

THE EFFECTS OF SHORT-TERM CLASSES IN
MARRIED LIFE, CONDUCTED BY GEM
EDUCATIONAL SERVICES, ON
SPOUSAL ATTITUDES OF
CHRISTIAN COUPLES

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1988

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PREFACE

This study was made to determine if married attitudes could be effectively improved by means of an educational intervention. A short term class was developed by GEM Educational Services served as the base for this work. The topics dealt with in the seminar included effective communication skills, parenting methods, conflict resolution techniques, family financial management, how to establish intimacy, and discussion of the stages in the marriage life cycle.

Five classes were scheduled in four churches and one Air Force chapel, but a sixth class was added during the study because one pastor failed to follow the established criteria for recruitment, resulting in usable data from fewer participants. Another class was cancelled for lack of participants, two days before the scheduled pre-test. With these two exceptions, this study was personally rewarding and gratifying.

I wish to express my sincere gratitude to the churches participating in this study;: Shandon Baptist Church, Columbia, South Carolina; Base Chapel, Vance Air Force Base, Oklahoma; Calvary Baptist Church and Emmanuel Baptist Church, Enid, Oklahoma; First Baptist Church, Clearfield, Utah.

I wish, also, to express my profound appreciation to my major adviser, chairperson of my advisory committee, Dr. Melvin D. Miller, and my dissertation adviser, Dr. Robert Nolan, for their wise counsel, sensitive concern, practical guidance, and exemplary models as adult

educators.

I am also grateful to the other members of my advisory committee: Dr. James P. Key, for his outstanding ability in teaching research techniques; Dr. John K. Rusco, for his trenchant insights into marital counseling; and Dr. Robert Wicklein, for his invaluable encouragement during my graduate studies.

Special thanks are given to Mrs. Kay Porter for her support in typing the dissertation and successfully guiding it through the pressing deadlines, to Dr. David Fournier for this gracious permission and indispensable help in the use of his test instrument, ENRICH, and to Mrs. Iris McPherson of Oklahoma State University Computer Center for her valiant rescue of me from the deep, turbulent waters of data processing.

My deepest gratitude is expressed to my wife, ZoDell, an extraordinary proofreader, who also has been my conventurer in our own growing, exciting marriage of 36 years. This work is dedicated to her and to the products of that growth and excitement: Faith, Hope, and Mark. And through them to Ryan and Aaron; Rachel and Jordan; and one-week old Austin, as the exciting growth continues . . .

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CHAPTER I

THE PROBLEM

Introduction

The institution of marriage, as a lifelong commitment, is an endangered species. The most recent data reveal that one divorce is granted for every two marriages contracted in this country (Statistical Abstract of the United States, 1988) and projections for the near future indicate that the rate, though decreasing slightly, will remain near 50 percent in the divorce-to-marriage ratio. A prediction made nearly a decade ago indicated that if the rate of divorce continued at its 1960 to 1970 rate, by 1990 nearly one-third of all American children will be subjected to their parent's divorces before they complete their public education (Glick and Axelson, 1979). Unfortunately, the rate has risen.

Many factors have contributed to the deterioration of American marriages and the resulting dissolution of basic family units: stresses of the modern world; economic pressures necessitating the employment of both spouses outside the home; the relaxation of moral and ethical commitment to the vows "until death do us part"; the mobility of society that removes one from the support systems of family, friends, and church; the disintegration of traditional sexual ethics, and a myriad of other forces (Andolfi and Zwerling, 1980; Bernard, 1972; Nadelson and Polonsky, 1984; and Smith and Reid, 1986a).

This phenomenon of fragmenting marriages in America causes much concern--bordering on alarm--to those who see the family as the basic societal unit and believe that the future of our national life depends on a strong, stable family life. Foremost among those convinced that an assured future for America depends on a reversal of the present trend in the dissolution of marriages and a restoration of traditional family values is a large number of the Christian churches. Acting from this conviction, many of America's churches are addressing the needs of the families in their congregations and communities by offering courses to assist in the improvement of married and family life (Leonard, 1982).

Background and the Problem

The education of adherents to the Faith has been a priority of the Christian community from its earliest history. But most of this education has been in the form of catechism, Bible studies, doctrinal classes, and church history. Only recently has the effort been undertaken to directly address the needs of the family by offering courses in such subjects as communication skills, interpersonal relationships, family financial management, conflict management, parenting techniques, and other similar areas of married and family life (Mace and Mace, 1977).

As a consequence of this recent development, many churches are offering courses in family life, conducted either internally by their professional staffs or externally by specialists in educational services. However, extremely limited data have been gathered on

evaluations of either mode. Consequently, the effectiveness of such educational programs has not been determined. Baruth and Huber (1984) write:

Critical analysis of marriage-enrichment programs has been reported by several writers, including both critics and advocates of the movement. These analyses are generally critical of marriage-enrichment programs on two issues: the ethics of recruitment and the lack of methodological research to substantiate success claimed for the programs (p. 219).

Hawes (1984) made a comparison study of the Adlerian-based "Couples Growing Together" in both short- and long-course formats (one day-eight hours versus eight week-sixteen hours) and concluded that the long course was more effective than the short course in improvements of marital satisfaction and communication. Even so, there is a lack of information concerning the overall effectiveness of such courses, whether short- or long-term, in reversing the present trend of a steady decline in the traditional values of American family and married life.

Statement of the Problem

The problem leading to this study is the accelerating deterioration of the quality of married life resulting in an increasing number of the dissolutions of marriages.

Purpose of the Study

The purpose of this study was to determine the effectiveness of church-sponsored married life classes, conducted by GEM Educational Services, in improving the attitudes of Christian spouses toward their

marriages. This study involves the field testing of an educational program to determine its effectiveness so that a needed program can be provided to churches to facilitate their dual efforts in improving the quality of marriages among their constituents and aid in reversing the upward trend in the fragmentation of married and family life.

Research Hypotheses

Based on the purpose of this study, 24 alternative hypotheses were developed:

Ho1: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning idealistic distortion.

Ho2: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning marital satisfaction.

Ho3: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning personality issues.

Ho4: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning communication.

Ho5: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning conflict resolution.

Ho6: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning financial management.

Ho7: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning leisure activities.

Ho8: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning sexual relationship.

Ho9: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning children and marriage.

Ho10: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning family and friends.

Ho11: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning equalitarian roles.

Ho12: There is a significant increase in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning religious orientation.

Ho13: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning idealistic distortion

Ho14: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning marital satisfaction.

Ho15: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-

term classes in married life, concerning personality issues.

Hol6: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning communication

Hol7: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning conflict resolution.

Hol8: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning financial management.

Hol9: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning leisure activities.

Ho20: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning sexual relationships.

Ho21: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning children and marriage.

Ho22: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning family and friends.

Ho23: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning equalitarian roles.

Ho24: There is a significant increase in post-test over pre-test

term classes in married life, concerning religious orientation.

Definition of Terms

The following definitions are furnished to provide the meanings of terms and their usages throughout this study.

ENRICH - ENRICH is a research-based instrument with an established validity and reliability designed "to evaluate the effectiveness of counseling interventions or educational programs" (Fournier, Olson, and Druckman, 1983, p. 230).

GEM Educational Services - GEM is an acronym for "Growing Exciting Marriages" and GEM Educational Services is a private organization that was established to provide short-term classes in married and family life under the sponsorship of local churches.

Married Life - This term refers to those dynamics within a marriage that exists between spouses. It includes interpersonal skills, coping with crises, conflict resolution, techniques in communication, effective parenting, and family financial management.

Participant - This term refers to a member of the sample who will voluntarily attend classes on married life, to be conducted by GEM Educational Services and sponsored by a local church or military chapel.

Pre-Test and Post-Test - These terms refer to the ENRICH Inventory, assesses marital attitudes, to be administered to the participants one day prior to and two weeks following their participation in married life classes.

Short-Term Classes - This term refers to periods of educational

activities for five consecutive days, two-sessions-per-day, with each session lasting one and one-half hours, totaling 15 hours.

Assumptions

The following conditions are assumed during this study:

1. The socioeconomic levels of the sample spouses are representative of those typically of many American Protestant Churches.
2. The degree of religious commitment of the sample spouses are representative of the members of many American Protestant churches.
3. The length and quality of marriages of the sample spouses are representative of the members of many American Protestant churches.

Limitations and Scope of Study

The following conditions describe the limitations and scope of this study.

1. Implications of this study may not be applicable to similar programs offered by other organizations.
2. Participants will be those who volunteer from the membership of selected congregations and will consist of married couples, who have no serious marital problems which may warrant individual or private conjoint therapy.
3. Sample spouses of the study will be volunteers from the congregations of four civilian churches and one military chapel.
4. Congregations providing participants and sponsoring classes during this study are: Shandon Baptist Church, Columbia, South Carolina; Central Christian Church and Emmanuel Baptist Church, Enid,

Oklahoma; Base Chapel, Vance Air Force Base, Oklahoma; and First Baptist Church, Clearfield, Utah. These congregations responded positively to inquiries concerning their participation in this study.

5. The observation will be limited to a pre-test measurement administered to the participants one day prior to the first session and a post-test administered two weeks after the final session.

6. The study sample will be limited to 40 couples, ten from each of the three larger congregations (over 500 members) and five from both of the smaller congregations (less than 500 members), for a total of 80 participants.

Summary and Organization of the Study

The number of failing marriages is increasing each year in America (Statistical Abstract of the United States, 1988). Churches are attempting to reverse this trend and to improve the quality of married life among their congregants and communities by offering classes in married and family life. Because the effectiveness of such classes has not been fully established, a need exists to evaluate the effect of married life classes on improving the quality of life within marriage as it is reflected in the attitudes of the spouses toward their marriages and each other. This study attempts to meet that need and consists of five chapters.

Chapter I introduced the study and presented the problem, purpose, and research hypotheses. It also defined the terms to be used and described the limitations and scope of the study. Chapter II includes a review of literature germane to this study with special emphases on attitudes in spousal relationships and the process of improving them by

means of educational interventions. Chapter III explains the methodology used in terms of research design, procedures, and the statistical techniques used in analyses. It also sets forth the statistical (null) hypotheses. Chapter IV describes the findings of the study. Chapter V contains a summary, the conclusions, and recommendations resulting from the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The present study is an attempt to determine the effectiveness of short-term married life classes in improving the attitudes of married couples toward their married life. Since there is a severe shortage of studies directly addressing this study, this review of literature explores literature in closely related areas. The areas providing substantial insight and valuable assistance in objectively conducting this study are those that establish a need for educational interventions, pertain to the dynamics of the marriage relationship as distinguished by healthy and unhealthy marital attitudes, explore the various times when marriages are more subject to problems, and survey the few similar studies which have been accomplished in related programs.

The review of literature is divided into four sections as follows:

(1) The Need for Marriage Education Intervention, (2) Healthy and Unhealthy Attitudes in Marriage, (3) Times of Vulnerability to Marital Stress, (4) Similar Studies of Related Programs, (5) Review of Instruments, and (6) Summary of Literature Review.

These sections readily relate to the present study in establishing a need for married life educational programs, focusing on the immense impact of spousal attitudes on the marital relationship, setting forth

the variations in kind and intensity of stresses on a changing marriage, and weighing the results produced in similar studies. The review of instruments is appended to this chapter.

The Need for Marriage Education Interventions

". . . in sickness and in health, for richer or for poorer, for better or for worse . . .," so say the vows to which many couples subscribe on their wedding day. But the divorce rate indicates that a large number of those couples are too idealistic to envision their suffering the lesser of those options. They enter marriage, according to Steinmetz (1980), in a "Dream World Stage" with an unrealistic view of what they are beginning. However, a short time after the wedding ceremony, realism causes many, to experience "worse" almost as frequently as "better." Crosby (1973) faults society for programming married couples for disillusionment in marriage by emphasizing unrealistic and purely romantic expectations that are shattered when the day-to-day realism of marriage replaces those fantasies.

One needs only to read the "vital statistics" in most hometown newspapers, reports of marriage licenses issued and divorce actions granted, to discover the disparity between what friends viewed as an ideal marriage and the conclusion reached by the married couple. Glick and Kessler (1974) describes marriage as a great disappointment for many couples who stream into counselors' offices to report nagging wives and stingy husbands. But, not all couples in troubled marriage decide on either divorce or counseling. Fullerton (1972, p. 382) describes the marriages of some couples as "psuedomutual

relationships" in which the couple "are more concerned with maintaining a sense of relatedness than with relating to each other." She further depicts such marriages as stagnant, ritualistic, stifling, and bland--precisely the opposite of what marriage can be at its optimum: dynamic, spontaneous, nurturing, and exciting.

Therefore, it follows that a couple, whose marriage is less satisfying than its potential allows, have only three options: (a) sever the relationship through separation or divorce, (b) seek counseling in an attempt to cure its ills, or (c) refuse to admit existing shortcomings and instead, establish a pseudomutuality based on a pretense that all is well. The last option usually serves only as an interim measure, though sometimes an extended one, ultimately yielding to one of the other options (Fullerton, 1972).

An educational intervention offers a better alternative to the three options listed above. Satir (1975), pleading for an emphasis on family life education, writes:

Today it is possible to hear people saying with a sense of urgency that we need more and better family life education. Much of this concern probably is related to the increasing threat of the breakdown of the modern family, the evidence of which we can see all around us. Perhaps more of the concern is related to desperate attempts to avoid personal or social catastrophes. Probably at least as much concern has to do with people knowing somewhere within themselves that they could get more out of their lives as family members if only they knew how (p. 5).

Mace (1975) confesses that he once held the belief that a sufficient number of trained professional counselors could reduce the marriage-failure rates to an acceptable level and because of that conviction, he had given most of his life to developing marriage counseling programs on an international scale. He writes:

It was only when a heart attack stopped me in my tracks and gave me time to think that I saw at last the irrefutable logic of the old adage that prevention is better than cure. It became painfully clear that as long as our interventions in marital and family dysfunction were remedial only, we would make only a limited impact on the state of family life in our culture as a whole. To wait until couples are in serious trouble is to choose the worst possible strategic ground for the application of our hard-won knowledge and skill. This seems eloquently demonstrated by the fact that we now have tens of thousands of highly skilled and dedicated professionals involved in marriage and family counseling--and the family is sinking deeper and deeper in a sea of trouble (p. 33)

Malamud (1975) comes to a similar conclusion and writes concerning his work in designing an adult education course in self-understanding.

My interest in such a course grew as I came to realize that there are too few therapists to meet the needs of all who seek therapy, let alone a much larger population of 'normals' who need to learn new ways of relating to themselves and others as a means of living more fully. Many who need therapy are either unaware of their need or shrink from it but might be receptive to attending a class, and there are great numbers of 'normals' who might profit to a significant degree from a level of experiential education which was not as intensive or extended an experience as is involved in psychotherapy (p. 75).

An educational intervention in marriage is an approach that addresses marital difficulties as a prevention rather than a cure. For that reason alone, it is needed. However, the major contribution of an educational intervention is that it offers a vehicle whereby marriages can become dynamic, fully satisfying relationships. That is, apart from helping to keep marriages intact, an educational intervention can help married couples make their relationships the most uniquely intimate, beneficial, and satisfying experiences possible. Garland (1983) observes that an additional dimension, beyond improving marriages, gained from an educational intervention is the enhancement of all of

life's relationships by applying the lessons learned and knowledge obtained concerning the interaction processes. She also lists other advantages to include: (a) greater accessibility to the public, (b) a focus on strengths instead of weaknesses, (c) less expense to the participants, and (d) the skills gained through educational programs that apply to the present marital needs also can be translated to future marital developments as well.

Learning how to adapt to change is vital in the marital relationship as it is in other areas of a world in constant change. The concept of marriage has undergone enormous transition from the time in which it was viewed essentially as an institution for the physical survival and protection of the parents and their children (Lederer and Jackson, 1977). The many changes through which society and the institution of marriage have gone since then mandate a corresponding adjustment in the views held by today's married couples. The most practical and effective way to accomplish this task is through educational interventions. Geismar and Lagay (1985) cite one study in which even a somewhat-flawed education intervention produced positive change in nearly one-half of the subjects in the treatment group.

The need for educational intervention does not enjoy unanimous support from family service agencies though it is recognized by an overwhelming majority (Barozzi and Engel, 1985). However, according to a survey of all family service agencies in the western region, Barozzi and Engel found that some did not offer programs in family education. Of those that had family education programs, the highest percentage of the budget earmarked for their support equaled 11 percent and the median budget amount for all participating agencies was equal to four

percent. Workloads also reflected the same low priority given to family education when compared to service to the unemployed and the poor. Additionally, Barozzi and Engel recorded survey respondents' reasons for curtailing Family Life Education (FLE) programs by the agencies and the first three listed were:

1. The family agency's primary mission is counseling.
2. FLE is better suited for college, congregations, and educational settings.
3. FLE does not generate an adequate return of fee income or number of participants for the amount of time invested in programming (p. 110).

Recognizing the limited support of family service agencies in family education programs, Bowman and Kieren (1985, p. 618) state: "The thrust of family enrichment is consistent with agency philosophies of multiple program options for a variety of clients." Even so, though a need exists for educational interventions in marriages, unless there is a dramatic shift of emphasis in family service agencies, the need must be met by other organizations, institutions, or remain unmet.

Furthermore, Apgar and Coplon (1985) observe that a large number of mental health professionals express critical skepticism concerning the enduring positive effects from participation in life education groups. They answer such criticism:

Contrary to this notion [transient positive effects], however, ongoing change from participation in life education groups can occur in a short period of time if group members are offered relevant information and are given adequate opportunities to practice new skills and to develop positive concepts about themselves and others (p. 141).

Sherwood and Scherer (1975) suggest that educational interventions are needed for marriages to foster growth in each of the partners, growth as a relationship, and ultimately to survive the usual

stresses that accompany change.

Healthy and Unhealthy Attitudes in Marriage

A sick marriage can make the people in that marriage sick! That is the finding of Tursi (1985) in a study of correlation between marital communication and physical illness symptoms. The conclusion of that study was that ineffective couple communication was related to physical illness, especially for wives. Furthermore, Broderick and O'Leary (1986) assessed the contributions of affect, attitudes, and behavior to marital satisfaction and concluded that behavior was limited in its impact of marital satisfaction but,

. . . the affect and attitudinal variables accounted for higher percentages of unique variance than did behavioral variables . . . affective and attitudinal variables do play an important role in influencing both marital satisfaction and marital therapy outcome (p. 517).

Basic personality conflicts create or aggravate unhealthy attitudes in marriage. Sabatelli (1986) studied the locus of control differences in spouses as they impacted on the quality of their marriages. It was anticipated that spouses with an internal locus of control would report more marital satisfaction than those with an external locus of control. However, the most consistent observation from the data analysis was that the wives, regardless of their personality orientations, who were married to externally oriented husbands voiced the most complaints. By contrast, husbands married to externally oriented wives did not complain. Sabatelli concluded that the personality characteristics of one spouse may effect the attitudes of the other and that one spouse's external personality orientation may

have a negative effect on the other spouse, depending on the genders of the respective spouses.

Personality differences that are generally tolerated in strangers and acquaintances find less acceptance when they appear in spouses (Strong, Reynolds, Suid, and Dabaghian, 1979). If one spouse is unhappy in the marital relationship that is often sufficient cause to afflict many aspects of the marriage. The unhappy spouse can easily block positive growth by resorting to insults and threats (Noller, 1984) or by employing withdrawal and silence (McCary, 1980). Schumm, Barnes, Bollman, Jurich, and Bugaighis (1985) studied the relationship between self-disclosure and marital satisfaction and concluded that merely improving marital communication between spouses does not automatically elevate marital satisfaction, but increasing positive regard tends to do so.

According to Galvin and Brommel (1982), healthy marriages are not characterized by equanimity nor by constant serenity because family conflicts are not unique to dysfunctional marriages. They state, "No individuals living together in a close and intimate relationship can expect a conflict-free existence" (p. 117). Laue (1987) insists that conflict can be helpful and useful in improving relations. Koopman (1987) states that conflict does not result from a person in the "right" confronting another in the "wrong" but ". . . conflict arises because of the incompatibility of two or more legitimate positions, not from the legitimacy or illegitimacy of those positions" (p. 122). The most unhealthy position on conflict in the marital relationship is to insist on its absence. Lederer and Jackson state that the concept of using the early years of marriage to solve all interpersonal problems

so that the couple can enjoy a passive married life without difficulties is absolute nonsense. "Interviews with hundreds of couples clearly show that those who resign themselves to a static relationship are inviting divorce, desertion, or disaster" (p. 199).

Denying or ignoring conflict not only is unhealthy in that it creates distance between couples, but it produces some very serious side effects such as depression, boredom, compulsive behavior (e.g., overeating or excessive use of alcohol), passive-aggressive behavior, and the worst possible result--a devitalizing marriage (Lamanna and Riedmann, 1981). Cuber and Haroff (1980) categorize marriages as five distinct types. Those labeled "vital" and "total" are essentially healthy relationships in which the couple function as two well-adjusted adults with differences only in the number of facets shared within the relationship. However, marriages labeled "Conflict-Habituated," "Devitalized," and "Passive-Congenial" are unhealthy in varying degrees because they are comprised of immature or emotionally stunted spouses.

Times of Vulnerability to Marital Stress

The popularization of predictable life cycles by recent authors including Erikson, Levinson, Gould, Neugarten, and others has led to the same kind of view being taken of marriage (i.e., life cycles of married life). Several researchers of married life cycles indicate that marriages progress through various, predictable stages or cycles (Carter and Goldrick, 1980; Lamanna and Riedmann, 1981; McCubbin and Dahl, 1985; Scarf, 1986; and Swensen, Eskew, and Kohlhepp, 1981).

Though there is no total agreement, there are some similarities among the various schemes. There is general agreement that each stage has its own unique difficulties and will make the marriage susceptible to stresses that are different from those of earlier and later stages. However, Swenson, et al., (1981), p. 850) concluded, ". . . contrary to prediction, no relationship was found between [sic] ego development, family life cycle stages, and marriage problems." Based on their analysis of the data they predicted that as the marriage experiences longevity, the couple will have fewer problems but will express less love to each other and will exchange less information with each other. In so far as setting distinct stages, McCubbin and Dahl (1985, p. 26) observe, "Evelyn Duvall and Reuben Hill developed what has become the most frequently used system for categorizing family life into stages." Duvall (1977) reports eight stages based on the interdependence of the family members. They are: Stage 1: childless married couples (2 years); Stage 2: childbearing, based on firstborn from birth to 30 months (2.5 years); Stage 3: families with preschoolers, firstborn from 30 months to six years (3.5 years); Stage 4: families with school children, oldest from six to 13 years (7 years); Stage 5: families with teenagers, oldest 13 to 20 years (7 years); Stage 6: families launching young adults - from first child's leaving to last child's leaving (8 years); Stage 7: middle-aged parents, empty nest to retirement (approximately 15 years); Stage 8: aging couple, retirement to death of both spouses (approximately ten to 15 years).

Terkelsen (1980) sees the family life cycle corresponding to the individual's life cycle in a general manner with "plateaus" and

"transitions" that sound strikingly similar to Levinson's (1978) interpretation of man's life cycle. Terkelsen describes two types of events as "normative" and "paranormative". Those events he lists as normative are regular occurrences in most families and relate to the birth and rearing of children, which also are very similar to the Duvall-Hill schema. His list of paranormative events are those happenings that alter the normative flow of family development and are not universally experienced in all family life cycles.

Normative events include: (a) marriage, (b) birth of a child, (c) child enters school, (d) child enters adolescence, (e) child launched into adulthood, (f) birth of grandchild, (g) retirement, (h) senescence. Paranormative events include: (a) miscarriage, (b) marital separation and divorce, (c) illness, disability, and death, (d) relocation of household, (e) changes in socioeconomic status, (f) extrinsic catastrophe with massive dislocation of the family unit (p. 41).

Steinmetz (1980) sees marriages passing through five stages with each stage taking its descriptor from the emotional state of one or both of the couple involved. The stages are labeled: (a) Dream-World Stage, (b) Stage of Disillusionment, (c) Stage of Despair, (d) Stage of Awakening, and (e) Stage of Love. Steinmetz observes that if divorce is obtained, it comes during the State of Despair and that couples, deluded into thinking that they are in love when they get married, must work through the first four stages to finally, and actually, discover what love is.

Scarf (1986) lists five levels on which married couples relate to each other, ". . . which differ according to the degree of separation and individuation that the members of the couple have achieved" (p. 72). She ranks them descendingly from the lowest level of

differentiation to the level on which needs of independence and togetherness are not conflicting issues: Level 5: paradox; Level 4: projective identification; Level 3: conscious splitting; Level 2: tolerating ambivalence; and Level 1: integrated. Scarf concluded that married couples who relate on the numerically higher level, with lesser differentiation, would be more vulnerable to stress and disturbances than would those who relate on the numerically lower levels, with better resolution of the closeness-separateness polarity. She also concluded that couples at any level will be subjected to the same disruptive stresses, but those relating on numerically lower levels will be more prepared to handle them.

Even though most proponents of a family life cycle theory indicate that marriages are more vulnerable at certain stages and stress will originate from different sources at different stages, there are those who challenge such conclusions. Thoits (1986) observed that, regardless of the duration of marriage, vulnerability to stress was directly related to marital status, number of role identities, and gender, in that order. She concluded that both married men and women were not so susceptible to stress as were the non-marrieds; that the individuals with more role identities were less susceptible to stress than were those fulfilling fewer roles; that men were generally less vulnerable to stress than were women. However, the last conclusion had two important qualifiers: (a) fewer differences existed among men and women when they held the same number and type of role identities, and (b) unemployed men were more susceptible to anxiety and distress than were unemployed women.

Dreikers (1946), writing at a time of great social flux in the

days immediately following World War II, saw society as the primary contributor to marital distress. He writes:

All marital problems have the general social background of our times. This is the reason why, as we have already mentioned, the problems of thousands of men and women are alike. Each example of conflict and friction between a husband and wife reflects the influence of the general problems which today confront mankind. Economic insecurity; the helplessness which so many feel in regard to social, political, and economic issues of our times; the lack of stability, produced by profound changes of values and morals; the disintegration of our society into small units, each one looking out for its own interest; the deep suspicion against each other, produced by the prevalent competition and rivalry; and most of all, the contest for prestige between men and women--these are the elements which give to otherwise trivial and insignificant disputes depth and meaning (p. 155)

To further question the differences in vulnerability to stress at various times in marriage, South and Spitze (1986), in a study of the determinants of divorce over the marital life course, conclude:

. . . the effects of traditional predictors of divorce remain relatively constant throughout the marital life course. With the exception of wife's level of education, and to a lesser extent age at marriage and home ownership, the effects of salient variables on marital dissolution do not differ significantly by duration of marriage (p. 589).

However, Dreikurs (1946) observes that severe challenges to the marriage are frequently the opportunities by which the relationship can be strengthened. He continues, "the severity of the predicament is of no significance. Everything depends solely on the ability of the mates to stick together when confronted by a difficult task" (p. 165).

Thomson and Vaux (1986, p. 40) note, "Stress research to date has focused almost exclusively on stress as an individual process. The dynamics of stress in a social system such as the family have received scant attention." In their somewhat-pioneering study of stress in the

family system, they categorize the sources of stress as exogenous, imported from outside the family, or endogenous, originating from within the family unit. In their study of 206 family triads, composed of parents and an adolescent, they found that parents and adolescents were equally responsible for importing stress into the family unit, but adolescents were more apt than parents to transmit stress within the family.

Times of vulnerability to marital stress are precipitated by different causes. Maynard (1974) describes five crises that are confronted by a man in his lifetime: (a) marriage, (b) career, (c) parenthood, (d) mid-life, and (e) retirement. It is interesting to note that only two of these relate to what occurs in a marital relationship and one of them involves the forming of it. The other, becoming a parent, is listed as a "life event" or stressful time by writers too numerous to list. An overwhelming majority of family-life specialists agree that becoming a parent is an occasion for stress in the marital relationship. However, Entwisle and Doering (1981, p. 173) acknowledge, "there is a longstanding debate in the sociological literature concerning whether or not the presence of children increases or decreases the likelihood of divorce." A couple's becoming parents may find it a stressful event that effects change in their marital relationship, but McHale and Huston (1985) found, in a comparative study of parents and non-parents in their first two years of marriage, that similar changes occurred in both childless and parent couples. Specifically, they concluded that whether couples become parents or remained childless, ". . . marriages change over the first year away from having a predominantly recreational character to having a quality

more like that of a working partnership" (p. 430). Belsky (1985) emphasizes that all couples do not change the same way when they become parents. He observes, ". . . for some families the benefits that accrue from passage into the childrearing years greatly outweigh any costs associated with the transition to parenthood" (p. 1037). Harriman (1986) asserts that there is a direct correlation to marital adjustment and changes brought about by parenthood with those who have made wholesome adjustments to marriage realizing positive change with the birth of a child and those who have poorly adapted to married life experiencing negative change by becoming parents.

Whether the arrival of a child in a family has a positive effect or a negative impact is an argument with evidence existing to support both conclusions, but a study conducted by the Rand Corporation of nearly 5,000 young parents during the three years surrounding the birth of their first child, reveals powerful evidence that parenthood improves marital stability (Waite, Haggstrom, and Kanouse, 1985). Waite, et al., acknowledged that their study does not give reasons why parents are less prone to divorce and non-parents are more likely to terminate their marriages but they offer four speculative possibilities: (a) personal characteristics--those with strong family values tend to have children; (b) marital characteristics--stable marriages tend to produce children; (c) children increase the cost of divorce; and (d) children make marriages more satisfying.

There are some married couples who have chosen not to have children. Burgwyn (1973), following extensive interviews of childless couples, lists the reasons most often given for not becoming parents: (a) must sacrifice too much freedom, the most frequently mentioned; (b)

unwilling to take risks of parenthood; (c) financial burdens of childbearing and childrearing, (d) conflicts with career goals, a major reason given by women, and (e) the desire to maintain a one-to-one marital relationship. Burgwyn also observes, "One's own family background is integral to the decision about reproduction. Several studies indicate that there is a statistically large number of only children and eldest children among the voluntarily childless" (p. 37). Campbell (1985) divides the voluntarily childless couples into two groups. First, there are those who deferred becoming parents in order to enjoy an undisturbed routine but now discover themselves "too old" to tolerate the responsibilities of parenting. Secondly, there are those who, for a variety of reasons, consciously determined not to have children. For the second group, "Parenthood is perceived as just one amongst a number of recognized and legitimate choices: life's rewards lie within the individual's personal grasp and not as an adjunct of conventional expectations" (p. 140).

Socioeconomic factors are also preceptors of stress in the marital relationship (Bernard, 1972; Broderick and O'Leary, 1986; Galvin and Brommel, 1982; McCubbin and Dahl, 1985; Morrow, 1982; and Rice, 1979). Many of the conflicts in the social and economic realms stem from marriages that are anachronistic. Some of today's marriages are throw backs to an arrangement described in an excerpt from a sermon preached in London the year that the Pilgrims established the Plymouth Settlement in today's state of Massachusetts"

Which may furue therefore, the Admonition, to admonifh
 eury Chriftian women in holy wifedome and godly
 discretion to learne to know her place and part; and
 to fashion her minde and her will, he difpofition
 and her pratife accordingly, thereunto: yea though

fhe be herfelfe of greater fpirit, and fome refpect of better parts, though fhe bring much with her, though the maine eftate come by her, yet to acknowledge her husband, as God hath appointed him, to be her fuperious as he is her husband and her head: (which acknowledgment is the ground of the dutie here vrged; as the contrarie conceite cutteth of all confcionable carriage in this kinde) that fhe be willing to weare the yoake and beare the burden that God in his ordinance hath impofed on her: and not onely auoide and forebare, but euen hate and abhorre the contrary, as a courfe abominable in Gods fight, odious in mans eyes, and preiudiciall to them both (Caretaker, 1620, p. 10).

By contrast, today's church leaders, advocating more "companionship marriages" write:

The critics are right. The traditional marriage is an anachronism and will not survive in our new open society. But the critics are entirely wrong in concluding that we have nothing to put in its place and that we must now think up new alternatives. The thinking has already been done, and the theory has been tested and found to be sound and healthy (Mace and Mace, 1974, p. 56).

Morrow (1982) investigated 100 married couples and concluded that a person's sense of purpose in life and the couple's value system were important in obtaining and maintaining an adjustment in marriage that withstood the diverse stressors that come from the socioeconomic arena. Military families are generally subjected to the same stress factors as are civilian families, but some (i.e., sense of rootlessness, loss of personal support from extended family, and an imposed mobility including assignments to foreign cultures) are amplified for families in the military community. However, a recent study by Schumm and Hammand (1986) investigated the quality of life of military families living off-post and of civilian families in the same community and concluded that of the few significant differences existing between the two, those differences favored the military members. It is reasonable

to believe that stress from any source, including socioeconomic origins, in itself does not impair the marital relationship. Rather, the maturity and commitment the married couple possess enable them to cope successfully with externally-derived tensions, but the lack of these strengths will cause couples to fail in coping and they will succumb to imported stress (Swensen and Trahaug, 1985).

Flowing from the milieu of socioeconomic stress, which tests the strength of marriages, is the necessity in many marriages for both husband and wife to be employed outside the home (Bernard, 1972). Baichi and Spain (1983) reflect on the fact that over 50 percent of the wives with preschool children were employed in 1980 as compared with 12 percent in 1950. Even though this movement has been welcomed by those seeing it as freeing wives from total dependency on their husbands, it is a mixed blessing in some ways (Rice, 1979). First, spouses in a dual-career marriage may be so overloaded with demands and drained of energy that both personal and marital health suffer (Hiller and Philliber, 1986; Smith and Reid, 1986b). Secondly, the wife's newly acquired independence modifies the power relationship between the spouses (Rice, 1979). According to Chassin, Zeiss, Cooper, and Reaven (1985), this development gives rise to the possibility of both intra- and inter-role conflict. Lastly, the movement of wives into jobs outside the home has not changed many of the traditional expectations (Smith and Reid, 1986a). Though men generally preferred the dual-career arrangement mainly because of their wives' contentment (Baruch and Banett, 1986), husbands do not generally increase their participation in "family" work (Smith and Reid, 1986b). Adding to the mystique is the conclusion from LaRossa and LaRossa (1981) that,

Most husbands and wives do not believe that men should do more family work than they are doing now Women, in other words, generally 'want' to remain chiefly responsible for the house and for the children (p. 59).

House (1986) studied the relationship between gender characteristics and satisfaction in marriage among couples with both one- and two-job holders. She concluded that "couples who were more traditionally sex typed appeared to fare better in one-provider than in dual-provider marriages" (p. 257), but reported that women working outside the home desired a "more equalitarian role division and less sex role specialization in both domestic and extra familiar spheres" (p. 246). Scanzoni (1978, p. 97) declares, "the better that husbands provide, the more hesitant are wives to judge their husbands as unfair or to think that husbands do not deserve the rights they assume." Curran (1983) reveals that some working women continue to perform domestic chores as they did prior to outside employment and felt compelled to continue in that manner as a condition of their being able to work outside the home.

The socioeconomic pressures exerted on the marital relationship are legion. The various options of the kinds or styles of marriages available to a couple are also many. The key not only to surviving in marriage but flourishing in a growing, satisfying relationship is for the couple to be agreed on and committed to their joint-decision (Clinebell and Clinebell, 1970; Curran, 1983; Mace and Mace, 1974; and Stinnett and DeFrain, 1985). Commitment is a vital ingredient to a marriage if it is to withstand the threats of stress both from within and outside of the marital relationship. Swensen and Trahaug (1985) studied the relationship between commitment and change in commitment to

marriage problems and concluded that in marriages where there was commitment to spouses as persons (as contrasted to commitment to marriage as an institution), the marriage experienced fewer problems. Regarding the strength of commitment, Swensen and Trahaug reported, "This greater intimacy makes it possible for the husband and wife to become aware of the unsatisfactory aspects of their relationship and to change them" (p. 940). Supporting those conclusions, Sabatelli and Cecil-Pigo (1985) studied the interaction between relational interdependence and relational commitment in marriages and noted, ". . . in ongoing relationships the perception that both partners are equally participating in the relationship emerges as the primary covariate of commitment" (p. 937). Though independence is an essential in coping with the stress bearing on the marriage, it does not dictate a loss of opportunities for personal growth within the marital relationship. Libby and Whitehurst (1977) advocate an arbitrary division of time into four categories as follows: (a) time given to spouse, (b) time on family matters (other than with spouse), (c) non-family activities (i.e., civic projects, with friends, sports--not necessarily with one's family members, and (d) solitary time (exclusively private). The process of identifying segments of time is by no means a universally accepted prescription. Hiebert (1974) in the midst of an era of rapid social and marital change wrote:

Modern marriage is no easy task. No standard formula, no universal blueprint for happiness, exists. Today, each marriage is unique. Each marriage has a character of its own. And each marriage has its own assortment of difficult tasks. These need to be worked out before marital happiness can occur. But at the same time, marriage has more to offer today than it ever has before (p. 18).

Marital stress originates both within the relationship (e.g.,

parenting conflicts) and from without (e.g., socioeconomic pressures). The management of marital stress, referred to as conflict resolution by many interpersonal relationship specialists, is given a high priority in marriages that are strong and enduring (LaRossa, 1977). An outstanding authority on marital conflict, LaRossa, advocates conflict "management" instead of "resolution" by making the distinction that managing conflict utilizes an approach of cooperative effort whereas resolving conflict requires an elimination of the differences between the two spouses in the area of conflict. The management/cooperative approach advocated by LaRossa supports Dreikur's (1946) conclusion, "It is vital to marital happiness to recognize that any disturbing problem is a common task which calls for mutual encouragement and assistance" (p. 164). Crosby (1974) writes concerning the progress toward a maturity that is needed to permit the marriage to operate on a cooperative level. One step in the progress involves abandoning games and ploys that have been used for manipulation and domination of one spouse by another.

The cooperative approach to managing stress threats to the marriage does not imply a reduction in interaction between the couple. In fact, it may mean an increase if both spouses feel free to express openly their disagreements (Helmering, 1986). Blood (1973) suggests that there is a developmental process of four escalating steps in solving conflictual problems in marriage: (a) discussion, where most solutions are found in mature relationships; (b) mediation, with the objective help of an unbiased third person; (c) accommodation, a disguised form of surrender by one of the spouses; (d) separation, a drastic last resort. When a marriage relationship reaches the

accommodation or the separation levels, the prospect of that relationship continuing is bleak indeed. When effective communication is practiced by the couple, a conflict solution will rarely get beyond the discussion level (Bienvenu, 1986; Lederer and Jackson, 1968; and Noller, 1984). Miller, Nunnally, and Wackman (1979) use the term "issue" instead of "conflict" stating, "Issues are not the same as problems. An issue becomes a problem when it is recurrent and the decisions you and your partner make are consistently unsatisfactory to one or both of you" (p. 15). An issue escalates to the problem stage when it is not identified or is not faced. Regardless of the semantics--issues, problems, or conflict--

The more spouses view themselves as responsible for marital outcomes and the more they view marital interactions as controllable, the greater is their tendency to confront issues in a direct, open manner, to clearly state their own views, and to act upon the information gained from discussion (Miller, Lefcourt, Holmes, Ware, and Saleh, 1986, p. 167).

Furthermore, Paolucci, Hall, and Axinn (1977) emphasize the importance of couples making correct decisions. They state, "Wise decision making in families is crucial to creating home environments that will aid each person to develop his or her potential" (p. 6).

There is widespread agreement among marital counselors and family life educators that the essential need couples have in order to resolve problems, deal with issues, and manage conflict (i.e., cope with both internal and external stresses impacting on the marital relationship) is to know and use effective communication skills (Clinebell and Clinebell, 1970; Lederer and Jackson, 1968; Mace and Mace, 1977; and Noller, 1984). Lederer and Jackson assert, "Faulty communication is one of the major causes of breakdown in otherwise workable marriages"

(p. 101).

Similar Studies of Related Programs

A survey was made of five doctoral dissertations written as a result of studies similar in subject matter to this study.

A study of the brief Sexual Enhancement Program (BSEP) was conducted by Petzold (1982). Subjects were 30 married couples, 16 couples in an experimental group and 14 couples in a control group. All participants were volunteers who lived in the Houston, Texas area. They were pre-tested six days prior to the beginning of the program and post-tested two weeks later. "The purpose of this study was to determine the effects of a three-hour sexual enhancement program, the BSEP, on the level of sexual knowledge, attitudes, behaviors, and sexual and marital satisfaction on normal, or non-dysfunctional, couples" (np). Petzold concluded,

It appears that the BSEP resulted in some significant increase in sexual satisfaction. . . . However, sexual knowledge, sexual attitudes towards pre-marital or extra-marital relationships, or towards masturbation were not significantly altered (p. 10).

She noted that other studies indicated significant changes in sexual satisfaction merely as reaction to the testing.

A study was made of the Communication and Skills Training (CAPS) program by Klenowski (1985). Subjects were 22 parents, 17 mothers and five fathers, who volunteered to attend the training sessions. Participants were pre-tested and post-tested with a follow-up test seven weeks after post-testing.

The purpose of this study was to determine if CAPS training was effective in teaching what it purported

to teach. The study also attempted to determine if CAPS training changed parental attitudes toward child rearing and enhanced the participants' ability to express more democratic attitudes toward child rearing (p. 100).

Klenowski reported statistically significant results in teaching parenting concepts, however, there was no significance to the results concerning demographic principles gained concerning child rearing, nor impact on marital relationships by communication skills training.

Klenowski concluded,

An additional consideration regarding the lack of a significant finding is that two and one-half hours a week for a period of seven weeks is not sufficient amount of time to induce change in an established relationship (p. 109).

Hawes (1984) made a validation study of the program, "Couples Growing Together." The sample was comprised of 24 couples from a Tucson stake of the Mormon Church, married a minimum of three years, free from major relational problems, had not attended a similar course during the past year, and were not in a marriage counseling program. The sample was divided into two courses: (a) eight couples in a long course (eight-weekly two-hour sessions) and (b) 14 couples, the long course control group who later participated in the short course (one-day eight hours training). A pre-test, one week post-test, and a 15-week follow-up test were administered. The purpose of this study was "to establish the reliability and validity of the short course "Couples Growing Together" couples enrichment programs . . ." (p. 85). Hawes (1985) concluded,

The results support the hypotheses that the Long Course does lead to a statistically significant improvement for participants in the area of marital communication and dyadic satisfaction. The results for the Short Course participants were not statistically significant (p. 159).

Mumbower (1984) conducted a study of the effectiveness of a "Newlywed Enrichment" curriculum. The study had as its purpose, stated as the problem, as follows, "this investigation will be concerned with the effect a Newlywed Enrichment Curriculum has on the marital adaptability of couples in their first year of marriage" (p. 2). A pre-test was administered on the day of completion of the three-month-long course. However, pre-testing was given by two distinct methods: (a) face-to-face survey for those attending the first session, and (b) a survey sent out and returned by mail for those who were absent. A telephone follow-up was made to remind the later group to return their pre-tests if they had failed to do so. The findings were:

Of the twenty-six persons in the experimental group taking the FACES II Inventory, twelve scored higher on the post-test than on the pre-test. Ten scores were lower and four scores remained the same. In the control group, of the twenty-six participants, thirteen scores improved from pre-test to post-test eight scores declined, and five scores were the same on both measures (p. 57).

The t-test results were, in fact, negative and demonstrated no significant difference in the experimental group and control group, members of a married couples' Sunday School class.

Odegard (1983) studied a Proactive Marital Enrichment Program for adult couples. The stated problem was the lack of a "systematic preventive program for dual-career couples to share mutual concerns and to develop more effective strategies for handling problems that are unique to them" (p. 4). The study evaluated the efficacy of a program for that targeted group. Pre-test and post-test questionnaires, created and validated for this study, were administered to both experimental and control groups one week before and two weeks following

the one-day Dual-Career Workshop (DCW). Odegard concluded that the workshop was effective in "increasing one's sexual relationship and enhancing the marital relationship" (p. 118). But she also notes:

In contrast, the DCW was less effective in modifying participants' feelings of discomfort in holding attitudes and engaging in behaviors which clashed with traditionally accepted standards, in decreasing the level of role conflict, in reducing the devaluation of the wife's career, and in realigning power disturbances in the marital relationship (pp. 118-119).

Review of Instruments

The search for an appropriate instrument to be used in data collection for this study involved the consideration of several scales, tests, and inventories listed in Buros Tests in Print III (Mitchell, 1983). The Family Environment Scale (FES), number 872, only measured family congruency and did not encompass the parameters of this study. The Marital Satisfaction Inventory (MSI), number 1374, was a self-report of marital interaction and distress, but it was judged not sufficiently extensive to secure the desired data. The Marriage Adjustment Inventory (MAI), number 1376, consisted of a problems checklist for counselees, and was not appropriate for the subjects of this study. A Marriage Evaluation, number 1379, provided six scores in areas to be measured, but it was designed essentially for pre-marital couples. The Socio-Sexual Knowledge and Attitudes Test (SSKAT), number 2237, was a criterion-referenced instrument which measured 14 topic areas--all sexually related---and was too restrictive in scope to be compatible with this study.

A consultation with Dr. David H. Olson, University of Minnesota, resulted in a decision to use ENRICH (Evaluation and Nurturing

Relationship Issues, Communications, and Happiness). This instrument was designed to measure marital relationship strengths in 14 categories: Idealistic Distortion, Marital Satisfaction, Personality Issues, Communication, Conflict Resolution, Financial Management, Leisure Activities, Sexual Relationships, Children and Marriage, Family and Friends, Equalitarian Roles, Religious Orientation, Marital Cohesion, and Marital Adaptability. The first 12 categories assess individual attitudes and provided data for this study. The last two categories measure couple's degree of decision agreement and were not considered in this study. ENRICH has high face and construct validities and a concurrent validity of .93 correlation with the Locke-Wallace Marital Adjustment Scale in predicted direction (Olson, Fournier, and Druckman, 1982). The internal consistency reliability (alpha) of this inventory ranges from .48 to .92 with an average of .74 over all categories. The internal consistency reliability was established by data from 1,344 individuals (672 couples). Test-retest reliability ranges from .72 to .92 with an average over all categories of .85. Test-retest reliability was established by data from 115 individuals with testing separated by four weeks. Reliability for each of the 14 categories is presented in Appendix A (Olson, et al., p. 63).

Summary of Literature Review

The need for marriage education interventions was established in the discovery that many married couples are unable to develop their marriages into enduring, dynamic relationships. They generally begin the marriage venture with unrealistic expectations and later, after their dreams fail to mesh with reality, either settle for a marriage

that is unsatisfying or abandon the relationship altogether. An educational intervention in married life is needed not only as a preventive approach to marital problems, but also as a means of assisting the married couple to develop a vigorous, expanding relationship. Though the need was established, it was discovered that family services agencies within the communities are expending very little effort in meeting it.

Attitudes are seen as critical in determining the state of marriages. Studies reveal them as important factors in the physical health of the couple, more powerful than even behavior in influencing marital satisfaction, and strong determinants of the outcome in a confrontation with the diverse stresses that impinge on every marriage.

Marital stress is seemingly a constant, but its source may vary with time and circumstances. Many event-related stresses are universal to all marriages, but there are some events and, consequently, related stresses that are not faced by all married couples. In either instance, stresses come from a variety of sources: parenting, socioeconomic factors, role perceptions, and careers. Furthermore, the kinds and forces of stress and conflict will vary over time, depending on changes that have taken place within the developmental process of the marriage as well as in the world surrounding the marriage.

Similar studies of related programs revealed a mixed picture. Some programs were effective in improving the quality of relationships by altering attitudes, skills, or behaviors, whereas others were ineffective.

After reviewing several instruments for use in this study, it was decided that ENRICH (Evaluation and Nurturing Relationship Issues,

Communication, and Happiness) would be an appropriate inventory for this study by utilizing the 12 individual assessment categories for data collection.

CHAPTER III

METHODOLOGY

Research Procedures

The research procedures utilized in this study were organized according to the following format: (a) research design, (b) sample selection, (c) treatment, (d) data collection, (e) statistical hypotheses, (f) statistical techniques, and (f) end-of-class critiques.

Research Design

This quasi-experimental study used a One-Group Pre-Test-Post-Test Design 1 (Isaac and Michael, 1981), repeated five separate times, by comparing the marital attitudes of spouses prior to and following their participation in married life classes conducted by GEM Educational Services. Participating wives; pre-test and post-test scores were compared and participating husbands' pre-test and post-test scores were compared to determine the amount of increase, if any, that had occurred.

Sample Selection

The targeted population for this study was volunteer married couples, with no severe marital difficulties requiring therapy, who were active members of Protestant congregations. Since the study was to be conducted under conditions usually present in church-sponsored

classes, no limits of age or length-of-marriage were imposed.

The sample consisted of 80 subjects, comprising 40 married couples, from four civilian churches and one military chapel. Ten couples were provided by each of the three larger congregations and five couples were provided from each of the two smaller congregations. Married life classes were scheduled at Shandon Baptist Church, Columbia, South Carolina; First Baptist Church, Clearfield, Utah; the Base Chapel at Vance Air Force Base, Central Christian Church, and Emmanuel Baptist Church, Enid, Oklahoma. The widely separated locations were selected to provide geographic diversity to the study. The inclusion of varying denominational affiliations and the military chapel congregation was to give demographic diversity to the study. The personal identities of the participants were held in confidence during the process and the reporting of the study. Each subject was assigned a code number that was used during the collection and analysis of the data.

Treatment

The treatment of the experimental groups consisted of ten sessions of "Growing Exciting Marriages," a short-term class in married life produced by GEM Educational Services, Enid, Oklahoma. Each class was conducted on five consecutive days (Monday through Friday evenings) with two sessions per day. The first session dealt with the characteristics of a growing, exciting marriage. Sessions two and three dealt with elements in effective communication and improving marital communication skills. The fourth session dealt with healthy disagreement, conflict resolution, and marital stress management.

Sessions five and six dealt with professional parenting techniques with special emphasis on the differences between punishment and discipline. The seventh session dealt with gaining intimacy in all areas of marriage including the sexual, emotional, intellectual, aesthetic, recreational, and spiritual dimensions of the relationship. Session eight dealt with family financial management including budgeting, establishing priorities, and consumerism. The ninth and tenth sessions dealt with the marriage life cycle that moves through predictable stages, yet allows each marriage to remain a unique relationship. Each session was one and one-half hours long, equalling a total of 15 hours for the duration of the class. The session topics outline is found in Appendix B.

Data Collection

The ENRICH Inventory was administered one day prior to the first session, by the researcher, for the pre-test scores and again, by either the researcher or congregational minister, two weeks after the last session for the post-test scores. Identical instructions were read each time the inventory was administered. The confidential number assigned to each participant was used as a code throughout the data processing and analysis

Statistical Hypotheses

The statistical or null hypotheses for this study were:

H₀: There is a no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term

classes in married life, concerning idealistic distortion.

Ho2: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning marital satisfaction.

Ho3: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning personality issues.

Ho4: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning communication.

Ho5: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning conflict resolution.

Ho6: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning financial management.

Ho7: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning Leisure activities.

Ho8: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning sexual relationship.

Ho9: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning children and marriage.

Ho10: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term

classes in married life, concerning family and friends.

Hol1: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning equalitarian roles.

Hol2: There is no difference in post-test over pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning religious orientation.

Hol3: There is no difference increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning idealistic distortion management.

Hol4: There is no difference increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning marital satisfaction. H15: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning personality issues.

Hol6: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning communication

Hol7: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning conflict resolution. H18: There is a significant increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning financial management. H19: There is a significant

increase in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning leisure activities.

Ho20: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning sexual relationships.

Ho21: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning children and marriage.

Ho22: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning family and friends.

Ho23: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning equalitarian roles.

Ho24: There is no difference in post-test over pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning religious orientation.

Statistical Analysis

Analysis of the data was conducted in the laboratory of the computer center at Oklahoma State University utilizing the SPSS-X data processing program, widely accepted in the studies of human behavior. The statistical techniques used were t-test with dependent means for the pre/post-test comparisons for both wives and husbands and a Pearson product-moment correlation coefficient to analyze the relationship of the 12 categories on the pre-test.

End-of-Class-Critiques

At the conclusion of each five-day class, participants were asked to complete a critique form (Appendix C) provided by the class leader. The form asked the participants to list the strengths and weaknesses of the program and to make suggestions for improvement. This subjective input was requested to help in shaping future classes.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter is to present and discuss the results of data analysis and the findings of the study. As a background, it will set forth the demographic characteristics of the subjects, problems encountered during the study, an overview of the five short-term classes, and a description of the different categories in which an analysis was made. The chapter will conclude with the statistical results of the analysis by category.

Demographic Characteristics of the Subjects

There were 58 subjects in this study, comprising 29 married couples. Length of marriage ranged from three months to 50 years with the median at five years, the mean at 9.9 years, and the mode at one year (nearly 21 percent reported begin married between one and two years). Fifty subjects were in their first marriage. The average couple had an engagement period of 18 months and were the parents of two children. Over one-half of the subjects were the first children in their homes of origin. Ages of the subjects ranged from 22 to 74 years with a median and mode of 32 years and a mean of 34.45 years. Levels of education were: post-graduate or professional, 19 percent; college graduate, 33 percent; some college/technical, 27 percent; high school

graduate, 18 percent; with three percent not reporting. When asked to rate their satisfaction level of their marriages, the subjects responded: extremely satisfied, 41.4 percent; very satisfied, 33.6 percent; satisfied, 16.4 percent; somewhat dissatisfied, 3.4 percent; dissatisfied, 4.3 percent; and 2.7 percent did not complete the response. Ethnic background reports revealed that nearly 90 percent were Caucasian, slightly over four percent were Asian, nearly two percent were Native American, nearly two percent were Hispanic, and data were missing for the remaining two percent.

Problems Encountered

Four of the five ministers, who agreed to schedule the married life classes, followed the established criteria that publicity would be made through the churches' bulletins and newsletters emphasizing that these classes were for couples wanting to improve their marriage relationships and that they were not designed for troubled marriages in need of therapy. However, one minister recruited several couples who were undergoing counseling for serious marital problems and stated, when he was queried, "I knew the established guidelines, but I thought that the class would help them." Others in that congregation enrolled because they understood that it was to be "a Bible study." The attrition rate was so severe among the participants that of the original 15 couples who had enrolled, only four completed with useable data. As a consequence of losing most of this group, another was sought. A congregation from the same community responded by scheduling a sixth class in one of the two remaining open weeks.

Another class was cancelled because of an insufficient number of

participants. The cancellation came, however, two days before the pre-test was scheduled and three days before the start of the class. Initial reports at the confirmation of the scheduling, two months before the beginning date, were optimistic. The minister, in discussing the cancellation, suggested that a fee for the class probably would have prevented either the initial positive enthusiasm or the last minute lack of it.

A final problem encountered was in obtaining the post-test results from one of the distant locations. Of the 12 couples completing the class, post-test results were received from eight couples. Three other couples returned post-tests after the study's data had been processed.

The Five Short-Term Classes

The first class involved military personnel and civilian dependent spouses. Three wives attended without their husbands, but pre-test and post-test data were not collected from them for this study. Useable data were gathered from seven couples, 14 subjects.

The second class started with an enrollment of 15 couples. The marital satisfaction reports indicated a large number rated their marriages as extremely dissatisfied. Less than one-half attended the pre-testing. One couple attended the first session, but the minister reported that he had been counseling them and that they were unable to continue. He also indicated that others in the class were experiencing severe marital difficulties and that he was counseling them at the present, also. Several in this class were intermittent in their attendance; others were anticipating a course of religious studies and did not attend regularly. Useable data were gathered on only four

couples, eight subjects.

The third class was the best publicized in soliciting voluntary participants. It started and concluded with 12 couples. However, the single drawback to this class was the difficulty in getting post-test data returned. Useable data were secured from only eight couples, 16 subjects.

The fourth class was publicized for only two weeks, since it was added after the study began. Even so, five couples enrolled and attended every session. A deviation from the usual Monday through Friday schedule was necessary because of previously scheduled activities at the church. A Wednesday through Friday evening schedule with sessions on Saturday and Sunday afternoons served to complete the time schedule. Useable data were gathered from all five couples, ten subjects.

The final class was held as originally scheduled. It represented a small congregation, but five couples attended every session with one exception, a wife had to miss one evening because she was a nurse on night duty at that time. Five couples, ten subjects, provided useable data.

Areas of Analysis

Of the 14 categories assessed by the ENRICH Inventory, two of them, Marital Cohesion and Marital Adaptability, were scores on couple decision agreement and provide information to be used in marital counseling. However, the 12 categories of the ENRICH Inventory that assessed spousal attitudes provided the areas in which an analysis would be pertinent to this study. The categories and the attitudes

assessed are as follows:

1. Idealistic Distortion - assesses idealistic versus realistic self-perception.
2. Personality Issues - assesses satisfaction versus dissatisfaction with partner's behavior.
3. Marital Satisfaction - assesses the levels of concern and compatibility felt within the relationship.
4. Equalitarian Roles - assesses a preference for shared versus traditional roles and responsibilities.
5. Communication - assesses the individual's level of comfort with and attitude toward the role of marital communication.
6. Conflict Resolution - assesses the individual's belief and attitude concerning conflict resolution strategies.
7. Financial Management - assesses attitudes concerning economic issues and financial decisions.
8. Leisure Activities - assesses preferences for social versus personal and shared versus individual use of free time.
9. Sexual Relationship - assesses satisfaction and comfort with sexual and affectional expressions.
10. Children and Marriage - assesses attitudes concerning roles and responsibilities of parenting.
11. Family and Friends - assesses attitudes and feelings concerning family and friend relationships.
12. Religious Orientation - assesses attitudes concerning the importance of religion and church involvement within the context of marriage.

Statistical Analysis

A comparison was made of the wives' pre-test and post-test scores by use of a one-tailed t-test with correlated or dependent variables (Table I). A comparison was made of the husbands' pre-test and post-test scores by use of a one-tailed t-test with correlated or dependent variables (Table II). The findings, by category, are as follows.

Idealistic Distortion

The wives' post-test scores revealed an increase over the pre-test scores that was significant at the $p = .05$ level. This finding supports the research hypothesis. Therefore, the null hypothesis, H_{01} : there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning idealistic distortion, is rejected.

The husbands' post-test scores revealed a slight decrease from the pre-test scores. This finding fails to support the research hypothesis. Therefore, the null hypothesis, H_{013} : there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning idealistic distortion, is not rejected.

Personality Issues

Both wives' and husbands' post-test scores revealed increases over the pre-test scores that were significant at the $p = .05$ level. These findings support the research hypotheses. Therefore, the null

TABLE I
T-TEST COMPARISON OF PRE/POST-TEST SCORES
BY CATEGORY FOR WIVES

Category	Test	Mean	D	SD	SE	t-Value	1-Tail P
Idealistic Distortion	Pre	13.79					
	Post	14.65	.86	1.88	.35	2.46	.010*
Personality Issues	Pre	35.00					
	Post	36.28	1.28	3.66	.68	1.88	.035*
Marital Satisfaction	Pre	34.72					
	Post	36.86	2.14	4.00	.81	2.62	.007*
Equalitarian Roles	Pre	34.90					
	Post	34.00	-.90	3.05	.57	-1.58	.06
Communication	Pre	33.00					
	Post	34.10	1.10	4.14	.77	1.43	.08
Conflict Resolution	Pre	34.00					
	Post	34.93	.93	3.76	.70	1.33	.09
Financial Management	Pre	35.41					
	Post	36.27	.86	3.62	.67	1.28	.10
Leisure Activities	Pre	34.55					
	Post	34.86	.31	3.43	.64	.49	.31
Sexual Relationship	Pre	37.34					
	Post	38.58	1.24	2.64	.49	2.53	.008
Children & Marriage	Pre	34.41					
	Post	34.96	.55	2.06	.38	1.44	.08
Family & Friends	Pre	36.00					
	Post	36.65	.65	3.30	.61	1.07	.15
Religious Orientation	Pre	41.24					
	Post	40.83	-.41	3.14	.58	-.71	.24

N=29

*p = .05

TABLE II
 T-TEST COMPARISONS OF PRE/POST-TEST SCORES
 BY CATEGORY FOR HUSBANDS

Category	Test	Mean	D	SD	SE	t-Value	1-Tail P
Idealistic Distortion	Pre	15.31					
	Post	15.20	-.11	2.48	.46	-.22	.41
Personality Issues	Pre	33.21					
	Post	34.76	1.55	3.51	.65	2.38	.012*
Marital Satisfaction	Pre	35.38					
	Post	36.83	1.45	4.01	.74	1.94	.031*
Equalitarian Roles	Pre	34.76					
	Post	34.76	.00	2.89	.54	.00	.50
Communication	Pre	32.27					
	Post	32.55	.28	4.34	.81	.34	.37
Conflict Resolution	Pre	32.28					
	Post	33.62	1.34	4.35	.80	1.66	.053
Financial Management	Pre	35.41					
	Post	36.21	.80	3.58	.66	1.19	.12
Leisure Activities	Pre	32.72					
	Post	32.62	-.10	4.16	.77	.13	.45
Sexual Relationship	Pre	36.00					
	Post	36.38	.38	3.72	.69	.55	.29
Children & Marriage	Pre	34.52					
	Post	35.41	.89	2.69	.50	1.79	.042*
Family & Friends	Pre	35.72					
	Post	36.72	1.00	3.70	.69	1.45	.07
Religious Orientation	Pre	41.10					
	Post	41.52	.42	2.79	.52	.80	.22

N=29

*p = .05

hypothesis, H02: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning personality issues, and H014: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning personality issues, are rejected.

Marital Satisfaction

Both wives' and husbands' post-test scores revealed increases over the pre-test scores that were significant at the $p = .05$ level. These findings support the research hypotheses. Therefore, the null hypotheses, H03: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning marital satisfaction, and H015: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning marital satisfaction are rejected.

Equalitarian Roles

The wives' post-test scores revealed a large decrease from the pre-test scores and the husbands' post-test scores remained unchanged from the pre-test scores. These findings fail to support the research hypotheses. Therefore, the null hypotheses, H04: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning equalitarian roles, and H016: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who

participate in short-term classes in married life, concerning equalitarian roles, are not rejected.

Communication

The wives' post-test scores revealed a high increase over the pre-test scores, but it was not statistically significant. The husbands' post-test scores revealed a slight increase over the pre-test scores and lacked statistical significance, also. Therefore, the null hypotheses, Ho5: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in classes in married life, concerning communication, and HO17: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in classes in married life, concerning communication, are not rejected.

Conflict Resolution

Both the wives' and husbands post-test scores revealed high increases over the pre-test scores, but they were not statistically significant. Therefore, the null hypotheses, HO6: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning conflict resolution, and HO18: there is no difference in post-test and pre-test scores on spousal attitudes of husbands, who participate in short-term classes in married life, concerning conflict resolution, are not rejected.

Financial Management

Both the wives' and husbands' post-test scores revealed high increases over the pre-test scores, but they were not statistically significant. Therefore, the null hypotheses, H07: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning financial management, and H019: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning financial management, are not rejected.

Leisure Activities

Both the wives' and husbands' post-test scores revealed slight increases over the pre-test scores, but they were not statistically significant. Therefore, the null hypotheses, H08: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning leisure activities, and H020: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning leisure activities, are not rejected.

Sexual Relationship

The wives post-test scores revealed an increase over the pre-test scores that was significant at the $p = .05$ level. This finding supports the research hypothesis. Therefore, the null hypothesis, H09:

there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning sexual relationship, is rejected.

The husbands' post-test scores revealed a moderate increase over the pre-test scores. The increase was not statistically significant and failed to support the research hypothesis. Therefore, the null hypothesis, H021: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning sexual relationship, is not rejected.

Children and Marriage

The wives' post-test scores revealed a high increase over the pre-test scores, but it did not reach statistical significance and failed to support the research hypothesis. Therefore, the null hypothesis, H010: there is no difference in post-test and pre-test scores on spousal attitudes of wives, who participate in short-term classes in married life, concerning children and marriage, are not rejected.

The husbands' post-test scores revealed an increase over the pre-test scores that was significant at the $p = .05$ level. This finding supports the research hypothesis. Therefore, the null hypothesis, H022: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning children and marriage, is rejected

Family and Friends

The wives' post-test scores revealed a moderate increase over the

pre-test scores and the husbands' post-test scores revealed a high increase over the pre-test scores, but neither reached a level of statistical significance. These findings failed to support the research hypothesis. Therefore, the null hypothesis, H011: there is no difference in post-test and pre-test scores on the spousal attitude of wives, who participate in short-term classes in married life, concerning family and friends, and H023: there is no difference in post-test and pre-test scores on the spousal attitudes of husbands, who participate in short-term classes in married life, concerning family and friends, are not rejected.

Religious Orientation

The wives' post-test scores revealed a moderate decrease from the pre-test scores and the husbands' post-test scores revealed a moderate, but not significant, increase over the pre-test scores. These findings failed to support the research hypotheses. Therefore, the null hypotheses, H012: there is no difference in post-test and pre-test scores on the spousal attitudes of wives, who participate in short-term classes in married life, concerning religious orientation, and H024: there is no difference in post-test and pre-test scores on spousal attitudes of husbands, who participate in short-term classes in married life, concerning religious orientation, are rejected.

The findings from the Pearson product-moment correlation coefficient technique, used to analyze the relationship of the 12 categories on the pre-test (Table III), revealed no strong correlation existing among the 12 categories. According to Isasac and Michael (1981), "An r of .7071 is necessary before 50 percent of the underlying

TABLE III
PEARSON CORRELATION COEFFICIENTS FOR 12
CATEGORIES ON PRE-TEST

Category	ID	PI	MS	ER	CO
Idealistic Distortion (ID)	--	r=.00	r=.00	r=.218	r=.00
Personality Issues (PI)	r=.00	--	r=.00	r=.42	r=.00
Marital Satisfaction (MS)	r=.00	r=.00	--	r=.018	r=.00
Equalitarian Roles (ER)	r=.218	r=.42	r=.018	--	r=.19
Communication (CO)	r=.00	r=.00	r=.00	r=.19	---
Conflict Resolution (CR)	r=.00	r=.00	r=.00	r=.052	r=.00
Financial Management (FM)	r=.019	r=.00	r=.00	r=.464	r=.00
Leisure Activities (LA)	r=.009	r=.00	r=.00	r=.199	r=.00
Sexual Relationships (SR)	r=.00	r=.00	r=.00	r=.011	r=.00
Children & Marriage (C&M)	r=.054	r=.007	r=.00	r=.062	r=.008
Family & Friends (F&F)	r=.014	r=.001	r=.00	r=.324	r=.029
Religious Orientation (RO)	r=.00	r=.002	r=.00	r=.431	r=.009

TABLE III (Continued)

Category	CR	FM	LA	SR	C&M
Idealistic Distortion (ID)	r=.00	r=.019	r=.009	r=.00	r=.054
Personality Issues (PI)	r=.00	r=.00	r=.00	r=.00	r=.007
Marital Satisfaction (MS)	r=.00	r=.00	r=.00	r=.00	r=.00
Equalitarian Roles (ER)	r=.052	r=.464	r=.199	r=.011	r=.062
Communication (CO)	r=.00	r=.00	r=.00	r=.00	r=.008
Conflict Resolution (CR)	---	r=.003	r=.00	r=.00	r=.008
Financial Management (FM)	r=.003	---	r=.00	r=.018	r=.067
Leisure Activities (LA)	r=.00	r=.00	---	r=.002	r=.076
Sexual Relationship (SR)	r=.00	r=.018	r=.002	---	r=.034
Children & Marriage	r=.008	r=.067	r=.076	r=.034	---
Family & Friends (F&F)	r=.097	r=.00	r=.001	r=.00	r=.39
Religious Orientation (RO)	r=.005	r=.023	r=.021	r=.00	r=.022

TABLE III (Continued)

Category	F&F	RO
Idealistic Distortion (ID)	r=.014	r=.00
Personality Issues (PI)	r=.001	r=.002
Marital Satisfaction (MS)	r=.00	r=.00
Equalitarian Roles (ER)	r=.324	r=.431
Communication (CO)	r=.029	r=.009
Conflict Resolution (CR)	r=.097	r=.005
Financial Management (FM)	r=.00	r=.023
Leisure Activities (LA)	r=.001	r=.021
Sexual Relationship (SR)	r=.00	r=.00
Children & Marriage	r=.39	r=.022
Family & Friends (F&F)	---	r=.095
Religious Orientation (RO)	r=.095	---

N=58

variance is held in common between two measures" (p. 195). No relationship emerged from this analysis near that level. The highest level reached was .464 between the Financial Management and Equalitarian Roles categories. There was higher correlation between Equalitarian Roles and other categories than any other two measures, though none was strong. In the majority of the comparisons, no relationship was indicated.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the effectiveness of church-sponsored married life classes, conducted by GEM Educational Services, in improving the marital attitudes of Christian spouses. To accomplish this objective, five separate five-day, three-hours-per-day classes were conducted in South Carolina, Oklahoma, and Utah involving four civilian churches and one Air Force chapel. Participants in the seminars were 29 married couples, who were active members of their respective congregations.

Accepting the old adage that an ounce of prevention is worth a pound of cure, an underlying assumption of this study was that an educational intervention, serving as a preventive approach to marital discord, would be more practical than the remedial approach of marital therapy after problems develop. A twin underlying assumption of this study was that every marriage possessed the potential for enhancement by improving the marital attitudes of those within the relationship through an adult education program concentrating on the critical areas of married life.

Since there was an extremely limited amount of literature directly addressing the effectiveness of educational interventions in improving

marital attitudes, a review of literature closely related to this study was conducted. This venture resulted in establishing a need for educational interventions in married life to reverse the upward trend in the rates of marriage dissolutions. Furthermore, it confirmed the need for educational interventions in married life to improve the quality of marriages that may remain intact but continue to suffer from low marital satisfaction on the part of one or both partners. Even though the serious need is established for such an undertaking, very few social agencies and community organizations are sincerely or actively engaged in family life education as a high priority.

Related literature also pointed up that poor attitudes in married life not only exacerbate the normative crises of marriage, but affect many other areas of life as well. Unwholesome attitudes within marriage either threaten the continued existence of the marriage or impede its growth. But, additionally, they have a rippling and compounding effect in the individual work, social, and personal lives of the two persons who comprise the relationship. An effective adult education program resulting in improved marital attitudes would extend far beyond the walls of the couple's residence.

A controversy emerged from the literature concerning the existence or nonexistence of a family life cycle with predictable stages through which a marriage goes. The weight of scholarly opinion appears to be on the side of the existence such a phenomenon. This is especially true in light of the fact that this is a recent theory. There is almost general agreement; however, that married life is subject to more and different stresses at specific times. Therefore, it stands to reasons that married couples, educated about

those times, would be more apt to successfully negotiate them. The literature search also revealed commonly held beliefs that skills in parenting, communication, financial management, and conflict resolution can be gained or improved through educational activities.

A review of similar studies presented a portrayal of conflicting results. The Brief Sexual Enhancement Program (BSEP), a three-hour program, was generally ineffective. The Communication and Skills Trainings (CAPS) program was successful in the area of parenting concepts, but it did not succeed in other critical areas, especially in the marital relationship. The "Couples Growing together" program succeeded in a long-course format (eight-weekly two-hour sessions), but it did not succeed in a short-course format (one-day eight-hours). The Newlywed Enrichment curriculum was unsuccessful in a three-month course taught in a Sunday School class environment. A one-day Dual-Career Workshop (DCW), using a Proactive Marital Enrichment Program, was successful in two areas but unsuccessful in five others.

This present study involved five separate five-day classes with daily sessions of three hours. Subjects on marital life were "Keys to an Exciting Marriage," "Elements in/Barriers to Effective Communication," "The Two Most Important Elements in Communication," "Conflict Resolution: Healthy Disagreement," "Parenting, the Greatest Profession," "Discipline is not Punishment," "Intimacy, the True Measure of a Marriage," "Family Financial Management," "Phases of a Marriage," and "Marriage, A Unique Relationship."

The ENRICH Inventory, used as the data gathering instrument, was administered as a pre-test one day before the classes started and again as a post-test two weeks following the conclusion of the classes.

Comparisons were made between the pre-test and post-test for wives and the pre-test and post-test scores of husbands to determine the increase in scores, translated as improvement, of the marital attitudes within the 58 subjects, comprising 29 married couples. Also, a correlational study was made to determine if relationships existed, and their strengths, among the 12 categories of attitudes and feelings that were assessed by the ENRICH instrument. This correlation study was performed on the pre-test results.

The findings, in summary, were that significant increases on a one-tailed t-test ($p=.05$) were observed for the wives in four categories: Idealistic Distortion, Personality Issues, Marital Satisfaction, and Sexual Relationship. Similar increases were observed for husbands in three categories: Personality Issues, Marital Satisfaction, and Children and Marriage. Nonsignificant increases, ranging from small to large, were observed for both groups in all other categories with the following exceptions: wives' scores showed a large decrease in Equalitarian Roles and a moderate decrease in religious Orientation categories; husbands' scores showed small decreases in Idealistic Distortion and Leisure Activities categories.

The correlation analysis revealed no strong relationship existing among the 12 categories, and in most instances, no relationship existed between any two measures.

Conclusions

The following conclusions have been drawn from this study:

1. Both wives and husbands have the capacity to improve their marital attitudes in some areas through participation in short-term

classes in married life.

2. Wives and husbands may differ in the kinds of areas in which they experience improvement in attitudes during short-term classes in married life.

3. Based on the findings of low correlations between categories increases in post-test scores in one category, indicate that improved attitudes in one area was independent from improvements in other areas.

Recommendations

The following recommendations stem from this study:

1. When there is a time lapse from the end of the experiment to the post-test, establish more stringent controls to prevent the loss of pertinent data.

2. Short-term class content must focus on fewer areas. This curriculum attempted too much for a short-term approach.

3. Remove critical subjects, such as communication, in which the desired improvement was not realized and expand it to form a short-term class where it can be dealt with exclusively.

4. Replicate this study, using random selection of subjects.

5. Make a similar study of this short-term class in a week-end retreat mode. A persistent critique from this study's participants was resistance to five school nights away from their children.

6. Conduct more studies in this vital area of the effects of educational interventions on marital attitudes.

7. Conduct more studies to test the marriage life cycle theory.

8. Offer a follow-up test of from six months to one year to assess long term attitudinal changes.

9. Strategies different from those in these short-term classes are needed to cause attitudinal change in some areas.

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APPENDIX A

RELIABILITIES OF ENRICH

Category Title	Internal Consistency Reliability (Alpha)	Test-Retest** Reliability
Idealistic Distortion	.92	.92
Marital Satisfaction	.81	.86
Personality Issues	.73	.81
Communication	.68	.90
Conflict Resolution	.75	.90
Financial Management	.74	.88
Leisure Activities	.76	.77
Sexual Relationship	.48	.92
Children and Marriage	.77	.89
Family and Friends	.72	.82
Equalitarian Roles	.71	.90
Religious Orientation	.77	.89
Marital Cohesion	.76	.75
Marital Adapatability	.80	.72

*N = 1,344 Individuals; 672 couples

**N = 115 Individuals; testing separated by four weeks

Source: PREPARE-ENRICH Counselor's Manual, 1982, p. 63.

APPENDIX B

GROWING EXCITING MARRIAGES

COURSE OUTLINE

- Session 1. Introduction: Secrets of an Exciting Marriage
Title: "Marriage or Mirage?"
- Session 2. Communication: Verbal and Nonverbal Messages
Title: "Elements in Barriers to Effective Communication"
- Session 3. Communication: The Most Important Elements
Title: "Express Feelings Honestly; Listen Effectively"
- Session 4. Conflict Resolution: Healthy Disagreement
Title: "Marriage-Battleground or Better Ground?"
- Session 5. Parenting: The Greatest Profession
Title: "What's With These Kids?"
- Session 6. Parenting: Discipline is Not Punishment
Title: "Security is a Sense of Being Loved"
- Session 7. Intimacy: The True Measure of Marriage
Title: "Sex is No Substitute for Intimacy"
- Session 8. Family Finances: The Battle of the Budget
Title: "Money Talks, But Credit Screams!"
- Session 9. Phases of Marriage: What's in Your Future?
Title: "Lower the Anchor; Avoid the Lifeboats"
- Session 10. Summary: Marriage, A Unique Relationship
Title: "Hatred is Not Love's Opposite, Indifference Is!"

APPENDIX C

END-OF-SEMINAR CRITIQUES

APPENDIX C

END-OF-SEMINAR CRITIQUES

CRITICUES FROM FIRST SEMINAR

COMMENTS

- "Sharing your experiences & stories of being married. Hitting the major 'veins' of marriage (budgeting, cycles...)"
- "Division of program into blocks; addressed most areas; experience; examples; presentation (super speaker)"
- "Ideas & charts of many authors; illustrations by true stories at pertinent places; very good research, compiling and speaking"
- "Your manner of speech is good, presentation is sincere and atmosphere was relaxed, which is great! Your personal insights & actual life experiences add a lot to such a serious topic. Shows you know what you're talking about & that it's not all 'bookwork'."
- "Subject matter is very good. Presentation is interesting and fun. Order of presentation was fine"
- "a. "Your outline of your notes was clear and informative. By having this simple outline in our notes we have a lot of good information to take with us" b. Generally, the content was helpful and informative. Your presentation was good. The interspersed jokes were appropriate! (& humorous) c. I especially enjoyed the good, practical, functional advice given"
- "The sharing of your past experiences was most enjoyable to me. I could relate to almost everything from remembering my own childhood years to present date. I loved the informality and feeling of freedom to comment. The seminar was diversified and met so many of our needs"
- "A lot of research and study and experience and it shows. Presents good, basic working outline of marriage, family"
- "Very good ideas & suggestions -- obviously developed from a great deal of learning & experience"
- "I liked the 10 topics you covered. They were appropriate for all marriage groups"
- "Intense interest of leader; humor of leader; flip chart greatly enhanced presentations; skilled planning of leader; skilled presentation of leader; "U" shaped tables enhanced eye contact & sharing"
- "Good content, covered many areas and covered them well, good, natural flow, your humor is great and used well, relaxed presentation. I felt comfortable to share and ask questions"
- "The open discussion environment was very good. An environment that is informal with audience participation encouraged is much more productive than a formal lecture. Your personal experiences provided an excellent and interesting background to support the lecture. Allowing audience experiences provided even more depth to the sessions. The sessions opened new avenues that I did not know about marriages and families and provided a good background to make improvements. Overall -- excellent. Good jokes! Definitely a must for this type of program"

CRITIQUES - FIRST SEMINAR (Cont) p. 2

WEAKNESSES

- "Being in the first year of marriage and new at this, I found no weaknesses"
- "Unequal emphasis on each area (we have one child & learned a lot but couples without children are less interested); a couple of areas were left out or skimmed; program was too condensed; no handouts or supporting documentation; limited feedback"
- "Stories are great, but too many may ramble. (Because of my personality) I like to get right into each session - not ramble."
- "Nothing here. See suggestions."
- "The section on finance was less helpful. Rather than giving helpful hints on loans, insurance, etc. I think you should be giving general guiding principles from the Bible. I also think that the teachings would be greatly reinforced if scripture was used to bring out guiding principles."
- "a. If more scriptural reference was given, it would provide a foundation for future reference found in the bible. It was clear that the information was rooted on biblical truths. b. More open discussion would be helpful & probably informative. If there was more time, possibly couples could split into groups & discuss each topic before you speak on it to promote communication between the couples & come to some conclusions before we hear your studied information. c. The section on finances was not as helpful. Maybe if emphasis was placed on the relationship between marital stress and finances it would alert people to the potential problems so they can seek further guidance if needed"
- "More time is needed. If time permitted, more participation from the group would be interesting."
- "a. Need more clarity and less digression. b. Set up your charts as topics for discussion -- just use topic headings and let the group discuss the subtopics"
- "Needs more focus and less digression - Need more "Activities" & a little less lecturing -- in order to keep the attention level higher."
- "The Family cycles should be one of the first sessions. There needs to be set outlines for each session and followed closely."
- "Not enough group sharing; lectured centered"
- "One thing I missed was some exercises particularly in the communications section -- I understand what is helpful or a hindrance to communication, but I need to practice"
- "The sessions were a good length, but some could have been expanded. There are very few areas to improve upon."

CRITIQUES - FIRST SEMINAR (Cont) p. 5

SUGGESTED IMPROVEMENTS

- "More handouts"
- "Distribute handouts for each day the night before; address influence of in-laws on marriage; include more references from the Bible on each area"
- "More sessions (shorter); 15-30 min discussion at the end by students only; after session on intimacy, give couples an hour to go out and meditate or talk together about their relationship -- where they want to go -- goals for the stages of marriage ahead"
- "More short exercises on paper (like the financial exercise) to examine personal beliefs or feelings on major or semi-major points would help break up the length of concentration needed to absorb all the info you talk about."
- "More little techniques should be introduced to gain audience participation such as that little a,b,c finance test. Perhaps break into groups for increased intimacy."
- "Expand and include information relating to outside pressures & stresses on marriage. Specifically: i. job stress that comes home (consider that many households have both couples working); ii. family (in-laws, parents) pressures because your[sic] missing that aspect when relatives put stress on couples to start their own families, financially & just general interference; iii. the pressure we, as baby boomers, put on ourselves to succeed"
- "The sessions should be a little shorter to foster concentration and more interaction with the participants -- Need audience participation -- Also need to strive for clarity in the ideas & less "stories" because it sometimes clouds the central theme. In other words, the content must be condensed and focused."
- "The sessions need to be established for 45-50 min. Questions can be answered on breaks and after the sessions."
- "Contract on keeping shared things in group; use of more group activities. Strengths more than overwhelmed any weaknesses. Greatly enjoyed it."
- "As far as the exercises or practice sessions go, they could be done as couples, or in groups (I think couples would be better) or by yourself/with someone else."

CRITIQUES FROM SECOND SEMINAR

STRENGTHS

- "The presentation of the many elements involved in marriage is quite inclusive."
- "The fact to continue to look to God for leadership"
- "That you have the experience[sic] & the Education"
- "The strength is that it is taught by a Christian man from a Christian perspective."
- "Research of topics by instructor; charts"
- "Overview and material offered was helpful and stimulating"
- "Don has a good marriage to draw many personal examples and principles from -- Good material"
- "The information was correct and what I needed to hear. I really feel there is not one marriage in this world that could use a seminar like this.[??] Marriage is the hardest work I do on a daily basis, I can use all the help I can get."

WEAKNESSES

- "The lack of practical How to's in regard to each topic. also, although personal experience is relevant and needed it must be controlled such that it remains perant[sic] to the issue."
- "Parenting"
- "The sessions were a little long (or the time each night was long) and there were so many good areas to cover that I don't feel that most of them got the indepth consideration needed to be helpful in practical ways"
- "The topics were good but not enough was said on how to implement them. every night for a week is too long."
- "#1 not enough interaction with other couples in seminar; #2 facility needed more comfortability factor sciter chairs for the sessions #3 perhaps instead of a week long seminar a weekend seminar or one day seminar with several breaks."
- "He[Don] could use more specifics. For example, pt. 1 - Spouses respect each other. Help us explore ways husbands can show respect to wives, and wives to husbands. Show us how we can show disrespect at times and not be totally aware of it. How to improve on respect (etc.) (Cn specifics) - The struggle with finances basically only on the areas of where to spend percentages of money. We disagree on what is important. We both desire to save and not spend lots of cash on unnecessary items. I think one area is important and feel we should put a little more in that category, and he doesn't. If you could deal with more specific areas like these that would be helpful. (You did deal with specifics, just more would be helpful.)"
- "I think I would feel comfotable praying at the starts and using the bible more."

CRITIQUES - SECOND SEMINAR (Cont) p. 2

SUGGESTED IMPROVEMENTS

- "The problems experienced are covered well but I don't feel that enough time is spent showing how to solve the problem. Step by step solutions are needed. Examples - Love in the home is necessary but when achieved it is the responsibility of the husband to initiate and show love so the wife can respond as she is supposed to do.[?] If this is to be a christian seminar then concrete biblical answers should be presented."
- "more time spent on effective[sic] discipline"
- "Some questions and periods."
- "more group discussion (active participation) would be helpful. I think some role-playing would be beneficial. I think also being encouraged to ask questions that are specific to each marriage would be good."
- "2 45 min sessions with 15 min. breaks 3 X a week (every night is too hard with children). Need to have a[n] introduction of people so you feel you know who you are setting[sic] with. I would like more scripture support. We all brought our bibles the 1st night because we thought this would be a scriptural study."
- "Handouts/nametags/coffee/scheduled breaks/get acquainted with other participants; more discussion questions and sharing - give a certificate of completion?"
- "I would involve the participants more closely w/each other. In order for this to happen participants need to know who else they are in class w/ so as to feel at ease."

CRITIQUE FROM THIRD SEMINAR

STRENGTHS

- "The personal experiences and encouragement from the leader"
- "Helping one to understand what marriage is all about and giving us the basis for a successful and happy marriage"
- "I like the way that you show how couples have to love, be each other's friend, experience intimacy, and in general show how two people that[who] love each other more than anything else go through life"
- "Don's research was very complete 'fulfilling'"
- "Being able to make remarks during the presentation and allowing us to discuss topics with each other"
- "Opportunities for discussion with other couples. Also going over the principles of communication in marriage. The session on family money management was very informative. Intimacy was also helpful & informative"
- "That it is given by one who has 'passed through the waters.' That visuals are used..."
- "Brought out a lot of helpful points one may overlook and the advice of other couples in seminar give some helpful places to start"
- "Communication, Conflict Resolution, Phases of Marriage"
- "I mostly enjoyed the sessions on parenting, maybe because I'm not a parent!"
- "Well structured and organized material 'good sense of humor!'"
- "Seminar covers a broad scope of elements in marriage. Something is sure to be very meaningful to everyone. Plenty of group interaction, stimulating thought and introducing new ideas and viewpoints"
- "Content is good and points well covered"
- "The method of teaching of the instructor -- insightful stories, humor, & personal experience were all beneficial to learning"
- "The openness[sic] to share problems & solutions. Enjoyed the stories & humor. Visual listings, colorful charts [were] helpful"
- "(1) ability to speak out freely, (2) help of others in ideas to share, (3) a deep sense of purpose - knowing the goals of seminar"
- "Informality - no cost - child care free - knowing some of people in group - discussion format - let me get to know others better - I loved the humor - this week I really needed it!"
- "Most areas of marriage are touched upon & although this is too brief it provides a forum to open up discussion between partners"
- "Discussions were good to facilitate others input and ideas. The chart was also helpful. You have a good sense of humor"

CRITIQUES FROM THIRD SEMINAR (Cont) p 2

(STRENGTHS - cont)

- "The fact that you get other people's opinions, ideas & sometimes the way they handle particular situations"
- "Involvement and discussion among participants. Experiences shared"

WEAKNESSES

- "Too little time to ask questions and share"
- "I think you cover a great deal in a short time. Maybe the course would be more effective if it were more concentrated in a fewer number of topics"
- "Maybe too many military examples - going off the subject just a bit"
- "Not enough time"
- "Too much time spent on parenting and not enough on intimacy. I felt the session on intimacy was more relevant to my situation and I would have preferred more time on it. The tables were also a barrier to group intimacy - I think the parlor might have been better"
- "It needs to have Scripture backing up everyone of the statements. I believe that the impact will increase immensurable[sic]"
- "I know it's probably impossible because each couple is different. It brought out a lot of good points on problems relating on being more open but not how to overcome them"
- "More visual guides -- like outlines or handouts. Time consuming"
- "A lot of information appears to be idealistic -- perhaps more guidance (practically speaking) of improving areas of difficulty"
- "No/little Biblical structure to support the material. Some sessions tended to drag due to "stories" told by participants and teacher. Although these stories are important and in many cases essential to emphasizing a point, some structure or 'tighter reigns'[sic] might be helpful in keeping on schedule"
- "No written materials (handouts)"
- "I believe that there needs to be more participation (guided) by the couples through planned exercises, questionnaires[sic], or sharing w/each other & other couples. I would also like to see more of a Biblical approach to some of the topics, such as Leadership, Submission, Honor, Finances, etc"
- "There need to be more practical exercises, i.e., questions for husbands & wives to discuss among themselves or a short workbook"
- "(1) some redundancy in discussion - needs to move faster, (2) discussion sometimes digresses from subject, (3)

CRITIQUE FROM THIRD SEMINAR (Cont) p. 3

(WEAKNESSES - cont)

- drawn out"
- "I did not feel that intimacy was covered in enough detail, especially sexual aspects - but emphasis was appropriately placed"
- "None in relation to content per se but every night out during school year was brutal on us & the kids"
- "I would have preferred to move quicker through the areas. Some things that were self explanatory we spent too much time on. Would have liked less time on parenting or more on finances just because that pertains more to me"
- "None really -- found it hard to be away from home every night for 3 hrs. with 4 children"
- "Time (as always) was short. I would like another week"

SUGGESTED IMPROVEMENTS

- "Maybe concentrate on fewer topics"
- "More situations where a couple has a need or cry for help situation in their home life, let others answer with a helpful solution"
- "Allow time for couples to get together & discuss topics"
- "I think a weekend retreat would help rather than evenings after work. Also, exercises for couples to do privately would help reinforce what we learned"
- "Charge a small fee. Have the testimony of three or four (one each night) stressing the need or the how of that particular subject. Use part of the fee to provide drinks like juice. Give a diploma to those who attended all the sessions. Start each session with prayer [we did!]. Have a theme song that is related to the family" [we did not!]
- "Maybe if there were projects or discussion questions for each session either night before so couples could discuss problems or questions together and bring to next session would lead to more discussion & helpful ideas"
- "It would be better to have the seminar during a weekend or maybe 1 or 2 days a week for a couple of weeks"
- "It would have been helpful to have had some specific assignments to do, either at home or during the sessions - where just the two of us could interact about the material"
- "Include Bible references to support material. Control discussion in order to keep on schedule"
- "Have something in the form of printed materials -- something to take home for review and future reference"
- "I guess that my #1 suggestion is for more interactive exercises between couples"
- "Perhaps, since the time is short, have participants fill out some inventory that would indicate what problems or

CRITIQUE FROM THIRD SEMINAR (Cont) p 4

(SUGGESTED IMPROVEMENTS -cont)

- areas they feel they need to or would like to spend more time on & tailor sessions accordingly"
- "(1) literature handout would be helpful, (2) handout outline, (3) change order some - Financial towards front & end with parenting"
 - "Printed handouts with topics/outline form -- bibliography of sources -- extra reading areas for each topic -- more time in a concentrated format say Fri pm & all day Sat & Sun afternoon -- like a retreat atmosphere -- less stressful than having to rush so much after work on weekday -- even though I made the effort because I wanted to & did not miss a session"
 - "You might want to encourage those with major problems to seek additional professional help. Perhaps a review of different types of counseling available"
 - "Spent too much time in some areas. Discussions are good but sometimes points were overmade by everyone"
 - "Maybe in conflict resolutions, have mock situations thrown out & see how some people would respond to it"
 - "Use surveys to open each day to encourage or break the ice for discussions"

CRITIQUES FROM FOURTH SEMINAR

STRENGTHS

- "The openness to share facts and own experiences connected with the facts"
- "The session on intimacy"
- "You make everyone feel comfortable. You discuss at a level that all would benefit -- well organized -- good flow (relaxed learning)"
- "Both parenting sessions"
- "Open & honest sharing of experiences and ideas"
- "Honesty, down to earth experiences. Not just statistics"
- "The topics were very beneficial and practical to married life"
- "Was presented in a relaxed atmosphere and all information was presented in a very understandable fashion"
- "I think all sessions were good and all should be used but should have more time"
- "This is the first seminar we've attended as a couple. Instructor has been there and been successful at marriage & parenting -- He hasn't made us feel like we're all square pegs fitting in square holes -- We're all different and God has a place for us. Our time was honored, set time & stayed to it. Has given opportunity to be better acquainted with other couples"

WEAKNESSES

- "I think all sessions were good and all should be used but should have more time"
- "Not having enough time to share because of time schedules"
- "The lack of explaining the facts, and the over abundance of stories and jokes that strayed from the point and went off on some tangent"
- "Sometimes you strayed from the main point. Maybe it was my fault, may be my language limit"

SUGGESTED IMPROVEMENTS

- "A few short examples from own marriages or marriage of their parents"
- "To talk less on other topics other than the material. To allow feedback and input from the couples"
- "To hold the seminars in a retreat type setting"
- "Retreat sessions without interruptions"
- "I think it would be perfect for weekend retreat and would have more time for discussion"
- "Handouts would be very helpful with some informational sources listed"
- "Retreat setting [and] more time"
- "Handouts"

CRITIQUES FROM FIFTH SEMINAR

STRENGTHS

- "The practical experience, the real life experiences you shared with us to reinforce the seminar material"
- "It was well organized"
- "I think the seminar leader is very knowledgeable in all aspects of anything to do with marriages"
- "Wealth of information, parenting info. of great help, in our marriage the discipline of our children causes the most conflict, much of which is our difference of opinion and background as children"
- "I feel this seminar is very important for good marriages to make it better, because I feel my marriage is, very good and this seminar brought some fresh ideas and reminders"
- "One strength was in the pure 'forcing' of my spouse and me spending hours together daily! Too much to do - so little time, etc"
- "Organization, openness"

WEAKNESSES

- "Need a break in the evenings to get up and stretch out"
- "It was psychologically based"
- "The weakness that I noticed most is that the atmosphere seemed hurried, almost to the point where people were afraid of interaction"
- "Not enough role play"
- "I would like to see more interaction - games, handouts, etc. The \$ quiz was great!"

SUGGESTED IMPROVEMENTS

- "Need to encourage more response from other couples"
- "I think that God's Word is and should be the basis for everyone's life, but especially Christians. Paul's writing, the Gospels, Psalms, Song of Solomon, Proverbs and others all come to mind as sources, but they were hardly mentioned. I think restructuring along this line would greatly increase the interest and effectiveness of the course"
- "To improve this already good seminar I think would concentrate more on the married couple and why things happen. I realize that parenting and finances are always an important and integral part of marriage I feel that communication and understanding your mate is truly the most important aspect of a marriage"
- "Much of the info given was good but I would have benefited from more situations and problems between couples being addressed"
- "This would make a great (GEM) retreat so there would be more time for discussion and sharing"
- "Based more on Biblical principles than current psychological findings"

APPENDIX D
CORRESPONDENCE

Shandon Baptist ChurchJohn R. Lincoln, D. Min.
Pastor


November 19, 1987

Mr. Donald R. Smith
GEM Educational Services
3009 Indian Drive
Enid, OK 73703

Dear Don,

I look forward to meeting with you to hear your presentation. I have scheduled our meeting for Tuesday, November 24 from 12 noon to 1:00 p.m. in my office. Thank you for sending your brochure. It sounds like an exciting concept and I look forward to hearing from you when you arrive in town. My best to you in all that you do. It's a joy and a pleasure to work Dave and Faith.

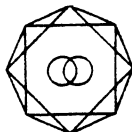
Sincerely,



Dick Lincoln

DL:pi

819 Woodrow Street/Columbia, South Carolina 29205/(803) 799-0652



GEM Educational Services

3009 Indian Drive
Enid, Oklahoma 73703
405/233-5270

April 19, 1988

XXXXXXXXXXXXXXXX, Minister
XXXXXXXXXXXXXXXX Church
XXXXXXXXXXXXXXXX Street
City, State Zip Code

Dear XXXXXXXXXXXX:

I am writing, as promised, to update you on the planned "Growing Exciting Marriages" seminar planned for your church XXXdatesXXXX. I suggest that approximately two months before those dates, that recruitment of couples be started by bulletin or newsletter announcements and completed when no less than 10 nor more than 12 couples are enrolled.

The couples need to know that the seminar sessions will be on Monday through Friday evenings for three hours -- time to be set by you at what is best for the church schedule and the couples involved. After the couples have made their commitment to participate, please send me their names and addresses so that I can send additional information (i.e., introductory material, plans for pretest/ posttest, and an assurance of confidentiality). This needs to be accomplished about two to three weeks before the scheduled seminar.

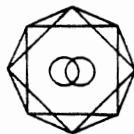
Since GEM seminars are designed to be offered through the local church congregations, there are no age or length-of-marriage restrictions. The couples are to be representative of those who comprise the church membership. The only screening feature is an attempt to preclude couples with extreme problems in need of marital counseling. Publicity that these seminars make good marriages better will suffice.

If you have any questions or information to give me, please call or write. I am looking forward to the time at XXXXXXXX. I pray that the GEM seminar will be an extension of your ministry to your people.

Sincerely,

Donald R. Smith

" Growing Exciting Marriages "



GEM Educational Services
 3009 Indian Drive
 Enid, Oklahoma 73703
 405/233-5270

August 2, 1988

Dr. John R. Lincoln
 Shandon Baptist Church
 819 Woodrow Street
 Columbia, SC 29205

Dear Dick,

I have enclosed some information which you may use, all or part, in publicizing the GEM seminar scheduled for September 19-23 at Shandon. My advisory committee has given me the green light on the study and are almost as excited about it as I.

My suggestion to each of the churches in which I will be conducting the seminars is to use the church bulletin and/or newsletter to inform the folks of the opportunity to improve the quality of their marital relationships and let them respond by registering to attend. It is imperative that couples make a commitment to attend all five evenings.

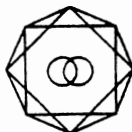
The schedule will include my administering a pretest, the ENRICH Inventory, on the Sunday before the start of the seminar (either following the evening worship or in the afternoon, whichever you suggest). Therefore, if I can get the names and addresses of the couples who have registered, at least two weeks before the seminar, I will write each to thank them for participating and to explain the Sunday "get-acquainted" meeting.

I am looking forward to being at Shandon during that week and to seeing you again. If you need any further information from me, please let me know.

Sincerely,

DONALD R. SMITH

"Growing Exciting Marriages"



GEM Educational Services

3009 Indian Drive
Enid, Oklahoma 73703
405/233-5270

XXXXXXXXXX XX, 1988

Mr. & Mrs. XXXXXXXXXXXXXXXX
XXXX XXXXXX Street
XXXXXXXX, XX XXXXX

Dear XXXXX and XXXXXXXX,

I was delighted to hear you had enrolled in the "Growing Exciting Marriages" seminar scheduled at XXXXXXXX XXXXXX Church next Monday through Friday. I am praying that it will be helpful to you. As you probably know, I am conducting a research project in conjunction with this seminar (hence, there is no cost to those who are participating). Therefore, I would like to meet Sunday following evening worship with the couples who are enrolled in the seminar.

The Sunday evening meeting is for the purpose of gathering pre-seminar data by means of a simple inventory. The information will be known only by me and the reporting of findings and conclusions of the study will not contain personal names. I want to emphasize that -- all personal information will be kept strictly confidential!

We will meet in Room XXX following the evening worship on Sunday for our "get acquainted" meeting and to complete the pre-seminar inventory. Room XXX is also the location of the five seminar sessions.

I look forward to meeting you Sunday evening and in sharing next week with you in "Growing Exciting Marriages."

Sincerely,

Don R. Smith

" Growing Exciting Marriages "

APPENDIX E

ENRICH QUESTIONNAIRE

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

101-108

110-111

U·M·I

enrich

ENRICH is for married couples.

ENRICH was designed to help you learn more about yourself, your partner and your relationship. ENRICH can identify some of the strengths in your relationship and problematic issues for you to discuss with your partner.

ENRICH results are not intended to predict your chances for marital success or to determine whether you should seek marriage counseling.

ENRICH is not a test and there are no "right" or "wrong" answers. Please answer all questions according to your point of view. The usefulness of ENRICH depends upon your willingness to respond fully and honestly.

The results of ENRICH are confidential and will be seen by only you, your partner and your clergy/counselor. A couple identification number will be assigned and will be used in place of your names.

While you are taking ENRICH, we request that you not discuss these items with your partner. After you have completed ENRICH, we encourage you and your partner to discuss the items as well as feelings you experienced while taking ENRICH

TO COUPLES WITHOUT CHILDREN AT HOME

There are 10 items on ENRICH which ask questions that relate to Children and Marriage. Since these items are not relevant to you, you should fill in a 3--Undecided. These 10 items are: 5, 21, 35, 49, 50, 59, 67, 87, 94 and 102.

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RESPONSE CHOICES				
1	2	3	4	5
Agree Strongly	Agree	Undecided	Disagree	Disagree Strongly

1. I sometimes feel pressured to participate in activities my partner enjoys.
2. It is very easy for me to express all my true feelings to my partner.
3. It is hard for me to have complete faith in some of the accepted teachings of my religion.
4. In order to end an argument, I usually give in too quickly.
5. In our family, the father spends enough time with our children.

-
6. When we are having a problem, my partner often gives me the silent treatment.
 7. Some friends or relatives do things that create tension in our marriage.
 8. There are times when I am bothered by my partner's jealousy.
 9. I am completely satisfied with the amount of affection my partner gives me.
 10. My partner and I have different ideas about the best way to solve our disagreements.
 11. Religion has the same meaning for both of us.
 12. I believe that the woman's place is basically in the home.
 13. Sometimes I am concerned about my partner's temper.
 14. I am not pleased with the personality characteristics and personal habits of my partner.
 15. We try to find ways to keep our sexual relationship interesting and enjoyable.

-
16. Sometimes I wish my partner was more careful in spending money.
 17. I wish my partner would have more time and energy for recreation with me.
 18. I'd rather do almost anything than spend an evening by myself.
 19. I am very happy with how we handle role responsibilities in our marriage.
 20. It bothers me that I cannot spend money without my partner's approval.
-

RESPONSE CHOICES				
1	2	3	4	5
Agree	Agree	Undecided	Disagree	Disagree
Strongly				Strongly

21. I am satisfied with how we share the responsibilities of raising our children.
 22. Sharing religious values helps our relationship grow.
 23. If both of us are working, the husband should do the same amount of household chores as the wife.
 24. At times, I am concerned that my partner appears to be unhappy and withdrawn.
 25. I am concerned that my partner may not be interested in me sexually.
-

26. We have difficulty deciding on how to handle our finances.
 27. We spend the right amount of time with our relatives and friends.
 28. I am concerned that my partner does not have enough interests or hobbies.
 29. In our family, the wife should not work outside the home unless it is an absolute financial necessity.
 30. My partner should smoke, drink or use drugs less often.
 31. My partner and I seem to enjoy the same type of social or recreational activities.
 32. I am not happy about our communication and feel my partner does not understand me.
 33. I am sometimes concerned about where and how we spend our holidays with our families.
 34. My partner and I understand each other completely.
 35. We agree on how to discipline our children.
-

36. I am very happy about how we make decisions and resolve conflicts.
 37. At times, my partner is not dependable or does not always follow through on things.
 38. I am satisfied with our decisions about how much we should save.
 39. When discussing problems, I usually feel my partner understands me.
 40. My partner sometimes makes comments which put me down.
-

RESPONSE CHOICES				
1	2	3	4	5
Agree Strongly	Agree	Undecided	Disagree	Disagree Strongly

41. It is easy for me to talk with my partner about sexual issues.
42. My partner completely understands and sympathizes with my every mood.
43. In our marriage, the husband should be as willing to adjust as the wife.
44. When we are with others, I am sometimes upset with my partner's behavior.
45. We are both aware of our major debts, and they are not a problem for us.

-
46. My religious beliefs are an important part of the commitment I have to my partner.
 47. I sometimes worry that my partner may have thought about having a sexual relationship outside of our marriage (affair).
 48. I think my partner is too involved with or influenced by his/her family.
 49. My partner seems to give more attention to the children than to our marriage.
 50. We agree on the number of children we would like to have.
 51. We seldom keep records of our spending or budget our money.
 52. I am unhappy about our financial position and the way we make financial decisions.
 53. I am very happy with how we manage our leisure activities and the time we spend together.
 54. I am sometimes afraid to ask my partner for what I want.
 55. Even if the wife works outside the home, she should still be responsible for running the household.

-
56. My partner and I disagree on how to practice our religious beliefs.
 57. I do not enjoy spending time with some of our relatives or in-laws.
 58. When we are having a problem, I can always tell my partner what is bothering me.
 59. Children seem to be a major source of problems in our relationship.
 60. We never have concerns about the types of T.V. programs or the time spent watching television.
-

RESPONSE CHOICES				
1	2	3	4	5
Agree Strongly	Agree	Undecided	Disagree	Disagree Strongly

61. The wife should trust and accept the husband's judgements on important issues.
62. Our sexual relationship is satisfying and fulfilling to me.
63. Sometimes my partner is too stubborn.
64. Every new thing I have learned about my partner has pleased me.
65. It is important for me to pray with my partner.

-
66. I wish my partner was more willing to share his/her feelings with me.
67. Having children has brought us closer together as a couple.
68. My partner likes all of my friends.
69. I am reluctant to be affectionate with my partner because it is often misinterpreted as a sexual advance.
70. There are times when my partner does things that make me unhappy.
71. Sometimes we have serious disputes over unimportant issues.
72. I like the amount of time and leisure activities my partner and I share.
73. Sometimes I have trouble believing everything my partner tells me.
74. I go out of my way to avoid conflict with my partner.
75. For us, the husband's occupation is always regarded as more important than the wife's.

-
76. I believe that our marriage includes active religious involvement.
77. Use of credit cards and charge accounts has been a problem for us.
78. My partner is often critical or has a negative outlook.
79. I sometimes feel our differences never seem to get resolved.
80. If there are (were) young children, the wife should not work outside the home.
-

RESPONSE CHOICES				
1	2	3	4	5
Agree Strongly	Agree	Undecided	Disagree	Disagree Strongly

81. Sometimes my partner does not understand how I feel.
82. I am very pleased about how we express affection and relate sexually.
83. To avoid hurting my partner's feelings during an argument, I tend not to say anything.
84. I do not seem to have fun unless I am with my partner.
85. Deciding what is most important to spend our money on is sometimes a problem.

-
86. Sometimes my partner spends too much time with friends.
87. My partner and I have similar views on the religious education for our children.
88. I am not satisfied with the way we each handle our responsibilities as parents.
89. In loving my partner, I feel that I am able to better understand the concept that God is love.
90. I feel that our parents expect too much attention or assistance from us.
91. I am very satisfied with how my partner and I talk with each other.
92. I feel that our parents create problems in our marriage.
93. We always agree on how to spend our money.
94. Since having our children, I feel more satisfied in my marriage.
95. Sometimes I have difficulty dealing with my partner's moodiness.

-
96. At times, my partner does not take our disagreements seriously.
97. Both of us should jointly agree on all important decisions.
98. I do not always share negative feelings I have about my partner because I am afraid he/she will get angry.
99. I am satisfied about our relationship with my parents, in-laws, and/or friends.
100. My partner and I disagree about some of the teachings of my religion.
-

RESPONSE CHOICES				
1	2	3	4	5
Agree Strongly	Agree	Undecided	Disagree	Disagree Strongly

101. My partner has all of the qualities I've always wanted in a mate.
102. We agree on how much we should do for our children.
103. I really enjoy being with all my partner's friends.
104. My partner and I feel closer because of our religious beliefs.
105. In our marriage, the wife will be encouraged to work outside the home.

-
106. Sometimes I am concerned that my partner's interest in sex is not the same as mine.
107. I am satisfied with our decisions regarding family planning or birth control.
108. I have concerns when my partner spends time with friends or co-workers of the opposite sex.
109. My partner is always a good listener.
110. I am concerned about who is responsible for the money.
111. It bothers me that my partner uses or refuses sex in an unfair way.
112. When we argue, I usually end up feeling the problem was all my fault.
113. I feel very good about how we each practice our religious beliefs and values.
114. My partner and I have a good balance of leisure time together and separately.
115. At times, I think my partner is too domineering.
-

PLEASE CONTINUE ON NEXT PAGE

YOUR MARRIAGE

Please answer the following ten questions in terms of how you perceive your marriage.

Please notice the following response scale in different from the one used in the previous questions.

1	2	3	4	5
ALMOST NEVER	ONCE IN A WHILE	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

- 116. We ask each other for help.
- 117. We each act as leaders in our marriage.
- 118. We like to spend time with each other.
- 119. We change our ways of handling tasks.
- 120. We feel very close to each other.
- 121. Rules change in our marriage.
- 122. We consult each other on our decisions.
- 123. We shift household responsibilities from person to person.
- 124. Togetherness is a top priority.
- 125. It is hard to identify the leader in our marriage.

WE WISH YOU A HAPPY & SUCCESSFUL MARRIAGE!

DEVELOPED BY:

David H. Olson, Ph.D.
David G. Fournier, Ph.D.
Joan M. Druckman, Ph.D.

Phone (405) 377-9355

PREPARE - ENRICH
Office For Research and
Program Development
P.O. Box 1363
Stillwater, Oklahoma
74076-1363

APPENDIX F

ENRICH ANSWER SHEET

ENRICH

EVALUATING & NURTURING RELATIONSHIP ISSUES, COMMUNICATION, HAPPINESS

PREPARE-ENRICH
P.O. BOX 1363
STILLWATER, OK 74076

DAVID H. OLSON, PH.D.
DAVID G. FOURNIER, PH.D.
JOAN M. DRUCKMAN, PH.D.

Introduction: ENRICH was designed to help you discover some relationship strengths and work areas in your marriage. ENRICH results are not intended to predict your chances for marital success but are intended to help you make decisions about your marriage. Please answer all questions according to your point of view. The usefulness of ENRICH depends upon your willingness to respond fully and honestly. Please do not place your name on this form so that confidentiality can be maintained. (Use a no. 2 pencil and completely blacken each circle.)

- Education Completed (one only)**
- 1 Graduate/Professional
 - 2 Four Year College
 - 3 Some College/Technical
 - 4 Finished High School
 - 5 Some High School
 - 6 Finished Elementary
 - 7 Some Elementary

- OCCUPATION**
- 1 Professionals, Doctors, Lawyers, Executives
 - 2 Other Professionals, Managers, Teachers, Nurses
 - 3 Skilled and Building Trades, Farmer
 - 4 Sales, Technicians, Clerical
 - 5 Laborer, Factory Worker, Waitress
 - 6 General Service Employees
 - 7 Homemaker
 - 8 Student
 - 9 Unemployed
 - 0 Other

Write number here and → darken circles
01 = 1 year

How many years have you been married?

05 = five years

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Write number here → 01 = 1 month

How many months did you know your partner before marriage?

05 = 5 months

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

What is YOUR INDIVIDUAL TOTAL YEARLY INCOME from all sources before taxes?

- 0 No income
- 1 Under \$5,000
- 2 \$5,000-\$9,999
- 3 \$10,000-\$14,999
- 4 \$15,000-\$19,999
- 5 \$20,000-\$29,999
- 6 \$30,000-\$39,999
- 7 \$40,000-\$49,999
- 8 \$50,000-\$74,999
- 9 \$75,000 or more

Religious Preference

- 0 Assembly of God
- 1 Baptist
- 2 Catholic
- 3 Christian
- 4 Episcopal
- 5 Jewish
- 6 Lutheran
- 7 Methodist
- 8 Other Protestant
- 9 Not listed

What is your birth position in your family?

How many children do you have?

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Marital Status

- 0 Married first marriage
- 1 Married previously married
- 2 Married separated
- 3 Single widowed
- 4 Single previously married
- 5 Single never married

How satisfied are you with your marriage?

How satisfied do you think your partner is with the marriage?

- 0 Extremely Satisfied
- 1 Very Satisfied
- 2 Satisfied
- 3 Somewhat Dissatisfied
- 4 Dissatisfied

ETHNIC BACKGROUND

- 0 Afro-American (Black)
- 1 Asian-American
- 2 Caucasian (White)
- 3 Native American (Indian)
- 4 Spanish Descent
- 5 Other

Have you ever considered separation or divorce?

Yes No

1 2

INCOME EARNING EMPLOYMENT

- 0 Full-Time Job Only
- 1 Full-Time & Part-time Job
- 2 Part-Time Job Only
- 3 None

Parents Marital Status

- 0 Married and living together
- 1 Separated
- 2 Divorced and single, both
- 3 Divorced and remarried, both
- 4 Divorced, one single, one remarried
- 5 Single (partner deceased)
- 6 Remarried (partner deceased)
- 7 Both parents deceased

Where did you live most of your life? Where do you currently live?

- 0 Farm
- 1 Rural but not farm
- 2 Town, 2500 people or less
- 3 Town, 2500 to 25,000
- 4 Small city 25,000 to 100,000
- 5 Large city, over 100,000

YOUR AGE

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

COUNSELOR COMPLETE

Example: SF X

Write number and darken circles

COUNSELOR'S ZIP CODE

Write number and darken circles

Today's Date

Month Day Year

Example: 01 - January
12 - December
00 - 0000
0000 - 0000

YOUR AGE

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

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		<p style="text-align: center;">INSTRUCTIONS FOR PREPARE/ENRICH</p> <ol style="list-style-type: none"> 1. Use only No. 2 pencil. 2. Clearly darken each answer (see example). 3. Be careful not to make stray marks on answer sheet. 4. Do not wrinkle or staple this sheet. 5. Erase all corrections thoroughly. 6. Make sure your answers correspond to the number in the booklet. 7. Read each item carefully, marking your answer according to the response choices listed below. 8. Check to see that you have an answer to each question.
--	--	---

1 1 2 3 4 5	21 1 2 3 4 5	41 1 2 3 4 5	61 1 2 3 4 5	81 1 2 3 4 5	101 1 2 3 4 5
2 1 2 3 4 5	22 1 2 3 4 5	42 1 2 3 4 5	62 1 2 3 4 5	82 1 2 3 4 5	102 1 2 3 4 5
3 1 2 3 4 5	23 1 2 3 4 5	43 1 2 3 4 5	63 1 2 3 4 5	83 1 2 3 4 5	103 1 2 3 4 5
4 1 2 3 4 5	24 1 2 3 4 5	44 1 2 3 4 5	64 1 2 3 4 5	84 1 2 3 4 5	104 1 2 3 4 5
5 1 2 3 4 5	25 1 2 3 4 5	45 1 2 3 4 5	65 1 2 3 4 5	85 1 2 3 4 5	105 1 2 3 4 5

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6 1 2 3 4 5	26 1 2 3 4 5	46 1 2 3 4 5	66 1 2 3 4 5	86 1 2 3 4 5	106 1 2 3 4 5
7 1 2 3 4 5	27 1 2 3 4 5	47 1 2 3 4 5	67 1 2 3 4 5	87 1 2 3 4 5	107 1 2 3 4 5
8 1 2 3 4 5	28 1 2 3 4 5	48 1 2 3 4 5	68 1 2 3 4 5	88 1 2 3 4 5	108 1 2 3 4 5
9 1 2 3 4 5	29 1 2 3 4 5	49 1 2 3 4 5	69 1 2 3 4 5	89 1 2 3 4 5	109 1 2 3 4 5
10 1 2 3 4 5	30 1 2 3 4 5	50 1 2 3 4 5	70 1 2 3 4 5	90 1 2 3 4 5	110 1 2 3 4 5
11 1 2 3 4 5	31 1 2 3 4 5	51 1 2 3 4 5	71 1 2 3 4 5	91 1 2 3 4 5	111 1 2 3 4 5
12 1 2 3 4 5	32 1 2 3 4 5	52 1 2 3 4 5	72 1 2 3 4 5	92 1 2 3 4 5	112 1 2 3 4 5
13 1 2 3 4 5	33 1 2 3 4 5	53 1 2 3 4 5	73 1 2 3 4 5	93 1 2 3 4 5	113 1 2 3 4 5
14 1 2 3 4 5	34 1 2 3 4 5	54 1 2 3 4 5	74 1 2 3 4 5	94 1 2 3 4 5	114 1 2 3 4 5
15 1 2 3 4 5	35 1 2 3 4 5	55 1 2 3 4 5	75 1 2 3 4 5	95 1 2 3 4 5	115 1 2 3 4 5

----- FOLD HERE -----

16 1 2 3 4 5	36 1 2 3 4 5	56 1 2 3 4 5	76 1 2 3 4 5	96 1 2 3 4 5	116 1 2 3 4 5
17 1 2 3 4 5	37 1 2 3 4 5	57 1 2 3 4 5	77 1 2 3 4 5	97 1 2 3 4 5	117 1 2 3 4 5
18 1 2 3 4 5	38 1 2 3 4 5	58 1 2 3 4 5	78 1 2 3 4 5	98 1 2 3 4 5	118 1 2 3 4 5
19 1 2 3 4 5	39 1 2 3 4 5	59 1 2 3 4 5	79 1 2 3 4 5	99 1 2 3 4 5	119 1 2 3 4 5
20 1 2 3 4 5	40 1 2 3 4 5	60 1 2 3 4 5	80 1 2 3 4 5	100 1 2 3 4 5	120 1 2 3 4 5

RESPONSE CHOICES					
1 - AGREE STRONGLY	2 - AGREE	3 - UNDECIDED	4 - DISAGREE	5 - DISAGREE STRONGLY	
PLEASE ANSWER ALL QUESTIONS. CHECK ALL ERASURES. THANKS!					

121 1 2 3 4 5
122 1 2 3 4 5
123 1 2 3 4 5
124 1 2 3 4 5
125 1 2 3 4 5

APPENDIX G

CONSENT FORM

OKLAHOMA STATE UNIVERSITY

Individual's Consent for Participation in a Research Project

I, _____, voluntarily agree to participate in this study entitled: THE EFFECTS OF SHORT-TERM CLASSES IN MARRIED LIFE, CONDUCTED BY GEM EDUCATIONAL SERVICES, ON SPOUSAL ATTITUDES OF CHRISTIAN COUPLES.

I understand the following:

1. PURPOSE: This study involves research that will be carried out under the supervision of Donald R. Smith. The purpose of this study is to test the effectiveness of seminars on married life and the results will be reported in his doctoral thesis.
2. STATUS OF INVESTIGATIONAL PROCEDURES: This study involves the administration of ENRICH, a standard inventory of marital attitudes, as both pretest and posttest instruments.
3. DESCRIPTION OF STUDY: This study involves my participation in one week of adult classes, consisting of ten sessions, on married life, under the auspices of my church.
4. BENEFITS: This study offers the potential benefit of my gaining better understanding of my marriage relationship through my participation in the classes.
5. POSSIBLE RISKS: This study poses no known risks to me.
6. SUBJECTS ASSURANCES:

By signing this consent form, I acknowledge that my participation in this study is voluntary. I also acknowledge that I have not waived any of my legal rights or released this institution from liability for negligence.

I may revoke my consent and withdraw from this study at any time without penalty or loss of benefits. My treatment by, and relations with the staff at Oklahoma State University or the staff and general membership of the church, now and in the future, will not be affected in any way if I refuse to participate, or if I enter the program and withdraw later.

If I have any questions or need to report an adverse effect about the research procedures, I will contact either Dr. Melvin D. Miller or Dr. Robert E. McLan, advisors to the investigator, by calling (405) 624-6275, extension 4991.

If I have any questions about my rights as a research subject, I may may contact the Office of University Research Studies (OURS), Room 001, Life Sciences East, Oklahoma State University, Stillwater, OK. 74078-0011, telephone extension 49991.

7. SIGNATURES:

I have read this informed consent document. I understand its contents and I freely consent to participate in this study under the conditions described in this document. I understand that I will receive a copy of this signed consent form.

Date

Signature of the Research Subject

Date

Signature of the Witness

Date

Signature of the Principal Investigator

APPENDIX H

PUBLICITY

Chapel sponsors marriage seminar



Chaplain
Smith

The Vance chapel is sponsoring a "Growing Exciting Marriages" seminar during the last week of August. Chaplain (Lt. Col. Retired) Donald R. Smith is the seminar leader. Chaplain Smith developed the ten-session program designed to enhance the husband

and wife relationship.

The various session topics will include effective communication between spouses, conflict resolution, family financial management, and professional parenting skills.

The seminar will be held at the Quartz Mountain Resort State Park in southwestern Oklahoma.

For more information about the cost of lodging, meals, and times for the seminar, call the chapel office at 7211.

Space is limited, so those interested in attending are urged to call for reservations and information as soon as possible.

REGISTER NOW FOR GEM SEMINAR

A "Growing Exciting Marriages" seminar is scheduled at Shandon from September 19-23, Monday through Friday, from 6:30-9:30 p.m. each evening. The seminar leader is Rev. Don Smith, from Enid, Oklahoma and topics for the five-day sessions include effective communication between spouses, conflict resolution, decision making, family financial management, and professional parenting skills.

Reservations are limited to 12 couples at this no-cost seminar. Interested couples are urged to register as soon as possible. This is an excellent opportunity to "make a good marriage even better" so do not miss it! Rev. Smith is a graduate of Southwestern Baptist Theological Seminary, has a graduate degree in counseling from Eastern Illinois University and is completing a doctorate in Adult Education at Oklahoma State University. He is also Faith Dupree's father. He has conducted marital life and parenting seminars throughout the world during his career as an Air Force Chaplain. Contact Pat Istas in the church office, 799-0652, for more details or to register for the seminar.

VITA

Donald Ray Smith

Candidate for the Degree of

DOCTOR OF EDUCATION

Thesis: THE EFFECTS OF SHORT-TERM CLASSES IN MARRIED LIFE, CONDUCTED BY GEM EDUCATIONAL SERVICES, ON SPECIAL ATTITUDES OF CHRISTIAN COUPLES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Greencastle, Indiana, November 26, 1932, the son of Henry and Effie Murphy Smith. Married to ZoDell Austin in Wellington, Texas, February 2, 1952. Father of three children, daughter, Faith Diane; daughter, Hope Raynell; son, Mark Austin Smith.

Education: Graduated from Greencastle High School, Greencastle, Indiana, in May, 1950; received the Bachelor of Science degree in Education from Midwestern University, Wichita Falls, Texas in May, 1958; received the Bachelor of Divinity (Language) degree from Southwestern Baptist Theological Seminary, Fort Worth, Texas in May, 1963; upgraded to Master of Divinity degree in March, 1973; received Master of Science degree in Education from Eastern Illinois University, Charleston, Illinois in December, 1980; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1988.

Professional Experience: Technical Instructor, United States Air Force, August, 1951 to June, 1954; Pastor, Willowview Baptist Church, Quanah, Texas, July, 1954 to September, 1955; Pastor, First Baptist Church, Dean, Texas, September, 1955 to August, 1959; Pastor, First Baptist Church, Loving, Texas, August, 1959 to September, 1960; Pastor, Hatton Road Baptist Church, Wichita Falls, Texas, September, 1960 to October, 1963; United States Air Force Chaplain, October, 1963 to March, 1986.

Professional Organizations: Member, American Association of
Christian Counselors; Professional Member-at-Large,
Southeastern Division, National Academy of Counselors and
Family Therapists.