

DEVELOPMENT OF AUDIO-VISUAL MATERIALS
FOR THE MARRIAGE AND FAMILY LIVING
COURSE IN JUNIOR COLLEGES

By

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Bachelor of Science

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Stillwater, Oklahoma

1966

Submitted to the faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
August, 1969

NOV 5 1989

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730018

ACKNOWLEDGEMENTS

Gratitude and appreciation is extended to the many persons whose cooperation made this study possible. The writer is deeply indebted to Dr. Elaine Jorgenson, Coordinator of Home Economics Education, for her helpful suggestions and enthusiastic support, and to Dr. Elizabeth Hillier and Dr. Nick Stinnett for their assistance.

The writer is especially grateful to Borden Incorporated for their 1966 Borden Award and for taking an interest in the Home Economics Program at Oklahoma State University.

The assistance of Rev. Darrell Rickard, Rev. Jay Caldwell, and Mrs. Beulah Paul and the twenty-five students of her Human Growth and Development Class at Cloud County Community Junior College, Concordia, Kansas, was instrumental in the production and evaluation of the slide-tape series.

A special "thank-you" goes to Mrs. Jane W. Yeates, Miss Virginia Price, and Mrs. Bonnie Synar for helping to create in the writer an interest for the field of home economics.

This thesis is respectfully dedicated to the writer's parents, Mr. and Mrs. Ora M. Wallace; the writer's mother and father-in-law, Mr. and Mrs. Ralph D. McFate; and especially to the writer's husband, Charles, whose love, patience, and encouragement were so willingly given during the completion of this study.

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CHAPTER I

INTRODUCTION

Contemporary American society increasingly looks to the schools as a means of implementing national goals, and solving or ameliorating problems growing out of an accelerated social change and the imbalances it creates. These problems are the imbalances in employment, the increasing numbers in the work force, and the urgency to upgrade and retain significant portions of it, the shift from blue collar to white collar workers, greater mobility, and a population shift with a great proportion of people under twenty-five and over sixty-five. (41).

Because of these changes in our social structure, educators are caught in the vortex of the most vital kind of change in the whole society: changes in the source of knowledge, in the pathways along which man travels to seek the truth, and in ground rules for finding the truth. (46).

Joseph D. Lohman (46), Dean of the School of Criminology, University of California, Berkely states,

The whole of society stands accused as we witness the ubiquitous patterns of rebelliousness in our present-day youth. The degree to which youngsters realistically respond to the world about them as it offers or denies them promise is the dilemma of the classroom.

The population explosion and the knowledge explosion are two characteristics of modern American society that have combined to

create real communication problems in the classroom. There are many definitions of education, but in the final analysis, education (teaching), whatever else it may include, is communication. It does not matter how well a teacher knows his subject field; if he does not communicate, he is not teaching. (4).

Because of this communication problem, teachers are finding it difficult to achieve success with traditional teaching methods. The teacher of today is faced with the task of reaching and stimulating large groups while at the same time, meeting the individual needs of students.

Modern technological innovations, commonly referred to as audio-visual materials, are helping the teachers of today by enabling them to teach more information in less time than traditional methods, and to teach it more effectively so that it will be better understood and longer retained. (19).

Teachers, whether in the public schools or the universities, are competing with sophisticated methods of communication. Outside of school, the student is constantly exposed to the skillful, persuasive use of radio, television, and motion pictures, while in school it is often read, read, read, and listen, listen, listen. Can a teacher expect to compete for the student's attention if he ignores audio-visual methods or uses them poorly? It is not easy for a student to sit in a classroom where the only communication is by words (written or spoken) when he knows there are more interesting and effective methods of acquiring information. (16).

Already, audio-visual materials are being used to serve many

instructional purposes other than as mere enrichment devices. The United States Office of Education recently reported on a research study done in media saturation which was called "Project Discovery." The results of this study showed that audio-visual materials were used by teachers for summary, vocabulary developments, and emphasis on selected parts of units. Teachers who used the media agreed that their most important contribution was the motivating factor. The use of audio-visual materials also improved the teachers' knowledge of curriculum and provided them with new insights into teaching methodology. (28).

There are other trends seen in our educational system along with this increased use of audio-visual materials. One of these trends is the emergence of two-year junior or community colleges as institutions that are taking an even greater responsibility in the education of freshmen and sophomore students, as well as those students desiring vocational education for gainful employment.

In 1964, New York's State Board of Regents (6) reaffirmed the role of the community or two year junior college.

The comprehensive community or junior college is considered the best single means of (a) accommodating future demands for higher education, (b) embracing the increasing variety of abilities represented in the students graduating from secondary schools, (c) providing the education necessary for an emerging group of semi-professional occupations and, (d) accomplishing all this on an educationally economical basis.

It is said by those who look at the projection of school enrollments that by 1970, an estimated eighty per cent of all college-bound graduates will enroll in some type of two-year post-secondary program, junior college or area school. (34). Recent

statistics tell us that the enrollment in junior colleges has already increased more than four times what it was a decade ago.

(34). What a tremendous impact these two facts should have for the field of home economics! Of the various curricula, home economics is the only area that is concerned with the "problem of organizing and managing human material resources so as to deal more effectively with changes as a result of modern technology as related to home and family relations." (2).

Dr. June Cozine (10), Professor of Home Economics Education, Oklahoma State University, indicated the importance of the area of family relations and child development when she said,

Home economists are presently regarding the field of family relations and child development and home management as very basic to all other areas of home economics as human relationships and human resources are an integral part of all programs.

As more state colleges and universities place an even greater emphasis on the teaching of family relations and child development, this influence should also be felt at the high school and junior college levels.

Statement of the Problem

One aspect of this study is to determine the felt needs in relation to audio-visual materials expressed by junior college instructors of family relations and child development courses. On the basis of these needs, the major problem of this study is to develop audio-visual materials for use in junior college family relations and child development classes.

This developmental study is designed to determine the family

relations and child development courses taught at state supported junior colleges, the future plans of students enrolled in these classes (home economics majors, non-majors, or those seeking vocational education for gainful employment) and the subject content included in the teaching of these courses.

Objectives of the Study

The objectives of this developmental study are:

1. To become aware of the educational ends or goals sought by junior college instructors of family relations and child development classes and to let these ends serve as guidelines in developing audio-visual materials which are one means of instruction.
2. To determine what concepts, skills, or other information in an introductory family relations or child development course could be more effectively taught through audio-visual instruction.
3. To develop audio-visual aids in the areas specified by the junior college instructors.
4. To develop an evaluation of these audio-visual materials to determine their effectiveness and other areas of education where they might be used.
5. To make recommendations for the revision of these audio-visual materials if the evaluation deems it necessary.

Delimitations of the Study

The audio-visual materials developed in this study were limited to 35mm slides and magnetic tape recordings. These two

types of materials were selected because they are appropriate for group instruction and because they can be developed by the individual instructor as well as purchased commercially.

The development of the audio-visual materials was limited to the junior college marriage and family living course with emphasis upon concepts of the goals of modern marriage.

The study was limited to the development and use of audio-visual materials in the junior college classroom, and it did not include specific instructions on how to operate equipment. Many junior college campuses have an audio-visual department where operational instruction can be obtained. If not, the instruction booklet provided by the manufacturer should be sufficient.

Population and Sample to be Used

To determine the audio-visual needs of junior college instructors of family relations and child development courses, a questionnaire was sent to several state supported junior colleges. Because of the small number of state supported junior colleges in Oklahoma, the sample for this study consisted of all the state supported junior colleges in Oklahoma as well as in the bordering states of Kansas, Colorado, and Texas. (These are the only bordering states which have state supported junior colleges.) This makes a total of sixteen junior colleges to be included in the study.

Definition of Terms

Audio-visual instruction (sometimes written audiovisual or

audio visual) includes all types of instruction which utilize materials or devices employing the use of sight and/or sound.

Magnetic tape recordings will refer to a type of recording that is made on a long tape (made of either paper or plastic) that is coated with metallic oxide and carries sound waves which are changed into a series of varying electrical impulses.

8mm motion pictures are short movies made with 8mm film. Super 8 refers to 8mm film which allows space for a larger picture image. Frequently 8mm motion pictures are referred to as continuous loop films, single concept films, or film loops.

Slides will refer to 2x2-inch photographic transparencies in cardboard mounts which may be arranged in sequence to show a step-by-step process, or grouped to illustrate a specific concept. These groups or sequences of slides will be referred to as slide sets or as a slide series.

State supported junior colleges are those institutions, operated on public funds, that offer a two year collegiate program which prepares students for technical and semi-professional careers in business and industry or for further college work.

Transparencies will refer to sheets of transparency film, slightly smaller than a sheet of notebook paper, containing an image which may be projected on a screen from the front of a lighted room by means of an overhead projector.

Procedure

The following procedure was used in the developmental study. A questionnaire was developed to determine the family relations

and child development courses taught by junior college home economics instructors, the concepts emphasized in such courses, and the audio-visual materials currently being used by the instructors. The questionnaire was sent to the home economics instructors of all the state supported junior colleges in Oklahoma as well as in the bordering states of Kansas, Colorado, and Texas.

On the basis of the information received from the questionnaires, it was determined that the Marriage and Family Living Course was the one most often taught at the junior college level. The textbooks used for this course served as guidelines for the development of audio-visual aids to be used as supplementary and enrichment materials.

After completion of the 35mm slide-magnetic tape series, "Seeking the Goals of Modern Marriage," it was presented in a junior college Human Growth and Development class where it was evaluated by the students as well as the instructor. On the basis of the evaluation, recommendations were made for its revision and implications were made for further study.

The objectives of the study, delimitations, population and sample to be used, procedures and other information relevant to the development of the problem have been outlined in this chapter. In Chapter II, information relating to the utilization of audio-visual instruction, the media of development and education at junior colleges with emphasis upon family relations and child development instruction are reviewed. Chapter III sets forth the procedure used in the development of the slide-tape series. Chapter IV presents the treatment of the data. Chapter V concludes

the study with a summary, conclusions, and recommendations for further development of audio-visual materials in the area of family relations and child development.

CHAPTER II

REVIEW OF LITERATURE

If there is one term to characterize the progress in most areas of modern living, that word is "speed." In the relentless march to a tempo set by progress, people continually travel faster, make things faster, and live faster. Because there is much more teaching to be done in the same amount of time, teachers must teach not just better but faster, if they are to keep pace. (24).

It takes a far greater total of knowledge today to prepare the student for his industrial, civic, social, and economic needs, as well as for his more profitable use of leisure time. Sociologically, requirements have also grown. It takes more knowledge for us to live harmoniously with one another in today's world. Culturally, also, our knowledge requirements have increased quantitatively. (12).

Education has moved some distance from the time when teacher, chalk, blackboard, pen and paper virtually comprised the total educational scene. Through the use of common media or audio-visual instruction, pupils now learn from a vast variety of experiences, experiences which appeal variously to all human senses. (43). Audio-visual instruction might be thought of as encompassing a variety of "tools" ranging from the traditional

audio-visual aids and closed circuit television to programmed instructional materials, audio-tutorial devices, and computerized learning systems. (41).

This utilization of audio-visual instruction has created a movement within the educational system which will make it possible to truly individualize instruction. In this respect media can assist teachers in departing from an instructional pattern where everything is planned, executed, and dominated by a teacher. Media can also free instructors from some restraints and introduce some flexibility into an educational system that should be related to student needs and interests. (25).

There is also a great deal of ferment today in the field of curriculum development in terms of new approaches, methods, or strategies of teaching. The discovery approach in science, the inquiry approach in history, or the use of inductive reasoning are a few examples. Because these new approaches are initiated with a basic experience on the part of the learner, a broad spectrum of audio-visual materials is essential. A verbal approach of telling is improper; the student must have an experience and either physically or mentally manipulate something. (25). Many persons believe that audio-visual methods represent one of the best ways of incorporating such new approaches as discovery and inquiry into the school systems since the teachers and students both learn the content as well as the process involved. (25).

However, it should be remembered that audio-visual materials should not be considered a means unto themselves. They should be treated as components of a planned and integrated activity. Used

in this way, they make the give and take between students and teachers stimulating and rewarding. (11).

Within a generation the stockpiles of audio-visual materials that have been created for the classroom have changed from an economy of scarcity to one of abundance. Teachers must now ask, "Which of the materials available is best for this particular learning experience with this particular class?" (7). Table I on the next page illustrates the relationships between media stimulus and learning objectives.

Research has found that audio-visual materials have contributed to the achievement of various educational objectives. There is considerable evidence to indicate that activities involving media have (a) helped clarify educational objectives, (b) contributed to the analysis and design of media that produce the specific learner behaviors identified, (c) utilized learner responses to refine and develop more predictable learning experiences, (d) clarified the need for specific instructional strategies to attain given objectives and (e) provided new potentialities to determine whether or not educational objectives have been attained. (15).

Medias of Development

Time honored and proven instructional aids which have behind them a record of years of solid help for teacher and learner are slides, filmstrips, films, and transparencies. Improvements in projection equipment for these devices and improved ways to prepare, develop, and present them have added to the opportunities

TABLE I

INSTRUCTIONAL MEDIA STIMULUS RELATIONSHIPS TO LEARNING OBJECTIVES (32)

INSTRUCTIONAL MEDIA TYPE:	LEARNING OBJECTIVES:					
	Learning Factual Information	Learning Visual Identifi- cations	Learning Principles, Concepts and Rules	Learning Proce- dures	Performing Skilled Perceptual- Motor Acts	Developing Desirable Attitudes, Opinions & Motivations
Still Pictures	Medium	HIGH	Medium	Medium	low	low
Motion Pictures	Medium	HIGH	HIGH	HIGH	Medium	Medium
Television	Medium	Medium	HIGH	Medium	low	Medium
Audio Recordings	Medium	low	low	Medium	low	Medium
Programed Instruction	Medium	Medium	Medium	HIGH	low	Medium
Printed Textbooks	Medium	low	Medium	Medium	low	Medium
Oral Presentation	Medium	low	Medium	Medium	low	Medium

which these audio-visual aids offer to daily learning activities. (44).

Slides

This age of technology has provided a vast array of instructional materials and equipment, and one of the best sources of good visualized pictorial content is the 2x2-inch slide. When motion is not important, a slide is an effective instructional device. (22).

A slide can be projected on the screen for an indefinite period of time without damage. This enables the teacher and class to point out and discuss in detail items appearing on the screen. (9). A survey made by the United States Department of Health, Education, and Welfare indicated that school districts own 1,286,300 slides and that 718,800 more are necessary to meet instructional needs. (13).

While the average classroom instructor is not expected to be an expert on the technical quality of slides, he should be alert to certain characteristics: (a) correlation of the content of the slides and the learning situation, (b) accuracy of information, (c) good instructional technique as a "built-in" feature, and (d) satisfactory technical quality of production. (29)

Slides are one of the most versatile of all projected materials because they have been used quite successfully with both large and small groups, and today they are frequently being used for individual instruction. Good quality, remotely controllable projectors, and daylight rear-projection screens have increased

the effectiveness of slide presentations to large groups. (45). Audio-tutorial carrels with individual slide projectors utilizing trays which eliminate the necessity for student handling of the individual slides have encouraged the use of slides for individual instruction. (19).

Even though slides are quite versatile teaching tools, they do have certain disadvantages.

While the expense is not prohibitive, slides are not inexpensive teaching materials. The room must be partially darkened unless the slides are being used by an individual in a small area. A teacher who happens to drop a slide series on the floor must use valuable time in picking up each individual slide, arranging the slides in order, and turning them so that they will not appear sideways, upside down, or backwards on the screen. If the slides are to be used over a long period of time, an adequate amount of proper storage space is essential. Storage of slides so that they are accessible for student use may also present problems. (19).

Many instructors who have access to a 35mm camera are deriving a great deal of satisfaction from developing their own slide series. There are several advantages to this; one can develop exactly what he wants and the slides are available whenever they are needed. When developing a slide series, it must be decided whether the series is to be a quick overview covering much material, or a depth presentation giving complete details each step of the way. The former is often used for motivation or summarization, the latter for real study and research with possible second and third viewings for additional learning. (5). In planning both the content and length of the slide series, the attention span and general background of the viewers influence the number of ideas and sequences to be presented.

The script outline is drafted before it is decided what

slide pictures will be needed to tell the story. As this script outline is prepared, serious consideration should be given to a balance between concepts which are probably already understood by the audience and those which are new to them. The known factors estimate a frame of reference for the new ideas. Then the picture sequence and the accompanying narration must be planned with adequate footage to develop these new ideas. What the eye sees and what the ear hears must be synchronized throughout. (5).

After the script outline has been drafted, it is a good idea to plan thoroughly the content of each slide before the pictures are taken. This procedure eliminates unnecessary duplication of effort and greatly reduces the expense connected with production. At this stage of development, many people use 3 x 5 or 5 x 8 index cards, one card being used for each desired slide. The card contains the title of the slide, a rough sketch of what should be on the finished slide, technical information such as long, medium, or close-up shot, narration for the slide, and a number representing its position in the series. (19).

An inexpensive story board may be used to help keep these index cards in the proper arrangement prior to making the slides.

A story board is a large sheet of poster board, separated into sections containing pockets made from strips of poster board and masking tape. Each section is numbered so that cards containing information about the slides may be arranged in order and rearranged whenever necessary until the series is completed. As each slide is made, a red X may be placed on the card. When an X appears on all the cards of the series, the cards may be removed, the sequence checked and revised if necessary. From the cards the script for the series may be quickly written. (19).

In the actual photographing of the slides, the exposure

recommendations of the film manufacturer should be followed.

However, it is generally a good idea to bracket pictures, that is, take three exposures. One picture should be taken at the setting decided upon with the aid of a light meter. Another should be taken one-half stop above (or slightly underexposed), and the other should be taken one-half stop below (or slightly overexposed.) If this procedure is followed, one slide should be produced with the best possible lighting. (19).

When taking slides, one should avoid "clutter-itis." Extraneous matter has no place on a teaching slide. The object around which the teaching centers should fill as much as possible of the picture frame. It is also a good idea to take several shots of each subject, each taken from a different angle. The procedure will allow for selection when choosing the slides to be used in the series. (38).

Title slides make a slide series more professional, and they can help set the scene for a classroom audience. If there are no suitable on-location title subjects, one should form a title himself from die-cut letters, children's alphabet blocks, or even finger paintings. Then photographing the title, being careful that the title is big enough to fill the entire frame should follow. (38).

There are several other methods that can be used for obtaining satisfactory title slides: (a) hand lettering with felt pens on large sheets of newsprint or construction paper, (b) colored chalk on black construction paper, (c) a child's magnetic board and plastic letters with magnets, (d) plastic pin back letters

used on cork board, (e) inexpensive cardboard letters with adhesive backs, (f) Deca-Dry Transfer medium letters "penciled" onto poster or construction paper, and (g) materials from books, magazines, charts, or other printed sources copied on a slide if the camera will take close-up shots.

There are two methods to obtain rather unusual and effective title slides. The first of these is to adhere cardboard letters to a thin sheet of transparent plastic. The pale pink plastic used by commercial dry cleaners is a good choice. This sheet of plastic is hung in front of many empty egg cartons (the sides of the cartons are glued together with the bottom of each egg section touching the wall; and the entire thing is hung, such as a picture.) This egg-carton background gives a three-dimensional aspect to the letters, and they appear to be floating in space.

The second method is double exposed title slides. They are extremely easy to make and yet yield the same results as seen in movies and on television where white lettering is imposed on a related background scene. The principle involved here is that the silver salts in the emulsion of the film can be expanded only one time. When a photograph of white lettering against a dull, black background is taken, the silver salts will be exposed or used up, only in those areas of the film which have been affected by the light reflected from the white letters. The black background will not affect the emulsion around the letters since black does not reflect light. A second exposure of a suitable background scene, on this same frame of film, will produce the desired superimposure so one must learn what the camera will do

before trying this method. (23).

Regardless of which method is chosen for the title slides, important consideration must be given to the construction of the lettering. If the lettering is too small, it may not project so that all students will be able to read it. A good rule is to make certain that there are never more than eight words per line on each frame. If the projection room and audience are large, fewer words per line may be required. (23).

After the last slide has been photographed, they must be readied for classroom use by arranging them in the sequence given in the script outline. Then they must be numbered in the upper right-hand corner (when they are in projecting position) so that the operator can spot-check the order as they are placed in the slide projector. (38).

A commentary or script to go along with the slides is as important to the lesson as the slides themselves. Pictures should be expanded upon, not just described. The commentary may be handled in at least three ways. First, and simplest, the script may be read as the slides are being shown. A second method is to use a tape recorder and record the script on a magnetic tape. Then as the slides are shown, the tape may be played, moving the slides so that the script will correspond to the slide that is being shown. (19).

Another alternative, which requires technical information and special equipment, is to add synchronized sound by means of a programmer. A programmer is a special device used with a tape recorder and a projector. Narration is recorded on a magnetic tape and magnetic impulses are then placed on the tape. The programmer is connected to both slide projector and tape recorder. During the playback the impulse automatically causes

the slide to change as soon as the narration for it is completed. Use of the programmer or the tape recorder allows background music to be added whenever desired. (19).

The last step in the production of a slide series is, of course, its presentation to a selected audience. For the ultimate in slide series presentation, two projectors can be coupled with a dissolve control. This arrangement enables slides to change without any eye-trying dark interval in between, because screen illumination is kept almost constant. Dissolving one slide into another makes possible a progressive disclosure technique whereby an on-screen effect of movement and growth is created. (36).

In the final analysis, proper equipment is absolutely necessary for the photographing of any slide series. In America, there are more than forty million workable cameras capable of taking slides, and a sizeable percentage of them are less than ten years old. (27). An especially useful camera for taking educational slides is the 35mm single-lens reflex. Through-the-lens focusing and view finding make even copying and closeup photography accurate and easy. The small compact size of this 35mm camera, the great depth of field, the large-aperture lenses that are so well suited to existing light photography, all recommend it for specialized school use. (36).

Additional equipment needed for photographing a slide series or filmstrip are a tripod, exposure meter, and lighting apparatus. A tripod is used to secure the camera when sufficient light is not available and slower shutter speeds are used to decrease the chances of blurring the picture. A good exposure meter will

assure adequate and consistent light intensity, the importance of which can not be overemphasized. (23).

Filmstrips

Often times commercial filmstrips do not appeal to students whereas an instructor's personal productions can have more warmth and be more effective. For a nominal charge, photographers can make an impressive filmstrip from a slide series. (26). Briefly, this process involves copying the original color transparencies, usually 35mm double-frame, onto a 35mm single-frame master color negative. (47).

Before having a slide series made into a filmstrip, one needs to ask the question, "What purpose can be better served by a filmstrip than a slide series?" Some of the obvious advantages of the filmstrip are: (a) compactness of storage and shipping, (b) the impossibility of projecting the picture upside down or out of sequence, (c) no spillage problems as with slides, (d) value for individual study as well as for group presentation, and (e) economy when produced in large quantities. (47).

When having slides made into a filmstrip, several factors should be considered.

1. All original slides should be in a horizontal format since the filmstrip frame format is horizontal.
2. The frame should be filled leaving only comfortable margins around the edge of the slide frame. One should not place important elements of the scene at the sides of the frame since some slight horizontal cropping is unavoidable in going from the double-frame (slide) format to the single-frame which is

filmstrip format.

3. Only original slides should be submitted for copying onto filmstrips (slide duplicates made in the usual manner lose a noticeable amount of the quality of the original).
4. Slides photographed on the same kind of film (slower speed color film is more suitable for reproduction) make higher quality filmstrips.
5. All original slides should be of excellent technical quality. (47).

Besides having a filmstrip duplicated from slides, a second method is to photograph the filmstrip directly with 35mm film. However this method requires a great deal more pre-planning because the sequence of individual frames can not be changed once the filmstrip has been photographed.

After establishing the contents to be portrayed in the filmstrip, it is a good idea to establish a step-by-step production checklist to determine the total number of film frames needed. (23). This checklist should include six unexposed frames at the beginning of the filmstrip to be used as a film leader and six more unexposed frames at the end to be used for projector windings. These unexposed frames are obtained by covering the lens of the camera with one hand and tripping and advancing the camera six times with the other hand. (26).

The checklist should also include one focus frame (artwork containing the word FOCUS could be placed on a bulletin board or other suitable support and photographed), one title frame, and one credit frame. These fifteen frames plus the frames used for

portraying the information to be presented will give an accurate estimate of the total number of frames needed for the filmstrip. When having this film processed, the commercial photographer must be told that the film is to be left uncut in filmstrip form; otherwise it will be returned in slides. (23).

Instructors who have made their own filmstrips regard this as one of the most rewarding experiences of their teaching careers. They give the following suggestions for beginners. When making a filmstrip, teachers should have definite educational purposes in mind. Students should not be captive audiences for mere travelogues. Slides should be numbered correctly when they are sent to a photographer to be made into a filmstrip so there will be no mistake about their order. Any special instructions about clipping vertical shots should be made perfectly clear to the laboratory technicians so that a focal point for the narration will not be inadvertently missing. One must remember the students' interest span when planning the length of the filmstrip; forty to fifty frames afford time for a brief introduction and discussion period in a fifty minute class period. Finally, if the filmstrip is to be used for motivational purposes, a guide sheet for each student might be helpful. (26).

The individualization of teaching aids will be a growing demand in the school years to come; and individuals and small groups may help to meet this demand by using self-produced filmstrips for teaching slow learners, gifted students, retarded children, and large and small classes. It is the individual teacher who needs to develop his own creativity. The non-photographer must learn to

be productive in much the same way as the nonartist must learn to execute effective layout, balance, and harmony, if filmstrip production is to be effective. (23).

Magnetic Tape Recordings

Some of the earlier tape recordings were made by exposing strands of wire to a magnetic field. However, modern tape recordings are made by subjecting the iron oxide emulsion (found on one side of plastic recording tape) to a magnetic field. The iron oxide particles change position according to the intensity (loudness and softness) and the quality (tone) of the magnetic field received. (49).

All plastic recording tape has only one recording side--the dull side. It is possible to record twice on this dull side by simply reversing the tape reel (this is true with most recorders). (22).

A tape recorder actually contains two "heads" which are electromagnets and which come into direct contact with the tape itself. One head is referred to as the erase head which when activated automatically erases only when the machine is in record position. This erase head gives out a constant magnetic field and changes the iron oxide particles on the tape emulsion to a no-sound position. (22).

The second head has a dual purpose, and for this reason it is referred to as a record-play-back head. It not only receives impulses from the microphone (record) but interprets the magnetic response and the position of the iron oxide particles (play-back) as well. (33). The record head does not get impulses

when the microphone is not connected to the recorder.

The heads on a tape recorder can be cleaned occasionally by using alcohol to remove the deposited emulsion. The heads themselves may have become magnetized. This magnetic field can be removed by plugging an electromagnet into the wall and using it to pull the magnetic field from the magnetized heads. (33).

Classroom instructors should have some understanding of magnetic tape sizes to guide them in their selection of tape for a specific situation. Tapes come in different thicknesses; the standard measurement is referred to as a mill which is $\frac{1}{1000}$ of an inch. The thinner the tape, the harder it is to handle and the easier it is to break. (33).

A good selection for classroom use is the standard size, a seven inch reel with 1200 feet of tape (1.5 mills thick). Table II illustrates that the same size reel can hold additional feet of tape at a sacrifice in the thickness of the tape. The emulsion on the tape remains constant in each of the three examples.

TABLE II

THE RELATIONSHIP OF TAPE MILLAGE TO TAPE LENGTH (33)

Reel Size	Millage	Tape on Reel
7" reel (full)	1.5 mills	1200 feet
7" reel (full)	1.0 mills	1800 feet
7" reel (full)	.5 mills	2400 feet

Tape recordings can be used quite effectively when they accompany a slide series or filmstrip. Instructors preparing a

slide-tape presentation should not stick to straight narration on the sound track because this is merely a form of lecturing as usual. Involving other teachers or students in the actual taping affords a change of pace. For dramatic effects, excerpts from recordings made by professional actors can be taped. (26).

Background music with taped narration can increase the effectiveness of the tape recording. In preparation one must listen to hours of music for a few bars that will be suitable. Most of the music should be unobtrusive, serving only to produce mood. Tunes that are too familiar may defeat their purpose. Sound tracks from Hollywood movies often prove most effective because of their subliminal appeal. (26).

Special sound effects add to the professional quality of a taped narration. One should not rely solely on special sound effects records. Individual experimenting can be fun and rewarding. (26).

Producing an audio-visual project such as a slide-tape series can increase one's personal enjoyment of the world around him as he becomes ever on the alert for pictures he can use and music that will be "just right" for a particular scene. Above all, the results are worth the time and effort.

Other Areas of Media Development

Although slides and magnetic tape recording were selected by the writer for the development of audio-visual materials for use in a junior college marriage and family living course, it is recognized that other types of audio-visual materials might prove

just as effective. Transparencies, 8mm film loops, and programed instructional methods also have possibilities as media for development in the area of family relations and child development.

8mm Motion Pictures

The emergence of the 8mm medium as a versatile tool of education is a fascinating chapter in the brief history of film.

According to Forsdale (18),

The great contribution of 8mm film is that it can change the motion picture from the most difficult to among the simplest of all pictorial media to use. Other means of accomplishing this have been suggested, e.g., videotape, but 8mm is the only presently available vehicle--cheap enough, good enough, and simple enough--to make the motion picture accessible to the average teacher in the average school.

Film (8mm) has inherent characteristics that, unlike 16mm film which has been used traditionally, make it possible for it to become a prime tool of educational instruction, rather than a supplementary aid. First, 8mm film can be used in cartridges. The film itself is encased in an inexpensive plastic cartridge that makes it easy to store and protects it from dirt and damage. (19). 16mm films, on the other hand, cannot be used in cartridges except at prohibitive expense, both for the cartridge and the projector.

This cartridge format of 8mm film is crucially important because a film collection can be created in a class or school library. This makes 8mm films and projectors readily available, and many schools allow students to borrow films and projectors for over-night use. (30).

Secondly, 8mm film is important to the present trend of

individualizing instruction. One of the most significant factors in the field of education today has been the shift from mass or group presentation to the individual, or very small group presentation. Individual viewing of sound motion pictures can be done effectively through the use of 8mm formats. (48).

Because 8mm films are continuous (eliminating the necessity for threading a projector or rewinding the film) they are often referred to as film loops or single concept films because each film usually ranges from thirty seconds to four minutes in length and presents only one concept. This fact illustrates another advantage of the 8mm format: to teach functional activities and provide students with visual clues which motivate logical independent thinking. (21).

Another distinct advantage of the 8mm format is that, when compared with 16mm film, its commercial costs are relatively low. Four-minute 8mm silent cartridges cost from eight to twenty dollars which price range compares favorably with standard four hundred feet, black and white 16mm films which cost about \$60.00 each. Teachers who make their own four-minute color 8mm films will pay between five and six dollars, including processing and cartridgeing. (30)

Perhaps the greatest advantage of 8mm films is that they can be developed quite easily by local school personnel using a home movie camera and regular 8 or super 8mm film (depending upon the camera). School projects and field trips can be easily recorded for future reference by teachers, pupils, administrators or parents. (48).

Recent developments such as the simplified projectors lead educators to feel that the emergence of 8mm sound film is one of the most important events in education media in the last thirty years. It should enable educators, in time, to restructure the educational film field to great advantage. (17).

Transparencies

The overhead system has won recognition as a flexible method for visual communication. Most projection techniques tend to replace the communicator while they are in use; the overhead projector compliments his efforts. At all times the communicator controls his mechanical assistant, and takes a prominent part in the presentation. (31).

This method of instruction offers many advantages not formerly available to the classroom instructor using traditional chalk and blackboard. The following are just a few of these advantages:

- (1) The teacher faces the class at all times, keeping students' attention focused, noting their reactions and shaping remarks to fit them.
- (2) Presentations can be given in a fully illuminated room. This advantage facilitates note-taking and there is less tendency to drowsiness.
- (3) Once a transparency is made, it is permanent. It cannot be accidentally erased, as can a lesson on a chalkboard; nor will the transparency fade with usage or time.
- (4) The projector can be easily turned off and on with the flick of a switch. This permits the instructor to direct the

attention of the class from the screen to himself and back again at will.

- (5) A pointer can be used as a simple way of drawing attention to the item to be emphasized on the projected image. This can be any opaque object placed on the portion of the transparency under discussion. It is placed directly on the transparency, which is on the projector stage. The pointing object casts a shadow image on the screen. The pointer rests on the projector stage to eliminate movement.
- (6) The overhead projector can be used in place of a chalkboard in those rooms where little board space is available.
- (7) Projected material can be revealed to a class bit by bit by using something such as a sheet of paper to black out areas until it is time for them to be presented.
- (8) Teachers are allowed to project shadow picture (silhouettes) by placing any opaque object on the stage of the overhead projector.
- (9) Illustrations to be presented to the class can be prepared before the class meets, and afterwards the transparencies can be filed away for future use. (31).

More information is being produced today than can be utilized in traditional methods of classroom communication. Although not all lessons require illustrative materials, in many cases visuals such as transparencies do enhance communication. We are rapidly becoming a screen oriented society. The phenomenal success of the overhead projector must be at least partially attributed to the instantaneous attention that is effected

by the flick of a switch and a lighted screen. (36).

Programed Instruction

Programed instruction differs from other types of instruction in that the material to be learned is presented in very small units, the student is required to respond after each unit, and he knows immediately whether his responses are correct. The combination of frequent active student responses and the students' knowledge of whether he is "getting the material" serves to improve motivation and to make the learning stronger. (20).

The effect of using programed instruction is like that of having a private tutor. An objective is specified, stated in behavioral terms, and a program is designed to produce the specified change in student behavior. There is a constant exchange between program and student. The program insists that a student understand a point before he is given the next point, yet each student can move through the program at his own rate. The program does not "get tired" repeating the same information over and over to a slow learner, as a tutor might. (19).

There are a number of different ways in which programed instruction can contribute to present day instructional methods. Programs in book forms are easily used as homework assignments or for study in class. They may be used as the main presentation, as supplementary material for the fast student, or as remedial material for slow students. Although slow students may take longer to learn a given amount of material, they should be able to master the material by proceeding at a rate that is within their ability. Make-up work because of absences would cease to be a problem. (20).

Junior College Education

In addition to the increasing use of audio-visual methods of instruction, a second current trend in education is the rapid growth of the two-year colleges. The value and importance of the two-year college should not be underestimated. Two year colleges, often referred to as junior or community colleges, both public and private, offer a two year collegiate program which prepares students for technical and semi-professional careers in business and industry or for further college work. (6).

There are decided advantages for some students to enroll in the two year college. Some advantages are less cost, possible residence at home, and availability of highly specialized vocational education. Also, the junior college is not so personally "overwhelming" in size and operation. (6).

Burckel (6) reports in The College Blue Book that the academic performance of students transferring to a four year college from a two-year institution has been equated and compared with students who began their work at the four year institution, during a four year period, 1959-1963. The research revealed there was essentially no difference in the performance of transfer students when such students were equated for their ability.

In research done at Oklahoma State University, Synar (40) found that home economics transfer students from a selected state-supported Oklahoma Junior College had a higher grade point average than native students (those taking a four-year curriculum at Oklahoma State University) for their seventh and eighth semesters.

The two year college movement is one of the most vital and dynamic forces in education today. A survey by the American Council of Education, quoting estimates of the American Association of Junior Colleges, states that two hundred-ten new two-year schools were organized in 1967. (6). This number is expected to increase annually.

Media Growth in Junior Colleges

Junior colleges are now following the trend established by secondary schools and four year colleges and universities in the utilization of media for instruction. Community colleges are beginning to move beyond the Age of Media Innocence in their efforts to cope with the unique challenges that confront them. It has been emphasized that the key to the effectiveness of the audio-visual program lies in providing abundant materials, equipment, facilities, staffing, and budget. The junior college staff must also look to the Learning Resources Center as an agency where they can get adequate equipment along with the consultive assistance that is a necessary ingredient of effective utilization. Junior colleges have the potential for media growth and development that the community college has for breaking through the "tradition curtain" that surrounds higher education. (3).

Some two-year colleges are now offering the two-year curriculum in audio-visual technology which also contains an array of general education courses frequently found in associate-degree programs. The courses in audio-visual technology are concerned with various aspects of production, utilization, operation, distribution, and maintenance of the varied communication media. (3).

Programs for the education of para-professional audio-visual technicians are also being initiated. Such programs are designed to provide the media specialist with the competent supporting staff necessary to implement and operate media programs. (3).

Junior college training is not just a preparation for living. The use of the senses makes up a genuine part of everyone's living. Audio-visual aids in the junior college classroom tend to increase the amount of living in that specific experience. (14). Education may be on the dawn of a new era--the era of the media-oriented junior college. (3).

Family Relations and Child Development Instruction in Junior Colleges

In regard to the importance of family relations and child development education, one should not forget that in recent years the emphasis on certain fields in high school has led to a decline in the proportion of girls selecting home economics courses. Many girls leave high school with inadequate preparation in home economics. In junior college, they often select curricula in fields unrelated to home economics, but the current trend is for these students to take some home economics courses to prepare them for homemaking. (39).

One characteristic of our society, instability, presents a strong case for the teaching of family relationships courses at the junior college level. More people are marrying at younger ages than ever before; and because of the relaxing of forces which make for marriage permanency, about one in four will find themselves in a divorce court. There will be many others who,

for religious or other reasons, will either separate or continue to live on in unhappiness because they realize that divorce might only add to their difficulties. (8)

Educators, social workers, lawyers, clergymen, and marriage counselors, are rather well agreed that this ratio of failure is much greater than need be if there were better planning before marriage and better counseling when troubles arise after marriage. That college people in general are anxious to learn how to plan wisely for marriage is clearly shown in a survey made by Dr. Henry A. Bowman (8) of Stephens College in "Marriage Education in the Colleges,"

During the past twenty years the colleges of America have gradually added the courses in the field of Marriage and the Family until now there are but very few such institutions which do not have some course, at one level or another, which aids in this field. While many of these courses are still in upper division and graduate levels, and their approach is still of scientific classification and analysis, many more are now open to lower division students with few or no prerequisites and operate as "functional" courses intended to be of immediate practical use to the students rather than merely to furnish them with a theoretical background of general intelligence.

This is especially true of the junior colleges and of the smaller liberal arts institutions. Marriage and the Family now rates exceptionally high in frequency among the general elective courses because almost everyone expects to marry in the near future. This course is usually taught within the home economics department in junior colleges. When taught by well-qualified instructors, such classes continue through the years to attract more students, including the highest caliber of people on the campus. Clearly, young people today are interested in planning

for marriage. (8).

Another important characteristic of our society today is that an increasing number of women now assume a dual role of homemaker and wage-earner. They need preparation for both roles since the proficiency with which a woman can carry both will determine the quality of her home and family life and her effectiveness as a wage-earner. (35).

To help meet the growing needs of the labor market, new home economics curricula in family relations and child development are being developed. The fact that thirty-five percent of all unemployed persons are women presents a tremendous challenge to the development of the terminal or gainful employment courses in family relations and child development at the junior college level. (34).

In research done at Oklahoma State University Robinson (37) found that no definite progress has been made in developing the terminal home economics curriculum in Oklahoma Junior Colleges. However, Dr. Bruce G. Carter, President, Northeastern Oklahoma Agricultural and Mechanical College, as well as other junior college administrators, did express definite interest in the area of occupational training offered in family relations and child development.

As Oklahoma and bordering states follow the lead of such states as Florida, New York, and California in implanting terminal family relations and child development courses into the junior college curriculum, interest and enrollment in family relations and child development courses at the two-year level should

increase considerably. Audio-visual materials and methods can assist the instructors and students of these classes by supplying the experiences and providing the opportunities to make education a continuous and individually scheduled activity. (25).

CHAPTER III

PROCEDURE IN THE DEVELOPMENT OF THE SLIDE-TAPE SERIES

During June, 1968, the writer was doing research in a graduate class on "An Evaluation of the Home Economics Curricula in Oklahoma Junior Colleges." At that time, a questionnaire was sent to the home economics instructors at five Oklahoma state supported junior colleges: Eastern Oklahoma State, Northeastern Oklahoma Agricultural and Mechanical College, Northern Oklahoma College, Connors State College, and Murray State Agricultural College.

On the completed questionnaire, two of these instructors mentioned a great need for audio-visual materials to be used in the teaching of family relations and child development courses. On the basis of this expressed need and the writer's own interest and background in the area of family relations and child development, a developmental study was selected for the major problem of this thesis.

In November, 1968, a questionnaire (see appendix B) was sent to the heads of the home economics departments in state supported junior colleges in Oklahoma and bordering states. The purpose of this questionnaire was to determine the family relations and child development course most often taught at the junior college level, the future plans of students taking this course (home economics

majors, non-majors, or those seeking vocational education for gainful employment), and the textbooks, reference books, and audio-visual materials used for class instruction. The instructors were asked to list the areas of this course where audio-visual materials would be most beneficial.

On the basis of the returned junior college questionnaires, it was found that the Marriage and Family Living Course is the one most often taught in the family relations and child development area. Although this course is occasionally listed under the sociology or humanities department, it is usually considered a part of the home economics curriculum. As a result of the questionnaire findings, the Marriage and Family Living Course was selected for the development of the audio-visual materials.

The next step was to decide upon the information or concepts to be conveyed by the audio-visual materials. Concept learning is being recognized as the dominant element in education. A useful way of discussing the conceptual approach to teaching is by comparing it to the traditional or the "comprehensive" technique.

(1). The comprehensive technique has been identified by Tischler (42) and in so doing, he discriminates between the "conceptual" technique and the "comprehensive" technique as follows:

The comprehensive technique which most of our schools use requires that the student study the subject in great detail and depth. Usually this study is accompanied with drill, rote memory, and continuous review. However, in the conceptual approach, the student receives information which may be considered as being one inch thick and one yard wide. The comprehensive approach on the other hand provides information which is one yard thick and one inch wide.

Tischler also feels that concept study must provide little

or no skill training but a great amount of motivation. Skill training is necessary only after the decision to investigate the material further has been made. In summary, concept teaching provides for a means of communication between student and others.

(1).

Since audio-visual materials are to be used as supplementary and enrichment devices, it was important to determine the areas of this course emphasized by junior college instructors. This was done by evaluating the information on the questionnaires, examining the textbooks and reference books used for this course as well as course outlines (which several instructors sent to the writer in addition to their questionnaires), and reviewing the commercial audio-visual resources already available for the teaching of this course.

After this exploratory study, and in consultation with a faculty member of the Oklahoma State University Department of Family Relations and Child Development, the goals of modern marriage were selected as the concepts to be portrayed by the audio-visual materials. These six goals of modern marriage—love, companionship, happiness, personality fulfillment, sexual fulfillment, and permanency—are especially stressed by Paul H. Landis in Making the Most of Marriage.

These goals of modern marriage seemed especially appropriate for audio-visual development because there is a great scarcity of commercial materials in this area. The Coronet and McGraw-Hill Series briefly touch on some of these goals, but all too often the adjustments required and the problems encountered in marriage

are stressed, leaving students with a negative outlook.

Slides (2x2-inch) with a magnetic taped commentary were selected as the medium form for development. This selection was based on the fact that large group instruction, which lends itself well to slide utilization, is often used as the instructional method in Marriage and Family Living Classes.

Development of the Script

Several references were utilized in the writing of the script, "Seeking the Goals of Modern Marriage." (See appendix C). Among the sources consulted were three taped lectures from the Urban Steinmetz Series-"Young Adult Enrichment Program," "Understanding Our Sexuality," and "Marriage Enrichment." Other sources of information were a sermon, "Love and Loyalty," prepared specifically for college students by Dr. Irving Smith, minister of the First United Methodist Church, Stillwater, Oklahoma; sessions of the First United Methodist Church Christian Family Sex Seminar, Stillwater, Oklahoma, which were held in February, 1969; and approximately sixty textbooks and pamphlets in the marriage reserve section, Oklahoma State University Library.

To have as much "college-age appeal" as possible, the script relates the thoughts of a young campus minister as he counsels with a recently engaged couple from the university. The difference between traditional and modern marriage is highlighted, and the influence of societal pressures upon marriage permanency is emphasized. The underlying theme of the script is that now, more than ever before, marriage permanency is the personal responsibility of both the husband and wife.

To introduce greater variety and more interest into the taped narration, the script was written to include speaking parts other than that of the campus minister, who was the series narrator. These additional parts included that of a service station operator, campus youth foundation secretary, husband on his fiftieth wedding anniversary, engaged college man, and a woman narrator.

Development and Production of the Slides

Three procedures were used for the photographing of the eighty colored 2x2-inch slides. Twenty-eight of the frames contained some type of printed message. Posters were made by using Deca-Dry Transfer letters on colored shelf paper. The colored shelf paper of highest intensity - red, orange, and royal blue - projected the lettering much sharper than the lighter colors.

Two types of fabric, sailcloth and burlap, were also used in place of the shelf paper to give an unusual "textured" appearance to the background of some of the poster slides. Because of the looser weave and texture of the burlap, the Deca-Dry Transfer letters would not adhere well to this fabric; thus the results were not as satisfactory as they were with the sailcloth.

The posters were taped to a plain concrete block wall and photographed with a 35mm camera. A light meter and tripod were used with the camera to obtain more satisfactory results. In photographing the posters, it was necessary to use artificial lighting. Floodlights were used in front (at either side) of the poster. The floodlights were turned so that the light coming from either side would hit the poster at a forty-five degree angle, thus reducing the glare in that the light would not be reflected

directly back onto the camera lens.

Because some of the slides were duplicated from old photographs and extremely small magazine pictures, the aid of a professional photographer was required. By using a professional camera having a close-up lens, good quality reproductions were obtained.

The third procedure used in photographing the slides was the usual method, taking a picture of some indoor or outdoor scene. Most of the subjects were young people of college age. Authentic settings were used (e.g. office of a campus minister), and the subjects were photographed as naturally and unposed as possible. Each picture was taken from at least two different angles to obtain the best position.

Production of the Magnetic Tape Recording

The first step in the production of the commentary was to tape nuptial organ music which was used as background "mood" music for the commentary. The songs selected were "More," "I Love You Truly," "Because," and "The Wedding March." This background music was used at the beginning of the series and faded into the narration for the title and credit slides. The music was again used during the middle of the series to accompany several wedding frames and was played very softly at the end when the summary of the most important concepts were presented. A special sound-effects record was used for obtaining traffic noises to accompany one frame.

The narration was taped in a sound-proof room, using a seven inch reel with 1.5 mill tape. An audible beep was added to the

narration at the time of recording. This beep allows for the tape and slides to be synchronized; therefore the projectionist does not have to follow a written script. When using extremely high quality recording devices, one must be careful to avoid using frequency that is too high for recording the audible beep. If this does happen, the beep will be inaudible when played back on standard quality classroom recorders.

The sound effects were added after the narration was completed. This was accomplished by using highly professional equipment to blend the sounds of the "organ music tape" and the "narration tape."

After the slide-tape series was completed, it was sent to Cloud County Community Junior College, Concordia, Kansas, where it was used in a Human Growth and Development Course.

The students of this course evaluated the slide-tape series by taking a pretest - post-test and completing an evaluation form (see appendix D). The instructor evaluated the series by completing an Instructor's Evaluation Check Sheet. She also wrote a personal letter to the writer in which she added several additional comments regarding the series. The results of these evaluations will be presented in Chapter IV.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

One purpose of this chapter is to summarize the findings of the questionnaire sent to the home economics instructors of all state supported junior colleges in Oklahoma as well as in the bordering states of Kansas, Colorado, and Texas. This questionnaire was developed to determine the family relations and child development courses taught by the junior college home economics instructors at these sixteen junior colleges, the concepts emphasized in such courses, and the audio-visual materials currently being used for class enrichment. It was partially on the basis of this information that the slide-tape series, "Seeking the Goals of Modern Marriage," was developed.

It is also the purpose of this chapter to set forth the results of the slide-tape series pretest and post-test. This test was administered to twenty-five junior college students. An evaluation of the slide-tape series done by the instructor of these students will also be presented.

Analysis of Questionnaires

On the basis of the returned questionnaires, it was learned that no introductory courses in either family relations or child development were taught in seven of the sixteen state supported

junior colleges included in the sample. However, one of these junior colleges does plan to offer such courses for the fall semester, 1969. Of these seven junior colleges, the Home Economics Department at one of these institutions was discontinued five years ago, and no Home Economics Department exists in six of the other junior colleges.

In the nine junior colleges that do offer introductory courses in family relations and child development, these courses are often listed under the psychology and sociology departments. Three introductory child development courses were listed under the psychology departments, and six family relations courses were listed under the sociology departments of the junior colleges included in this study.

The marriage and family living class is offered in eight of the sixteen junior colleges surveyed. The human growth and development course ranks second in popularity, being offered in six of the junior colleges.

Because of the incompleteness in the filling out of the questionnaires, the other information reviewed is not as representative of the entire sample as was the type of family relations and child development courses taught at the various junior colleges. The remainder of the information obtained from the questionnaires can be summarized as follows:

Approximately two-thirds of the students who took family relations and child development courses in the junior colleges included in this sample were home economics non-majors. A large majority of these non-majors were students seeking vocational

education for gainful employment. Child growth and development proved to be an extremely popular course with students enrolled in pre-nursing curricula.

Approximately two-thirds of the instructors teaching family relations and child development courses were satisfied with the format of the textbooks currently being used, and they did not anticipate a change in textbooks in the near future. Of those who did plan a change in the near future, specific textbooks had not yet been selected.

On the basis of a very limited reply, the following concepts were those emphasized in marriage and family living classes: marriageability, the premarital period (dating, love, engagement), significant aspects of marriage (mixed marriages, role concepts, law), adjustments required in marriage, and the effect of children upon the husband-wife relationship.

Approximately two-thirds of the instructors of marriage and family living classes used few or no audio-visual aids in the teaching of the courses. Of the audio-visual materials that were used, records and 16mm films obtained from the various State Health Departments were quite popular.

Guest speakers were used to some extent in the teaching of the marriage and family living classes. Among those used most often were ministers, doctors, nurses, psychologists, and bankers.

All of the instructors completing item eight on the questionnaire, "Have you, yourself, produced audio-visual materials for the teaching of family relations and child development courses?," replied that they had not done so. However, one instructor did

mention that she prepared several charts and posters which were used for class enrichment.

No specific suggestions were presented to the writer for the development of audio-visual materials. One instructor did state a desire for overhead transparencies to be used in teaching human growth and development.

Analysis of Students' Pretests and Post-Tests

In May, 1969, the slide-tape series was sent to a selected junior college where it was evaluated by twenty-five students and the instructor of a Human Growth and Development Course. Because this Human Growth and Development Course was not one dealing specifically with marriage and family living, it is the writer's personal point of view that the findings of the pretest - post-test are more the result of the students' exposure to the slide-tape series rather than the result of prelearned experiences.

Of the twenty-five students taking the Human Growth and Development Course, nineteen of them were majors in areas other than home economics; and of these nineteen students, sixteen plan to transfer to a four-year college or university. Two students were taking vocational training for gainful employment, and three students were home economics majors planning to transfer to a four-year college or university. These results are comparable with those obtained from the questionnaires in regard to the status of students taking family relations and child development courses.

The junior college students completed the pretest and were then presented with the slide-tape series, "Seeking the Goals of

Modern Marriage." A short time later, they then completed the post-test (a repeat of the pretest), as well as an evaluation of audio-visual instruction and this slide-tape series in particular. The pretest - post-test was an objective test covering the information contained in the slide-tape series. There were twenty-five multiple-choice, true-false questions. The tests were scored on the basis of one hundred possible points, with four points deducted for each error.

A graph representing the results of each student's pretest and post-test is presented in Figure 1, page 50. The students are grouped by score ranges as shown in Table III.

TABLE III
RANGE OF STUDENTS' PRETEST - POST-TEST SCORES

Pretest		Post-Test	
<u>Range</u>	<u>Student Percentage</u>	<u>Range</u>	<u>Student Percentage</u>
90 - 100	0	90 - 100	12
80 - 90	0	80 - 90	52
70 - 80	24	70 - 80	16
60 - 70	32	60 - 70	16
50 - 60	28	50 - 60	4
30 - 50	<u>16</u>	30 - 50	<u>0</u>
	100%		100%

The mean for the pretest was 60.32 and for the post-test, 78.08. Because of this significant increase in the average of the post

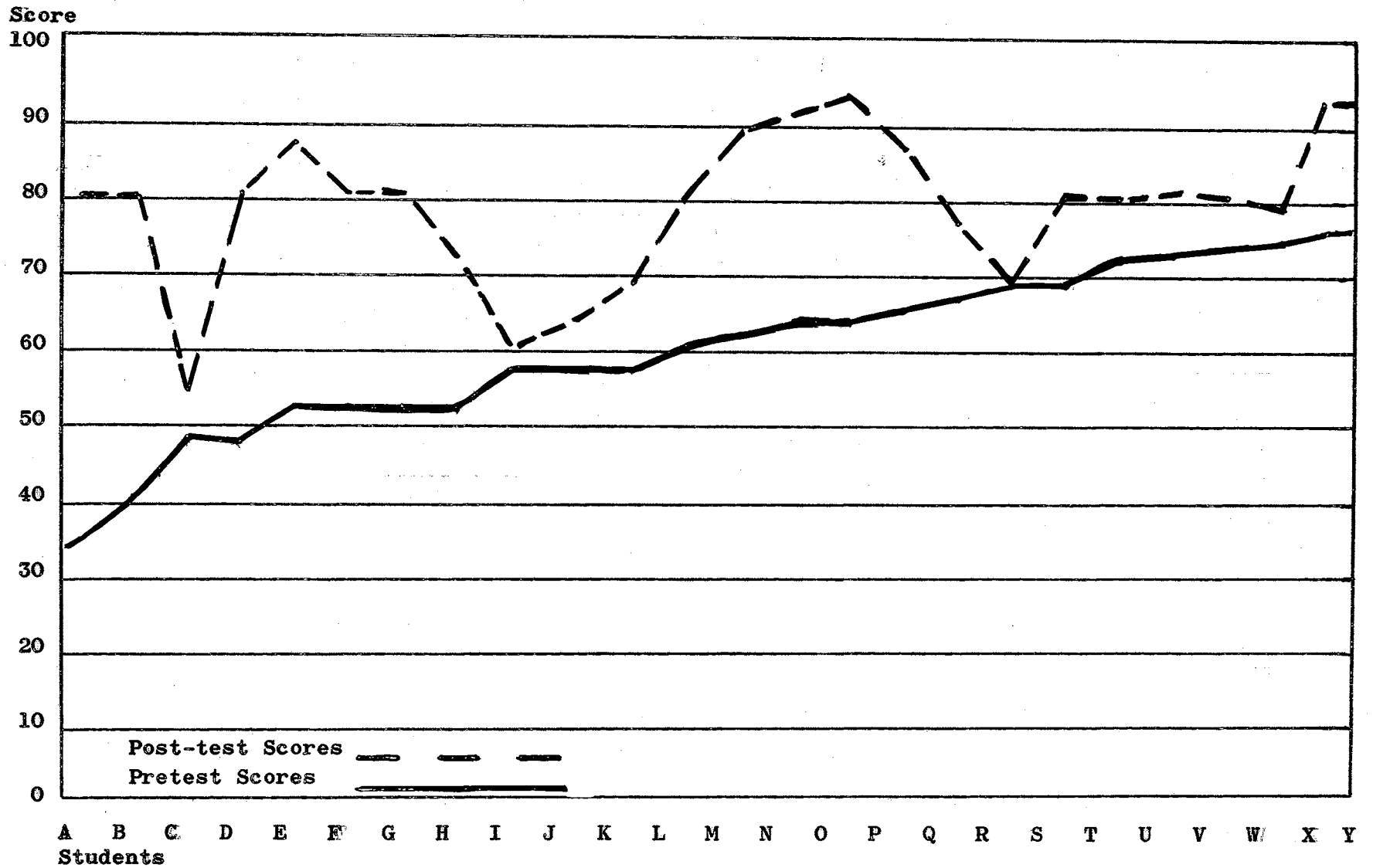


Figure 1. A Graphic Comparison of Each Student's Pretest and Post-Test Scores.

test scores, it would appear that the slide-tape series was successful in presenting various concepts regarding modern marriage.

Missed most often on the pretest were items two, seven, ten, and fifteen (see appendix D). Item two dealt with a specific concept--the nature of marital love. It surprises some young people to learn that marital love in itself does not assure companionship. While companionship is a desirable aspect of marriage, one can have meaningful companionship with others besides their marriage partner. Mature marital love includes such factors as admiration, affection, attraction, security, satisfaction, fulfillment, and emotional closeness; but it does not necessarily have to include companionship involving the sharing of interests and activities. This seemed to be a difficult concept for the junior college students included in the study to understand. Items seven, ten, and fifteen regarded factual information which the students would probably not have known before the presentation of the slide-tape series.

Items fourteen and fifteen were missed most often on the post-test. Since both of these items concerned the trends of modern marriage, perhaps the slide-tape series did not present sufficient information. It is also possible that the information that was presented to the students was confusing.

As a result of the students' evaluation of the audio-visual method of instruction and this slide-tape series in particular, it became apparent that most of the students in this study heartily approve of this method of presenting information and that they would like to have more audio-visual materials used in their

classes. In regard to this, one student commented, "I thought it [the slide-tape series] was very interesting, inspiring, and most enjoyable. It is a shame that more audio-visual materials are not used in our classes." Another student replied, "The subject material proved to be very valuable. Although I am not planning marriage in the near future, the slide-tape series gave me a better insight into modern marriage." Table IV represents all of the students' responses to the audio-visual method of instruction.

TABLE IV
STUDENTS' RESPONSES TO AUDIO-VISUAL EVALUATION

<u>Item</u>	<u>Yes</u>	<u>No</u>
1. Do you like the audio-visual method of presenting subject material?	88%	12%
2. Is a variety of audio-visual materials used in a majority of your classes?	36%	64%
3. Do you feel that the use of audio-visual materials helps to stimulate class discussion?	100%	0%
4. Could you, as a junior college student, identify with the slide-tape series?	96%	4%

The instructor of the Human Growth and Development Course evaluated the slide-tape series by responding to five items on an evaluation sheet. The scale used in responding to these items ranged from one through five, strongly agree to strongly disagree. The instructor strongly agreed with the following items: "I like the audio-visual method of presenting subject material," "I feel that the use of audio-visual materials aids in stimulating class

discussion," "I feel that this slide-tape series ["Seeking the Goals of Modern Marriage"] is on the age and interest level of the majority of my students," and "I feel this slide-tape series would be of value in the teaching of my Marriage and Family Living Course." The instructor used the rating, "agree," to respond to the item, "I use a variety of audio-visual materials in the teaching of my Marriage and Family Living Course."

The instructor listed no suggestions for the improvement of either the slide series or the script and tape recording, replying that, "I can think of no improvement; it seems very good to me." The instructor suggested the topics of individual preparation for marriage and the meaning of the engagement period as other concepts that might be more effectively taught in a Marriage and Family Living Course through the use of audio-visual materials.

The instructor also suggested that the slide-tape series developed by the writer might be used effectively in various sociology courses and with youth groups such as Y-Teens. It was further suggested that panel and group discussions might be good teaching methods to use with the slide-tape series. By using the words of modern love songs, students might be able to make an effective comparison of the ideas regarding love and marriage presented by much of today's mass media and those ideas regarding love and marriage presented by the slide-tape series.

The twenty-five students also had an opportunity to evaluate the slide-tape series by listing any suggestions they had for improvement. Several students mentioned that the traffic noises

used with the city street slide were too loud, drowning out the narration, and that at times, the narration done by the women speakers was difficult to hear. Regarding the slides, it was suggested that various techniques might be used to add more interest to those slides that contained only a printed message.

The students listed several concepts and areas that they felt could be more effectively taught in a marriage and family living class through the use of audio-visual materials. Among these were: a discussion of birth control, the economics of marriage including budgeting, recreational opportunities which a husband and wife might enjoy together, and the misconceptions of some engaged couples in regard to their expectations of marriage.

On the basis of the students' and instructor's evaluations and the significant increase in the students' post-test scores, the writer feels that students both enjoy and learn from the audio-visual method of instruction. Apparently, the use of audio-visual materials does stimulate class discussion. Finally, because of their flexibility, audio-visual materials lend themselves to several instructional methods such as panel and group discussions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The study was concerned with determining the felt needs in relation to audio-visual materials expressed by junior college instructors of family relations and child development courses. On the basis of questionnaires sent to the home economics departments of all state supported junior colleges in Oklahoma and bordering states, it was concluded that Marriage and Family Living is the course most often taught in the area of family relations and child development with the Human Growth and Development Course ranking second in popularity. Indications are that these courses are often listed under the psychology and sociology departments as seven of the sixteen junior colleges surveyed had no home economics department.

The majority of the students enrolled in these Marriage and Family Living Courses were home economics non-majors. Of this group, many were taking vocational education for gainful employment.

The instructors of the Marriage and Family Living Courses expressed satisfaction with the textbooks currently in use. Such concepts as personal preparation for marriage, mixed marriages, the meaning of the engagement period, and the effect of the addition of children upon the husband-wife relationship were areas

explored in these courses. Although the instructors of the Marriage and Family Living Course expressed an interest in and a desire for audio-visual materials to be used in the teaching of the course, they did not offer specific suggestions to the writer for such development.

By using the information obtained from the questionnaires, reference materials, and resource persons, audio-visual materials entitled "Seeking the Goals of Modern Marriage" were developed and produced by the writer. These audio-visual materials consisted of eighty colored slides with an accompanying taped narration. This slide-tape series was presented in a junior college classroom where it provided opportunities for students to utilize their senses of sight and hearing for more effective learning experiences in the area of marriage and family living.

The students in this class evaluated the slide-tape series by completing a pretest - post-test of the concepts portrayed by the series. They also completed a written evaluation of the audio-visual method of instruction and this slide-tape series in particular. The instructor of the course completed an evaluation of the series also. From the evaluations given by both students and instructor and the appreciable increase in scores made on the students' post-tests, the writer feels that the slide-tape series was successful in presenting selected concepts regarding modern marriage.

Conclusions

It is concluded from this study that students both enjoy and

learn from information presented by audio-visual methods of instruction. However, the production of these audio-visual materials is expensive, both in terms of time and money. Most full-time instructors would not have the time or the funds budgeted by their respective schools to develop and produce audio-visual materials to the extent of the slide-tape series developed by the writer. If such a project is undertaken, it must be remembered that any professional work such as having slides reproduced from small magazine pictures or other photographs adds greatly to the cost of the project.

The expense to the writer for producing the series, "Seeking the Goals of Modern Marriage," was approximately seventy dollars which included the cost of film and developing, art work, letters to be used for slides containing a printed message, fabric used as background for printed slides, the use of the soundproof laboratory at the Oklahoma State University Audio-Visual Center, and magnetic tape and reels for the narration. Twenty-six of the seventy dollar total cost was spent for the professional photographing of twelve slides. The cost of a slide series is often greater than anticipated because it is a good policy to take several shots of each desired picture, often from a different angle, to get the best results possible.

Recommendations

After completing this developmental study, the writer would make several recommendations to others undertaking similar projects. First, the advantages of taking as many courses and

workshops as possible in audio-visual methods cannot be underestimated. These courses serve as sounding boards for the exchange of ideas and present opportunities for experimenting with new ideas in audio-visual development.

Secondly, if a long series or similar project is planned, it is well to write the script in segments which could be presented individually or at the same time. The slide-tape series produced by the writer is concerned with six goals of modern marriage: love, companionship, happiness, personality development, sexual fulfillment, and permanency. Each goal can be presented separately to allow ample time for class discussion, or the series can be presented in its entirety during one class session. Planning audio-visual materials in this manner allows for greater flexibility for both students and instructors.

Another recommendation (brought to the writer's attention through the students' evaluations) concerns the background of title or caption slides. If several of them are used in one presentation, it might be well to investigate several methods for producing interesting backgrounds for this printed information.

It might also be well to investigate the possibility of using two slide projectors in the presentation of a slide series. This would allow one slide to fade into another without the intervening blank space on the screen, during which time students often lose interest. Having the slides made into a filmstrip would be another possibility in eliminating this intervening distraction.

There are several concepts in marriage and family living which might lend themselves to audio-visual methods. Students in

such courses are showing a great interest in family planning, and a set of transparencies or other visuals might be quite helpful to an instructor and students in discussing this aspect of married life. Other possibilities are role expectations of newlyweds, early marital adjustments, and consumer purchasing guides for newlyweds establishing their first home.

Finally the writer wishes to warn against "over-visualizing" a course. While audio-visual materials can serve as excellent enrichment devices, consideration must also be given to other methods of classroom presentation. The importance of student interaction with each other as well as the instructor should be remembered, for one of the prime advantages of audio-visual instruction is that it can stimulate class discussion.

The development of audio-visual materials can be an opportunity for an instructor to express his own creativity, resulting in a feeling of self-satisfaction and achievement. It also enables the instructor to have course enrichment materials suited to his particular students' interests and ability levels.

Many schools, including junior colleges, now employ persons in the capacity of "media specialists." By working closely with these specialists, instructors who otherwise might not have the time, are now able to participate in the development of audio-visual materials to enrich the learning experiences of the students in their classrooms. By using an integrated approach through the combining of various talents and abilities, perhaps learning can truly become an individualized affair in the very near future.

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APPENDIX A

JUNIOR COLLEGES IN THE STUDY

THE SIXTEEN STATE SUPPORTED JUNIOR COLLEGES IN OKLAHOMA AND BORDERING STATES

<u>State</u>	<u>College</u>	<u>Location</u>
Kansas	Cloud County Community Junior College	Concordia
Colorado	Arapahoe Junior College	Littleton
Texas	Bee County College	Beeville
	Central Texas Junior College	Killeen
	Dallas Junior College	Dallas
	McLennan Community College	Waco
	Ranger Junior College	Ranger
	Southwest Texas Junior College	Uvalde
	Tarrant County Junior College	Fort Worth
	Texarkana College	Texarkana
	Tyler Junior College	Tyler
Oklahoma	Conners State College	Warner
	Eastern Oklahoma State College	Wilburton
	Murray State Agricultural College	Tishomingo
	Northeastern Oklahoma A & M College	Miami
	Northern Oklahoma College	Tonkawa

APPENDIX B

JUNIOR COLLEGE QUESTIONNAIRE AND COVER LETTER

Stillwater, Oklahoma
November 15, 1968

Dear _____:

At the present time, I am a graduate student in home economics at Oklahoma State University. My eventual goal is to teach family relations and child development in a junior college. It is my hope, now while I am working on my master's degree, to develop audio-visual materials which will be of real value in the teaching of this course. In order that I do this job in the best way I can, I am asking your assistance in providing me with information about the introductory family relations and child development class(es) taught at your junior college.

I do not want to impose upon your time, but I would greatly appreciate your supplying me with the information requested on the enclosed questionnaire. I am sending several copies so that a separate form can be used for each class.

As soon as my audio-visual materials are developed, I will be most happy to share them with you. In the meantime, thank you very much for any assistance you can give me with this endeavor.

Sincerely,

(Mrs.) Linda Ann McFate

Dr. Elaine Jorgenson
Thesis Advisor

INTRODUCTORY COURSE-FAMILY RELATIONS*

Is there an introductory course in child development at your junior college? Yes No

If so, will you please complete the following questions.

1. Course Number and Title-

2. Which of the following best describes the students enrolled in the basic family relations class??
 - Non-majors who take the course to add to their general knowledge
 - Home economics majors who are preparing for advanced study at a four-year college or university
 - Students seeking vocational education which they will use in gainful employment.

3. Textbook(s) - (Please give title, author, publisher, and date)
 - A. Do you anticipate a change in textbook(s) in the next year or two? Yes No
 - B. If yes, what text do you anticipate using?

4. Reference book(s) - (I am particularly interested in those that supplement the text in a major way. A printed bibliography list would be appreciated.)

5. General statement of course content (are there areas of special emphasis such as specific chapters in the text(s))-

*A duplicate questionnaire entitled "Introductory Course - Child Development" was also sent to the junior colleges.

6. What audiovisual materials have you used or do you plan to use with your classes?

Audio-visual Material	Name	Source
Slides		
Transparencies		
Programed Instruction		
8mm Motion Pictures		
Films		
Others (Specify)		

7. List any other laboratory experiences (other than those listed above) such as field trips or the use of resource persons which are included for the enrichment of the course.
8. Have you, yourself, prepared audiovisual materials?
If so, please list the type(s) of materials developed and describe briefly the subject content or area(s) emphasized.
9. Are there any areas of this course in which you believe audio-visual materials would be of real help to you?
If so, please list.
10. Please check if you wish information on the materials that I develop.

APPENDIX C

SCRIPT NARRATION AND SLIDE ILLUSTRATIONS

SOURCES OF SLIDE VISUAL REPRESENTATIONS

- Slide #15 - Hirning, J. L. and Alma L. Hirning. Marriage Adjustment. New York: American Book Company, 1956.
- Slide #27 - Hirning, J. L. and Alma L. Hirning. Marriage Adjustment. New York: American Book Company, 1956.
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SEEKING THE GOALS OF MODERN MARRIAGE*

1. Seeking the Goals of Modern Marriage
2. This series was directed by Dr. Elaine Jorgenson and produced by Linda Wallace McFate. Dr. Nick Stinnett, Department of Family Relations and Child Development, Oklahoma State University, served as script consultant. Art work was done by Jacque Losornio and script narration, by Rev. Darrell Rickard.
3. As I was working on plans for the youth foundation's spring study conference, my train of thought was abruptly interrupted by a loud knock on my study door.
4. After calling out, "Come on in," I looked up to see a young couple from my campus youth group, Brad and Lisa. By that special glow on their faces, I knew they had some important news for me. After dispensing with the formalities, Brad said with a wide grin, "Rev. Rickard, yesterday I gave Lisa an engagement ring. We want our marriage to be a successful and happy one. Do you have any advice for us?"
5. This scene is repeated many times each year in my office. As a campus minister, I have the opportunity to counsel with many couples such as Brad and Lisa. As we talk together about modern marriage, I try to point out to them that marriage is a way to enrich our lives. It changes the emphasis of our lives from purely individual achievements to joint experiences and accomplishments. However, some things held

*Each number represents a slide in the slide-tape series. Therefore, the narration following each number is used to accompany that specific slide.

are lost: for instance, independence of choice and freedom of action, but the gains are great. Each one of us had certain basic needs, such as the need to be loved. Many of these needs can find the greatest satisfaction only through the marriage relationship.

6. Marriage in the United States is in a state of transition. Within the last century, both its structure and its basic meaning have been modified. We may surmise in what direction marriage is moving by noting some basic trends. First, marriage is changing from a partnership to a companionship. Marriage is moving toward greater equality between mates. Modern marriage shows greater instability. Marriage partners tend to stress marital happiness more than in former years, and there is a noticeable relaxing of forces which make for permanency in marriage.
7. Traditionally marriage was appraised by such values as social status, economic success, and the siring of healthy children.
8. In contemporary America, there has emerged the "romantic" or "companionship" marriage. In this system, marriage is appraised in terms of the interpersonal relationship between husband and wife, rather than in terms of traditional values. Judged by all the traditional standards this marriage can succeed and yet fail completely.
9. The romantic marriage offers many possibilities such as a unique kind of companionship, love, and sexual relationship. For many, bringing up children is one of the greatest joys of marriage. Many needs and interests may be met mutually in

marriage: for instance the balanced needs for security and individuality. Finally, successful marriage leads to an ever deepening sense of happiness.

10. These are high goals, and of a less stable character than those of earlier pair relationships, but these goals are real, they are worth seeking, and they are attainable!
11. As a young couple prepares for their marriage, I charge them both to plan to seek these goals. I reminded Brad and Lisa, as I have many others before them, that marriage is growth as life is growth. All of these goals cannot be obtained immediately or at the same time.
12. This secret, which has been learned by many, was well expressed by a couple on their fiftieth wedding anniversary. "Well, I'll tell you, I think we'd agree that each decade of our life has been better than the preceding one. And you know, now that I think about it, even the first years weren't bad at all!"
13. Everyone has the need to be loved. Although some individuals are reluctant to acknowledge it, the fulfillment of this need is important from infancy to old-age. An individual needs to feel loved in order to love himself and then to become capable of loving others. Love's greatest glory lies in the fact that love alone provides the strength, protection, and encouragement without which full growth is impossible.
14. Many of the definitions of love which might appeal to young people offer neither insight, nor truth. For example, "Love

is an itchy feeling around the heart that you can't scratch, or "love is a feeling you feel when you feel you are going to feel a feeling you never felt before," or still another, "Life is one darn thing after another. Love is two darn things after each other."

15. Although it is difficult to make an adequate definition of mature love, it is known that this need includes such factors as admiration, affection, attraction, security, satisfaction, fulfillment, expression of confidence in the mate, and a feeling of emotional closeness and of having a common purpose in life.
16. In American society, being in love is regarded as the chief reason for marrying. When marriage begins, love is the dominant emotion. Love typically begins before the wedding ceremony, but it reaches its fullest expression in marriage, and deepens as the years go on. To fall in love may be easy since too often it may be based on sexual considerations; to remain in love involves the ability to build and maintain a relationship out of which stability can be realized.
17. Our capacity to love maturely first develops in infancy. According to Erik Erikson, within this period is the initial development of security or insecurity, social trust or mistrust. The need for unqualified love is fulfilled in the normal childhood home by the parent-child relationship.
18. The love of a member of the opposite sex comes gradually to replace the affection parents express in so many forms during childhood. This new affection is not the one-sided

affair parental love often was. This mature love involves not only the feeling of being cared for by others, but even more important, caring for them in return.

19. Although we are primarily concerned with analyzing the types of love which emerge in the man-woman relationship, it is important that there is a basic understanding of the nature of love in a broader sense, for love manifests itself in a variety of situations.
20. There is the love of a mother for her children. In the bathing, nursing, fondling, and cooing, with his first smiles of response, there is projection of her feelings of self-fulfillment, deep affection for her husband, and tenderness for her child.
21. There is the love of a soldier for his flag, especially strong in one who has witnessed the loss of his buddies in defending it.
22. There is the serene love of life or of God, described by those who have experienced conversion--the Dr. Tom Dooleys and the Albert Schweitzers.
23. In the marriage relationship, our goal is still another variety of love, which is referred to as mature conjugal love. The ingredients are physiological, which include all kinds of bodily and sexual attractions; psychological, which include the various sentimental and affectional feelings; and sociological, which include the many adjustments which make the man and woman companionable and interdependent. Conjugal love means sexual attraction, but it also means

- affectional warmth, interdependence, and companionship.
24. Conjugal love can best be summed up by this equation: Love = Needing + Adjusting + Giving.
 25. The secretary at our youth foundation recently explained conjugal love with the following description: "I think my love has grown stronger; I think it is a different kind. In the first place, I think it is a much more sensible kind. I think it is truer and more understanding.
 26. Every expression of genuine friendship and comradeship contributes to the growth of this type of true love. This truth is beautifully stated by Mary Carolyn Davies as she says in "This Is Friendship," "I love you, not only for what you are, but for what I am when I am with you. I love you, not only for what you have made of yourself, but for what you are making of me."
 27. Conjugal love is neither binding nor demanding. There is a sense of freedom in the relationship, freedom to be oneself, to come and to go. One does not truly love a person and yet seek to enslave him--by law, or by bonds of dependence and possessiveness.
 28. This thought was beautifully expressed by the poet-philosopher, Kahlil Gibran in "The Prophet." Regarding marriage he said: "And stand together yet not too near together for the pillars of the temple stand apart, and the oak tree and the cypress grow not in each other's shadow."
 29. Finally, we need to understand that love is more "cold-blooded" than we realize. It is something that definitely has to

be built with time, patience, communications in the home about things that really matter, and an understanding and acceptance of our mate. For a marriage to live, we must have a deep love; companionship we can grow into, but love we must have.

30. Companionship has been singled out as the central characteristic of modern marriage.
31. Young people, particularly those of the college community, usually fall in love out of a companionship relation.
32. This same college age group is expressing and stressing the values of companionship in their engagement and marriage relations. They look forward to continuing this relationship and developing its possibilities further in the intimacy of living together as husband and wife.
33. When our great grandparents and grandparents were married, the emphasis in married life was on co-operative work, actual physical labor shared by husband and wife in the creation and maintenance of a home. The husband was the head of the household and ran the farm. The wife had charge of the housekeeping and ran the flower and vegetable garden and took care of the poultry. The couple was often so occupied that there was little time or energy left for companionship not directly associated with work.
34. The husband and wife of the traditional family had to work together for the recreation, protection, support, religious training and education of family members.
35. More and more of these functions have been taken away from

the modern home by such establishments and agencies as nursery and church schools, social welfare, and recreational facilities. Thus, there has been a shift from partnership to companionship, a shift which is still in progress.

36. Our society today is marked by increased mobility and urban living. The migrant character of the modern American, which takes him, in the course of a lifetime, far from the intimate circle of his birth, has created in the human spirit a longing for a close emotional tie such as those who lived in a world of relatives and neighbors never knew. The vast loneliness amid the traffic and noise of the great city, its social isolation and futility that has driven many a person to suicide.
37. A service station operator in a neighborhood gas station recognized this problem when he said, "People come here to have someone to tell their problems to." Many a bartender feels that his place serves the same social need.
38. All of these ideas indicate that it is not good that man should be alone. Once in awhile a campus minister receives a letter from parents which carries the same ideal! "Dear Rev. Rickard: My son is a senior at the university in your city. He does nothing but study...study...study. His mother and I are very much concerned about him because he shows no interest in girls. We feel that it is not good that a man should be alone."
39. It is little wonder that marriage has had to take on new meaning. Marriage is our best arrangement for avoiding the

solitariness of adulthood. Few men can stand a life of solitariness of adulthood. Few men can stand a life of solitude, and even fewer women can stand it. Marriage is the institution which provides for permanent companionship. In fiction, the bachelor leads a gay life--but in practice, gay bachelors are few. Eating alone is dreary!

40. It surprises some young people to learn that love in itself does not assure companionability. Companionability involves the sharing of interests, activities, values, aspirations, and activities, such as planning a vacation. Love does not necessarily involve these things. One may feel a deep affection for someone many times his own age, or for a person of very different interests, habits and moral standards. Companionship may be difficult, if not impossible in such love relationships. Above all, companionship of couples today is dependent on their ability to talk things over. To be unable to talk things over with a mate fully and confidentially is one of the greatest possible handicaps to marriage in the modern world.
41. The solid stuff of marriage is companionship. During the engagement and honeymoon, the more highly keyed emotion of love may seem the strongest bond that holds man and woman together. When married life settles down to a comfortable pattern that repeats itself week after week, companionship will act as a ballast to replace and to offset the emotional ecstasies and angers of early married love. Companionship then is to be prized and strengthened.

42. Consider the case of Jim and Beth. Jim was head resident for one of the boys' dormitories on campus and was highly respected. He and Beth had been married for ten years and had two children. Everyone regarded him as an ideal husband and father. He was active in many organizations and never turned down a request to speak before a group or work on some project. This took him away from his family many evenings, as well as mornings, afternoons, and week-ends.
43. Then it happened. The speaker for the Head Residents' Banquet suddenly fell ill and Jim agreed to substitute, even though it was his tenth wedding anniversary. He promised Beth they would celebrate the first night he could get cleared on his calendar. The next day, Beth filed suit for divorce and everyone was shocked. Gradually the realization came to Jim that he wanted a family with a wife and children, but he did not need or want what Beth had married to get--rich companionship with one person. What they should have done before they married, and what you should do before you marry is clear: mutually understand the role companionship will play in your life.
44. Does happiness have validity as a marriage goal? Many cultures have not considered that it does. Most certainly in the United States a hundred years ago happiness was not the primary concern of marriage. A person was more likely to pick a mate for practical reasons.
45. In our culture, an abundance of goods and leisure have become the lot of nearly all and life moves in terms of a

different set of values.

46. With the increase of luxury and leisure, moderns have come to look upon happiness as a desirable goal, not only for marriage but for all of life. Recreation and pleasure are considered man's just due; they are even considered worthwhile.
47. It is doubtful that humanity has ever sought a goal in marriage so difficult to realize and yet so worthy of realization as "happiness." Dr. Ralph Eckert says, "Happy people make happy marriages, and happiness is best defined as appreciating what we have." Again he said, "We are happy when we are successful in solving our problems. All people have problems. Marriage creates as many as it solves. The happy marriage is not the one in which there are no problems, but one in which two people have learned to enjoy working out problems together."
48. One of our noted novelists, Pearl Buck, recipient of the Nobel Peace Prize, said, "I know that the only completely happy life for a man and woman is their life, first together, and then with their children." Most of our teen-agers believe this to be true. A recent study has revealed the fact that 98% of all teen-agers now living in America will one day be married. Marriage also seems to be the most satisfying relationship. When Saturday Evening Post interviewed married and unmarried women, 57% of those who were married listed their state as "extremely happy," whereas among the single women only 29% felt they were "extremely

happy."

49. For some years sociologists have been trying to find out what makes a marriage happy. It was found in carefully designed research projects, that love, fidelity to each other, mutually happy sex expression, agreement between husband and wife, and democracy within the home were all factors that ranked high in marital happiness.
50. On the other side of the coin, there are four basic reasons why people are unhappy in their marriage. The first is ignorance. A number of people do not know what constitutes happiness, so that they can neither give happiness to others nor receive it themselves. The second is the utopian idea of marriage that is fostered in modern society by magazines, movies, and television. Many young people believe that "They lived happily ever after" is a pat conclusion too often accepted. The third reason for unhappiness involves marked differences between the personalities of husband and wife; and finally, there is the reason of personal immaturity, which manifests itself especially in dependency and autonomy.
51. Another basic need which marriage can help to fulfill is that of personality development. The basic aspects of personality fulfillment are: fulfilling individual potentials, developing a feeling of optimism toward life; developing most positive individual qualities; developing intellectually, improving personality and developing self-confidence.
52. Consciously or unconsciously, marriage is often an attempt

to complete our own personalities. For a marriage to work, the two persons must be complementary because we often do marry people that seem to fill our weaknesses. Consider the spendthrift that marries someone who is tighter than the bark on a tree or the outgoing person with an exceptionally quiet mate.

53. Marriage partners can do a great deal in helping each other build "self-confidence" and the ability to have optimism toward life." Eddie Cantor, in his autobiography, Take My Life, illustrates this point. He says he and Ida were on easy street before the stock market crashed in 1929. Then he suddenly felt they had nothing when their money went in the crash. His feeling of security was gone. He recalls that he said to his wife, "Ida, we have nothing, not a cent." And he still remembers her answer, "After all, you've lost only your money; you still have your sense of humor."
54. Husbands and wives can also help to fulfill each others ego needs. When the boss has been riding the husband at the office, or a new man is gunning for his job, or the customers have given him a bad day, and consequently he comes home from work, with his ego feeling as though a steam roller had run over it, a considerate wife can make him feel big and important again, by not complaining about his limited ability and inadequate job or throwing up to him the example of a "more successful neighbor."
55. Likewise, if marriage and homemaking for the wife constitute

the major part of her life, the greater will be her demand on the spouse for ego satisfaction. The successful male will make his wife feel that she is the most important creature in the world because she is his wife. He makes her feel that she is beautiful, wise, comfortable to be with, and understanding.

56. In sports, it is said that the home floor gives a basketball team a 10-15 point advantage over its competitors, even among the professionals. This is not entirely because the home team players know the shooting angles of their floor better than their opponents but because the home crowd cheers their every effort and they feel recognized and appreciated. Recognition is important in marriage also. Recognition is a basic emotional need. A few mutual pats on the back will put a little more sparkle into the marriage.
57. Marriage also supplies the opportunity for individual growth. Individuality refers to the development of personal talents and interests and the right to have a certain area of freedom within which to do as one prefers. Many women who have continued to develop their individual talents recognize that a large measure of their success is due to an understanding husband.
58. Many successful men have moved upward in jobs or hobbies because of the encouragement and active help of their wives.
59. Marriage is our society's only sanctioned outlet for the natural sexual urge of man. Religion and custom sanction the joining of man and wife in the flesh as normal, natural,

and moral. The married state is considered the natural state. It has both a biological and a social value.

60. Sex needs are real physical needs. The sexual drive is a natural drive "Born into each person." At its fullest, sexual union in marriage serves three purposes: it satisfies a physical drive, completes the feeling of identification of husband and wife, and makes possible the projection of oneself into another generation.
61. Sexual relations outside of marriage are strongly disapproved by such powerful social groups as churches and educational institutions and by mature members of families. Individuals may snatch at the pleasure of sex without marriage. However, the full possibilities of sexual relationships as symbolic of love are rarely achieved except as part of a secure and well-developed marriage.
62. Approximately 90% of marital counseling problems are related to the American Dilemma—a concept which many husbands and wives do not realize. The male is more sex oriented, and a satisfying sexual relationship helps him to reach maturity in love; on the other hand, a woman is love oriented and must first have love before she can reach a mature sexuality.
63. For a woman to feel truly loved, she must have attention, affection, respect, and strength from her male. Only when a woman receives these can she respond to her husband maturely in a sexual sense. Males usually don't understand that a woman cannot respond totally in marriage unless she is truly loved.

64. This was well illustrated by Honore de Balzac when he said:
"To be a lover is easier than to be a husband. For it is far more difficult to show intelligence everyday than to make pretty speeches from time to time."
65. One of the unique promises of marriage is children. Children usually are regarded by parents as their most precious possessions; and they add a new dimension to the marriage, hard to achieve in any other way. Parents and especially the mother may make their greatest contribution to life through the rearing of healthy and well-balanced children.
66. The lowered rate of fertility, the confining of fertility to a short space in the life span, usually not more than ten years, and the increased length of marriage make possible a sharing of sex life of man and wife for a period of forty years or more in the average marriage.
67. The permanency goal.
68. The permanency one should expect from marriage is indicated by these words from the Protestant wedding ceremony: "Until death we do part," and "What God hath joined together, let no man put asunder." Marriage can be the greatest source of psychological security for adults. Stability is sought because it is recognized that in our kind of world, having someone always to depend on, someone with whom one can build one's life until death at last forces a separation is all important.
69. This atmosphere of stability is important to children who will be born of the marriage as well as to the pair

themselves. It is this value which makes marriage more than a mere mating venture; it is this which creates the family as an institution. The insecurity of our times explains in part the rush into early marriage. Youth is desperately trying to establish a sense of stability in an unstable world.

70. The security of marriage differs from the one-sided protective security that parents have given their adolescent children. The parent stands between the child and the hardships of the world until the child is able to fend for himself. It is because of this protective and eventually hampering quality of parental security that the adolescent feels he must free himself and become independent.
71. Once a couple is married, they are not entirely free to dissolve their union should they so desire. They must first confront those forces--such as public opinion, law, and religion--which have a tendency, through pressure and control, to make marriages endure. In former years, such pressures were so great that voluntary dissolution of marriage was practically impossible. At present, though controls are less rigid, public opinion is far from unanimous in approving divorce.
72. The over-all effect of the relaxation of outside pressures is to make marriage more and more a voluntary union of two persons. Permanency of marriage thus depends increasingly upon the judgment of the two persons involved, and success or failure in marriage is becoming a personal responsibility.

This fact becomes highly significant when it is realized how adequate personal adjustment is increasingly required to meet the demands of modern marriage.

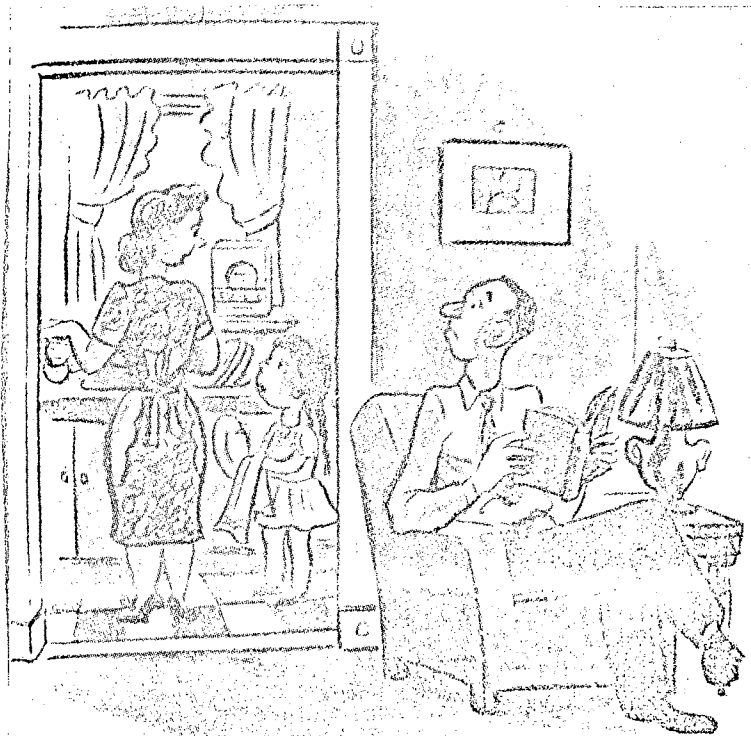
73. Because of the lack of security and permanency in many modern marriages, young people should strive for better planning and more careful consideration before marriage and better counseling for the problems that may arise after marriage. The relatively high rate of success among college couples who marry may be an indication that even an elementary exposure to the principles of psychology, sociology, and philosophy may help one to be a more understanding, tolerant, and acceptable person and a more successful marriage partner.
74. Each person who marries would do well to say in the immortal words of Ruth, as are found in the Bible, "Entreat me not to leave thee, or to turn from following after thee, for whither thou goest, I will go, and where thou lodgest, I will lodge; thy people shall be my people, and thy God, my God."
75. Finally, marriage can afford normal and adequate expression of some of the deepest, richest, and finest things in life. It can give a sense of completeness, of oneness, permitting a spouse to make an intimate part of his own life values that he could not achieve alone and personal qualities that he himself does not possess.
76. Marriage can give one the sense of identifying himself with a growing process, which begins--not ends--with the wedding and becomes richer as time goes on.
77. It exhibits, not the tumultuous emotions of dating, but

something deeper. Dating is the ripples along the shore.

78. This sort of marriage is the great tides that sweep the ocean. Dating is the glare of the sun, marriage is the infinite horizon, where sky and earth blend into the eternal vastness.
79. Seek then, these six goals of modern marriage-love, companionship, happiness, personality development, sexual fulfillment, and permanency. Make this search a long and diligent one, that encompasses an entire married lifetime.
80. The End



Visual Representation - Slide 71



Visual Representation - Slide 15

Visual Representation - Slide 54



Visual Representation
Slide 27



APPENDIX D

SLIDE-TAPE SERIES PRETEST - POST-TEST AND EVALUATIONS

SEEKING THE GOALS OF MODERN MARRIAGE

Students' Post-Test*

Name _____

Are you a home economics major? _____

Do you plan to transfer to a four year college or university? _____

Are you enrolled in a vocational training program? _____

Please check the correct answer for each of the following questions. There is one best answer for each question.

1. In contemporary America, marriages are primarily evaluated on the basis of which of the following values:
 - A. Social status
 - B. Siring of healthy children
 - C. Interpersonal relationship between husband and wife
 - D. Economic success

2. Mature love includes such factors as:
 - A. Admiration, affection, attraction, security
 - B. Satisfaction, fulfillment, emotional closeness
 - C. Companionship involving the sharing of interests and activities
 - D. A and B listed above
 - E. B and C listed above

3. In America, which of the following is regarded as the chief reason for getting married:
 - A. Sexual attraction
 - B. To obtain economic support
 - C. Love
 - D. Rich and meaningful companionship

4. According to Erik Erikson's theory, our initial development of security or insecurity, social trust or mistrust, first develops in this period:
 - A. Toddlerhood
 - B. Adolescence
 - C. Infancy
 - D. Early school years (approximately 4-8 years)

*The pretest consisted of the first twenty-five questions on this post-test.

5. The need for unqualified love is fulfilled in a normal childhood by:
- A. The peer relationship (friends and others of the approximate same age group)
 - B. The brother or sister relationship
 - C. The parent-child relationship
 - D. Extended family (relatives) relationship
6. What is the term that means the deep, mature, type of love that can develop in the man-woman relationship:
- A. Heterosexual love
 - B. Homosexual love
 - C. Psychological love
 - D. Conjugal love
7. Which of the following has been singled out as the central characteristic of modern marriage:
- A. Greater equality between mates
 - B. More instability
 - C. Emphasis on marital happiness
 - D. Stressing of the values of companionship
8. The traditional marriage of seventy-five years ago typically stressed:
- A. Partnership and cooperation in work
 - B. Companionship
 - C. Emphasis on marital happiness
 - D. Equality between mates
9. Perhaps the greatest threat to modern marriage is:
- A. The "utopian idea" (get married and live happily everafter)
 - B. Personality differences in mates
 - C. Immaturity in one or both marriage partners
 - D. The lack of communications in the home, the inability to "talk things over"
10. A recent survey has revealed the fact that this percent of teenagers now living in America will one day be married:
- A. 85%
 - B. 98%
 - C. 95%
 - D. 90%
11. The sexual union between a man and woman in marriage:
- A. Satisfies physical drives
 - B. Completes the feeling of identification of husband and wife
 - C. Makes possible of projection of oneself into another generation
 - D. All of these
 - E. A and C as given above

12. The fact that the woman is more "love oriented" while the male is often more "sex oriented" is referred to as the:
- A. Psychological crisis
 - B. American dilemma
 - C. Marriage misconception
 - D. Emotional starvation
13. Because of earlier marriages and a lengthened life span, a husband and wife, in the average marriage, can anticipate sharing a sexual life together of:
- A. 15-20 years
 - B. 30 years
 - C. 40 years
 - D. 35 years
14. Which of the following goals of modern marriage creates the family as an institution:
- A. Love
 - B. Companionship
 - C. Permanency
 - D. Personality fulfillment
 - E. Sexual fulfillment
 - F. Happiness
15. Which of the following is not specifically a trend of modern marriage:
- A. Movement from partnership to companionship
 - B. Greater equality between mates
 - C. Emphasis on social status and economic success
 - D. Greater instability
 - E. Emphasis on marital happiness
 - F. Relaxing of forces which make for permanency in marriage

Directions: Write true before those statements that are true and false before those statements that are false.

16. Marital love in itself insures companionship.
17. In a traditional marriage, marital partners were often selected for practical reasons such as, "He would make a good provider," or "She would be a good homemaker."
18. The happy marriage is not necessarily the one in which there are no problems.
19. Consciously or unconsciously, marriage is often an attempt to complete our own personalities.
20. Marriage can be the greatest source of psychological security for adults.

- _____ 21. Marriage permanency is the responsibility of society--not of the two individuals involved.
- _____ 22. Society's forces, such as public opinion, law, and religion, have greater pressure and more control in maintaining the permanency of marriage today than they did 40 or 50 years ago.
- _____ 23. There is a relatively low rate of success among college couples who marry in regard to the permanency of their marriage.
- _____ 24. Within the last century, we have not seen much change in the basic meaning and structure of marriage.
- _____ 25. The type of marriage that has emerged in contemporary America is often referred to as the "romantic" or "companionship" marriage.

SLIDE-TAPE SERIES EVALUATION

Please evaluate the slide-tape series by answering the following question.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Do you like the audio-visual method of presenting subject material? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are a variety of audio-visual materials used in a majority of your classes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you feel that the use of audio-visual materials helps to stimulate class discussion? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Could you, as a junior college student, identify with the slide-tape series (was it on your age and interest level)? If not, please explain. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Please list any suggestions which you have for the improvement of this slide series. Was there any particular slide you thought inappropriate, unrealistic, etc.? | | |
| 6. Please list any suggestions for the improvement of the script and tape recording. | | |
| 7. Are there other concepts, information, or ideas that have been presented in your marriage course which you feel would be effectively taught through the use of audio-visual materials? Please list. | | |

SEEKING THE GOALS OF MODERN MARRIAGE

Instructor's Evaluation

Consider each of the first five items and rate your relative agreement. Please indicate your most accurate response by placing a check in the appropriate column at the right of each question.

SA - Strongly Agree
A - Agree
U - Undecided

D - Disagree
SD - Strongly Disagree

	SA	A	U	D	SD
1. I like the audio-visual method of presenting subject material.					
2. I use a variety of audio-visual methods and/or materials in the teaching of my Marriage and Family Living Course.					
3. I feel that the use of audio-visual materials aids in stimulating class discussion.					
4. I feel that this slide-tape series is on the age and interest level of my students.					
5. I feel this slide-tape series would be of value in the teaching of my Marriage and Family Living Class.					
6. Please list any suggestions which you have for the improvement of this slide series? Was there any particular slide you thought inappropriate, unrealistic, etc.?					
7. Please list any suggestions for the improvement of the script and tape recording.					

8. Are there other concepts, information, or ideas that are presented in the Marriage and Family Living Course which you feel could be more effectively taught through the use of audio-visual materials?

If so, please list.

9. Can you think of places, other than a marriage course, where this slide-tape series might be used?

If so, please list.

10. Could you suggest various teaching methods that might be used with this slide-tape series such as panel discussion, small group discussion, etc.?

APPENDIX E

COMMERCIALLY PREPARED AUDIO-VISUAL MATERIALS

Magnetic Tape Recordings

Steinmetz, "Young Adult Enrichment Program," (Sex Is a Simple Thing, Responsible Sexual Behavior, etc.)

Steinmetz, "Marriage Enrichment," (Building Love and Communication, Raising Emotionally Healthy Children, etc.)

Available from: Family Enrichment Bureau
1615 Ludington Street
Escanaba, Michigan 49829

Filmstrips

"Love and the Facts of Life," by Evelyn Nullis Duvall, set of six color and sound filmstrips, three records (33 $\frac{1}{3}$ rpm), six study guides, and a copy of the book.

Available from: Cathedral Filmstrips
292 W. Alameda Avenue
Burbank, California 91505

Transparencies

Visual Masters #4641, "Development of a Young Child 4-10" (NCR 17)

Visual Masters #4642, "Family Life Cycle" (NCR 18)

Available from: Scholastic - Tab Publications, Ltd.
123 Newkirk Road
Richmond Hill, Ontario

Visual Masters #4633, "Growth Patterns In Children" (NCR 9)

Available from: Co-Ed/Forecast Visual Masters
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Records

"The Hazards of Interfaith Marriage " with an introduction to the socio-drama by James A. Peterson.

Available from: Educational Recording Services
5922 Abernathy Drive
Los Angeles 45, California

"Sex Ethics and Behavior" by Walter Stokes and David Mace.

Available from: National Council on Family Relations
1219 University Avenue
Minneapolis, Minnesota

"What to Do Before the Psychiatrist Comes," by Dr. Murray Banks.

Available from: Murril Associates
8 East 63rd Street
New York, New York

Psychological Testing Instruments

"The Marriage Adjustment Inventory," "The Sexual Development Scale for Females," "The El Senoussi Multiphasic Marital Inventory," "The Marital Roles Inventory," "The Marriage Readiness Evaluation," and "The Marriage Adjustment Sentence Completion Survey."

Available from: Western Psychological Services
A Division of Manson Western Corp.
12031 Wilshire Blvd.
Los Angeles, California 90025

"Sex Knowledge Test," (Free Copy)

Available from: Sexology Magazine
154 W. 14 St.
New York, New York 10011

Books

Inscape - Discovering Personhood in the Marriage Relationship by Ross Snyder, Abingdon Press, \$2.50.

90 Page Report - HEW Booklet on Illegitimacy Trends (PHS Pub. # 1000, Series 21, #15) 55¢ from the Supt. of Documents, U. S. Gov. Printing Office, Washington, D.C. 20402.

I'm Going to Have a Baby and I'm Not Married, by Helen E. Terkelsen, 95¢ (Paperback)

Available from: Fortress Press
Philadelphia, Pennsylvania 19129

Love Is No Luxury, \$1.25 (Paperback)

Available from: Fortress Press
Philadelphia, Pennsylvania 19129

Charts and Models

Birth Atlas, Available from the Maternity Center Association,
New York City.

YIHDS Human Development Models

Models: Human development models trace fetal development to birth. Also pelvis and reproduction models, mitosis and meiosis, and life-size delivery model.

Charts: Five human development charts in color, Series GSHD, demonstrating all aspects of human development. Also, charts of cell division and male and female pelvis.

Audio-Visual Aids: Set of correlated transparencies for overhead projection. Two sets of 2x2-inch color slides, with suggestions for use and quizz material. Sex education redording for use with all visual aids.

Multi-Media Packages: Complete resource units for your classes on Family Life and Sex Education. Sets designed for beginning and older students.

Available from: Denoyer-Geppert
Times Mirror
5235 Ravenswood Avenue
Chicago, Illinois 60640

Motion Picture Films

(Full names and addresses of distributors appear at the end of this list)

This bibliography is suggestive only, and film users should examine the latest annual edition and quarterly supplements of Educational Film Guide, a catalog of some 10,000 films published by the H. W. Wilson Co., New York. The Guide, a standard reference book, is available in most college and public libraries.

Part I: Introductory

1. "Communication and Interaction in Three Families" (Kinesis,

- 80 minutes).
2. "Marriage Today" (McGraw, 22 minutes).
 3. "Our Changing Family Life" (McGraw, 22 minutes).
 4. "The Family" (USA/UWF, 20 minutes).
 5. "The Good Earth" (MGM/TFC, 18 minutes).

Part II: Male and Female, Predispositions and Roles

1. "Social-Sex Attitudes in Adolescence" (McGraw, 22 minutes).

Part III: Preface to Mate Choice

1. "Mental Mechanisms" (CNFB/McGraw). Five films portraying through case studies different individual problems and their roots in early childhood and family relationships. Titles and running times of the individual films are:
 - "Breakdown" (40 minutes).
 - "Feeling of Hostility" (27 minutes).
 - "Feeling of Rejection" (23 minutes).
 - "Feelings of Depression" (30 minutes).
 - "Over-dependency" (32 minutes).
2. "Family Circles" (CNFB/McGraw, 31 minutes).
3. "Preface to Life" (USPHS, 29 minutes).
4. "Roots of Happiness" (International Film Bureau, 24 minutes).
5. "The Quiet One" (Athena Films, Inc., 1 hour, 7 minutes).
6. "Age of Turmoil" (McGraw-Hill, 20 minutes).
7. "Are You Ready For Marriage?" (Coronet, 15 minutes).
8. "Choosing for Happiness" (McGraw, 14 minutes).
9. "How Do You Know It's Love?" (Coronet, 13 minutes).
10. "How Much Affection?" (McGraw, 20 minutes).
11. "Is This Love?" (McGraw, 14 minutes).
12. "Parents Are People Too" (McGraw, 15 minutes).
13. "Worth Waiting For" (Cathedral Films, 28 minutes).
14. "Wrong Way Out" (Teaching Films Custodian).
15. "Youth in Crisis" (Association Films).

Part IV: Mate Choice

1. "It Takes All Kinds" (McGraw, 20 minutes).
2. "The Meaning of Engagement" (Coronet, 13 minutes).
3. "This Charming Couple" (McGraw, 19 minutes).
4. "When Should I Marry?" (McGraw, 19 minutes).
5. "While the River Waits" (Academy Pictures Corporation, 18 minutes).
6. "Early Marriage" (E. C. Brown Trust Co., 25 minutes).
7. "One Love, Conflicting Faiths" (Methodist Publishing House, For Rent-Audio-Visual Center, Oklahoma State University, Stillwater, Oklahoma. For Loan-Oklahoma State Department of Health, Oklahoma City. 27 minutes).

Part V: Marriage Adjustment

1. "Families First" (NY Com, 17 minutes).
2. "Jealousy" (McGraw, 14 minutes).
3. "Marriage Is a Partnership" (Coronet, 15 minutes).
4. "Marriage Today" (McGraw, 22 minutes).
5. "Your Family Budget" (Coronet, 10 minutes).
6. "Who's Right" (McGraw, 18 minutes).
7. "Who's Boss?" (McGraw, 16 minutes).

Part VI: Parenthood

FAMILY PLANNING

1. "A Planned Parenthood Story" (Mayo, 18 minutes).
2. "Human Heredity" (Brown Trust, 18 minutes).
3. "Heredity and Prenatal Development" (McGraw, 20 minutes).

CHILDBIRTH

1. "Labor and Childbirth" (Medical Films, 17 minutes).

2. "Childbirth: Normal Delivery" (Medical Films, 16 minutes).

CHILD CARE

1. "Doctor Spock" (McGraw, 26 minutes).
2. "Martha Belongs" (Wisconsin State Board of Health, 12 minutes).

CHILD DEVELOPMENT

1. "Life with Baby" (McGraw, 18 minutes).
2. "Life with Junior" (McGraw, 18 minutes).
3. "Sibling Relations and Personality" (McGraw, 22 minutes).
4. "Discipline During Adolescence" (McGraw, 16 minutes).
5. "Family Affair" (Mental Health Film Board, 31 minutes).
6. "Preface to a Life" (USPHS, 29 minutes).
7. "Ages and Stages Series" (McGraw). This series of films is designed to show child growth, year by year, from two to fifteen years. They present a wealth of valuable information about the age levels dealt with, illustrating positive parent-child relationships, and stressing that each age level has its own values in the child's life, in addition to being a stepping stone to adulthood.
 - "From Sociable Six to Noisy Nine" (22 minutes).
 - "From Ten to Twleve" (26 minutes).
 - "Frustrating Fours and Fascinating Fives" (22 minutes).
 - "He Acts His Age" (13 minutes).
 - "The Teens" (26 minutes).
 - "Terrible Twos and Trusting Threes" (20 minutes).

SEX EDUCATION

1. "Human Beginnings" (Association Films, 22 minutes).
2. "Human Growth" (Brown, 19 minutes).

Part VII: Marriage Problems

1. "Courtship to Courthouse" (RKO/McGraw, 15 minutes).
2. "In Time of Trouble" (McGraw, 14 minutes).

3. "Marriage and Divorce" (MOT/McGraw, 15 minutes).

Part VIII: The Need to Enrich the Added Years

1. "Golden Age" (National Film Board of Canada, available through McGraw-Hill, 27 minutes).
2. "Homespun" (University of Minnesota Instructional Films, 20 minutes).
3. "Life With Grandpa" (March of Time, 17 minutes).
4. "The Proud Years" (Columbia University Educational Films, 28 minutes).
5. "Retire to Life" (International Film Bureau, 20 minutes).
6. "Steps of Age" (International Film Bureau, 25 minutes).
7. "The Yellow Leaf" (McGraw-Hill, 27 minutes).

Directory of Disbributors

1. Academy Pictures Corporation, 1022 Forbes Street, Pittsburg 19, Pennsylvania.
2. Association Films, Inc., 347 Madison Avenue, New York 17, New York.
3. Mental Health Film Board, Inc., Film Service Department, 267 West 25th., New York 1, New York.
4. Brown - E. C. Brown Trust, 220 Southwest Alder Street, Portland 4, Oregon.
5. CNFB - Canadian National Film Board, 1270 Ave. of the Americas, New York 20. (Films distributed by McGraw-Hill Book Company, Inc.)
6. Cathedral Films, 140 N. Hollywood Way, Burbank, California.
7. Coronet - Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.
8. International Film Bureau, Suite 1500, 6 North Michigan Ave., Chicago 2, Illinois.
9. Kinesis - Kinesis, Inc., 566 Commercial St., San Francisco 11, California.

10. Mayo - Mayo-Video, 113 West 57th. Street, New York 19, New York.
11. McGraw - McGraw-Hill Book Company, Inc., Text-Film Department, 330 West 42d Street, New York 36, New York.
12. Medical Films, Inc., 116 Natona Street, San Francisco 5, California.
13. Mental Health Film Board, Inc., Film Service Department, 267 West 25th., New York 1, New York.
14. Methodist Publishing House, Audio-Visual Department, 201 8th Avenue South, Nashville 2, Tennessee.
15. MGM - Metro-Goldwyn-Mayer, Hollywood, California (Films listed in this bibliography distributed by Teaching Film Custodians, Inc.)
16. NY Com - New York State Department of Commerce, 112 State Street, Albany 7, New York.
17. RKO - RKO Radio Pictures, Inc., New York, New York (Films listed in this bibliography distributed by McGraw-Hill Book Company.)
18. TFC - Teaching Film Custodians, Inc., 25 West 43d St., New York 36, New York.
19. USA- U.S. Department of the Army, Washington 25, D.C. (Films listed in this bibliography distributed for civilian use by United World Films, Inc.)
20. USPHS - U.S. Public Health Service, Department of Health, Education, and Welfare, Washington 25, D.C.
21. UWF - United World Films, Inc., 1445 Park Avenues, New York 29, New York.
22. Wisconsin State Board of Health, 1 West Wilson Street, Madison 2, Wisconsin.

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