A Structure for Population Education
Goals, Generalizations, and Behavioral Objectives

With Appendixes by Betty J. Cleaver

Carolina Population Center
University of North Carolina at Chapel Hill
The Carolina Population Center was created in 1966 to facilitate research, education, and service devoted to the understanding of population phenomena and the solution of population-related problems. It serves public and private agencies, businesses, and the public directly, in North Carolina and the South, and provides technical assistance on population matters to more than 20 nations. It is a part of the University of North Carolina at Chapel Hill.

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Note to the Reader
Though population education is not on the list of major curriculum trends today, it should be. The Carolina Population Center prompted our curiosity about this area when Dr. Muye Freymann, the director, began a dialogue between the Center and faculty of the School of Education at the University of North Carolina. This group spent over a year reviewing the literature and thrashing out some ideas about that big amorphous term — population education. The School of Education established a Center for Population and Environmental Education and the search continued — mostly along individual lines of interest — for more knowledge and skill in an area that remained loosely defined.

Our particular search led us to believe that the population phenomenon was significant and that population education was worth investigating. We asked graduate students from the United States, Egypt, and Iran to join us in a search for the substance of population education. They were students who were focusing on population related studies in education and in public health. During weekly luncheon meetings we put together some of the findings, convictions, and ideas which developed into this book. We reached two major conclusions:

1. The literature in population education provided more information on how to teach than on what to teach.
2. Educators need the specifics of what population education is or could be before they can teach it effectively.

It was to this need — the what of population education — that we directed our attention and that we report on in this book. We make a distinction between population information and population education. Information about population is necessary to understand the dynamics of population, but population information is not synonymous with population education.

From our search, we concluded that population education is not just sex education, not just demography or population statistics, not just family life education. Population education incorporates ideas from all of these areas but in a broader, more dynamic structure. Population education focuses on understanding the population phenomenon as we experience it today as well as understanding the dynamics of population of the past and future. In our view as educators, we see the need to bring the population phenomenon into the mainstream of education for examination and understanding. As a result of our study, we have defined population education as the study of human population and how it affects and is affected by several aspects of life: physical, social, cultural, political, economic, and ecological. Our structure is developed on that understanding of population education.

As we developed our ideas about population education, we tried to deal with the reality facing teachers who want to consider and examine population. We have tried to use language — particularly in our definitions — that is clear and specific, not jargon or verbalism. In contemporary society, some terms are very difficult to define; for example, the term family has elicited about three definitions over a relatively short period of time — from extended to nuclear to communal. We have also
Chapter 2 gives the elements of the structure: goals, generalizations, and behavioral objectives. To establish the goals, we researched the writings of Stephen Viederman, Sloan Wayland, Noel-David Burleson, and others, as well as national and international committees, commissions, and curriculum guides for population education. For direction in selecting the generalizations, we examined the many structures of knowledge for the social science and science disciplines presented in current social studies and science textbooks, as well as generalizations about population that had been selected for units, curriculum guides, and instructional materials. The final choices of the goals and generalizations for this structure were made by the authors and the graduate students working with us who brought a background of history, economics, sociology, ecology, population dynamics, public health, and curriculum and instruction to this task. The behavioral objectives included in chapter 2 were written to provide a range of behaviors for learners to exhibit as evidence of acquiring parts of the structure. Only after the generalizations were selected could the behavioral objectives for the learners be written. For these we used the models presented by Julie Vargas and Robert Mager. The three elements of the structure — goals, generalizations, and behavioral objectives — established the conceptual and behavioral framework for population education.

Chapter 3 suggests ways teachers can use this structure in planning courses they are already teaching or in new courses. This chapter is not on how to teach about population because there are already many excellent methods books that deal with effective teaching and learning. The structure, we believe, helps the teacher bridge the gap between information about population and teaching about population by focusing on goals, significant ideas, and objectives for the learner.

The appendixes of this book are such an integral part of concern for population education that in some ways they should probably be identified as chapter 4. Since we claim that the book is written for those who teach and plan for population education, we present the appendixes as a major contribution to them. They are organized to provide annotated and reviewed materials for the teacher and for the learner, a bibliography of significant readings on population, and descriptions of population agencies and population education centers. The materials in the appendixes should assist in both the planning and implementation of population education. Again, we have tried to be realistic in assessing what is available for teachers to use and have presented the items in a way to facilitate their selection.

The graduate students who met with us every Friday for sandwiches and ideas were Caroline Saltonstall, Bruce Bennard, Virginia Foxx, Lisa Hashim, Kathy Sholdt, and Orana Fassai-Nexhad. We are indebted to each of them. In all candor we must say that we will not be able to think about population and the economy without thinking about Kathy; Lisa is synonymous with population and the environment; Bruce is population policies; and Caroline gave us the dictionary of terms in “words and music.” Our special thanks go also to Hafaa Shanawany, visiting scholar from Egypt; Ruth Fink, Professor of Physical Education; Art Hurow, Deputy Director of the Center for Population and Environmental Education; and to Connie Seekamp, secretary of the Center. Betty Cleaver made a major contribution as author of the appendixes.

This has not been an easy book to write nor will it be a particularly easy book to read. It is not a Masters and Johnson study and it does not add anything to what you may have learned already in Everything You Always Wanted to Know About Sex and Were Afraid to Ask. Alas, also, it is not a second Process of Education. It is a hard, tough, bare-bones outline of a cognitive structure for a very broad field of understanding. Sweep through it in one reading to get a gestalt of the structure, then go back slowly to dig and explore the ideas. Since this book is presented as a structure of ideas to guide teachers and curriculum planners, we offer it as our structure only and as one to be tried, tested, responded to, and altered. Walk into our structure as you would into the framework of a house. Study the layout, floor plans, and foundation—then design your own finished product.

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The response of the school curriculum to the dynamic spirit of American society has often been slow and lethargic. The charge leveled at the school in 1927 by Harold Rugg was that in periods of national growth and change, such as the period of industrialization in America, "the lazy giant — the public school — sleeps peacefully on, unaware of the shaping issues."1 Alvin Toffler makes a similar charge at the schools today when he views them against the "fire storm of change"2 that he believes has taken place in Western society for the past three hundred years and which appears to him to be gathering force in speed and impact. He says, "our schools face backward toward a dying system, rather than forward to the emerging new society."3 Part of the change and the shaping issues is the growth of national and world populations.

The Population Phenomenon4

One of the characteristics of the world we live in is the large number of men, women, and children who inhabit the earth, live in communities, consume resources, and reproduce themselves. The rate at which they accomplish this last activity and survive to complete a life cycle has climbed explosively in this century and is now stated in exponential terms rather than linear ones. We know that populations can double and we have the ability to predict the dates when this will take place. For instance, in the United States, three centuries of growth brought the nation in 1917 to the one-hundred million person mark; half a century added another one-hundred million and the present rate of growth will bring us close to the three-hundred million level by the end of this century. In demographic studies of world populations the doubling time of populations in Africa and Asia is computed to be a brief twenty-six and thirty-one years respectively as compared with a time for North America at fifty-eight years and Europe at eighty-eight years.5 In total population, the world held about 1.5 billion persons in 1900, surpassed 3.5 billion by 1970, and current statistical predictions put the time needed to double the world population at thirty-five years.6 At this rate, by the year 2000 the world population will be close to seven billion.

Fertility rates have changed in some nations narrowing the gap between birth rates and death rates. The recent drop in the fertility level in the United States to 2.1 births per woman brought the fertility rate down to the replacement level but such a rate would have to be maintained for several generations before the United

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3Ibid., p. 309.
4As we explained in the Note to the Reader, we have not attempted to describe or support with data the total picture of the population phenomenon. We have only outlined the broad parameters of the situation and we commend to the reader the bibliography on pp. 106-109 of Appendix 3 for materials which will provide the background data and treatment of the population phenomenon.
6Ibid.
States population would be stabilized. So many young are already in existence today who will go on to the childbearing age that the population will continue to grow for many years. At the world level, the picture of changing fertility rates must be viewed against the level of development in each country. In developing countries fertility rates continue high. In developed countries, the rates and trends compare with those in the United States. Even where rates are declining, the age structure of existing populations will delay for generations any real stabilization of the world's population.

Numbers alone do not tell the story of the population phenomenon or enable us to see fully the complexity of the problem. Statistics, rates, and projections take on meaning only when they can be translated into human terms, into those dimensions of life that affect and are affected by population. Growing numbers of people need more services, more goods, more houses, more food, more jobs, more space—more of everything. Increasing numbers make quality of life harder to achieve. In countries where population continues to rise, economic stability is difficult to achieve. Where economic stability is absent political stability is difficult to achieve. Ecological balance is sorely threatened when certain resources are finite while the demands on them seem infinite. Personal security is in jeopardy when society is complex and crowded and when institutional stability is threatened.

Once again numbers alone cannot account wholly for the complexity of the problems. Where people live and how people live do indeed influence the demands placed upon the land. Cities are not inventions of the twentieth century, but cities in highly industrialized societies with millions of people concentrated in small spaces are. Providing food and goods for basic needs has been a common occurrence in all societies; today, however, certain countries have achieved levels of affluence that make demands on the world's resources far out of proportion to the number of people to be sustained in those countries.

The population phenomenon is unique to our times. Throughout the world, the components of population growth are fertility, migration, and mortality. They contribute to growth in the following ways:

1. In the United States, for instance, fertility rates declined from 1900 through the depression years, but increased dramatically from 18 births per 1,000 women in 1936 to 27 births per 1,000 women in 1947. The birth rate remained at about 25 per 1,000 for at least a decade, a period which we called the "baby boom." These babies are now adults in their childbearing years.

2. The factor of migration in population growth is one that we think of as basic to the early development of this nation, but since 1900, twenty million more people have migrated into the United States than have moved out of it.

3. Changes in mortality rates have been significant in

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7"Stopping at Two," Time, 9 October 1972, pp. 43-44.
the population growth of this country. Dramatic progress in reducing infant mortality and in extending average life expectancy to seventy years have contributed to the population growth we have experienced.

In differing degrees these components of fertility, migration, and mortality have influenced population growth throughout the world.

The population phenomenon calls for our continued best effort in understanding and skills. National and international organizations have asked that political and educational leaders focus on the population phenomenon and on those dimensions of life that affect and are affected by it. While there is some sense of urgency, even of hysteria, in the literature on this subject, there is also the prevailing notion that now is the time to develop understanding and attitudes about population that will enable individuals to make rational, informed decisions about their lives today and tomorrow. The Report of the Commission on Population Growth and the American Future does state that "Population growth is clearly not the sole culprit in ecological damage." Alan Cranston elaborates on that notion by saying that he sees population growth as not the major culprit, either. To him the major culprit is "the manner in which we use, control, and evaluate our technology." A slowing of population growth will buy important time to assess the uses of our technology and attack the complex problems that have burgeoned forth since World War II.

The population phenomenon is not simple to understand or to analyze in its multiple effects on our individual and collective lives. President Nixon identified it as one of the most serious challenges to mankind. He appointed a commission of men and women, headed by John D. Rockefeller Ill to study, assess, and advise on population growth. The central theme of the commission's findings is stated in the opening paragraph of its report to the president:

In the brief history of this nation we have always assumed that progress and "the good life" are connected with population growth. In fact, population growth has frequently been regarded as a measure of our progress. If that were ever the case, it is not now. There is hardly any social problem confronting this nation whose solution would be easier if our population were larger. Even now, the dreams of too many Americans are not being realized; others are being fulfilled at too high a cost. Accordingly, this Commission has concluded that our country can no longer afford the uncritical acceptance of the population growth ethic that "more is better." And beyond that, after two years of concentrated effort, we have concluded that no substantial benefits would result from continued growth of the nation's population.

With limited growth and population stabilization as recommended goals, the commission then stated its ideas about education to achieve the goals. To make informed decisions about population now and in the future, individuals must have knowledge about population and its implications for their lives.

9 Ibid., p. 71.
10 Ibid., p. 268.
11 Ibid., p. 1.
Population Education

While curriculum change in this nation's schools has seemed ponderously slow, the problems and concerns of the American public have shaped the curriculum of the schools. In colonial times character and morality were taught through the reading content of the New England primer. After the colonies became a nation, geography, American history, and civil government were added to the basic subjects for the future citizens of the new republic. By the end of the nineteenth century, the McGuffey readers had replaced the primers for lessons in character and morality. When the twentieth century began, a new course — civics — was introduced for training in civic responsibilities. Later in this century science and the new mathematics appeared as solutions to citizenship education as the nations moved from shoring up the republic to catching up with the Russians. Today agricultural education, vocational education, distributive education, and career education are but a few of the trade and work-oriented programs introduced into the curriculum to solve the job needs of individuals and industry. The comprehensive high school has courses to offer the college-bound or the work-bound.

Young people today have asked the schools to help them examine their immediate society in terms of the present and the future. They are concerned about the dying seas, lakes, and rivers and the diminishing natural resources. They are members of an industrialized, technological society and they will have to live and work within it. They will have to make decisions about their own family composition, their own reproductive patterns, and their individual sexuality. As citizens they will be asked to take stands and vote on legislation that affects individuals as well as nations. Many have experienced the anonymity of a crowded society and all search for a life that has meaning, purpose, quality. The population phenomenon is real, it will not soon go away, and it requires our attention. Since it is within the tradition of the American public school to respond — however slowly — to the needs of its people it is appropriate that young people be given an opportunity to examine population as a variable which influences their lives in a variety of ways. Population education is a way to understand the change and the shaping issues in the world today.

What is population education? Is it new? Is it sex education or family life education? Is it biology or social studies? These writers believe that we should think of it in broad terms, combining ideas that are both new and old. Population education is the study of people as they live in families, in villages, in cities, and in nations here and now as well as in other places, other times, and in the future. It is a study of basic needs and how they are met, jobs and how they are provided, income and how it is distributed, natural resources and how they are used, services and how they are financed, as well as human sexuality, human reproduction, and family responsibilities. It is collecting and interpreting data as well as examining attitudes, values, customs, and mores. It is thinking about the quality of life and sorting out ways to achieve such. It is establishing relationships, dealing with cause and effect, and exploring options. It is the means whereby students can be helped
to make responsible decisions as members of a family, a community, a nation, and the world.

In summary, population education is the study of human population and how population affects and is affected by several aspects of life: physical, social, cultural, political, economic, and ecological.

The Need for a Structure

When Jerome Bruner stated that children could be taught almost anything at an early age if the one who did the teaching knew the structure of the discipline, he set in motion a powerful movement by academicians and educators to identify structures of knowledge. The term structure has come to mean the concepts and generalizations which are essential and significant to understand a particular discipline, as well as those processes by which new knowledge is generated and used in the disciplines. Within a particular discipline scholars collect the facts, then organize and explain them according to the relationships they perceive among them. These concepts and generalizations become the main ideas, the organizing ideas — the structure. Structures are intellectual frameworks for ordering old knowledge and for processing new knowledge. To understand population as a topic or a problem, the teacher needs a structure to inform himself and to use as the basis for selecting the goals, generalizations, and processes he will teach his students. In one sense, the word structure serves as a noun in that a structure is a set or system of ideas. Structure is what a teacher starts from and it is a cognitive construct that a learner acquires and adds to as he processes data. In another sense the word structure also serves as a verb because the learner does the structuring. He collects and organizes data, seeing relationships as he learns. In this dimension of structure, the learner is provided with opportunities to use the inquiry skills of the scientist and social scientist.

To deal effectively with population education, educators must have a framework, a structure to build with and to select from. There may be many structures of a single discipline and there may be several structures for a single topic. These writers offer one for consideration. The structure includes goals, generalizations, and behavioral objectives that give substance to the definition of population education. The goals are statements that identify the broad areas of understanding and inquiry; the generalizations are the organizing ideas to develop; the behavioral objectives are statements of performance for the learner. The structure includes knowledge and ways that the learner might use that knowledge.

The ultimate goal of all education is to help individuals understand the world in which they live. With knowledge and skills they can make decisions that will be in their own best interest as individuals and of society as a whole. Population education should enable youngsters to know and comprehend the rapidly changing world and to be able to make the choices and decisions which confront all human beings.

Population education is the study of population and how population affects and is affected by several aspects of human life: physical, social, cultural, political, economic, and ecological. How do we approach this so-called study? It seems vast and somewhat pervasive. Surely something as all-encompassing as population education need not flounder for lack of structure. Many fields of inquiry have clearly-marked boundaries within which to explore. So too population education can be envisioned in a structure that gives both meaning and direction. Figure 1 illustrates such a structure.

Each goal of population education is supported by many generalizations. And each generalization is supported by many behavioral objectives. Figure 2 represents how the structure might look related to one goal and its support.
The remainder of this chapter is a detailed description of the goals, generalizations, and behavioral objectives for population education.

Goals

The goals of population education are to develop understandings and attitudes about:

1. Basic population and demographic terms

2. Human reproduction and family planning

3. Family size and standards of living

4. Population and the environment

5. Population and the economy

6. Population policies and programs in this and other countries

7. The growing personal and collective effect of the population phenomenon

Goals and Generalizations

These goals seem to cover a great deal of territory for the learner. To achieve these goals, there must be a clear statement of the main ideas—or generalizations—that contribute to meeting the goals. For example, if one goal is to develop understandings and attitudes about the effect of population and the economy, what major generalizations are needed for this study? What essential understandings—or generalizations—should direct the teacher’s planning and the student’s learning in the exploration of population and the economy? What cognitive structure should guide the teaching and learning about the topic? The generalizations offered here about population and the economy are
those which seem most valuable in developing the understanding. Clearly, under each of the seven broad goals a number of generalizations could be enunciated, but this structure includes only those generalizations which seem most pertinent in reaching each goal. They are purposely limited in number to provide a manageable framework for use and they are written in adult language for consideration by the teacher. When read together under each goal, they should provide a gestalt of the understanding identified in the goal. They are the organizing ideas for the teacher in planning for the study of population. They are also the organizing ideas for the learner, but he may state them in simpler or different terms as a result of his study. As teachers and learners encounter these generalizations, it is quite possible that they will see additional generalizations as either necessary or important to add to these lists.

The goals and generalizations of population education are:

1. To develop understandings and attitudes about basic population and demographic terms.

   1.1. A family is made up of people descended from a common ancestor or ancestors.

   1.2. The extended family includes one’s grandparents, parents, siblings, aunts, uncles, cousins, nieces, and nephews in addition to one’s spouse and children.

   1.3. The nuclear family is usually made up of parents and children alone.

   1.4. Family planning is the deliberate effort on the part of a married couple to control their fertility.

   1.5. The environment is the set of surrounding conditions, influences, or forces which modify the life and development of plants, animals, humans, and inanimate objects.
1.6. **Ecology** is the branch of biology which deals with the mutual relations among organisms and between them and their environments; it is divided into plant ecology and animal ecology.

1.7. **Ecosystem** refers to the interrelationship and organization of living things in a given place.

1.8. **Population** is a particular group of inhabitants of a given locality.

1.9. **Resources** are available supplies and support that can be drawn upon when needed.

1.10. **Natural resources** are the supplies within, on, and around the earth, which provide the support of plants and animals: oxygen, water, petroleum, and others.

1.11. **Human resources** are human abilities to deal with a situation effectively.

1.12. A **census** is an official, periodic enumeration of a population.

1.13. The **birth rate** is the number of live births per thousand population per year.

1.14. The **death rate** is the number of deaths per thousand population per year.

1.15. The **rate of natural increase** is the difference between the birth rate and the death rate.

1.16. **Migration** is the act of moving from one country, region, or habitat to another.

1.17. **Emigration** is the process of leaving the native habitat. (Those who leave are emigrants.)

1.18. The **rate of emigration** is the number of emigrants per thousand population per year.

1.19. **Immigration** is the process of entering a new habitat. (Those who enter are immigrants.)

1.20. The **rate of immigration** is the number of immigrants per thousand population per year.

1.21. The **growth rate** is obtained by subtracting the rate of emigration from the sum of the rate of natural increase and the rate of immigration and is usually expressed as a percentage.

1.22. **Zero population growth** is a stationary population in which population does not significantly increase or decrease in size.
1.23. **Urban** refers to that which characterizes or takes place in a city.

1.24. **Suburban** refers to that populated area in an outlying part of a city or town.

1.25. **Rural** refers to those areas which are distinctly agricultural and sparsely populated.

1.26. The term **overpopulation** is used to denote that population which is too large to be adequately sustained by local, national, or world resources.

1.27. **Population density** is the average number of persons per unit of area.

1.28. **Population distribution** is the relationship of population density to a geographic area of concern.

1.29. The **dependency ratio** is the numerical relationship of dependents to supporters within a given community or nation.

1.30. **Standard of living** refers to the level of consumption of necessities, comforts, and luxuries by a person or a nation at a particular time.

1.31. **Quality of life** is an individual or group perception of the essentials needed for a satisfying existence.

1.32. **Labor intensive** is an economic condition in which there is a large unskilled labor force.

1.33. The **gross national product** (GNP) is the annual total value of (a) goods and services produced, (b) total expenditures by consumers and government, and (c) gross private domestic investment.

1.34. **Development** is a stage of national modernization in terms of technology, manpower, resources, education, and social reforms.

1.35. A **population policy** is a governmental course or a cultural practice which is intended to affect the size and/or structure of a specific population.

1.36. A **population program** consists of activities implemented by a government or other organizations to achieve objectives relating to the size and structure of a population.
1.37. **Demography** is the statistical description and analysis of populations in terms of distribution, vital rates, age, and sex.

2. **To develop understandings and attitudes about human reproduction and family planning.**

   2.1. All living things reproduce.
   2.2. Pregnancy, childbirth, and child dependency are natural events in human life.
   2.3. Physiological maturation precedes emotional maturation.
   2.4. Sexual behavior is the way men and women act and how they perceive people should act in social, emotional, and physical relationships.
   2.5. Individual values influence sexual behavior.
   2.6. Human sexuality affects individuals from infancy to adulthood.
   2.7. Family planning is an old practice in many cultures.
   2.8. Family planning is a basic factor in population control.

3. **To develop understandings and attitudes about family size and the standard of living.**

   3.1. The standard of living is affected by the relationship between the labor force and the jobs available.
   3.2. Family size has a direct influence on the economic stability of a family.
   3.3. The economic stability of a family influences the standard of living of the members of that family.
   3.4. The size of one's family affects the ways in which individual needs are met.
3.5. Culture and custom influence people's expectations.
3.6. The availability of public services affects one's personal standards of living.

4. To develop understandings and attitudes about population and the environment.

4.1. Man as a biological being is part of the ecosystem.
4.2. Man as a thinking being is unique in the ecosystem.
4.3. Man through his intelligence has come to dominate his environment.
4.4. Man's dominance of the environment often results in destruction of the natural equilibrium between plants and animals.
4.5. Man's activities very often lead to an environment which is not aesthetically pleasant.
4.6. Nomadic, agricultural, and technological societies have different relationships with the environment.

5. To develop understandings and attitudes about population and the economy.

5.1. Establishing and delivering community services require coordination among people, institutions, and capital.
5.2. Community services often lag behind changes in population size and distribution.
5.3. As people seek to improve their ways of living, they tend to congregate in areas offering more goods, services, and employment opportunities.
5.4. Business and industry usually locate in areas rich in manpower, natural resources, and transportation services.
5.5. A nation's private and public savings directly affect investment in business, industry, and national economic growth.

5.6. A high rate of population growth can lead to a reduced level of savings which are necessary for economic growth.

5.7. The quality of technology, education, labor, and governmental leadership is as important for economic growth as is the amount of investment made.

5.8. Change from an agricultural to an industrial economy has resulted in lowering first the death rate and later the birth rate.

6. To develop understandings and attitudes about population policies and programs in this and other countries.

6.1. The decision to plan or not to plan family size is an individual population policy that exists world-wide.

6.2. Individual population policies determining family size have always existed.

6.3. Social customs and religious values act as policies that influence family and population size.

6.4. Some nations have sought to increase or decrease their population growth or the size of certain segments of their population.

6.5. National population policies are based upon a variety of factors.

6.6. Regardless of their purpose, some national policies have influenced population size by significantly affecting migration, fertility, or mortality.

6.7. In the past, policies have stimulated population growth in the United States but these policies are changing.

6.8. In some countries, family planning programs have been developed and implemented.

6.9. International organizations and foundations have assisted family planning program efforts made by countries desiring reduced population growth.
7. To develop understandings and attitudes about the growing personal and collective effect of the population phenomenon.

7.1. Since man must presently live within the limits of this planet, he must limit his demands on the earth and its people to provide alternative environments for the future.

7.2. The crowding of people makes demands on the personal quality of life of each individual.

7.3. Ignorance, disease, and poverty are likely to be the conditions of individuals living in fast-growing, highly populated countries.

7.4. The traditional American belief in the value and worth of the individual has been extended to include concern for the world's people.

7.5. Developments in transportation, communication, and economic interdependence have diminished barriers between nations with the result that population growth problems in one country today more readily concern other countries and other people.

7.6. The stability of a national government depends to a large degree on resources that are available to meet the needs of its population.

7.7. Economic and political stability is necessary for a nation's independent survival.

7.8. Through international organizations, people are attempting to solve problems on a world-wide basis.