May, R. "Antidotes for the New Puritanism; Dilemmas of Sex and Love". *Saturday Review,* 1966, 49, 19-21.

New York Herald Tribune, January 9, 1965, "Recognition For Sexuality: A New Agency", Earl Ubell.

Poffenberger, Thomas. "Family Life Education in this Scientific Age", *The Journal of Marriage and Family Living,* 1959, 21, 150-154.

Pomeroy, Wardell B. "How We Got People To Talk About Sex", *Sexology,* July, 1966.

Pope, Hallowell and Knudsen, Dean, D. "Premarital Sexual Norms, The Family and Social Change", *Journal of Marriage and Family Living,* August, 1965.

Reiss, I. L. (Ed.), "The Sexual Renaissance in America", *The Journal of Social Issues,* April, 1966.

Sherif, Muzafer and Cantril, Hadley. "The Psychology of Attitudes", Part 1, *Psychological Review,* 1945, 52, (6), 295-319.

Thomas, R. "Is Sex Morality Out of Date?", *Parents' Magazine and Better Homemaking,* May, 1965.

Time Magazine. Vol. 89, No. 9, March 3, 1967, pp. 76-82.

Time Magazine. Vol. 89, No. 14, April 7, 1967, pp. 78-84.

Vernon, Philip E., and Allport, Gordon W. "A Test For Personal Values", *Journal of Abnormal and Social Psychology,* 1931, 26, 231-248.

Wagman, Morton. "Attitude Change and the Authoritarian Personality", *Journal of Psychology,* 1955, 40, 3-4.

Wilner, Daniel M., Walkley, Rosabelle P., and Cook, Stewart W. "Residential Proximity and Intergroup Relations in Public Housing Projects", *Journal of Social Issues,* 1952, 8, 45-69.

Woodring, P. "What is Sex Education?", *Saturday Review,* December 18, 1965, and Discussion, June 15, 1966.

audio-visual aids

July 5
Being Boys — Being Girls — Colour, 10 minutes
Glands and Hormones — Colour, 9 minutes
Why You're You — Colour, 11 minutes
Development of the Embryo — Colour, 10 minutes

July 6
Going Steady — Colour, 12 minutes
Teenage Pregnancy — Colour, 17 minutes
Family Problems — Colour, 12 minutes

July 7
Dating — Colour, 12 minutes
Love — Colour, 12 minutes
Keep off the Grass — Colour, 12 minutes

July 8
Personal Values — Colour, 12 minutes
The Changing Role of Women — Colour, 12 minutes
V.D.? See Your Doctor — Colour, 22 minutes

July 12
Early Years — Colour, 60 minutes

July 13
Marriage — Colour, 60 minutes

July 14
Learning About Sex — Colour, 15 minutes
Dare to be Different:
Part 1. *(Fitting In)* — Colour, 15 minutes
Part 2. *(Standing Out)* — Colour, 15 minutes

July 15
Everything But:
Part 1. *(Love and Sex)* — Colour, 15 minutes
Part 2. *(Where to Draw the Line)* — Colour, 15 minutes
And They Live Happily Ever After:
Part 1. *(Reasons)* — Colour, 20 minutes
Part 2. *(Problems)* — Colour, 21 minutes

July 19
Joey — Black and White, 27 minutes
A Further Glimpse of Joey — Black and White, 27 minutes

July 20
Danny and Nicky — Colour, 55 minutes

July 21
Boy Next Door — Colour, 18 minutes
Neighbours — Colour, 10 minutes
The New Baby — Colour, 19 minutes

July 22
The Burden They Carry — Black and White, 28 minutes
He Acts His Age — Colour, 14 minutes
In a Box — Black and White, 4 minutes

July 26
The Summer We Moved to Elm Street — Colour, 28 minutes
Mrs. Case (Single Parent) — Black and White, 14 minutes

July 27
This Is No Time For Romance — Colour, 28 minutes
We Do, We Do — Colour, 15 minutes

July 28
The Wish — Colour, 27 minutes
The Drag — Colour, 8 minutes
You Haven't Changed a Bit — Colour, 15 minutes

July 29
Jamie: Story of a Sibling — Black and White, 28 minutes
The Weekend — Colour, 15 minutes

Aug. 2
Adolescence, Love and Maturity — Colour, 11 minutes
A New Human Life — Colour, 8 minutes
Your First Six Years — Colour, 9 minutes
Society and You — Colour, 12 minutes

Aug. 3
Female Cycle — Colour, 7 minutes
Pregnancy and Birth — Colour, 12 minutes
Puberty in Boys — Colour, 9 minutes
L.S.D. — Insight or Insanity? — Colour, 18 minutes

Aug. 4
Human Reproduction — Colour, 23 minutes
Drugs and the Nervous System — Colour, 15 minutes
Vandalism — Crime or Prank? — Colour, 10 minutes

Aug. 5
Boy to Man — Colour, 20 minutes
Girl to Woman — Colour, 35 minutes

Aug. 9
Living With Your Family Series
1. *What is a Family*
2. *The Family Has a New Baby*
3. *A Day With Your Family*
4. *Family Fun*

Aug. 10
Teen-Parent Relationships Series
1. *Adolescent Revolt*
2. *Too Much Help*
3. *Need to Belong*
4. *Stern Father*

Aug. 11
They Need Me Series
1. *Mother and Father Need Me*
2. *Baby Sister Needs Me*
3. *Friends Need Me*
4. *My Dog Needs Me*

Aug. 12
Concordia Series
1. *I Wonder, I Wonder*
2. *Wonderfully Made*
3. *Take the Highroad*
4. *Parent's Guide to Christian Conversation About Sex*

