

typical of forested areas and forest borders, examples of cover requirements, succession, hunting and fishing regulations, signs of animal activity, fur bearers, predators, and their control.

This is only a brief description of a portion of the total experience at Camp. We believe that as a result of the Camp experience, teachers gain a greater knowledge of and appreciation for the values of their natural resources. These are a necessary prerequisite to the development of a sound attitude toward wise utilization of the resources. With the Camp experience as a background, these teachers are better able then to take the Conservation Story to the youth of our nation.



With the assistance of a Soil Conservation Service representative, students examine a road cut.

The Open Road to Education for Family Living

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So you really believe in Education for Family Living? You have surveyed the parents and found them cooperative. The teachers, too, have given their blessing. Surveys of the pupils show a genuine eagerness. You have received the approval of the ministry on the probable content of the course. The administration and Board of Education are solidly behind you. What comes next?

Whom might you expect to enroll? It might be interesting to note the profile of our first class. Out of the 29 participants, well over half were interested primarily in athletics, athletic clubs, hunting, fishing, and the like. We have, then, a predominantly wholesome type of youth interested. Twenty-four of the 29 went to college, so the above-average pupil was interested. Age, too, seemed to be a factor, for their average age was well above the average age for seniors generally.

What shall we teach them? Your writer was most fortunate in having been chosen to work on an Illinois state-wide committee under the able leadership of Professor C. O. Jackson.¹ The task of this committee was to

¹ Professor C. O. Jackson, Ed.D., is Editor of "The Physics Educator."

write a course of study for Family Living.² Below are listed the parts of this study that we have used at Crystal Lake:

1. **BOY-GIRL RELATIONSHIPS.** This unit approaches the problems of personality, character-making, keeping friends, dating, going steady, petting, adolescent growth, and development.
2. **PREPARATION FOR MARRIAGE.** We start here with a brief history of the family, followed by the function of the family, role-finding in the family, selection of a mate, the engagement period, and the marriage laws of our state.
3. **ADJUSTMENT IN MARRIAGE.** We study the many modern social pressures on the family, the basic needs of marriage partners, common sources of conflict, and family crises. Our goal is to better learn how we can adjust to these problems.
4. **PRE-NATAL DEVELOPMENT AND INFANT CARE.** This title seems self-explanatory.
5. **CHILD DEVELOPMENT.** The characteristic needs of childhood are investigated, along

² This unit, "Suggested Outline of a Unit for Family Living and Human Relations," may be secured through Mrs. Hazel O'Neil, Health Coordinator, State Department of Public Instruction, Springfield, Illinois.

with the actual observation of young children. Studies are made concerning the types of play materials best suited to various ages. The emotional problems of love, fear, anger, and jealousy, along with the guidance principles for their most efficient control, are studied.

6. **UNDERSTANDING AND TRAINING CHILDREN.** On the thesis that attitudes and emotions formed early in life greatly affect our later adjustment, we study the mental and emotional aspects of child development.

How shall we teach Family Living? The democratic approach to the teaching of Family Living is thought by many to be so important that it actually becomes a part of the subject matter, and I am inclined to agree. The pupil who is making an honest effort to fit into a democratic classroom situation will find, shortly, that he has more friends, has learned to "give a little" so that the group can progress toward a goal, has learned to be of assistance to others, has learned to think as a member of a group rather than by and for himself, and has learned to compromise when his ideas conflict with those of the majority. In short, he is a better person, and is in a much better frame of mind to make marriage a success even before consideration of all the things he will learn about making that marriage a success.

We approach a unit along the following pattern: The entire class, through informal class discussion, attempts to define the problems of specific interest and value that are found within the unit under discussion. Interest groups are then formed, and these committees set about to draw sensible conclusions for their problem. These conclusions are reported to the class as a whole for further discussion and modifications. This latter phase is enriched by community resources, role-playing when appropriate, and wide reading from resource books.

In the meantime, other interest groups work out interesting and authentic "Case Situations," which are now brought in and solved by the class. This last step aids the group in formulating sociably acceptable solutions to the various problems found within the unit.

As an example, let us assume that our unit is "The Engagement Period." The class will define problems found within this unit, such as the problem of "Finance," the problem of "Religion," etc. These problems are the basis for the formation of committees, which attempt to organize a solution by wide reading and discussion. A resource aid in this unit might be an engaged couple. Role-playing aids the student in projecting himself into the role of an actually engaged person and, therefore, feel the problem more personally. A discussion of case situations aids the group in further crystallizing their thinking into acceptable solutions of the problems within the unit.

The problems within a unit, such as used in the example above, are easily grasped by the adolescent mind, but other units are more difficult in this respect. It is then that the class may be forced to draw upon parents, other teachers, friends, or a professional crutch such as the Mooney Problem Check List,³ to assist them in this task.

The use of community resources. During the first week of the semester, we appoint a committee from the class to make a study of the ways in which the class can use community resources. Just a few of the activities planned by these committees and which proved most successful are listed below:

1. **A VISIT TO THE ELGIN ASYLUM.** At the conclusion of this trip a psychologist explains the effect of an unhappy family life upon some cases of insanity.
2. **A WEEK-END WORK CAMP IN THE CHICAGO SLUMS.** Sponsored by the American Friends Service Committee.⁴ This experience has been most stimulating in the area of Human Relations. The broad understanding of the differences between peoples of various races and various economic strata is a real aid to future marriage problems. The young folks have, on the

³ "Problem Check List for High School," by Ross L. Mooney, obtainable through the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

⁴ For information, write to: Week-end Work Camp, American Friends Service Committee, 19 South LaSalle Street, Chicago 3, Illinois.

week-end, the opportunity of working in a slum home, patching rat holes, papering, painting, putting in broken windows, etc.

3. PARENT VISITATION. They come in to talk with us concerning problems in dating, use of the family car, what time to get in at night, and many other pertinent subjects of great interest to both parents and adolescents.
4. VISITS TO DIVORCE COURTS. The local judge has come to us to discuss the problems of divorce.
5. YOUNG MARRIED COUPLES. Some of them are "expecting," and have come to discuss with us the problems of adjustment in early marriage, and the impact of the child on the home.
6. MOTION PICTURES. The committee, working with the instructor, assisted in the choice of motion pictures to be shown to the class, and often sat in on the preview to help in the task of showing what in the film is of basic importance.

Resource material. You have surmised before now that the class in question is not being taught in an orthodox manner by assignments from a textbook. Rather, we have several copies of many texts, plus several copies each of many pamphlets, which are used as resource material when the various committees need assistance from technical resources. These are listed at the end of this article. I am pleased to report that this method has resulted in much more prolific reading than would have been the case had I been giving specific assignments.⁵

Evaluation. I read recently that a course in Marriage Problems has been offered at Stephens College, Columbia, Missouri since 1934. A recent survey of the graduates of this college, who had taken the course in Marriage Problems, showed 28 divorces in 1,064 marriages. Notice how favorable these statistics compare with our national average.

We hope some day to have a valid evaluation of our efforts. It can only be made some

⁵ Maturity is a factor in this manner of using resource material as the class is an elective, coeducational group.

time in the future, when I may be privileged to go into the homes of these present youngsters and judge, first-hand, the results of our labor.

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RADIO TRANSCRIPTIONS

The Endless Frontier. A series of 5 half hour Radio Transcriptions. 16 inch 33 1/3 R.P.M., free loan from Health Information Foundation, 420 Lexington Avenue, New York 17, New York. Raymond Massey commentator.

1. The Search—for a cure for cancer continues, but total success eludes the searchers.
2. The Trouble Shooters—the story of cortisone with first hand accounts from patients and workers.
3. Our Daily Bread—are Americans overfed but malnourished? Yes! Vitamin B₁₂ and its relation to anemia and feeding of liver are discussed.
4. Only One to a Customer—but how well can you get along with an ailing heart and how long will you live?
5. Man Alive—because you gave a pint of blood. Blood banks offer you an opportunity to make the most important contribution possible to Americans on the battlefields.

Hear the voices of some outstanding medical researchers of the world as they tell you of their own part in dramatic events which have extended the life span for thousands of persons who are no longer living on borrowed time. The booklet which summarizes the stories told by these recordings is available in quantities.

All Their Powers, 1951. A series of 5 half hour Radio Transcriptions. 16 inch 33 1/3 R.P.M., free loan from Health Information Foundation, 420 Lexington Avenue, New York 17, New York. Ben Grauer commentator.

1. They Bid for Health—a community works together to build a hospital in Alexander County, North Carolina.
2. Good Health, Good Box Office—citizen sponsored health tests given to all residents in Atlanta, Georgia, to detect certain diseases.

3. Health Comes Calling—health problems in Clinton County, Ohio, solved through community participation.

4. Hospitals Join Hands—four hospitals in Minneapolis share in a centralized plan to keep costs down.

5. What the Doctors Ordered—citizens of Alameda County, California, establish a public information service about available local medical services.

First hand accounts from participating citizens which lead to the solution of their community's health problems add a realistic touch to the transcriptions.

An adequate answer to socialized medicine and compulsory government sponsored high cost health insurance.

Audio-Visual Aids Committee

We had to omit *Biology in the News* this month, but it will be a regular feature of ABR in the future.

Coming Soon—Phase-Contrast Method of Microscopy, A Method of Controlling Euglena, Anxiety and Fear of Animals, Air Fern, Aligning Plate for Opaque Projector, Inspiration Via the Disc.

Manuscripts intended for the October issue must be in the editor's hands before June.

Growing Fern Prothallia

Every teacher of biology appreciates the advantages of living material for teaching purposes in the laboratory. But not every teacher realizes how much such material can be made available with a little forethought, time and care.

Methods for growing fern prothallia on soil, on the outside of clay flower pots, or on agar are described in many texts and scientific articles.

An abundance of material was secured in our laboratory this year from spores of *Pteris longifolia*. This fern is often used as a filler with potted poinsettias at Christmas time. It is very hardy, withstands well adverse conditions found in the laboratory and with a little care produces a decorative plant with a ready supply of spores.

That the spores are not demanding in their requirements is indicated by the results obtained when spores were sprinkled on agar originally prepared for use in growing moss protonemata. The formula was supplied by Johansen: