

REPORTS SECTION

The Family Discipline Support Network

The future of Family Science will depend upon the vitality of its supporters. A will to succeed may well determine the future of the new discipline, especially during the early phases of its quest for legitimacy. While the actions of individuals are necessary conditions, isolated actions do not have the impact of concerted ones.

The Family Discipline Support Network has been established to coordinate the activities of supporters of Family Science. It is in the process of identifying at least one individual in each university or agency setting who can be a contact person for the rapid dissemination of news and the implementation of action. Information from the Coordinator of the Network can be channeled to the contact people who in turn can pass it on to their colleagues at their institutions. Conversely, innovations and other information can be directed back to the Coordinator by the contact people and subsequently sent to others in the network.

The Network currently has several projects underway. First and foremost is recruitment. It is mandatory that we increase our membership in the Family Discipline Section of NCFR, as well as increase the number of people who identify themselves as family scientists. Network contact people are the frontline of our recruitment efforts.

A second project is to use contact people to work with library acquisition personnel in order to build up institutional orders for *Family Science Review*. This will be absolutely necessary if it is to become a self-supporting publication.

At the present time, I will be serving as Coordinator for the Network. Anyone interested in serving as a contact person for an institution should send their name directly to me.

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An Introduction to Family Science Course Will be Part of a General Education Program

A review of the General Education program at Brigham Young University lead to all of the family courses being dropped from the program in 1976. Prior to the courses being dropped, over 4,000 students per year were being taught in the family general education courses.

When the department was reorganized and the name was changed to family science in the early 1980s, the curriculum was revised and an *Introduction to Family Science* course was created. This course was designed to perform the same functions as the introductory courses in other fields such as chemistry, geology, biology, psychology, and economics, all of which were retained in the General Education program. *The good news* is that after a year and a half of negotiation and submitting proposals to the University committees, the Introduction to Family Science became a part of the General Education program in the Fall of 1987.

If others would like copies of the proposals that were submitted to the General Education council, write to Robert Stahmann, Chairman, Department of Family Science at Brigham Young University.

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Change in Departmental Name and Majors

The Department of Family and Community Development at the University of Maryland, College Park, voted in the spring of 1985 to change its name to Family Sciences. Under the new department name, two new undergraduate majors will focus exclusively on the field of family sciences.

1. *Family Sciences: Intervention and Education.* This course of study stresses a working knowledge of the development of individuals throughout the family life span, interpersonal relations, and resource use. Education about family life issues, such as family life enrichment, intergenerational relations, family crises, legal problems, and changing family forms and lifestyles, will be emphasized. Intervention strategies alleviating and preventing family problems will be offered.

2. *Family Sciences: Policy Analysis and Program Management.* This course of study emphasizes an understanding of organizations and policies, and their impact of families. The intent of this major is to prepare men and women for people oriented management and policy careers especially in the non-profit sectors.

The two majors described above also will serve as specialization areas at the graduate level. The reasons for the proposal and the proposed catalog description are described below.

Reason for Proposal

The name change to Family Sciences more accurately reflects the direction of the department. As a result of the 1984 department self-study, faculty agreement has been reached to restrain the curriculum. The focus

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will be exclusively on family studies, eliminating community development and management/consumer studies as separate majors, yet integrating aspects of those components that relate to family. This will provide a more reasonable utilization of department resources. The expanding field of family studies merits a more comprehensive commitment. The name, Family Sciences, reflects the continued emergence of a family discipline as chronicled by the National Council on Family Relations, a major professional organization in the family field. The term, Family Science(s), is increasingly being accepted nationally. The name change also should provide increased visibility and opportunity for extra-mural funding in such important areas as teenage pregnancy, family violence and abuse, and family problems in the work market.

Proposed Catalog Description

The Department of Family Sciences is devoted to describing, explaining, and improving the quality of family life by means of research, education outreach, and public service. Emphasis is placed on a systems and ecological approach for understanding families. The curriculum is designed to provide for two career directions; family intervention and education, and family policy analysis and program management. Both represent directions within the family field, each utilizing a somewhat different set of skills and theory. Careers include marital and family counseling and therapy, family life education, family policy analysis, and the management of programs providing family services.

Graduates of the Department obtain positions in human service agencies, lobbying and consulting firms, voluntary and religious organizations, public and private corporations and businesses, educational institutions, and federal, state, and local governments.

You will note from the above descriptions that the use of the National Council on Family Relations' Task Force on the Development of a Family Discipline served as a critical ingredient in justifying the name, Family Sciences. It also has been important politically and educationally to clearly establish that the study of families is a field distinct from Sociology and Psychology. We have fended off criticism that other family programs exist on campus by citing the strong professional ties between the faculty and NCFR. Having a link with an organization that publishes the major journals in the field and one that has helped define the field for several decades has proven invaluable.

At the present time, the Family Sciences' package has been approved through the College of Human Ecology, and is being examined by the University Policies and Programs Committee. We are hopeful that final approval will be obtained during the Fall of 1987.

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Department Title Evolution in the Family Discipline: the Case of Ricks College

Ricks is a private junior college owned by the Church of Jesus Christ of Latter Day Saints. With about 7,000 students from all over the U.S. and many foreign countries, it is the largest and best equipped college of its kind. It is located in Rexburg, Idaho, close to Yellowstone Park.

In 1956, the Human Development and Family Relations department was created out of the Department of Home Economics. Before that, Family Life and Child Development had been a major within Home Economics. Also, it was more human development than it was family relations, as most of the marriage and family courses were in the Department of Sociology.

In 1966, the name was changed to Child Development and Family Relations (CDFR), no doubt in order to be the same as our sister institution to the south, Brigham Young University. Also, by this time, most of the marriage and family courses were being transferred from sociology to CDFR. In 1976, it became the Department of Family Resources. In 1979, the title was changed again, this time to Family Development.

In 1986, as part of the Family Discipline movement, I proposed that the department change its name to Family Science, its fifth name change in 30 years of existence as a department. The faculty approved the proposal. One of the two majors also uses that title, but it is not used yet in our course titles. These many changes clearly reflect the identity confusion of the field. Unencumbered by bureaucratic committees over curriculum, changes are relatively easy to make at Ricks as compared to other institutions. If the department faculty want to change a name or a course, all it needs is the approval of the academic vice-president, who presides over a council of division chairs, and proposals are rarely turned down.

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TONGUE IN CHEEK SECTION

(This May Not Be a Permanent Part of the *Review*)

The proof readers spared readers of what was a thought provoking if not intended sentence. Before they made their corrections in the first sentence of the third paragraph on page 65, it read: "Next, we examined whether faulty members of top programs were products of certain time periods, certain types of programs or certain universities."