

HB885
.S8z
c.1

Mary Turner Lane
Ralph E. Wileman

A Structure for Population Education



Mary Turner Lane
Ralph E. Wileman

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**

B-4998



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.

©1974

Carolina Population Center
University of North Carolina
Chapel Hill, North Carolina 27514

International Standard Serial Number:
US-ISSN-0069-0724

Library of Congress Catalog Card Number:
74-77985

CPC Technical Information Service Library
Cataloging in Publication Data

A Structure for population education, by Mary
Turner Lane and Ralph E. Wileman.

1. Population dynamics education. 2. Curriculum.
 3. Population sexuality/family planning education — annotated bibliographies. I. Lane, Mary Turner.
 - II. Wileman, Ralph E. III. North Carolina. University Center for Population and Environmental Education.
- H62.S8

Publishing costs of this work were provided by the United States Government through the Agency for International Development (AID/csd-3325).

Mary Turner Lane is an Associate Professor and Chairman of Elementary Education in the School of Education, University of North Carolina at Chapel Hill. She received her Ed.D. from Duke University. Her major professional interests are in teacher education and social studies instruction. As a staff member of the Center for Population and Environmental Education, she has presented seminars in population education for university students, teachers and staff development personnel.

Ralph E. Wileman is an Associate Professor and Chairman of Educational Media in the School of Education, University of North Carolina at Chapel Hill. He received his Ed.D. from Teachers College, Columbia University. He combines an extensive background in both education and graphic design. As a staff member of the Center for Population and Environmental Education, he has employed media techniques in population materials for teachers and young learners. He and Dr. Lane have recently developed a short course in population awareness for teachers.

Contents

ix Note to the Reader

**1 Chapter 1
Population**

2 The Population Phenomenon

5 Population Education

6 The Need for a Structure

**7 Chapter 2
The Structure**

9 Goals

9 Goals and Generalizations

17 Goals, Generalizations, and Behavioral Objectives

**63 Chapter 3
Using the Structure**

65 Population Education in Existing Subject Areas

70 Population Education in New Units and Courses

71 Who is Responsible?

**75 Appendixes
Selected Lists of Teaching
and Learning Resources**

76 Appendix 1. Materials for the Teacher

82 Appendix 2. Materials for the Learner

106 Appendix 3. Bibliography

110 Appendix 4. Population Agencies

114 Appendix 5. Population Education Centers

*References for the quotations and credits for the photographs
used in the preceding picture essay appear on page 116.*

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. Moye Freymann, the director, began a dialogue between the Center and faculty of the School of Education of 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

