

THE DEVELOPMENT OF AN EVALUATION SYSTEM TO ASSESS
THE SUITABILITY OF AVAILABLE TEXTBOOKS FOR HIGH
SCHOOL BOYS STUDYING THE FATHER ROLE IN
CHILD DEVELOPMENT UNITS OF FAMILY
LIVING CLASSES

By

JANE ANN HENRY

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1972

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1975

Thesis
1975
H522d
cop. 2

OCT 23 1975

THE DEVELOPMENT OF AN EVALUATION SYSTEM TO ASSESS
THE SUITABILITY OF AVAILABLE TEXTBOOKS FOR HIGH
SCHOOL BOYS STUDYING THE FATHER ROLE IN
CHILD DEVELOPMENT UNITS OF FAMILY
LIVING CLASSES

Thesis Approved:

Elaine Jorgenson

Thesis Adviser

Ruth Pestle

Nick Stinnett

N N Dunham

Dean of the Graduate College

923525

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to all who have contributed to the completion of this study.

I am extremely grateful for the understanding guidance and constant encouragement of Dr. Elaine Jorgenson, thesis adviser.

My sincere thanks is also expressed to Dr. Ruth Pestle and Dr. Nick Stinnett for their thoughtful advice and consistent concern throughout the study. A special thanks goes to Dr. Elizabeth Hillier for her inspiration and suggestions in the early stages of the research.

Appreciation is extended to Dr. James Walters, for his role in the research, especially his suggestions concerning the list of child development experts. I am deeply indebted to the 22 child development experts who took the time to provide the opinions on which the evaluation system was based.

My warmest appreciation is expressed to my husband Bob, whose patience, encouragement, and faith in me have made the achievement of this goal possible, and to his parents, Hiram and Wanda Henry, whose concern and hospitality have made the completion of this study much more pleasant. I am particularly thankful to my parents, John and Betty Wright, for encouraging my education through the years and for being the special kind of people that they are, especially my father, who has given the phrase 'father role,' the kind of meaning it should have for every child.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Description of the Problem	1
Statement of the Problem	3
Objectives of the Study	3
Definition of Terms	4
Assumptions	5
Procedure	5
Limitations of the Study	6
Summary	7
II. REVIEW OF RELATED LITERATURE	8
Introduction	8
Family Life Education	8
Textbook Selection	12
The Role of the Man in the Family	15
Husband	16
Breadwinner	16
Family Authority	17
Identification Model	19
Child Care Partner	21
III. PROCEDURE	25
Selection of the Experts	25
Development of the Opinionnaire	26
Development of the Statements Within	
One Category	28
Description of the Categories	30
Mailing of the Opinionnaire	32
Analysis of the Data	32
Conversion to the Evaluation System	33
Trial of the System with a Sample Book	35
IV. PRESENTATION AND ANALYSIS OF DATA	36
Results of the Opinionnaire	36
Aspects of Child Development in the	
Textbook	37
Role Emphasis in the Textbook	39
Text of the Textbook	41
Role Definition in the Textbook	44

Chapter	Page
Age of Child Depicted in the Textbook	46
Type of Reference in the Textbook	46
Pictures in the Textbook	49
Response to the Question	52
Comments by the Experts	52
The Completed Evaluation System	53
Trial of the Evaluation System with a Sample Book . .	59
Aspects of Child Development in the Textbook	59
Role Emphasis in the Textbook	61
Text of the Textbook	61
Role Definition in the Textbook	61
Age of Child Depicted in the Textbook	62
Type of Reference in the Textbook	62
Pictures in the Textbook	63
Final Score	64
Summary	65
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	66
Conclusions	68
Recommendations	69
A SELECTED BIBLIOGRAPHY	72
APPENDIX A - THE OPINIONNAIRE	77
APPENDIX B - THE TWENTY-TWO CHILD DEVELOPMENT EXPERTS CONSULTED IN THE STUDY	84
APPENDIX C - SELECTED BOOKS WHICH INCLUDE THE TOPIC OF CHILD DEVELOPMENT AND HAVE BEEN ADOPTED FOR USE IN SECONDARY HOME ECONOMICS CLASSES IN OKLAHOMA	87

LIST OF TABLES

Table	Page
I. The Opinions of the Twenty-two Experts Concerning the Aspects of Child Development in the Textbook	38
II. The Opinions of the Twenty-two Experts Concerning the Role Emphasis in the Textbook	40
III. The Opinions of the Twenty-two Experts Concerning the Text of the Textbook	42
IV. The Opinions of the Twenty-two Experts Concerning the Role Definition in the Textbook	45
V. The Opinions of the Twenty-two Experts Concerning the Age of the Child Depicted in the Textbook	47
VI. The Opinions of the Twenty-two Experts Concerning the Type of Reference in the Textbook	48
VII. The Opinions of the Twenty-two Experts Concerning the Pictures in the Textbook	50

CHAPTER I

INTRODUCTION

Description of the Problem

Most people consider parenthood to be one of life's most important roles (Walters and Stinnett, 1968). Yet, the number of young people who receive much formal education for parenthood is small, with far more girls than boys receiving training (Dyer, 1963). Some girls reach adulthood with no idea of what to expect of motherhood, but it is more often the father's role that is left entirely to chance. Benson (1968) expresses this view of the situation:

Mothers may be spontaneously alert to their maternal responsibilities because of the mother-infant relationship, as many people have argued, but society takes no chances; girls are schooled in their duties long before they become pregnant and are constantly reminded of these responsibilities as they pass through the childbearing years. By comparison, boys are left unadvised about their approaching parental duties, except when they are facetiously counseled to avoid them. As we might expect, males do not discipline themselves 'for father work' during or after they grow up, but society manages to endure (p. 5).

The father is frequently called the family's "weak link;" yet, as long as the mother functions adequately, it is usually the father who makes the difference between minimal parental adequacy and maximal family vigor (Benson, 1968).

Thus, it would seem that education for parenthood is worthwhile for both boys and girls. The writers advocating formal training for future mothers and fathers are numerous (Bezant, 1965; Duvall, 1961; Dyer, 1963;

Geiken, 1964; Herman, 1973; LeMasters, 1957; Lynn, 1961; Osborne, 1961; Schulte, 1972; and Seiders, 1969). There is also some belief that to educate mothers, but not fathers may actually be disruptive to the family (Geiken, 1964; and Osborne, 1961).

This writer found that at least three books intended for use at the secondary level did not even mention a father when they talked about child development, although all three specifically mentioned a mother (Barclay, et al. 1972; Hatcher, 1966; and Reiff, 1966). Some others did little more than mention that a father exists (Cross, 1970).

Although a list of selection criteria for home economics textbooks was published by Tortora in 1968 and several guides are available for choosing textbooks in general (Torres, 1973), this writer found no specific published criteria for choosing a textbook which includes an adequate treatment of the subject of fatherhood. The teacher who must select a textbook for use in a class where fatherhood is a vital topic may have to rely almost entirely on his or her own judgement. Depending upon the teacher's own level of expertise on the subject of fatherhood, that judgement may or may not be adequate.

Many textbooks from all subject areas and all grade levels are currently being criticized for their underrepresentation and misrepresentation of certain groups in school textbooks (Rosenberg, 1972). Educators are concerned with finding appropriate methods for evaluating textbook bias toward many groups ("Eliminating Textbook Bias," 1973; and Rosenberg, 1973). Much of this concern involves the following groups: Blacks, Mexican Americans, American Indians ("Eliminating Textbook Bias," 1973; and Rosenberg, 1972), Asian Americans, Puerto Ricans ("Eliminating Textbook Bias," 1973), and Oriental Americans

(Rosenberg, 1972). Women as a group are also receiving consideration related to textbook bias ("Eliminating Textbook Bias," 1973; and Fillmer, 1974).

Two of the writers of articles on the subject of textbook bias suggest that a student's perception of his role in society is adversely affected by inaccurate or incomplete treatment of that role by textbooks (Rosenberg, 1972; and Fillmer, 1974). For the same reason, this writer believes that the need exists for the development of some method of judging a textbook's treatment of the topic of fatherhood.

Statement of the Problem

Some textbooks available for high school boys studying the father role in child development units of family living classes seemed to be inadequate, and there seemed to be inadequate selection criteria on which the family living teacher could base the choice of textbooks which are available. Therefore, the purpose of this study was to develop an evaluation system to assess the suitability of available textbooks for high school boys studying the father role in child development units of family living classes.

Objectives of the Study

The objectives of this study were as follows:

1. To determine the opinions held by approximately 20 experts in the area of fatherhood regarding the most suitable emphasis and format for textbooks for high school boys studying the father role in child development units of family living classes by developing and using an appropriate research instrument.

2. To develop an evaluation system to assess the suitability of available textbooks for high school boys studying the father role in child development units of family living classes, based upon the opinions of fatherhood experts.

3. To use the evaluation system to evaluate a sample book as to its suitability for high school boys studying the father role in child development units of family living classes.

4. To make suggestions for the use of the evaluation system.

Definition of Terms

Evaluation System as referred to in this study is an organized method of determining a numerical score of a textbook for comparison with the scores of other textbooks.

Family Living Class (sometimes referred to as a Family Life Class or Family Relations Class) refers to a secondary course, with no prerequisite, which is designed for boys and girls, usually in grades 11 and 12, as a study of the future and present roles and relationships of the students.

Opinion refers to ". . . a verbal expression of an attitude" (Thurston, 1970, p. 132).

Opinionnaire refers to "an information form that attempts to measure the attitude or belief of an individual. . . ." (Best, 1970, p. 173).

Textbook refers to a "book dealing with a definite subject of study, systematically arranged, intended for use at a specific level of instruction, and used as a principal source of study material for a given course" (Good, 1973, p. 605).

Assumptions

This study was conducted with the belief that the following assumptions were true:

1. Available textbooks varied with reference to the degree with which they adequately and accurately treated the subject of fatherhood.
2. The different degrees with which different textbooks adequately and accurately treated the subject of fatherhood could be compared numerically by using a suitable evaluation system.
3. The views expressed by the experts completing the research instrument served as an adequate basis for development of a suitable evaluation system.

Procedure

The following procedure was used for this study:

1. A review of book chapters, newspaper articles, and magazine articles related to the problem was made and organized into the review of literature, found in chapter two of the study.
2. In an attempt to select approximately 20 "experts" in the area of fatherhood for participation in the study, the writer consulted with Dr. James Walters, a child development writer and researcher, who was a Professor of Family Relations and Child Development at Oklahoma State University at the time this study was begun. As a result of the suggestions made by Dr. Walters, a list was compiled which included 22 persons known to Dr. Walters for their expertise in the area of fatherhood and child development.
3. A review was made of the textbooks which were currently available for use in teaching child development at the secondary level. The

characteristics found in these textbooks and the information in the review of literature were used as the basis for developing the research instrument. The instrument was in the form of an opinionnaire and involved the application of numerically scaled responses to some characteristics of different textbooks. The opinionnaire was mailed to the 22 experts for completion.

4. The results of the opinionnaire were converted into an evaluation system for assessing available textbooks.

5. The completed evaluation system was used to evaluate a sample textbook.

6. Suggestions for the use of the evaluation system were made.

Limitations of the Study

The study was limited to the suitability of textbooks for 11th and 12th grade boys studying the father role in child development units of family living classes. No attempt was made to assess textbook suitability for boys in occupational child care courses, for example.

The research instrument assessed only those points concerning emphasis and format which resulted from the writer's review of related literature and available textbooks. However, the experts were given an opportunity to suggest additional points they may have deemed important.

The selection of the list of experts to participate in the study was based on the judgement of the writer in consultation with Dr. James Walters, a researcher and writer on the subject of fatherhood and child development, and was also limited to those professional persons known to Dr. Walters through their expertise in the areas of fatherhood and child development.

Summary

The objectives of the study, definition of terms, assumptions, procedure, and limitations of the study have been outlined in this chapter. In chapter two, a review of literature concerning family life education, textbook selection, and the role of the man in the family is presented. Chapter three details the procedure followed in completing the study. The results obtained with the opinionnaire and the completed evaluation system are found in chapter four, along with the trial of the evaluation system with a sample textbook. Chapter five concludes the study with the summary and conclusions and the recommendations for further research and for the use of the evaluation system.

CHAPTER II

REVIEW OF RELATED LITERATURE

Home economics teachers have long been concerned with preparing girls for their futures as mothers. But although boys were included in home economics classes as early as 1916 (Boys and Girls Study Homemaking and Family Living, 1951), many such classes placed major emphasis on such purposes as bachelor survival, camp cookery (Fisher, 1922b), or nutrition for athletes (Fisher, 1922a; Elliott, 1926; and Williams, 1925), rather than on the role of the man in the family.

In a 1973 survey of home economics teachers, nearly 60 percent reported that the schools where they taught offered home economics classes to boys, usually as an elective ("Why a Special Issue on Teaching Boys?", 1973). The same survey indicated that the greatest enrollment was still in classes dealing with food and nutrition, but Family Living classes were next in popularity.

Family Life Education

There is some difficulty in determining just how any given school or individual has defined the terms "family living course" or "family life education." "Even professionals working in the field--college faculty members, public school educators, community agency representatives meant different things by 'family life education'" (Lee, 1963, p. 105). Some sources imply that it is simply another term for sex

education, but they appear to be a definite minority (Avery and Lee, 1964).

Avery and Lee (1964) consulted with a number of highly respected experts in the field of family life in an attempt to establish a broad definition of the field as related to the school setting. The majority of the experts consulted accepted the following definition:

Family life education involves any and all school experiences deliberately and consciously used by teachers in helping to develop the personalities of students to their fullest capacities as present and future family members--those capacities which equip the individual to solve most constructively the problems unique to his family role (p. 27).

In the Dictionary of Education, a course in Family Life Education is defined by Good (1973) as follows:

In a restricted sense, a special program or course of instruction, usually at secondary, college, or adult level, to prepare youth or adults for successful marriage and parenthood; focused upon (a) the understanding of human personality and behavior as related to the development of emotional maturity and satisfying family relationships as well as physical well being, and (b) the development of skills essential to effective family participation (p. 236).

In Oklahoma, the following description is set out in a curriculum guide from the Oklahoma Department of Vocational and Technical Education (1969):

Family Living is a comprehensive course that includes all areas of home economics. The course is designed primarily for high school boys and girls, grades 11-12, who have had no previous home economics courses. The emphasis is placed upon helping the individual to achieve self-understanding and independence through improved human relationships and economic understandings and skills. The course attempts to prepare the high school boy and girl to cope with present problems and those of the young adult (p. 289).

The Oklahoma guide also makes a recommendation that the Human Development unit of the Family Living course should last approximately 18 weeks, or one semester, and should include the following sub-topics: (1) Personal

Development in Contemporary Living, (2) Family Relationships in Modern Society, (3) Orientation to the World of Work, (4) Preparation for Marriage, (5) Community Involvement, (6) Parental Responsibilities, (7) Pregnancy and Childbirth, (8) Physical Care of the Newborn, and (9) Developmental Principles (Human Development and the Family, 1969).

It should be noted that the definition by Good and the term family living course as used in this study do not include the concept of a comprehensive course in home economics. "Comprehensive courses include learning experiences in all home economics areas ..." according to the Oklahoma Department of Vocational and Technical Education (1969, p. 13). However, rather than being incompatible with the Oklahoma definition, it seems that the definition by Good and the term as used in this study refer only to the semester of study labeled in the Oklahoma guide as the Human Development portion of a family living course.

The fact that family living courses are not made available to all high school students is a current issue in education. While some people argue that such courses are less than vital educational offerings, others believe that the study of and preparation for family roles is just about as vital as a course can get (Walters and Stinnett, 1968). Walters and Stinnett (1968) have discussed the possibility that family life should be required, pointing out that most schools seem to be overly concerned with success outside the family. They contend that most members of our society seek success in family roles, but that such success requires skills which are only rarely learned in the home (Walters and Stinnett, 1968).

The publication, Recommendations and Composite Report of Forum Findings: Golden Anniversary White House Conference on Children and

Youth (1960) includes the following recommendations:

That family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school ...; and that this formal education emphasize the primary importance of family life ... That religious institutions and other community services, as well as the school, strengthen their family life education programs, with materials suitable to each age level from the early years and marriage preparation courses at the Junior High level; and that these programs include counseling in personal relations, boy-girl relationships, problems and the sacred nature of marriage, and methods of nurturing in children moral, spiritual and ethical values (p. 12).

The fact still remains that the majority of both boys and girls go through school with little or no formal training for parenthood. In a study of the adjustment difficulties of young parents, Dyer (1963) found that among his subjects, 38 percent of the mothers and 65 percent of the fathers had no formal or informal training for parenthood. Only 12 percent of the men and 35 percent of the women had taken any class in college or high school involving preparation for parenthood. Although 50 percent of the wives referred to such relevant informal experiences as younger siblings, scouts, or reading, only 12 percent of the husbands listed such experiences. Duvall (1961) and Osborne (1961) concur that future fathers have too little experience and contact with young children.

Each of the family living definitions cited previously, and most others found by the writer, have included specifically or generally, the preparation of teens for their future roles in the family. Therefore, a course in family living provides a logical opportunity for inclusion of the role of the father in the family.

Probably the most difficult and one of the most important steps in achieving that goal in such a class would be to determine a realistic description of the role potential for fathers. Lynn (1961) says this

of the situation:

Adolescent boys in family life courses may show little understanding of their imminent future role as husbands-fathers, beyond the obvious function of being bread winners. Furthermore, the girls may lack a clear conception of the man's role in the family, and the teacher herself may be at a loss in defining the psychological implications of that role ... our society as a whole fails to appreciate fully the psychological significance of the man in the family (p. 295).

Textbook Selection

If the teacher is less than confident about understanding the father's potential role in the family, he or she would be prudent to provide the students with reliable resources for study. Possibly the most helpful class resource for the study of the role possibilities for the father would be a textbook which reflects relevant research. Brodbelt (1972) reports that "the textbook is still the mainstay of most classroom teachers" (p. 487), and although a textbook is not recommended as the only source for a class (Quigley, 1973), it can serve as a foundation for other resources.

"It is because the textbook is such an important educational tool that we take the time to evaluate its strengths and weaknesses" (Drachler, 1970, p. 16). Brodbelt (1972) expresses the following convictions concerning textbook selection:

In order for the teacher to make a wise choice of texts, he will need to employ carefully determined, well-thought out criteria for textbook selection. Such criteria should be based upon a comprehensive philosophy with goals that have been clearly defined to meet the broader objectives of the curricular program ... Thus, the next step in selecting a textbook is to develop an instrument which is most effective in providing a functionally workable means to eliminate personal biases and guarantee validity. The use of mathematical criteria promotes a much more scientific choice than any other means. It has the particular advantage of forcing each member on the textbook committee to be objective rather than totally subjective in forced choices covering each aspect of the textbook (p. 487).

However, mathematical criteria which would apply to home economics books, especially those for boys, seem not to be readily available. In making a choice of available textbooks, a teacher can rely to some extent on what general criteria are available, although Torres (1973) suggests that even those which are available are too often based on inadequate research. Tortora's (1968) suggested questions for selecting home economics textbooks follow:

1. Does this book contain information in most of the areas of the course for which it is intended?
2. Is the author an accepted authority in his field?
3. Is the book up-to-date in its content?
4. Is the copyright date: Less than two years? More than two years? Less than five? More than five?
5. Are the results of research incorporated?
6. Will the level on which it is written be appropriate to the student with whom I will use it?
7. What has been the reaction of students who have looked over this book for me?
8. Is the philosophy of the author as expressed in the introduction and in the text compatible with mine? With the community in which I teach? Within the goals of the course?
9. Do illustrations add eye appeal while serving a purpose?
10. Is the style of writing interesting?
11. Does the book include: an index, student bibliography, suggested activities, lists of the films or other supplemental materials?

In addition, the teacher should consider the book's treatment of minority groups (Lester, 1970) and the division of the subject matter into "proper proportions according to its significance" (Lester, 1970, p. 97). The typography should also be considered, including such things as easily read type and appropriate paper (Torres, 1973). Similar to

Tortora's (1968) concern for material appropriate to the level of the students is Torres' (1973) emphasis on the reading level of the material.

Schell (1973) believes also that books which are not precisely specific to the subject being studied are inappropriate to student needs. He reports that books written exactly for the subject being studied bring more motivation and achievement.

A number of teachers indicate difficulty in locating teaching materials suitable for the boys enrolled in family living classes. Cooper (1972) says that "... learning experiences, pictures, illustrations, and even pronouns, are likely to be more heavily female oriented" (p. 57). She also suggests that teachers must make the effort to develop and locate materials suitable for both sexes. When given a chance to voice their opinions, many secondary teachers agree that they need more such materials, with a typical complaint being, "I just don't have enough materials for boys" ("Why a Special Issue on Teaching Boys?", 1973, p. 17).

The possibility that there is a shortage of material dealing adequately with fatherhood is not too hard to comprehend when one realizes that there is indeed a shortage of research studies concerning the father (Benson, 1968). Research has clearly favored the study of the mother-child relationship over the father-child relationship. A 1961 study indicated that about 15 times more studies were available on the mother than on the father (Eron, et al., 1961). Just as mothers have received more than their fair share of study by researchers, Nash (1965) has concluded that too many books on child development address themselves too completely toward the mother and that many writers use the term "parents" when they actually mean "mothers."

The Role of the Man in the Family

Even though fathers have not been equally represented in research, they have not been left out altogether. Benson (1968) gives as a reason for writing his book on fatherhood the fact that the "... literature on fatherhood is voluminous ...", but "... the scattered materials about paternity have never been brought together in any systematic way" (p. vii). Based on the literature currently available, the role of the man in the family seems to fall under these five headings: (1) husband, (2) breadwinner, (3) family authority, (4) identification model, and (5) child care partner.

Husband

The man's role in his family begins when he marries. The role he plays as husband is interrelated with the other roles he must handle. The adjustments he and his wife make before children arrive condition the adjustments they make when a baby comes (Dyer, 1963). Bartemier (1953) contends that the father-mother relationship is reflected in the mother-child relationship. The mental health of the child has been shown to be related to marital adjustment of the parents (Westly and Epstein, 1960). Perhaps the first thing a man should do for his children is be a good husband to their mother (Benson, 1968).

The man and wife, through their relationship, interpret marriage to their children (Dybwad, 1952). As a result, a prediction of the child's future success in marriage can be based on the marital success of his parents (Landis, 1962).

By meeting his wife's needs in terms of love, emotional support,

and companionship, a man makes another contribution to his children (Lynn, 1961). Bartemier (1953) says that "to give consistently to her child the love he needs, a woman needs the consistent love of her husband and the certainty of his love for their child" (p. 278). Benedek (1959) agrees with the need for emotional support of the mother, adding that "the emotional attitude of the father in the family triad is significant from conception on" (p. 400).

When a mother's needs are met by her husband, she is less likely to distort the mother-child relationship in such ways as seeking to have the child meet her emotional needs, over-protecting him, or encouraging the child's lasting dependence on her (Lynn, 1961). In many cases the man can shield the children from the efforts of an over-energetic mother, and make it more comfortable for them to grow up and become independent (Benson, 1968).

Breadwinner

Traditionally, the most basic role prescription is that the man of any family will provide the family with the raw materials they need for living (Benson, 1968). In today's industrialized society, that usually means earning the wages to buy the materials (Benson, 1968). The phrase "good provider" is often listed as one of the leading characteristics of a "good father" (Hacker, 1957). A man who spends the majority of his time away from his family to earn a living is showing, not a rejection, but an acceptance of his role in the family (Benson, 1968). It is simply not practical for a man to be the major economic support of his family and still have abundant time to share with them (Nash, 1965). Yet, if a man becomes totally devoted to his work and loses sight of its

purpose, he penalizes his family by depriving them of himself (Benson, 1968).

In addition to being a major source of family income, a man's occupation affects the family in other ways. The family's community status is a direct reflection of the man's occupation; also the amount of money earned as well as the way it is spent are dependent upon his occupation (Benson, 1968). A strong correlation is found between the man's occupation and his parental values (Pearlin and Kohn, 1966), including his feeling of family responsibility (Benson, 1968), and his preferred method of disciplining children (Pearlin and Kohn, 1966).

The man's role as breadwinner has been undergoing several changes which affect the family. First, the number of hours required in the average man's workweek has been reduced, giving him more time to devote to other family roles (Benson, 1968; Blood, 1965; Hedges, 1971; and Nash, 1965). Second, the role of breadwinner belongs no longer to the man alone (Udry, 1966). Women are assuming partial responsibility for support of the family in many cases, and it is not uncommon for the wife to earn as much or more than her husband (Benson, 1968). The effects of this are numerous, including the man's being called upon to be more active in some of his other family roles (Benson, 1968).

Family Authority

Another very traditional role of the man is that he serves as the family's major source of authority. The idea that parents have authority over and responsibility for their own children is conceded to them by the government (Benson, 1968). Formerly father was assumed to be the only legitimate authority in a family, because of his wide experience

outside of the family sphere as a result of his work (Benson, 1968). This legitimate overall authority is presently being challenged by the wife on the basis of her wide experience outside the family sphere as a result of her work (Benson, 1968).

When the wife works full time, she gains authority in major family decisions and loses authority in day-to-day household decisions. Meanwhile, the husband loses ground on major decisions and takes more responsibility for household tasks (Nye and Hoffman, 1963), as woman's work and man's work become less clearly defined (Dunn, 1960). With this change in authority patterns, Benson (1968) warns that in our society, slight father dominance is still the preferred family structure, and that maternal dominance is related to a number of maladjustments in the family.

In any case, man retains a considerable role in the family's decision making (Udry, 1966). Rare is the man who claims to have all of the answers; yet, it is still assumed that he has more experience on which to base his decisions than do his children.

Fathers have usually been a source of stability since they only rarely lead the way to changes in the family's way of life (Benson, 1968). Benson sees this as one of the man's notable contributions:

Anything that may contribute to the sustained level-headedness of the family unit is of fundamental social importance, and the role of father assumes its greatest relevance in just this capacity (p. 17).

Along with social stability, the father encourages the family's cooperation within the society. He usually insists that the family members learn and live by the rules of society; and in most cases, the father is at least partially responsible for the discipline of the children (Benson, 1968). His function as a disciplinarian is vital: if

he is too restrictive, the result may be submissiveness (or rebellion); if he is too permissive, the result may be immaturity and irresponsibility (Bronfenbrenner, 1961). He must strive to achieve a balance between being authoritarian and being affectionate, realizing that the more affectionate he is, the more successful will be his efforts at disciplining (Bronfenbrenner, 1961).

Identification Model

In comparison with other literature concerning the father-child relationship, studies dealing with the identification of the child with the father are relatively extensive (Nash, 1965). Lynn (1968) gives the following definitions for two kinds of identification:

Sex-role identification refers to the internalization of the role considered appropriate to a given sex and to the unconscious reactions characteristic of that role. Parental identification refers to the internalization of personality characteristics of one's own parent and to unconscious reactions similar to that parent (p. 398).

A father who plays an impressive role in day-to-day family life, including control and affection, will probably be a strong object of identification for both his son and his daughter (Benson, 1968). He can be a sample to them of what all adult males are like. Yet, many of today's fathers are so distant from this major family role that Lynn (1968) believes that boys often identify with a cultural stereotype of masculinity, instead of with their own fathers.

Hacker (1957) contends that our stereotype of masculinity includes some inappropriate prescriptions for how a man handles his emotions and affections. Benson's (1968) opinion of the importance of a boy's identification with his own father's expressiveness follows:

As a model for male expressiveness, father serves as an example of how men handle friendships, how they make small talk, how they tell jokes, how they convert light conversations into more serious matters, how they display affection toward women, and so on. He helps his son convert expressiveness into the male mold after it has first been established in experiences with mother and the female idiom (p. 220)

Mussen and Distler (1960) found that when compared to the fathers of kindergarten boys with low masculine identification, the fathers of the highly masculine boys were warmer, more affectionate, more involved in the son's upbringing, less punitive, and more reliant upon love-oriented techniques. Lynn (1961) adds that "if there is genuine love, the son will learn the subtleties of being a man without any special effort from the father" (p. 296).

It is believed that the father is more crucial in the sex-role learning of his daughter than the mother is in her son's (Benson, 1968). Lynn (1961) observes the following effect of the father on the girl:

For his daughter, a man is the representative of all men. It is largely from her father, as well as from her mother's attitudes toward him, that the little girl forms the attitudes, feelings and expectations toward men that she later carries into marriage (p. 296).

In addition to being a sex-role model, the father serves also as a mature-adult model for both son and daughter. Benson (1968) reports that "as a result of the child's identification with another person who has already learned to exercise personal control, the child attempts to conduct himself according to prevailing social norms" (p. 170). Boys who are identified with their fathers also show high levels of conscience development (Mussen and Distler, 1960).

For the boys, a high degree of father identification is a good predictor of successful peer adjustment, presumably because both are related to appropriate sex-typed behavior (Lynn and Sawry, 1959). Boys

who are more strongly identified with their fathers are more calm and friendly in interpersonal relationships (Payne and Mussen, 1956), more competent and warm in relationships with peers (Cox, 1962), and more self-confident, assertive, and proficient in the peer group (Benson, 1968). A girl's social adjustment appears not to be dependent on her relationships to her father or her mother (Benson, 1968).

Child Care Partner

There has been some argument as to the man's aptitude or lack of aptitude for participation in childrearing. It has previously been common to accept the theory that since women are physiologically able to bear and nourish babies, they are automatically the best qualified parents. However, the Harlow and Zimmerman work (1959) in which mother-surrogates were found to meet emotional needs in young, apart from the feeding function has led Nash (1965) to suggest the following theory:

There seems to be no reason in principle why the father should not make a satisfactory replacement for a terry-towel mother surrogate, apart from the fact that he is less consistently available than Harlow's inanimate but comforting 'mother' ... His study might lead one to ask whether a warm accepting father with a bottle could not be as affective as the mother, and perhaps the absence of mammary glands is not a disqualification for child-rearing, as some writers have implied (p. 270).

Evidence is growing that men are capable of working with children at least as well as women. Benson (1968) makes the following observation:

Men are characteristically less patient with children or with immaturity and incompetence of any kind, unless that is precisely what they have been trained for. Then, as in related areas of work that are routinely identified as feminine, men characteristically develop the skill to an even higher level than women (p. 8).

When men have entered the kindergarten as teachers, for example, it is reported that the "... young children respond as quickly and effectively to a man as to a woman, and that many of the youngsters turned most naturally to a man" (Abbott, 1968, p. 45).

Unfortunately, at least some men feel that their masculinity would be threatened if they joined their wives in childrearing. "Womanliness is still often equated with motherhood; manliness is hardly ever identified with fatherhood ..." (Benson, 1968, p. 4). Yet to endure the competition and pressures of today's world, a child really needs both a loving father and mother (Benson, 1968). Hacker sees the situation as a real problem:

In accordance with the cultural ideal of the he-man, fathers may feel that to be loving and gentle is consciously or unconsciously regarded as psychological failure, and indeed it may be difficult to make the transition from the attitude of ruggedness and toughness developed in schools, businesses, colleges, teams, and clubs to 'the guiding light of paternal solicitude, love, and affection' (p. 230).

Regardless of what the cultural stereotype says about man and his role as a father, men expect to and are participating in child care activities, as evidenced in a study by Dunn (1960) and another by Geiken (1964). Dunn's study of high school boys and girls shows the following result:

Proportionately more of the respondents consistently reflected equalitarian conceptions concerning care of children than in any other area. Ninety percent of both boys and girls indicated that as fathers and mothers both would spend time with their children, show a genuine interest in what they do, be concerned about their social and emotional development, and feel equally responsible for them (p. 102).

In actual practice, Geiken's sample of married couples shared the child care tasks more frequently than any family responsibility other than decision-making.

However, although the high school boys consulted in Geiken's (1964) study "indicated that they would be willing to assume responsibility for the children ... the girls expected the boys to assume more responsibility than did the boys themselves" (p. 352). Benson (1968) disagrees by citing evidence that boys are more willing to share in child care than girls think they should be. Either way, role conflicts are inevitable when the views of the particular boy and girl who marry each other do not coincide.

Some men feel uncomfortable with accepting their role in child-rearing, because they wait too late to start. A number of sources indicate that the father's direct involvement should begin at birth (Benson, 1968; Dybwad, 1952; and Schulte, 1972). Men who wait a few years to start are likely to find it hard to develop a relationship with their children. Benson says that "fathers who hope to make up for lost time with their children are often disappointed, primarily because they have not established rapport with them in the daily, routine relationships" (p. 275) and through early bodily contact. Dybwad (1952) illustrates how early experiences serve as the basis for later relationships:

From changing the baby's diapers, giving him the bottle, rocking him, there was an easy progression to the beginnings of play and on to "the little walks" or the telephone conversations young children delight in having with fathers (p. 28).

In addition to starting early, a father's involvement should increase with the age of the child (Benson, 1968). In the portion of Geiken's study (1964) concerning married couples, it was found that this was indeed the case. She reported that "the longer the couples had been married and the older the children, the more sharing existed between parents in the disciplining of the children and in guiding their play

activities" (p. 351).

The type of involvement a father has with his children is something else to be considered. The type of father role each man chooses for himself is very individual and there are many possibilities (Benson, 1968). However, it seems to be agreed that his role should be something more than just a substitute mother (Dybwad, 1952; and Josselyn, 1956). In fact, Walters and Stinnett, in reviewing a decade of research (1971), reported the possibility that "the variability of children's behavior is more closely related to the type of father one has than the type of mother" (p. 101). An example of the significance of the father's influence is emphasized by Grygier, Chelsey, and Tutors (1969), who reported that inadequacy of the father's image appears more likely to contribute to delinquency than weakness in the mother's image.

It is difficult to suggest what type of relationship any particular father should attempt to develop with his children. However, Nash (1965) makes a general attempt by suggesting that "warm, affectionate relationships and prolonged associations" (p. 293) serve as a strong foundation for other variations. From his study in 1962, Landis concluded that the child's report of father closeness, when reported in addition to but not instead of mother closeness, was perhaps the most accurate index of total family integration and happiness. Therefore, as Montagu (1965) reports, "... despite a widespread tendency to minimize the importance of paternal influence, research discloses that not only is father necessary to his children, but when he behaves as if he were not, the whole family suffers" (p. 43).

CHAPTER III

PROCEDURE

This study had as its purpose the development of an evaluation system to assess the suitability of available textbooks for high school boys studying the father role in child development units of family living classes. The subject of this chapter is the study's procedure, which was mainly concerned with the following four areas: (1) the selection of the experts whose opinions served as the basis of the evaluation system, (2) the development of the opinionnaire used to assess those opinions, (3) the conversion of the results obtained with the opinionnaire into the evaluation system, and (4) the trial of the completed evaluation system with a sample of available textbooks.

Selection of the Experts

To determine the list of experts to be consulted in this study, the writer decided to consult with Dr. James Walters because of his broad professional involvement in the field of child development including research and writing. Dr. Walters, who was a Professor of Family Relations and Child Development at Oklahoma State University when this study was begun, is now Professor of Child and Family Development at the University of Georgia. Dr. Walters served The American Home Economics Association as the chairman of its Family Relations and Child Development Section during the years from 1969 through 1971. His research has

included several studies on the subject of fatherhood, and he has had a number of articles published in professional journals (Graves, Walters, and Stinnett, 1974; Walters and Stinnett, 1968; and Walters and Stinnett, 1971).

The result of this consultation was the development of a list of 22 persons known to Dr. Walters for their expertise in the area of child development and fatherhood (See Appendix B). The only other criteria for selection was that they should be currently employed in some field related to child development. When the list was finalized, it included 14 men and 8 women, with 20 college teachers, 1 extension specialist, and 1 director of a private foundation. The experts resided in 13 states, and each held a doctorate degree, although that had not been a requirement for selection.

Development of the Opinionnaire

It was decided that an opinionnaire would be an appropriate form for determining the opinions held by child development experts concerning the most suitable emphasis and format for textbooks used by high school boys studying the father role in child development units of family living classes. An opinion is "... a verbal expression of an attitude" according to Thurston (1970, p. 132). "An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire ..." (Best, 1970, p. 173).

One type of opinionnaire uses the Likert method, which involves presenting a series of statements about a subject and offering five responses for each statement, with each response assigned a numerical scale value (Best, 1970). For the purposes of this study, it was decided

that a variation of the Likert method would be satisfactory. The opinionnaire developed (see Appendix A) consisted of a group of 38 statements about the treatment of the subject of child development in textbooks. These statements were grouped into categories and accompanied by a choice of four numerically scaled responses (as compared with five responses in the standard Likert Scale). The responses and their scaled values were as follows:

- | | | |
|---|--------------|---|
| 3 | Excellent | Characteristic of an ideal textbook for use in teaching child development to high school boys enrolled in family living classes. |
| 2 | Good | Characteristic of a good textbook for use in teaching child development to high school boys enrolled in family living classes. |
| 1 | Poor | Characteristic of a barely acceptable textbook for use in teaching child development to high school boys enrolled in family living classes. |
| 0 | Unacceptable | Characteristic of a textbook which would be totally unacceptable for use in teaching child development to high school boys enrolled in family living classes. |

As background for the development of the opinionnaire, a review was made of the adopted textbooks (see Appendix C) currently listed in Oklahoma's Annual Textbook Requisition and Inventory (State of Oklahoma, 1974). Also included in the review were some textbooks which are not listed on the current list of adopted books, plus some which are available in some schools as a result of being purchased in previous years. Some of the books were specifically about the subject of child development, while others were textbooks which included one or more chapters on child development as a part of their more comprehensive home economics format.

For each book or chapter reviewed, notes were made concerning the ways that the topic of child development was treated. In comparing

those notes, the writer found seven types of differences which led to the following seven categories: (1) Aspects of Child Development, (2) Role Emphasis, (3) Text of the Textbook, (4) Role Definition, (5) Age of Child, (6) Type of Reference, and (7) Pictures. Under each of the categories, representing a type of difference, a list was made of the different characteristics found in the textbooks reviewed. In addition, the writer added other possible treatments in order that each category would contain a more complete range of possible treatments that a textbook might give to the subject of child development.

Development of the Statements Within One Category

To illustrate the process used to develop the statements within the categories of the opinionnaire, the procedure used to develop the category entitled The Text of the Textbook follows:

One of the books reviewed was The Developing Child by Brisbane (1971). That book frequently indicated by its examples that the mother performs the childrearing task being described. Typical were such statements as "The toddler may take his bath in the family tub now. Mother finds this considerably more convenient" (p. 179). The resulting statement on the opinionnaire read: "The text of the book usually depicts the mother, rather than the father, participating in the child-rearing tasks" (see Appendix A).

This writer found very few examples in which the father was shown participating in a childrearing task. Of those found, most were traditional (Benson, 1968) father tasks, such as the father disciplining the child in These Are Your Children by Jenkins, Shacter, and Bauer (1966), or taking the son fishing as in Enjoying Family Living by Cross

(1967). This was the basis of the second statement, which read, "The text of the book usually depicts the father, rather than the mother, participating in the childrearing tasks" (see Appendix A).

Understanding and Guiding Young Children, by Baker and Fane (1967), was an example of the type of book which inspired the writing of the third statement which was, "The text of the book usually depicts the mother participating in the childrearing tasks, with the father as an alternative participant" (see Appendix A). Although no specific sentences were found in which the father was described as a second choice to perform a childrearing task, the overall writing of the textbook hinted at that way of thinking. In that particular book there were a few short sections concerning the father and the importance of his involvement with his children. Yet, the mother was shown in nearly all of the examples as caring for the child. The only times that examples were given of a father actually caring for his children were when (1) the mother was ill, (2) a new baby arrived and help was needed with older children, or (3) the father was the only parent in the family.

"The text of the book usually uses a term such a 'parent' or 'adult' to depict either the father or mother participating in the childrearing task" was the fourth statement listed in the category (see Appendix A). This was based on the fact that some books, such as Introductory Homemaking by Cross (1970) used sentences such as "Parents should attempt to make these activities a happy time so that a child will develop a desirable attitude toward sleeping and toward dressing" (p. 176) without designating which parent is represented.

It is possible for a textbook to describe a childrearing task without indicating who will be performing the task. One example is the

following sentence from These Are Your Children by Jenkins, Shacter, and Bauer (1966), "The child could be placed in a safe spot in his crib, high chair, buggy, or playpen" (p. 58). The fifth statement of the category represented that type of writing and read as follows: "The text of the book is usually written in such a way that only the child-rearing task itself is mentioned, without reference to who will participate in the task" (see Appendix A).

For the category, The Text of the Textbook, an example was also given for each of the statements. A sample childrearing task was chosen and presented in five different ways corresponding to the five statements within the category. This was done only for that particular category; no other category included examples (see Appendix A).

Description of the Categories

The first category in the opinionnaire contained five possible characteristics which dealt with the relative emphasis on the four aspects of child development. Most authorities in child development make an attempt at organizing the total development of the child into a relatively few categories. In his college level textbook called Human Development in Western Culture, Bernard (1966) divides all human development into four areas, which he calls the "Aspects of Development." They are physical development, emotional development, intellectual development, and social development. Jenkins, Schacter and Bauer (1966) follow a similar grouping, except for the use of the word "mental" in place of "intellectual." This writer chose to accept Bernard's system of organization to identify variations in the textbooks reviewed. Therefore, the category concerning the aspects of development uses the

terms emotional, physical, social, and intellectual to ask what relative emphasis the experts would prefer for these different aspects of child development.

The second category, labeled "Role Emphasis in the Textbook," dealt with the relative emphasis given by the book to the future of the boy as a father as compared with his present role opportunity as a baby sitter. That category contained six statements about ways the relative emphasis could be handled.

The "Text of the Textbook" was the title of the third category, which was concerned with the nouns and pronouns used in the text of the book to represent a male, female, or neuter parent. This category had five statements.

Four statements made up the next category, which dealt with the degree to which the book attempts to define a single 'best' role or a few 'good' roles, as compared with a range of variations, that a 'good' father could play. "Role Definition in the Textbook" was the label given to the category.

The fifth category was called "Age of Child Depicted in the Textbook" and contained seven statements. The subject of the category was the various ages of children mentioned by different books in connection with the father's role in childrearing.

The sixth category, "Type of Reference in the Textbook," was concerned with whether the book's references to the father's childrearing role infer that he serves as a 'substitute mother' or accessory parent, or if they infer that he has a purpose of his own in childrearing. Three statements made up the category.

The final category was about the "Pictures in the Textbook" and was

made up of eight statements. The statements represented some possible combinations of the types of childrearing pictures showing men alone, women alone, children alone, and men and women together.

Finally, the experts were asked if they thought a well written textbook could be suitable for teaching child development to both boys and girls enrolled in family living classes. This was put into question form and added to the end of the opinionnaire.

Mailing of the Opinionnaire

During the spring semester of 1974, the final form of the opinionnaire was evaluated and accepted without change by Dr. James Walters and the members of the writer's committee. In May of 1974, the opinionnaire was mailed to each of the 22 experts and was accompanied by a letter and an instruction sheet.

The letter (see Appendix A) described the selection of the experts and the nature of the study. The instruction sheet (see Appendix A) explained that the experts were to complete the opinionnaire by selecting from four numerically scaled responses (Excellent, 3; Good, 2; Poor, 1; and Unacceptable, 0), the one response which best represented each of 38 statements concerning some possible characteristics of different textbooks. The instruction sheet also encouraged the experts to include comments or suggest additional points not covered by the opinionnaire.

Analysis of the Data

When the completed opinionnaires were returned by the experts, the information was compiled by the writer. For each of the 38 statements

in the opinionnaire, the number of 'Excellent' responses, the number of 'Good' responses, the number of 'Poor' responses and the number of 'Unacceptable' responses were counted and recorded. For the single question at the end of the opinionnaire, the number of 'yes' responses and the number of 'no' responses were counted and recorded.

Each of the figures representing the numbers of each response was then multiplied by the numerically scaled value of its respective response (Excellent, three; Good, two; Poor, one; and Unacceptable, zero). By following this procedure, four products were recorded for each of the 38 statements. A single sum was then recorded for each statement by adding together the four products. Finally, a mean value was determined for each statement by dividing the sum of the products by the total number of responses for each statement. This mean value was rounded off to two decimal places.

The mean values for the three to eight statements within each of the seven categories were compared with each other and arranged numerically from the highest to the lowest mean values, to represent the greatest to the least amount of approval by the experts.

Conversion to the Evaluation System

The arrangement of mean values described above could have been converted into an evaluation system with little more than the addition of instructions for how to apply the information to the books to be evaluated. However, it seemed advisable to simplify the use of the system by eliminating the use of decimals and to shorten the system by combining some statements within the system to make the system more inviting to those persons who might consider using it.

The highest mean value a statement could receive was 3.00; the lowest was 0.00. A continuum representing all of the possible mean values was divided into four parts. The four portions of the continuum represented the four responses and were then assigned the original values of those responses to give values as follows:

Mean Value		Response		Value for use with Evaluation System
0.00-0.75	=	Unacceptable	=	0
0.76-1.50	=	Poor	=	1
1.51-2.25	=	Good	=	2
2.26-3.00	=	Excellent	=	3

Within each category, all of the statements with the same resulting value were then combined into a single statement or paragraph to represent that value, so that each category contained no more than four statements or paragraphs. Some of the categories had less than four statements or paragraphs, because the resulting values of the original statements within each category were not necessarily represented by all four responses.

After the combined statements and resulting values were arranged by categories, an introduction was written to explain the origin and purpose of the evaluation system. Instructions were written to explain that for each of the seven categories, the value of the one statement or paragraph which most nearly represents the book being evaluated should be recorded. The seven values thus recorded are to be added together for a single total score for each book.

The instructions also indicated that the total score of a book (see evaluation system, page) could be interpreted using the following value scale:

0-4	=	Unacceptable
5-10	=	Poor
11-15	=	Good
16-21	=	Excellent

This scale had been determined by placing the full range of possible total scores, from 0 through 21, on a continuum and dividing the continuum into four parts. Because some of the points dividing the four parts were not whole numbers, the decision was made to round off any fractional numbers to the next higher number with the hope that whole numbers would make the system simpler to use.

Trial of System with Sample Book

The final evaluation system was tried out with a sample textbook which was randomly selected from the current list of adopted books for Oklahoma (State of Oklahoma, 1974). The writer used the completed evaluation system according to its directions to evaluate the textbook.

Summary

This chapter has detailed the procedure used in the selection of the experts, the development of the opinionnaire, the analysis of the data, the conversion of the results into the evaluation system, and the trial of the evaluation system with a sample book. Chapter IV reports the results obtained with the opinionnaire and presents the completed evaluation system. It also reports the results of the trial of the evaluation system with the sample textbook.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The evaluation system developed in this study was based upon the opinions expressed by child development experts concerning the most suitable emphasis and format for textbooks used by high school boys studying the father role in child development units of family living classes. In order to determine the opinions of the experts, an opinionnaire was developed and mailed to the selected experts for completion. The results obtained with the opinionnaire are reported in this chapter. In addition, the completed evaluation system is presented, along with the results of the trial of the evaluation system with a sample textbooks.

Results of the Opinionnaire

The opinionnaire was completed and returned by all 22 experts for a response of 100 percent. In comparing the figures for the number of responses for each of the 4 responses to each of the 38 statements, it was assumed by the writer that more than 50 percent of the responses in the excellent and good columns indicated approval by the experts. Similarly, a response of 50 percent or more within the poor and unacceptable columns was considered an unfavorable response. In addition, the mean values of the statements within each of the seven categories were compared with each other. This was done to determine which statement

within each category had received the greatest degree of approval by the experts. The highest mean value within each category, represented the statement which the experts had indicated was the most desirable choice.

Aspects of Child Development in the Textbook

The first category in the opinionnaire concerned the textbook's emphasis on the different aspects of child development (see Table I). The majority of the experts favored nearly equal emphasis on each of the four areas of physical, emotional, social, and intellectual development. That statement was rated as Excellent by 68.18 percent of the experts and Good by another 27.27 percent. The mean value of the choice was 2.64.

The experts were unanimous in rejecting the statement that textbooks would give total emphasis to the physical development of the child with little or no emphasis devoted to social, emotional, or intellectual development. All 22 experts (100 percent) rated such a characteristic as Unacceptable, for a mean value of 0.00.

With a mean value of .86, only three responses were favorable to the statement that a book might give one-half of its emphasis to physical development and divide the remaining emphasis among social, emotional, and intellectual development. Similar to this statement was one written in by one of the experts. That expert suggested a rating of Good for the possibility of one-third physical development emphasis with two-thirds emphasis made up of social, emotional, and intellectual development.

The statement about a book giving one-half emphasis to physical

TABLE I
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING THE ASPECTS
OF CHILD DEVELOPMENT IN THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**
	3		2		1		0		
	Excellent N	%	Good N	%	Poor N	%	Unacceptable N	%	
I. Aspects of Child Development in the Textbook									
A. Total emphasis devoted to physical development of the child. Little or no emphasis on emotional, social, or intellectual development.	0	0.00	0	0.00	0	0.00	22	100.00	0.00
***B. Nearly equal emphasis on each of the four areas of physical, emotional, social, and intellectual development of the child.	15	68.18	6	27.27	1	4.55	0	0.00	2.64
C. One-half of the emphasis devoted to physical development of the child, with the other half of the emphasis divided equally among the three areas of emotional, social, and intellectual development.	0	0.00	3	13.64	13	59.09	6	27.27	0.86
D. One-half of the emphasis devoted to the physical development of the child, with one-fourth of the emphasis devoted to emotional development, and the remaining one-fourth equally divided between social and intellectual development.	0	0.00	1	4.55	15	68.18	6	27.27	0.77
E. One-half of the emphasis devoted to emotional development, with the remaining one-half equally divided among social, intellectual, and physical development.	3	13.64	7	31.82	6	27.27	6	27.27	1.32

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

development, one-fourth to emotional development and one-fourth divided between social and intellectual development drew only one favorable response (4.55 percent). Fifteen (68.18 percent) of the experts rated the statement as Poor and 6 experts (27.27 percent) scored it as Unacceptable, for a mean value of .77.

However, the characteristic of a book giving one-half emphasis to emotional development and equally dividing the remaining one-half emphasis among social, intellectual, and physical development was a little more acceptable to the experts. This statement had a mean value of 1.32 and was scored as Excellent by three experts (13.64 percent) and Good by seven (31.82 percent).

The experts favored nearly equal emphasis on the four aspects of child development: physical, emotional, social, and intellectual. However, when faced with the possibility that a textbook might not emphasize the four aspects of development equally, more experts favored over-emphasis on emotional development than over-emphasis on physical development.

Role Emphasis in the Textbook

The category dealing with role emphasis in the textbook (see Table II) was concerned with the division of emphasis between the future role of the boy as a father and the present role of a boy as a babysitter. However, one of the experts recommended that the boy's family role as a brother should also be considered, although it had not been mentioned in the opinionnaire.

The greatest number of experts favored noticeably more emphasis on the teenage boy's future role as a father than on his present

TABLE II
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING THE
ROLE EMPHASIS IN THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**	
	3		2		1		0			
	Excellent		Good		Poor		Unacceptable			
	N	%	N	%	N	%	N	%		
II. Role Emphasis in the Textbook										
A. Total emphasis on the teenage boy's present opportunity as a baby sitter. No mention of his future role as a father.	0	0.00	0	0.00	3	13.64	19	86.36	0.14	
B. Noticeably more emphasis on the teenage boy's present opportunities as a baby sitter than on his future role as a father.	0	0.00	2	9.09	10	45.45	10	45.45	0.64	
C. Equal emphasis on the teenage boy's present opportunity as a baby sitter and on his future role as a father.	2	9.09	10	45.45	7	31.82	3	13.64	1.50	
***D. Noticeably more emphasis on the teenage boy's future role as a father than on his present opportunity as a baby sitter.	11	50.00	8	36.35	3	13.64	0	0.00	2.36	
E. Total emphasis on the teenage boy's future role as a father. No mention of his present opportunities as a baby sitter.	4	18.18	4	18.18	8	36.36	6	27.27	1.27	
F. No mention of the teenage boy's future role as a father or his present opportunity as a baby sitter.	1	4.55	0	0.00	2	9.09	19	86.36	0.23	

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

opportunity as a baby sitter. This statement was scored as Excellent by 50 percent of the experts and Good by 36.36 percent. The mean value was 2.36.

However, the experts did not favor eliminating all emphasis on the present opportunity as babysitter. A total of fourteen experts rated as Poor (36.36 percent) or Unacceptable (27.27 percent) the statement in which a textbook gives total emphasis to the father role and no mention to the babysitter role, giving 1.27 as the mean value.

The majority of experts selected Excellent or Good responses for the statement giving equal emphasis to the teenage boy's present opportunity as a babysitter and to his future role as a father, with two experts (9.09 percent) indicating a score of Excellent and ten (45.45 percent) showing a score of Good. A figure of 1.50 was the mean value of the statement.

The highest mean value in this category was for the statement indicating noticeably more emphasis on the teenage boy's future role as a father than on his present role opportunity as a babysitter. Most of the experts did favor some emphasis on the babysitter role as long as that emphasis was less than the emphasis on the father role.

Text of the Textbook

The third category of the research instrument was concerned with the nouns and pronouns used in the text of the book to represent a male, female, or neuter parent. Table III shows that the experts rejected the statement that the text of the book would usually depict the mother, rather than the father participating in the childrearing tasks, with 40.91 percent of the responses indicating a Poor rating and another 50

TABLE III
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING
THE TEXT OF THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**	
	3		2		1		0			
	Excellent		Good		Poor		Unacceptable			
	N	%	N	%	N	%	N	%		
III. Text of the Textbook										
A. The text of the book usually depicts the mother, rather than the father, participating in the childrearing tasks.	0	0.00	2	9.09	9	40.91	11	50.00		0.59
B. The text of the book usually depicts the father, rather than the mother, participating in the childrearing tasks.	0	0.00	0	0.00	12	54.55	10	45.45		0.55
C. The text of the book usually depicts the mother participating in the childrearing tasks, with the father as an alternative participant.	1	4.55	4	18.18	12	54.55	5	22.73		1.05
***D. The text of the book usually uses a term such as 'parent' or 'adult' to depict either the father or mother participating in the childrearing tasks.	17	77.27	5	22.73	0	0.00	0	0.00		2.77
E. The text of the book is usually written in such a way that only the childrearing task itself is mentioned, without reference to who will participate in the task.	7	31.82	7	31.82	5	22.73	3	13.64		1.82

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

percent indicating an Unacceptable rating. The outcome of this response was a 0.59 mean value.

They also rejected the statement that the book would usually depict the father, rather than the mother, participating in the childrearing task, with a mean value of 0.55. A rating of Poor was chosen by 54.55 percent of the experts and another 45.45 percent selected the response of Unacceptable.

The majority of the experts preferred the statement that the text of the book usually uses a term such as 'parent' or 'adult' to depict either the father or the mother participating in the childrearing tasks. The response to this statement was 77.27 percent Excellent and 22.73 percent Good, giving a 100 percent response in the two favorable columns and a mean value of 2.77. A comment from one expert indicated her hope that 'parent' or 'adult' would be defined as meaning father and/or mother.

There was less consensus among the experts on the text of the book which is written in such a way that only the childrearing task itself is mentioned, without reference to who will participate in the task. The ratings on this statement were Excellent, 31.82 percent; Good, 31.82 percent; Poor, 22.73 percent; and Unacceptable, 13.64 percent. One of those giving a rating of Poor, wrote that "people would think it is mother." The mean value for this statement was 1.82.

In summary, the most favorable response in this category was to the statement in which the book uses a term such as 'adult' or 'parent' to depict either the mother or the father participating in the childrearing task. It is interesting to note that in addition to rejecting the statement about the mother usually doing the childrearing task, the

experts also rejected the statement for the textbook's usually showing the father participating in the childrearing tasks. In fact, a comparison of the mean values of those two choices shows that the experts considered the book usually showing the mother to be slightly better for use in teaching child development to high school boys enrolled in family living classes than a book which usually shows the father. Perhaps this can be explained by the fact that although the previously cited study by Geiken (1964) shows that the majority of young couples are sharing in the job of childrearing, the sharing is not equal. Mothers accept far more of the childrearing responsibility than do fathers (Benson, 1968). Therefore, even a book meant for boys could not be realistic if it showed the father doing the majority of childrearing.

Role Definition in the Textbook

Based on the responses of the experts in the category dealing with the degree to which the book limits the role of a 'good father' (see Table IV), it appears that one role or a few possible roles a good father could play are not enough. The statement that a textbook defines and/or depicts a specific childrearing role which is described as the best role for most or all fathers to play was rated by 45.45 percent of the experts as Poor and by 36.36 percent as Unacceptable, for a mean value of 0.82. The statement that a textbook defines and/or depicts only a few childrearing roles that some fathers play was scored as Poor by 63.64 percent and Unacceptable by 27.27 percent of the experts. A figure of 0.82 was the mean value of the statement. In contrast, a textbook which defines and/or depicts a range of variations in the childrearing roles that a 'good' father could play drew a response of

TABLE IV
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING
THE ROLE DEFINITION IN THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**	
	3		2		1		0			
	Excellent		Good		Poor		Unacceptable			
	N	%	N	%	N	%	N	%		
IV. Role Definition in the Textbook										
A. Textbook defines and/or depicts a specific childrearing role which is described as the best role for most or all fathers to play.	0	0.00	4	18.18	10	45.45	8	36.36		0.82
***B. Textbook defines and/or depicts a range of variations in the childrearing roles that a 'good' father could play.	15	68.18	6	27.27	0	0.00	1	4.55		2.59
C. Textbook defines and/or depicts only a few childrearing roles that some fathers play. (The traditional and democratic fathers, for example.)	0	0.00	2	9.09	14	63.64	6	27.27		0.82
D. Textbook fails to define and/or depict any childrearing role for the father (other than his breadwinner role).	0	0.00	0	0.00	1	4.55	21	95.45		0.05

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

Excellent from 68.18 percent of the experts, Good from another 27.27 percent, for a mean value of 2.59.

Age of the Child Depicted in the Textbook

The category concerning the age of the child shown in the book drew a decisive response from the experts, as shown in Table V. A total of 90.91 percent of them rated as Excellent the statement that a textbook would depict a father's childrearing role with reference to children of all ages, from infancy through adulthood. Another expert (4.55 percent) indicated a score of Good. The figure of 2.82 was the mean value of the response. All of the other six statements left out at least part of the age range, and none of them drew any more than 3 (13.64 percent) favorable responses, for mean values ranging from 0.27 to 0.77.

Type of Reference in the Textbook

Again, the 22 experts were decisive in their reaction, this time to the type of reference in the textbook (see Table VI). Twenty experts (90.91 percent) signified a rating of Excellent for the statement reading "References to the father's role in childrearing infer that he has an important role of his own in childrearing." The other two experts (9.09 percent) followed with responses of Good, for a 2.91 mean value, the highest on the entire opinionnaire. The statement that the book mentions no role for the father, other than his breadwinner role, drew only one favorable response (4.55 percent). The statement representing references which inferred that the father serves only as a substitute mother or accessory parent drew a totally unfavorable response.

TABLE V
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING THE
AGE OF CHILD DEPICTED IN THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**	
	3		2		1		0			
	Excellent		Good		Poor		Unacceptable			
	N	%	N	%	N	%	N	%		
V. Age of Child Depicted in the Textbook										
A. Textbook depicts the father's childrearing role with reference only to an infant. No reference to older children.	0	0.00	0	0.00	6	27.27	16	72.73	0.27	
B. Textbook depicts a father's childrearing role with reference only to a preschool child. No reference to children of other ages.	0	0.00	0	0.00	7	31.82	15	68.18	0.32	
C. Textbook depicts a father's childrearing role with reference to both an infant and a preschool child. No reference to children of other ages.	0	0.00	0	0.00	9	40.91	13	59.09	0.41	
D. Textbook depicts a father's childrearing role with reference to the infant, preschool child, and school-age child. No reference to children of older ages.	0	0.00	3	13.64	11	50.00	8	36.36	0.77	
***E. Textbook depicts a father's childrearing role with reference to children of all ages, from infancy through adulthood.	20	90.91	1	4.55	0	0.00	1	4.55	2.82	
F. Textbook depicts a father's childrearing role with reference to children from pre-school age through adulthood. No reference to children in infancy.	0	0.00	2	9.09	9	40.91	11	50.00	0.59	
G. Textbook depicts a father's childrearing role with reference to children from school age through adulthood. No reference to children of infant or preschool ages.	1	4.55	1	4.55	6	27.27	14	63.64	0.50	

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

TABLE VI
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING THE
TYPE OF REFERENCE IN THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**	
	3		2		1		0			
	Excellent		Good		Poor		Unacceptable			
	N	%	N	%	N	%	N	%		
VI. Type of Reference in the Textbook										
A. References to the father's role in child-rearing infer that he serves only as an occasional 'mother substitute' or accessory parent.	0	0.00	0	0.00	9	40.91	13	59.09		0.41
***B. References to the father's role in child-rearing infer that he has an important purpose of his own in childrearing.	20	90.91	2	9.09	0	0.00	0	0.00		2.91
C. No references are made to the father's role in childrearing (other than his breadwinner role).	1	4.53	0	0.00	2	9.09	19	86.36		0.23

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

Pictures in the Textbook

The final category of the opinionnaire pertained to the extent to which the book's pictures portrayed men participating in childrearing activities. Table VII shows that the experts found three statements to be acceptable. The most popular statement was that the number of childrearing pictures is equally divided among those which show only men, those which show only women, and those which show men and women sharing together in childrearing activities. This statement had 100 percent favorable response, with sixteen experts (72.73 percent) signifying a response of Excellent, and another six (27.27 percent) showing a response of Good.

The second choice of the experts was for the statement that the textbook would show men and women sharing childrearing in one-half of the pictures, with men alone in one-fourth and women alone in one-fourth. Twelve experts (54.55 percent) chose this statement as Excellent and another eight (36.36 percent) marked it as Good. The resulting mean value was 2.41.

The majority of the experts also showed an acceptance of the statement that a book might show men and women sharing together in all or nearly all of the childrearing pictures by the response of 36.36 percent, Excellent and 27.27 percent, Good. The mean value for the statement was 1.91.

As they had done in the category for the text of the book, the experts rejected books which show mostly men or mostly women participating in childrearing. The statement with the majority of pictures showing men rated only one favorable response and a mean value of 0.50. For the

TABLE VII
THE OPINIONS OF THE TWENTY-TWO EXPERTS CONCERNING THE
PICTURES IN THE TEXTBOOK

Statement	Percent* and Number of Responses								Mean Value**
	3		2		1		0		
	Excellent N	%	Good N	%	Poor N	%	Unacceptable N	%	
VII. Pictures in the Textbook									
A. The majority of pictures show men participating in childrearing activities individually. Few or none of the pictures show women participating in childrearing activities individually or men and women sharing together in childrearing activities.	0	0.00	1	4.55	9	40.91	12	54.55	0.50
B. The majority of pictures show women participating in childrearing activities individually. Few or none of the pictures show men participating in childrearing activities individually or men and women sharing together in childrearing.	0	0.00	0	0.00	8	36.36	14	63.64	0.36
C. The majority of pictures show men and women sharing together in childrearing activities. Few or none of the pictures show men or women participating in childrearing activities individually.	8	36.36	6	27.27	6	27.27	2	9.09	1.91
D. The majority of pictures show only children alone or in groups. Few or none of the pictures show adults participating in childrearing activities.	0	0.00	0	0.00	8	36.36	14	63.64	0.36
E. The textbook has no pictures of any kind.	1	4.55	0	0.00	4	18.18	17	77.27	0.32
***F. The number of pictures is equally divided among those which show men participating in childrearing activities individually, those which show women participating in childrearing activities individually, and those which show men and women sharing together in childrearing activities.	16	72.73	6	27.27	0	0.00	0	0.00	2.73

TABLE VII (Continued)

Statement	Percent* and Number of Responses								Mean Value**
	3		2		1		0		
	Excellent		Good		Poor		Unacceptable		
	N	%	N	%	N	%	N	%	
G. One-half of the pictures show men and women sharing together in childrearing activities. The remaining one-half is equally divided between those which show men participating in childrearing activities individually and those which show women participating in childrearing activities individually.	12	54.55	8	36.36	1	4.55	1	4.55	2.41
H. One-half of the pictures show women participating in childrearing activities individually. The remaining one-half is equally divided between those which show men participating in childrearing activities individually and those which show men and women sharing together in childrearing activities.	3	13.64	6	27.27	10	45.45	3	13.64	1.41

* All percentages may not equal 100%, due to the rounding off of numbers.

** Possible mean value of 3.00.

*** Statement receiving the highest level of approval from the experts.

statement with the majority of pictures showing women, there were only unfavorable responses and a mean value of 0.36.

The experts also rejected the statement that a book's pictures show only children. They were unfavorable as well toward a textbook which would have no pictures at all.

Within this category, three statements received more favorable votes than unfavorable. These three statements had a common factor, in that all three combinations of men alone, women alone, and men and women together pictures would result in nearly equal numbers of men and women in the pictures. The single statement with the highest mean value was for a picture combination with equal numbers of childrearing pictures showing men alone, women alone, and men and women together.

Response to the Question

The single question at the end of the opinionnaire sought to determine whether or not the experts believed that a well-written book could be suitable for teaching child development to both boys and girls enrolled in high school family living classes. Their unanimous answer (100 percent) was "yes." Furthermore, several of the experts made their yes votes more emphatic by marking them with as many as four check marks. Two of the experts also remarked that they were considering writing such a book.

Comments by the Experts

As a whole, the experts made additional comments sparingly. The only comment not referred to thus far concerned the question of whether the approach of the book should concern itself with the how-to-do, the

why-to-do, or the how and why of childrearing. However, the expert who made the comment did not indicate which approach was preferred.

The Completed Evaluation System

The purpose of this study had been to develop an evaluation system to assess the suitability of available textbooks for high school boys studying the father role in child development units of family living classes. It was hoped that the evaluation system could be used by family living teachers who must choose the best available textbook for class use.

The opinions which the twenty-two child development experts expressed in the opinionnaire were converted into the completed evaluation system according to the procedure explained in Chapter III. The result of this conversion was an evaluation system which assigns numerical values to possible characteristics of different textbooks. The values range from zero to three, with a value of three representing the characteristic which the experts indicated was the most desirable and the value of zero representing the least acceptable characteristics. The final form of the evaluation system is presented on the following pages.

AN EVALUATION SYSTEM TO ASSESS THE SUITABILITY OF
AVAILABLE TEXTBOOKS FOR HIGH SCHOOL BOYS STUDYING
THE FATHER ROLE IN CHILD DEVELOPMENT UNITS OF
FAMILY LIVING CLASSES

This evaluation system is intended to help you assess the suitability of the textbooks you are using or considering using in teaching child development to high school boys in family living classes. It represents the opinions of twenty-two child development experts who participated in the research project.

The system consists of a series of descriptions representing some possible treatments given to the subject of child development in textbooks. These descriptions are grouped into seven categories within the system.

Instructions: In order to evaluate a textbook, you should read carefully the textbook's treatment of the subject of child development, whether it is the whole book or a portion of a more comprehensive home economics textbook. Look at the descriptions within each category and decide which one most nearly represents the text you are evaluating. When you have determined which statement represents the book, record the score as indicated in the description. Record only one score for each category, for a total of seven scores. These seven scores should then be added together for a single total.

Note: For each text being evaluated, you may find it helpful to write out a score card similar to the one which follows:

- | | |
|---------------------------|-------|
| I. Aspects of Development | _____ |
| II. Role Emphasis | _____ |
| III. Text of the Textbook | _____ |
| IV. Role Definition | _____ |
| V. Age of Child | _____ |
| VI. Type of Reference | _____ |
| VII. Pictures | _____ |

TOTAL

I. Aspects of Development in the Textbook

- A. If the book gives nearly equal emphasis to the four areas of physical, emotional, social, and intellectual development of the child record a score of 3
- B. If the book's emphasis on the four aspects of development is divided in one of the following three ways record a score of 1
- (1) One-half of the emphasis is devoted to physical development of the child, with the other half of the emphasis divided equally among the three areas of emotional, social, and intellectual development.
 - (2) One-half of the emphasis is devoted to the physical development of the child, with one-fourth of the emphasis devoted to emotional development, and the remaining one-fourth equally divided between social, and intellectual development.
 - (3) One-half of the emphasis is devoted to emotional development, with the remaining one-half equally divided among social, intellectual, and physical development.
- C. If the book gives total emphasis to the physical development of the child, with little or no emphasis on emotional, social, or intellectual development record a score of 0

II. Role Emphasis in the Textbook

- A. If the book gives noticeably more emphasis to the teenage boy's future role as a father than to his present opportunity as a baby-sitter record a score of 3
- B. If the book's emphasis on the future role as a father as compared to the present role as a baby-sitter fits one of the following two descriptions record a score of 1
- (1) Total emphasis is given to the teenage boy's future role as a father, without mention of his present opportunities as a baby-sitter.
 - (2) Equal emphasis is given to the teenage boy's present opportunity as a baby-sitter and to his future role as a father.

- C. If the book's relative emphasis on the boy's future role as a father and his present opportunity as a babysitter fits one of the following three descriptions record a score of 0
- (1) Total emphasis is given to the teenage boy's present opportunity as a babysitter, with no mention of his future role as a father.
 - (2) Noticeably more emphasis on the teenage boy's present opportunities as a babysitter than on his future role as a father.
 - (3) No mention of the teenage boy's future role as a father or his present opportunity as a babysitter.

III. Text of the Textbook

- A. If the text of the book usually uses a term such as 'parent' or 'adult' to depict either the father or the mother participating in the childrearing tasks record a score of 3
(Example: It will be easier for a child to learn to drink from a cup if an adult only partially fills the cup.)
- B. If the text of the book is usually written in such a way that only the childrearing task itself is mentioned, without reference to who will participate in the task record a score of 2
(Example: It will be easier for a child to learn to drink from a cup if the cup is only partially filled.)
- C. If the text of the book usually depicts the mother participating in the childrearing tasks, but mentions the father as an alternative participant record a score of 1
(Example: It will be easier for a child to learn to drink from a cup if his mother only partially fills the cup. His father can do this if he is available and mother is busy.)
- D. If the book consistently mentions the same parent (either the father or the mother) as participating in the childrearing tasks record a score of 0
(Examples: [1] It will be easier for a child to learn to drink from a cup if his mother only partially fills the cup. [2] It will be easier for the child to learn to drink from a cup if his father only partially fills the cup.)

IV. Role Definition in the Textbook

- A. If the textbook defines and/or depicts a range of variations in the childrearing role that a 'good' father could play record a score of 3
- B. If the book sets limits on the role of the father in childrearing in one of the following two ways record a score of 1
- (1) The book defines and/or depicts a specific childrearing role which is described as the best role for most or all fathers to play.
- (2) The book defines and/or depicts only a few childrearing roles that a father could play. (The traditional or democratic father, for example.)
- C. If the book fails to define and/or depict any child-rearing role for the father, other than his bread-winner role record a score of 0

V. Age of the Child Depicted in the Textbook

- A. If the textbook depicts a father's childrearing role with reference to children of all ages, from infancy through adulthood record a score of 3
- B. If the textbook depicts a father's childrearing role with reference to all 3 of the stages of infancy, pre-school, and school-age with no mention of children of older ages record a score of 1
- C. If the book's references to the father's role in child-rearing omit one or more of the stages of infancy, pre-school, or school-age record a score of 0

VI. Type of Reference in the Textbook

- A. If the book's references to the father's role in child-rearing infer that he has an important purpose of his own in childrearing record a score of 3
- B. If the book's references to the father's role in child-rearing fit one of the following two descriptions record a score of 0
- (1) The references infer that the father serves only as an occasional 'mother substitute' or accessory parent.

- (2) No references are made to the father's role in childrearing, other than his breadwinner role.

VII. Pictures in the Textbook

- A. If the number of pictures of childrearing activities in the book is divided in one of the following two ways record a score of 3
- (1) The number is equally divided among men alone, women alone, and men and women together.
- (2) One-half of the pictures are of men and women together, with the other half equally divided between those which show men alone and those which show women alone.
- B. If most of the pictures show men and women sharing together in childrearing activities
. record a score of 2
- C. If one-half of the pictures of childrearing activities show women alone, and the remaining one-half is equally divided between those which show men alone and those which show men and women sharing together in the activities record a score of 1
- D. If the number of pictures in the book is divided in one of the following three ways
. record a score of 0
- (1) The majority of pictures of childrearing activities consistently show the same parent (either the mother or the father) participating in the child-rearing activities alone.
- (2) The majority of pictures show only children, alone or in groups, without adults.
- (3) The book has no pictures of any kind.

The total which results from adding together the seven scores recorded now represents the overall score of the book. This score can be used for comparison with the scores of other books, or it can be compared individually with the following values:

0-4	=	Unacceptable
5-10	=	Poor
11-15	=	Good
16-21	=	Excellent

Trial of the Evaluation System with a Sample Book

The book, Thresholds to Adult Living, by Craig (1969), was randomly selected from Oklahoma's list of adopted textbooks (State of Oklahoma, 1974) for use in the trial of the evaluation system. Thresholds to Adult Living is one of two books on the list of adopted books which are recommended for mixed classes and which also include the subject of child development.

The introduction to this book indicated that it was intended for high school boys and girls and that one of its goals was to help the student to "Prepare for a rewarding life by a better understanding of family relationships." The overall scope of the book was comprehensive, however, and it included such other topics as money management, clothing selection, and nutrition.

The book's discussion of the topic of child development was found mostly in two chapters, whose titles were "Understanding Children Now" and "An Adult View of Children." Closely related material was also included in the chapter called "Family Roles" under the sub-topics of "Roles of Father and Mother," "Father's Changing Role" and "Wife's Changing Role."

Aspects of Child Development in the Textbook

In evaluating Thresholds to Adult Living, this writer ran into some difficulty in assessing the first category of the evaluation system, which was concerned with relative emphasis on the four aspects of child development. The problem was that even after reading the text material, which in this case was approximately 32 pages, it was still difficult to

decide for sure whether the book gave greater emphasis on one aspect of child development than on others. There was also the question involved that if one aspect was over-emphasized, how much was it over-emphasized.

It was decided that a more detailed reading of the material was needed. The material was reread and a mark was recorded for each paragraph which dealt directly with each aspect of child development, so that four columns of marks resulted. The method was not fool proof, however, because it was difficult to categorize some tasks in relation to the four aspects of child development. For example, when the book explained that a baby should be held for his feedings and that the feedings should not be hurried, it was difficult to separate the physical aspect from the emotional aspect. Even so, this method did prove workable, though time consuming.

Thresholds to Adult Living was judged to have nearly equal emphasis on the four areas of physical, emotional, social, and intellectual development for a score of three, according to the evaluation system. The physical aspect seemed to receive slightly more emphasis than the others, but the difference was slight and did not even approach the next division, which was one-half emphasis on physical development as set out in the evaluation system. This greater emphasis on physical development was concentrated in the discussion of infancy, and discussions of older children were more evenly balanced. Three was the score recorded for the first category, "Aspects of Child Development in the Textbook."

Role Emphasis in the Textbook

The evaluation system's category dealing with role emphasis was much simpler to apply to this particular book. Although a short section of the discussion was devoted to the role of a baby-sitter, the greatest emphasis by far was placed on the roles of parents. Based on this emphasis, three was the score recorded for the second category, "Role Emphasis in the Textbook."

Text of the Textbook

The text of the textbook used a variety of nouns and pronouns to denote a male, female, or neuter parent. There were references which used either the mother or the father as the subject of the sentence; but, there were only a few, with approximately as many father references as mother references. However, the majority of sentences were written in such a way that only the childrearing task itself was mentioned, without reference to which parent will be involved. The corresponding statement's score of two was recorded for the third category, "Text of the Textbook."

Role Definition in the Textbook

Even though the mother references and father references were approximately equal in number, they did not imply the same role for the father as the mother. Most of the mother references showed the mother as taking care of the child while the father was shown as the parent who usually disciplined the children and who shared recreation time with them.

In addition to these examples, the sub-topic, "Father's Changing

Role" explained that the man is typically the family's major wage earner. However, in addition to these more traditional role functions, the book also explained that women are assuming a share of the financial responsibility in at least some families, and that men are assuming greater responsibility for raising children, for household tasks, and for community involvement. Based on the variety of role possibilities shown in the examples and in the explanations, the most representative statement was that the "textbook depicts a range of variations in the childrearing role that a 'good' father could play." This resulted in a score of three being recorded for the fourth category, "Role Definition in the Textbook."

Age of Child Depicted in the Textbook

A large portion of Thresholds to Adult Living was divided according to the age of the child being discussed, so that it was easy to assess the category concerning the "Age of Child Depicted in the Textbook." The book included references to children from infancy through age 18, plus some references to the relationships between parents and their adult children. This characteristic was scored as three by the evaluation system.

Type of Reference in the Textbook

The sixth category, which dealt with the "Type of Reference in the Textbook," was perhaps the most difficult to assess. The key word in the category is 'infer' which means in this case to hint or to suggest (Webster's Seventh New Collegiate Dictionary, 1967). The book's references may leave the evaluator with little more than a hint of how

important the father's role in childrearing is. Yet the evaluator must choose one score based on that inference, placing a great reliance on the evaluator's impressions of the references to the father's roles. In the case of Thresholds to Adult Living, most of the book's references gave this writer the impression that the father has an important role of his own in childrearing. According to the evaluation system, this characteristic rates a score of three for the fifth category, "Type of Reference in the Textbook."

Pictures in the Textbook

The final category was concerned with "Pictures in the Textbook." It seemed helpful to this writer to make columns on paper to represent the childrearing pictures, which fall into the following categories: men alone, women alone, men and women together, and children alone or in groups. A mark was placed under the appropriate heading for each picture. The marks were counted and totals were matched with the description which most nearly represented the proportion of each type of picture. The problem encountered here was that not all possible combinations of the four types of pictures were represented in the evaluation system. The pictures showing children alone greatly outnumbered any of the other categories. Therefore, the statement reading, "The majority of childrearing pictures show children alone or in groups, without adults" was chosen as most representative, although the pictures of children did not quite make up a majority of the pictures. The score which resulted for the final category, "Pictures in the Textbook," was zero.

Final Score

After evaluating the book according to all seven categories, a score was recorded to represent the total of scores for the categories.

A summary of the scores of the categories follows:

I. Aspects of Child Development in the Textbook	3
II. Role Emphasis in the Textbook	3
III. Text of the Textbook	2
IV. Role Definition in the Textbook	3
V. Age of Child Depicted in the Textbook	3
VI. Type of Reference in the Textbook	3
VII. Pictures in the Textbook	0

These scores were added for a total of 17. When compared with the values in the evaluation system, 17 falls in the range of scores corresponding to the value of 'Excellent.'

Two things were evident to this writer after the evaluation system was used to evaluate a sample textbook:

1. The system does not take into consideration the relative values of the seven different categories in relationship to one another. It seems possible that some of the categories may be more vital than some others; yet, the system gives equal weight to each of the seven categories.

2. The effectiveness of the evaluation system relies heavily on the evaluator's careful reading and interpretation of the textbook material in relation to the categories of the evaluation system.

Summary

The opinions expressed by the experts have been reported in this chapter along with the evaluation system which resulted from combining the statements within each category which received similar responses from the experts. The trial of the evaluation system with a sample textbook was also included in Chapter IV. The conclusions, summary, and recommendations of this study will be found in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The development of an evaluation system to assess the suitability of available textbooks for high school boys studying the father role in child development units of family living classes was the goal of this study. The anticipated application of the study was that the evaluation system could serve as a guide for the family living teacher who must select an appropriate textbook. The evaluation system which resulted from the study was based upon the opinions of 22 child development experts, concerning the most suitable emphasis and format for such textbooks. The experts were recommended for participation in the study because of their expertise in the field of child development by Dr. James Walters, a child development researcher and writer.

Each of the experts completed an opinionnaire which consisted of a series of 38 statements representing possible characteristics of different textbooks. The 38 statements were grouped into 7 categories and represented (1) the differences found by the writer during a review of currently available textbooks, and (2) some characteristics added by the writer to expand the range of possibilities within each of the seven categories. The types of differences shown by the seven categories were: (1) Aspects of Development in the Textbook, (2) Role Emphasis in Textbook, (3) Text of the Textbook, (4) Role Definition in the Textbook, (5) Age of the Child Depicted in the Textbook, (6) Type of Reference in

the Textbook, and (7) Pictures in the Textbook.

Each of the 38 statements in the opinionnaire was accompanied by four numerically scaled responses, which represented four degrees of suitability which each statement might have for use by high school boys studying child development in family living classes. The responses and their numerical values were Excellent, three; Good, two; Poor, one; and Unacceptable, zero. The experts were asked to indicate which of the four responses was most appropriate for each of the 38 statements in the opinionnaire. In addition to the 38 statements, the opinionnaire asked the experts to answer one question which dealt with whether a well-written book could be expected to be suitable for both boys and girls studying child development in family living classes.

After the opinionnaire was returned by all 22 experts, the percentage of responses was figured for each of the statements. For each of the 38 statements, each response was multiplied by its numerical value. The products of this multiplication were then added together and divided by the number of responses, which was 22. This resulted in a mean value for each of the 38 statements, which were then compared within each category to determine which statement had the highest mean value within each category.

For conversion of the results of the opinionnaire into the evaluation system, all of the possible mean values were divided into four groups which were then assigned whole number values similar to the original numerically scaled values. Within each category, all of the statements with like values were combined into single statements or paragraphs to represent each of the values. The completed evaluation system instructed the evaluator to thoroughly read the child development

portion of the textbook to be evaluated, so that the statement or paragraph within each category which most nearly represented the book could be determined. The values of the most representative statements or paragraphs were to be recorded and added together for a final score which was to be compared with the scores of other books or with the range of values representative of the original responses of Excellent, Good, Poor, and Unacceptable. Using the completed evaluation system, the researcher evaluated one book, which was randomly selected from the state list of adopted books (State of Oklahoma, 1974).

Conclusions

The following conclusions of the study were based upon the response of the experts to the statements within the seven categories of the opinionnaire and to the one question:

1. The experts were very favorable (95.45 percent) toward a textbook which would give nearly equal emphasis to the four child development aspects of physical, emotional, social, and intellectual development.

2. The majority of the experts (86.36 percent) preferred that a book give noticeably more emphasis to the teenage boy's future role as a father than to his present opportunity as a baby-sitter.

3. All twenty-two of the experts (100 percent) accepted the text of a textbook which usually uses a term such as 'parent' or 'adult' to depict either the father or the mother participating in childrearing tasks.

4. The textbook which defines and/or depicts a range of variations that a 'good' father could play was considered desirable by most of the

experts (95.45 percent).

5. Nearly all of the experts (95.45 percent) agreed that a book should depict a father's childrearing role with reference to children of all ages, from infancy through adulthood.

6. A textbook used for teaching child development to high school boys enrolled in family living classes should infer that the father has an important role of his own in childrearing, according to the experts (100 percent).

7. The book with an equal number of pictures of men alone, women alone, and men and women sharing together in childrearing was considered desirable by all of the experts (100 percent). The experts also approved of a book showing men and women together in one-half of the pictures with the other half equally divided between pictures of men alone and women alone (90.91 percent). Another combination approved by the experts (63.63 percent) had men and women sharing together in all or nearly all of the childrearing pictures.

8. The experts as a group rejected all statements concerning pictures and text which were more representative of one parent than the other.

9. It was believed by all of the experts (100 percent) that a well-written textbook could be suitable for both boys and girls enrolled in family living classes.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. It is recommended that the findings of this study be made

available to all Oklahoma home economics teachers who teach family living classes.

2. It is suggested that the findings of this study be made available to those publishers whose companies print textbooks which might be considered for use in family living classes.

3. It is also suggested that the committee which makes decisions concerning the adoption of books for Oklahoma schools consider adapting the standards of the evaluation system into their selection criteria for family living books.

4. It is proposed that the evaluation system be submitted to the 22 child development experts consulted in the study so that they might recommend revisions in the system.

5. It is recommended that the evaluation system be tested by a larger number of evaluators, so that revisions and improvements can be considered.

6. It is also proposed that further research be undertaken concerning the possibility that the seven categories of the evaluation system should be assigned varying values according to their significance.

7. It is also recommended that a similar study be conducted to determine the most desirable characteristics of a book which is intended for use by both boys and girls studying child development in family living classes.

8. It is further recommended that research be done to consider the suitability of audio-visual aids and other teaching materials for use in teaching child development in family living classes which include boys and girls.

9. The researcher recommends that teachers of family living

classes should become keenly aware of their own attitudes toward the role of the man in the family in order to avoid the display of any unintentional biases which might have a negative influence on the students' perception of that role.

A SELECTED BIBLIOGRAPHY

- Abbott, Janet M. "Men in the Kindergarten." Education Digest, XXXIII (April, 1968), p. 45.
- Avery, Curtis E., and Margie R. Lee. "Family Life Education: Its Philosophy and Purpose." The Family Life Coordinator, XIII (April, 1964), pp. 27-37.
- Baker, Katherine R., and Xenia F. Fane. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1967.
- Barclay, Marion S., et al. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw Hill Book Co., 1972.
- Bartemeir, Leo. "The Contribution of the Father to the Mental Health of the Family." American Journal of Psychiatry, CX (October, 1953), pp. 277-280.
- Benedek, Therese. "Parenthood as a Developmental Phase: A Contribution to the Libido Theory." Journal of the American Psychoanalytic Association, VII (July, 1959), pp. 389-417.
- Benson, Leonard. Fatherhood: A Sociological Perspective. New York: Random House, 1968.
- Bernard, Harold W. Human Development in Western Culture, 2nd ed. Boston: Allyn and Bacon, Inc., 1966.
- Best, John W. Research in Education, 2nd ed. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.
- Bezant, Rozelle K. "Marriage and Family Living in the Homemaking Curriculum." Journal of Home Economics, LVII (January, 1965), pp. 12-16.
- Blood, Robert O., Jr. "Long-Range Causes and Consequences of the Employment of Married Women." Journal of Marriage and the Family, XXVII (February, 1965), pp. 43-47.
- Boys and Girls Study Homemaking and Family Living. Washington, D.C.: U. S. Printing Office, Vocational Bulletin, Number 245, Home Economics Number 27, 1951.
- Brisbane, Holly. The Developing Child. Peoria, Illinois: Charles A. Bennett Co., Inc., 1971.

- Brodbelt, Samuel. "Using Mathematical Criteria for Selecting Social Studies Textbooks." Clearinghouse, XLVI (April, 1972), pp. 487-492.
- Bronfenbrenner, Urie. "The Changing American Child." Journal of Social Issues, XVII No. 1, 1961, pp. 6-18.
- Cooper, Jean. "Home Economics and the Women's Movement." Forecast for Home Economics, XVII (April, 1972), pp. 21, 57.
- Cox, F. N. "An Assessment of Children's Attitudes Toward Parent Figures." Child Development, XXXIII (March, 1962), pp. 821-830.
- Craig, Hazel T. Thresholds to Adult Living, 2nd ed. Peoria, Illinois: Charles A. Bennett Co., Inc., 1969.
- Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Co., 1967.
- Cross, Aleene. Introductory Homemaking. Philadelphia: J. B. Lippincott Co., 1970.
- Drachler, Norman. "Shortcomings of American Textbooks." National Association of Secondary School Principals Bulletin, LIV (April, 1970), pp. 15-25.
- Dunn, Marie S. "Marriage Role Expectations of Adolescents." Marriage and Family Living, XXII (May, 1960), pp. 99-107.
- Duvall, Evelyn M. "Teenage Boys and Family Living." Marriage and Family Living, XXIII (February, 1961), pp. 49-50.
- Dybwad, Gunnar. "Fathers Today: Neglected or Neglectful?" Child Study, XXIX (Spring, 1952), pp. 3-5.
- Dyer, Everett D. "Parenthood as Crisis: A Re-Study." Marriage and Family Living, XV (May, 1963), pp. 196-201.
- "Eliminating Textbook Bias." Intellect, CII (December, 1973), p. 141.
- Elliott, Essie L. "Boys Clamor for Courses in Dietetics." The Western Dietitian, I (October, 1926), pp. 17-20.
- Eron, Leonard D., et al. "Comparison of Data Obtained from Mothers and Fathers on Childrearing Practices and Their Relation to Child Aggression." Child Development, XXXII (1961), pp. 457-472.
- Fillmer, H. Thompson. "Sexist Teaching--What Can You Do?" Teacher, XCI (January, 1974), pp. 30-32.
- Fisher, Mary Ruth. "Home Economics for Boys." Journal of Home Economics, XIV (Feb., 1922), pp. 59-62.

- Fisher, Mary Ruth. "Home Economics for Boys." Journal of Home Economics, XIV (November, 1922), p. 540.
- Geiken, Karen F. "Expectations Concerning Husband-Wife Responsibilities in the Home." Journal of Marriage and the Family, XXVI (August, 1964), pp. 349-352.
- Good, Carter V., ed., Dictionary of Education. New York: McGraw Hill Book Co., 1973.
- Graves, Donna, James Walters, and Nick Stinnett. "Relationships Between Perceptions of Family Life and Attitudes Concerning Father-Son Interaction." Journal of Genetic Psychology, CXXIV (1974), pp. 303-310.
- Grygier, T., Joan Chesley, and Elizabeth W. Tutters. "Parental Deprivation: A Study of Delinquent Children." The British Journal of Criminology, IX (July, 1969), pp. 209-253.
- Hacker, Helen M. "The New Burdens of Masculinity." Marriage and Family Living, XIX (August, 1957), pp. 227-233.
- Harlow, Harry F., and Robert R. Zimmerman. "Affectional Responses in the Infant Monkey." Science, CXXX (August 23, 1959), pp. 421-432.
- Hatcher, Hazel M. and Mildred E. Andrews. Guide for Today's Home Living. Boston: D. C. Heath Co., 1966.
- Hedges, Janice N. "A Look at the Four-Day Workweek." Monthly Labor Review, XCIV (October, 1971), pp. 33-37.
- Herman, W. W. "Fathers: What Are You? Who Are You?" Adolescence, VIII (Spring, 1973), pp. 139-144.
- Jenkins, Gladys G., Helen S. Shacter, and William W. Bauer. These Are Your Children. Chicago: Scott, Foresman, and Co., 1966.
- Josselyn, Irene M. "Cultural Forces, Motherliness and Fatherliness." American Journal of Orthopsychiatry, XXVI (April, 1956), pp. 264-271.
- Landis, Judson T. "A Re-examination of the Role of the Father as an Index of Family Integration." Marriage and Family Living, XXIV (May, 1962), pp. 122-128.
- Lee, Margie R. "How Do Experts Define Family Life Education?" The Family Life Coordinator, XII (July-October, 1963), pp. 105-106.
- LeMasters, E. E. "Parenthood as Crisis." Marriage and Family Living, XIX (November, 1957), pp. 352-355.
- Lester, Richard I. "Try Out This Checklist for Evaluating New Text-books." Nation's Schools, LXXXV (January, 1970), pp. 97, 122.

- Lynn, David B. "The Husband-Father Role in the Family." Marriage and Family Living, XXIII (August, 1961), pp. 295-296.
- Lynn, David B. "Social Development, Identification, and Emotional Behavior," in Ellis D. Evans, ed., Children: Readings in Behavior and Development. New York: Holt, Rinehart, and Winston, Inc., 1968.
- Lynn, David B. and William L. Sawrey. "The Effects of Father-Absence on Norwegian Boys and Girls." Journal of Abnormal and Social Psychology, LIX (September, 1959), pp. 258-262.
- Montagu, Ashley. "Every Day is Father's Day." Parents' Magazine and Better Homemaking, XL (June, 1965), pp. 43, 95-97.
- Mussen, Paul and Luther Distler. "Child-Rearing Antecedents of Masculine Identification in Kindergarten Boys." Child Development, XXXI (March-December, 1960), pp. 89-100.
- Nash, John. "The Father in Contemporary Culture and Current Psychological Literature." Child Development, XXXVI (March, 1965), pp. 261-297.
- Nye, F. Ivan and Lois W. Hoffman, eds. The Employed Mother in America. Chicago: Rand McNally, 1963.
- Oklahoma Department of Vocational and Technical Education. Human Development and the Family. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1969.
- Osborne, Ruth F. "Boys and Family-Life Education." Marriage and Family Living, XXIII (February, 1961), pp. 50-52.
- Quigley, Edward J. "A-V's Fine, but not if it Makes Books Unimportant." American School Board Journal, CLX (February, 1973), pp. 53-54.
- Payne, Donald E. and Paul H. Mussen. "Parent-Child Relations and Father Identification Among Adolescent Boys." Journal of Abnormal and Social Psychology, LII (1956), pp. 358-362.
- Pearlin, Leonard and Melvin L. Kohn. "Social Class, Occupation, and Parental Values: A Cross-National Study." American Sociological Review, XXXI (August, 1966), pp. 466-479.
- Recommendations and Composite Report of Forum Findings: Golden Anniversary White House Conference on Children and Youth. Washington, D.C.: U. S. Government Printing Office, 1960, p. 12.
- Reiff, Florence M. Steps in Home Living. Peoria, Illinois: Charles A. Bennett Co., Inc., 1966.
- Rosenberg, Max. "Evaluate Your Textbooks for Racism, Sexism!" Educational Leadership, XXX (November, 1973), pp. 107-109.

- Rosenberg, Max. "Textbooks: Do They Meet Fair Minority Standards?" Educational Leadership, XXX (November, 1973), pp. 141-143.
- Schell, Frank R. "Let's Write Textbooks for the Students!" School Shop, XXII (June, 1973), pp. 21-22.
- Seiders, Florence. "Learning With Children." Forecast for Home Economics, XV (November, 1969), pp. 34-35, 48-49.
- State of Oklahoma, Department of Education, Division of Free Textbooks. Annual Textbook Requisition and Inventory, 1974-1975. Oklahoma City, Oklahoma: Impress Printing Co., 1974.
- Thurstone, Louis L. "Attitudes Can Be Measured," in Gene F. Summers, ed., Attitude Measurement. Chicago: Rand McNally and Co., 1970, pp. 127-141.
- Torres, Leonard. "Teachers' Guide to Selecting the Proper Textbooks." Industrial Education, XLII (May/June, 1973), pp. 24-25.
- Tortora, Phyliss. "Selection and Use of Text and Reference Books." Forecast for Home Economics, XIV (October, 1968), pp. 42-43.
- Udry, J. Richard. The Social Context of Marriage. Philadelphia: J. B. Lippincott Co., 1966.
- Walters, James and Nick Stinnett. "Parent-Child Relationships: A Decade Review of Research." Journal of Marriage and the Family, XXXIII (February, 1971), pp. 70-111.
- Walters, James and Nick Stinnett. "Should Family Life Education be Required?" Journal of Home Economics, LX (October, 1968), pp. 641-644.
- Webster's Seventh New Collegiate Dictionary. Springfield, Massachusetts: C. & G. Merriam, Co., 1967.
- Westly, William A. and Nathan B. Epstein. "Family Structure and Emotional Health: A Case Study Approach." Marriage and Family Living, XXII (February, 1960), pp. 25-27.
- "Why a Special Issue on Teaching Boys?" Forecast for Home Economics, XIX (November, 1973), p. 17.
- Williams, Jessamine C. "A Junior High School Course in Nutrition for Boys and Girls." Journal of Home Economics, XVII (September, 1925), pp. 513-516.

APPENDIX A
THE OPINIONNAIRE

The Letter Which Accompanied the Opinionnaire

10759 East Admiral Place
Lot 908
Tulsa, Oklahoma 74116
May 6, 1974

Dr. Robert Schuckert
Head of Department of Human Development
University of Alabama
University, Alabama 35486

Dear Dr. Schuckert:

As a part of the requirements for earning my Master of Science degree in Home Economics Education at Oklahoma State University, I plan to write a thesis tentatively titled, "The Development of an Evaluation System to Assess the Suitability of Available Textbooks for High-School Boys Studying Child Development in Family Living Classes."

You have been recommended to me as being knowledgeable in the field of fatherhood and child development by Dr. James Walters, Professor of Family Relations and Child Development at Oklahoma State University. Therefore, I am asking your cooperation in completing the enclosed opinionnaire and returning it to me in the stamped, self-addressed envelope. The opinionnaire involves the application of a rating scale to some possible characteristics of different textbooks. The results will be converted to an evaluation system which could serve as a guide for the selection of textbooks for use in teaching child development to high-school boys enrolled in family living classes. I will greatly appreciate your help.

Sincerely,

Jane Ann Henry

Enclosures

The Instruction Sheet Which Preceded the Opinionnaire

The items on the following pages are descriptions of some possible characteristics of different textbooks, which might be considered for use in teaching child development to high-school boys enrolled in family living classes. Rate each of the items according to the rating scale below. At the right of each item, place a check mark in the column below the number rating you have chosen. The items are grouped into categories, and within each category you may choose a number rating more than once or not at all. Be sure to rate each item.

For your convenience, you may detach this sheet and refer to the rating scale as you rate each item throughout the opinionnaire.

- | | | |
|---|--------------|---|
| 3 | Excellent | Characteristic of an ideal textbook for use in teaching child development to high-school boys enrolled in family living classes. |
| 2 | Good | Characteristic of a good textbook for use in teaching child development to high-school boys enrolled in family living classes. |
| 1 | Poor | Characteristic of a barely acceptable textbook for use in teaching child development to high-school boys enrolled in family living classes. |
| 0 | Unacceptable | Characteristic of a textbook which would be totally unacceptable for use in teaching child development to high-school boys enrolled in family living classes. |

Please use the back of this sheet for any additional comments or suggestions you may wish to make.

THE OPINIONNAIRE

I. ASPECTS OF DEVELOPMENT IN THE TEXTBOOK

- A. Total emphasis devoted to physical development of the child. Little or no emphasis on emotional, social, or intellectual development.
- B. Nearly equal emphasis on each of the four areas of physical, emotional, social, and intellectual development of the child.
- C. One-half of the emphasis devoted to physical development of the child, with the other half of the emphasis divided equally among the three areas of emotional, social, and intellectual development.
- D. One-half of the emphasis devoted to the physical development of the child, with one-fourth of the emphasis devoted to emotional development, and the remaining one-fourth equally divided between social and intellectual development.
- E. One-half of the emphasis devoted to emotional development, with the remaining one-half equally divided among social, intellectual, and physical development.

II. ROLE EMPHASIS IN THE TEXTBOOK

- A. Total emphasis on the teenage boy's present opportunity as a baby sitter. No mention of his future role as a father.
- B. Noticeably more emphasis on the teenage boy's present opportunities as a baby sitter than on his future role as a father.
- C. Equal emphasis on the teenage boy's present opportunity as a baby sitter and on his future role as a father.
- D. Noticeably more emphasis on the teenage boy's future role as a father than on his present opportunity as a baby sitter.
- E. Total emphasis on the teenage boy's future role as a father. No mention of his present opportunities as a baby sitter.
- F. No mention of the teenage boys future role as a father or his present opportunity as a baby sitter.

	Excellent	Good	Poor	Unacceptable
	3	2	1	0
A.				
B.				
C.				
D.				
E.				
A.				
B.				
C.				
D.				
E.				
F.				

III. TEXT OF THE TEXTBOOK

- A. The text of the book usually depicts the mother, rather than the father, participating in the childrearing tasks. (Example: It will be easier for a child to learn to drink from a cup if his mother only partially fills the cup.)
- B. The text of the book usually depicts the father, rather than the mother, participating in the childrearing tasks. (Example: It will be easier for a child to learn to drink from a cup if his father only partially fills the cup.)
- C. The text of the book usually depicts the mother participating in childrearing tasks, with the father as an alternative participant. (Example: It will be easier for a child to learn to drink from a cup if his mother only partially fills the cup. His father can do this if he is available and mother is busy.)
- D. The text of the book usually uses a term such as 'parent' or 'adult' to depict either the father or mother participating in the childrearing tasks. (Example: It will be easier for a child to learn to drink from a cup if an adult only partially fills the cup.)
- E. The text of the book is usually written in such a way that only the childrearing task itself is mentioned, without reference to who will participate in the task. (Example: It will be easier for a child to learn to drink from a cup if the cup is only partially filled.)

IV. ROLE DEFINITION IN THE TEXTBOOK

- A. Textbook defines and/or depicts a specific childrearing role which is described as the best role for most or all fathers to play.
- B. Textbook defines and/or depicts a range of variations in the childrearing roles that a 'good' father could play.
- C. Textbook defines and/or depicts only a few childrearing roles that some fathers play. (The traditional and democratic fathers, for example.)
- D. Textbook fails to define and/or depict any childrearing role for the father (other than his breadwinner role).

	Excellent	Good	Poor	Unacceptable
	3	2	1	0
A.				
B.				
C.				
D.				
E.				
A.				
B.				
C.				
D.				

V. AGE OF CHILD DEPICTED IN THE TEXTBOOK

- A. Textbook depicts the father's childrearing role with reference only to an infant. No reference to older children.
- B. Textbook depicts a father's childrearing role with reference only to a preschool child. No reference to children of other ages.
- C. Textbook depicts a father's childrearing role with reference to both an infant and a preschool child. No reference to children of other ages.
- D. Textbook depicts a father's childrearing role with reference to the infant, preschool child, and school-age child. No reference to children of older ages.
- E. Textbook depicts a father's childrearing role with reference to children of all ages, from infancy through adulthood.
- F. Textbook depicts a father's childrearing role with reference to children from the preschool age through adulthood. No reference to children in infancy.
- G. Textbook depicts a father's childrearing role with reference to children from school age through adulthood. No reference to children of infant or preschool ages.

VI. TYPE OF REFERENCE IN THE TEXTBOOK

- A. References to the father's role in childrearing infer that he serves only as an occasional 'mother substitute' or accessory parent.
- B. References to the father's role in childrearing infer that he has an important purpose of his own in childrearing.
- C. No references are made to the father's role in childrearing (other than his breadwinner role).

	Excellent	Good	Poor	Unacceptable
	3	2	1	0
A. Textbook depicts the father's childrearing role with reference only to an infant. No reference to older children.				
B. Textbook depicts a father's childrearing role with reference only to a preschool child. No reference to children of other ages.				
C. Textbook depicts a father's childrearing role with reference to both an infant and a preschool child. No reference to children of other ages.				
D. Textbook depicts a father's childrearing role with reference to the infant, preschool child, and school-age child. No reference to children of older ages.				
E. Textbook depicts a father's childrearing role with reference to children of all ages, from infancy through adulthood.				
F. Textbook depicts a father's childrearing role with reference to children from the preschool age through adulthood. No reference to children in infancy.				
G. Textbook depicts a father's childrearing role with reference to children from school age through adulthood. No reference to children of infant or preschool ages.				
A. References to the father's role in childrearing infer that he serves only as an occasional 'mother substitute' or accessory parent.				
B. References to the father's role in childrearing infer that he has an important purpose of his own in childrearing.				
C. No references are made to the father's role in childrearing (other than his breadwinner role).				

VII. PICTURES IN THE TEXTBOOK

- A. The majority of pictures show men participating in child-rearing activities individually. Few or none of the pictures show women participating in childrearing activities individually or men and women sharing together in childrearing activities.
- B. The majority of pictures show women participating in childrearing activities individually. Few or none of the pictures show men participating in childrearing activities individually or men and women sharing together in child-rearing activities.
- C. The majority of pictures show men and women sharing together in childrearing activities. Few or none of the pictures show men or women participating in childrearing activities individually.
- D. The majority of pictures show children alone or in groups. Few or none of the pictures show adults participating in childrearing activities.
- E. The textbook has no pictures of any kind.
- F. The number of pictures is equally divided among those which show men participating in childrearing activities individually those which show women participating in childrearing activities individually, and those which show men and women sharing together in childrearing activities.
- G. One-half of the pictures show men and women sharing together in childrearing activities. The remaining one-half is equally divided between those which show men participating in child-rearing activities individually and those which shown women participating in childrearing activities individually.
- H. One-half of the pictures show women participating in child-rearing activities individually. The remaining one-half is equally divided between those which show men participating in childrearing activities individually and those which show men and women sharing together in childrearing activities.

	Excellent	Good	Poor	Unacceptable
	3	2	1	0

* * *

Please mark your answer to the following question:

In your opinion, is it reasonable to expect that a well-written textbook could be suitable for teaching child development to BOTH boys AND girls enrolled in high-school family living classes?

___ Yes ___ No ___ Undecided

APPENDIX B

THE TWENTY-TWO CHILD DEVELOPMENT EXPERTS
CONSULTED IN THE STUDY

THE TWENTY-TWO CHILD DEVELOPMENT EXPERTS CONSULTED IN THE STUDY

<u>Name</u>	<u>Present Employment</u>	<u>Location</u>
Dr. Stephen R. Bollman	Department of Family Relations & Child Development Kansas State University	Manhattan, KS
Dr. Sharon Price Bonham	Department of Child & Family Development University of Georgia	Athens, GA
Dr. Ruth E. Brasher	Extension Specialist Utah Extension Service	Provo, UT
Dr. Don C. Carter	Department of Child & Family Development Utah State University	Logan, UT
Dr. Victor A. Christopherson	Child Development & Family Relations Department University of Arizona	Tuscon, AZ
Dr. Stanley Fowler	Department of Home & Family Life Texas Tech University	Lubbock, TX
Dr. Mary Hicks	Department of Home & Family Life Florida State University	Tallahassee, FL
Dr. Theodore B. Johannis, Jr.	E. C. Brown Center for Family Studies	Eugene, OR
Dr. Robert Keim	School of Home Economics Northern Illinois University	Dekalb, IL
Dr. Mary Massey	School of Home Economics Oregon State University	Corvallis, OR

<u>Name</u>	<u>Present Employment</u>	<u>Location</u>
Dr. Joseph Maxwell	School of Home Economics Virginia Polytechnic Institute	Blacksburg, VA
Dr. Evelyn I. Rouner	Family Life & Childhood Education Department Central State University	Mount Pleasant, MI
Dr. Joseph S. Rowland	Department of Child Development & Family Relations University of Alabama	University, AL
Dr. John Santrock	Department of Child & Family Development University of Georgia	Athens, GA
Dr. Robert Schuckert	Department of Human Development University of Alabama	University, AL
Dr. Jay D. Schvaneveldt	Department of Child Development & Family Relations Utah State University	Logan, UT
Dr. Laurence E. Smardan	Department of Home Economics Fresno State College	Fresno, CA
Dr. Nick Stinnett	Department of Family Relations & Child Development Oklahoma State University	Stillwater, OK
Dr. Marjorie Stith	College of Home Economics Kansas State University	Manhattan, KS
Dr. James Walters	Department of Child & Family Development University State University	Athens, GA
Dr. Joyce Williams	Department of Home & Family Life Florida State University	Tallahassee, FL
Dr. Althea Wright	Department of Family Relations & Child Development Oklahoma State University	Stillwater, OK

APPENDIX C

SELECTED BOOKS WHICH INCLUDE THE TOPIC OF CHILD
DEVELOPMENT AND HAVE BEEN ADOPTED FOR USE IN
SECONDARY HOME ECONOMICS CLASSES IN OKLAHOMA

<u>Class</u>	<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Date</u>
Grade 7	Exploring Home and Family Living, 3rd Ed.	Fleck, Henrietta Fernandez, Louise Munves, Elizabeth	Prentice Hall, Inc.	1971
	Steps in Home Living	Reiff, Florence M.	Chas. A. Bennett Co., Inc.	1971
Grade 8	Teen Guide to Homemaking, 3rd Ed.	Barclay, Marion S. Champion, Frances Brinkley, Jeanne Funderbunk, Kathleen	Webster Division	1972
	Introductory Homemaking	Cross, Aleene	J. B. Lippincott Co.	1970
	Young Living	Clayton, Nanalee	Chas. A. Bennett Co., Inc.	1970
Grade 9	Enjoying Family Living	Cross, Aleene	J. B. Lippincott Co.	1967
	Learning About Children	Shuey, Rebekah M. Woods, Elizabeth L. Young, Ester Mason	J. B. Lippincott Co.	1969
	Homemaking for Teen-agers, Book 1	McDermott, Irene Nicholas, Florence	Chas. A. Bennett	1970
Grade 10	Child Care and Development	Ames, Louise	J. B. Lippincott	1970
	Understanding and Guiding Young Children, 2nd Ed.	Baker, Kathleen R. Fane, Xenia T.	Prentice Hall, Inc.	1971
	Homemaking for Teen-agers, Book Two	McDermott, Irene Nicholas, Florence	Chas. A. Bennett Co.	1972
Grade 11	Personal Adjustment, Marriage, and Family Living, 5th Ed.	Landis, Judson T. Landis, Mary G.	Prentice Hall, Inc.	1970
	Personal Perspectives	Paolucci, Beatrice Faiola, Theodore Thompson, Patricia	Webster Division	1973

<u>Class</u>	<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Date</u>
Grade 12	Child Growth and Development, 4th Ed.	Hurlock, Elizabeth B.	Webster Division	1970
	Your Marriage and Family Living, 3rd Ed.	Landis, Paul H.	Webster Division	1969
	Relationships: A Study in Human Behavior	Westlake, Helen Gum	Ginn and Company	1972
Homemaking for Boys	Managing Livingtime	Raines, Margaret	Chas. A. Bennett Co.	1966
Mixed Homemaking Classes	Thresholds to Adult Living	Craig, Hazel	Chas. A. Bennett	1970
	Married Life	Riker, Audrey P. Brisbane, Holly E.	Chas. A. Bennett	1970

VITA

Jane Ann Henry

Candidate for the Degree of

Master of Science

Thesis: THE DEVELOPMENT OF AN EVALUATION SYSTEM TO ASSESS THE
SUITABILITY OF AVAILABLE TEXTBOOKS FOR HIGH SCHOOL BOYS
STUDYING THE FATHER ROLE IN CHILD DEVELOPMENT UNITS OF
FAMILY LIVING CLASSES

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, June 10, 1950, the daughter
of Mr. and Mrs. John P. Wright; married to Robert E. Henry,
May 26, 1970.

Education: Attended grade school and junior high school in
Collinsville, Oklahoma; graduated from Collinsville High
School, Collinsville, Oklahoma, in May, 1968; received the
Bachelor of Science degree from Oklahoma State University,
Stillwater, Oklahoma in January, 1972, with a major in
Vocational Home Economics Education; attended Texas Woman's
University, 1972-1973; completed requirements for the Master
of Science degree at Oklahoma State University in July, 1975.

Professional Experience: Vocational Home Economics Teacher,
Callisburg High School, Gainesville, Texas, September, 1972 -
June, 1973; Substitute teacher, Tulsa Public Schools,
February - March 1974; Home Economics Teacher, Monroe Junior
High School, Tulsa, Oklahoma, March - May, 1974; Graduate
Teaching Assistant in Home Economics Education, Division of
Home Economics, Oklahoma State University, Fall, 1974;
Substitute teacher, Tulsa Public Schools, January - March,
1975.

Professional Organizations: American Home Economics Association;
Oklahoma Home Economics Association; Phi Kappa Phi.