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ABSTRACT

Educators interested in responding to the need for population awareness will find this generously annotated bibliography of readings a useful aid in sifting through a growing amount of material. The items include monographs, textbooks, journal articles, and government documents, most of which were published within the last two years. Price and availability information is included for each entry. In addition to providing a broad view of the field of population education, the items are indicative of the organizations, institutions, and individuals to whom educators might turn for assistance and information. The readings cover such issues as: national and international family planning education into the curriculum; and guides for the classroom teacher. (JLE)

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To: Population Educators
From: David Burleson
Subject: THE TWENTY-ONE ESSENTIAL READINGS IN POPULATION EDUCATION

"...The facts and implications of population changes are indeed conspicuous by their absence or by their superficial and cursory treatment in American education. The ignoring of demography in the school curriculum is particularly astonishing in view of the fact that the schools themselves have been hard hit by rapid population changes..."

"It is about time for twentieth century school curricula to incorporate twentieth century demographic findings in the context of their twentieth century implications."¹

Philip Hauser, 1962

Educators have a new task and few of them are responding to it in any way adequate to the size of the problem. Life in the twentieth century is becoming more and more a race between numbers and a quality of life. Now and for the foreseeable future -- insofar as demographic extrapolations provide us an insight on population problems for the remainder of this century -- participants and those about to become participants in this vital revolution require an education that includes a consideration of population problems. The above quotations basically indict formal education for being derelict on one of the two principal problems of the second half of the twentieth century. In early 1970 the then president of the Population Reference Bureau, the late William Moran, Jr.,

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wrote in an editorial comment on the population challenge of the '70's, "Next to the avoidance of nuclear war, the foremost challenge to man in the '70's is worldwide reduction in rates of population growth."² In line with this observation, Rufus Miles wrote: "Our educational establishment, from elementary school through the post-graduate college years, can perform no more useful service in the 1970's than to illuminate the principles of human survival and to dedicate itself to preserving and enhancing the quality and diversity of life."³

From 1962 to date there has been a struggle amongst the very small number of people working on education to arrive at some consensus on the definition and goals of population education. To date no agreement has been achieved. However, 1970 was marked by the appearance of two comprehensive statements on population education. The Population Reference Bureau statement is included as one of the basic readings in this selection;⁴ however, the Indian observations by Mrs. Avabai Wadia have been given much less circulation in the United States and thus are cited at length.

Mrs. Wadia observed:

"Basically, it would aim at creating among the younger generation an awareness and understanding of one of the most striking phenomena of the modern world, namely, population and its growth, and the causes, trends, and major factors affecting it. This would involve studying the influence of population trends on the various aspects of life -- social, cultural, economic and political -- and in particular, its close inter-action with the whole process of development which is focussed on raising the standards of living. It would explain how scientific developments are enabling us to get increasing control over famine, disease and ultimately death, and similarly, control over unplanned births also.

"The significance of population growth on individual and family life would also be a part of population education. It would help to show that, for preserving the health of the mother, the welfare of the children, the economic stability of the family and the future prospects of the younger generation, it is desirable to adopt the 'small family norm' of not more than two or three children -- a norm which, in fact, prevails throughout the developed world. Education in aspects of human reproduction and functioning, and in interpersonal relationships, would have relevance at this part and help in building up attitudes of responsibility and mutual help."⁵

"It needs to be stressed that population education does not consist in merely conveying facts and figures, but must lead to the development of certain insights and perceptions, about the modern world and the place of man in it. It can help to build up a new ethic of responsible behaviour in reproduction and in family life."⁶

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Interest in population education has accelerated enormously. Prior to January 1969 there were less than fifteen nations seriously interested in developing population education programs as complements to their population and family planning activities. Now, almost two years later, a wave of interest has developed and requests for materials have come from persons of or working in forty-five nations. Because of the increasing demand for population education materials, the items assembled here are presented as "The Twenty-One Essential Readings in Population Education." This somewhat arbitrary selection is not meant to deny the value of a number of other materials that have come to the attention of a few of us who are in continuing contact with one another. This series is meant simply to be indicative of the organizations, institutions, and individuals to whom educators might turn to more adequately respond to what seems to be a cry for relevancy among both teachers and their clients in this last third of the twentieth century.

The selection begins with the 1970 WORLD POPULATION DATA SHEET -- Population Reference Bureau. This is probably the most widely distributed single item used in population education. A variety of social, economic, political, cultural, and mathematical questions and problems can be generated in any classroom from this document simply by asking teachers and students to compare growth rates, death rates, birth rates, literacy, economic standing, etc. between neighbors, among continents, and among internationally similar and dissimilar nations.

The next item is my own, TOWARD A POPULATION EDUCATION, prepared for the Pathfinder Fund of Boston, Massachusetts, to be used at the World Health Assembly held in Boston in July 1969. (Here I make a departure from both the chronological and topical order of development of population education in order to include one of the most concise statements of the challenge of population education. Briefly, this pamphlet indicates definition, challenge, methodology, strategy, content, results, and synthesis.)

Item 3 is the most comprehensive account of population education currently available in the United States, about our own local and national efforts. The Population Reference Bureau eschewed the task of giving world coverage in its: POPULATION EDUCATION: A CHALLENGE OF THE SEVENTIES. The document systematically relates the paucity of experience that we have and the challenge we have of relating environmental and population education on to another.

Item 4 is a systematic examination of when, where, what, and how the population problem of the United States is -- under the title of THE POPULATION CHALLENGE OF THE '70s. Items 3 and 4 are corollaries of each other.

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Item 5 is an attempt on the part of the Population Reference Bureau to "introduce the layman to general works on population and then, in some fifty categories and subcategories, to offer a broad spectrum of more specialized but insofar as possible nontechnical treatments. There are 430 entries to expand the educator's understanding of the importance and diversity of population studies."

Item 6, FAMILY PLANNING POPULATION PROBLEMS AND THE SECONDARY CURRICULUM presents more of the family planning approach to understanding the population problems of our times than any other item in this series. It is both an historic plea by some of the most active family planning personnel in the United States as well as a useful guidebook to developing community and institutional programs about population problems and family planning. Alan Guttmacher observed: "Education about population problems and family planning is already in demand at America's grassroots. Scores of schools are experimentally introducing appropriate curricula. Many more await only community encouragement and professional assistance. It will take more than ten years for a national panel of specialists to debate, test and complete recommendations for secondary school curriculum revised to give proper emphasis to population problems and family planning. But American schools need this guidance sooner; they need it now."

Item 7, Intercom of the Foreign Policy Association -- THE WORLD POPULATION CRISIS, July-August 1968. This item is now unfortunately dated in a number of its references. However, this selection shows better than any other the combination materials that are generally available from a wide variety of organizations. The basic problem is that many of the articles cited are difficult to obtain, are only suggestive, and/or are beyond the means of large numbers of teachers. Nevertheless, this is a significant guide to population education materials.

Item 8 is the PRB's PEOPLE! AN INTRODUCTION TO THE STUDY OF POPULATION. This beautifully-illustrated seventh-grade textbook expresses well a number of ideas about population growth, food, conservation, and education, but the tone is unfortunately patronizing. It seems that the audience has been underestimated and that the text never comes grippingly to terms with the prospective life-times of current U. S. seventh graders until the section on looking-ahead, and then it only avoids population planning. The selection is included because it is an excellent compilation of data and the layout and graphics indicate how strikingly population education can be presented. (The PRB publication, THIS CROWDED WORLD, is now available -- for use with middle-level primary school students. It is considerably better in tone than PEOPLE!, yet it still describes too posh a suburban scene.)

Item 9, POPULATION, A CHALLENGE TO ENVIRONMENT was published by the Victor-Bostrom Fund for the International Planned Parenthood Federation. Environmentalists have been learning quickly about population problems, while population people have been somewhat slower to learn about our ecological problems. This report attempts to bridge the two areas and provide information on the First National Congress on Optimum Population and the Environment, June 1970.

Item 10 is the foundation mark of modern concern about formal population education, Philip Hauser's POPULATION--GAP IN THE CURRICULUM. The Population Reference Bureau observes: "A large share of the credit for the belated awakening must go to demographer Philip M. Hauser, who gave the U. S. educational establishment a well-aimed kick in the pants eight years ago." (Item 3, "Population Education: A Challenge of the Seventies," page 15.) The Hauser article is essential to outlining the variety of inputs and methodologies for population education.

Item 11, Berelson's BEYOND FAMILY PLANNING is also beyond population education in the sense that therein the president of The Population Council reviews various ideas and proposals for analyzing and dealing with the population problem "beyond the current efforts of national programs of voluntary family planning." The review article can serve as an excellent discussion format for extended treatment of ethics and cultural considerations in population and family planning.

Item 12, POPULATION EDUCATION: A REVIEW OF THE FIELD is the precursor to Item 3. Ozzie Simmons' late 1968 Ford Foundation memo was revised in early 1970 and printed in the excellent survey series of The Population Council, Studies in Family Planning. This selection outlines the scope, diversity, and international interest in population education at the beginning of this decade of challenge.

Item 13 gathers together in the short scope of forty-eight pages the most concise reporting on POPULATION AND FAMILY PLANNING PROGRAMS: A FACTBOOK. Any student of population problems has with this selection an extremely detailed catalogue of demographic information and program response applicable to immediate process education. Selection 13 constitutes an excellent adjunct to "The 1970 World Population Data Sheet," (Item 1.)

Item 14 introduces the importance of the work of Sloan Wayland in the field of population education. This selection was presented as a paper at the 1965 Geneva Conference on Population and was consequently the first widely distributed international challenge in this general field of population and the school: FAMILY PLANNING AND THE SCHOOL CURRICULUM. Although Hauser's writings on population education predate the work of Wayland,

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it seems that Wayland's came at a time when people in positions of population power were ready to listen. Wayland provided an extensive list of goals. Wayland observes: "Many important contributions of a fundamental nature may be made without specific attention to the means for effecting family planning."

Item 15 is included now more for its historical interest than its current validity. Wayland's paper for the Society for International Development, SURVEY OF CURRENT STATUS OF POPULATION EDUCATION IN DEVELOPING COUNTRIES, November 1969, indicates the growing interest in the four years elapsed since his Geneva paper and thus might be considered a geography of comparative, international, population education.

Item 16 is still in formative stage as a general map for educational administrators and educators on how to proceed in this relatively new area of endeavor. Without reference to international, national, or local programs on population education, Wayland outlines the ISSUES AND PROBLEMS IN INTRODUCING POPULATION EDUCATION. Wayland, from his deep interest in the sociology of education, observes: "Regardless of the particular strategy for implementation that is adopted, certain basic steps would have to be taken. A curriculum design and appropriate instructional materials would have to be prepared, official sanction for the program would have to be secured, teachers would have to be trained, administrative support would have to be provided, and some type of evaluation system would have to be instituted."

Item 17 by Stephen Viederman of the Demographic Division of The Population Council is an early summary of where we are at the commencement of the second development decade: POPULATION EDUCATION: A WORLDWIDE REVIEW OF PROGRAMS IN PROCESS AND PLANNED, July 1, 1970. Already out of date, this paper reports that population education is developing in Africa (Botswana, Tunisia, and the United Arab Republic); in Asia (Ceylon, India, Indonesia, Iran, Malaysia, Nepal, Pakistan, the Phillipines, South Korea, Taiwan, and Turkey); in Europe (the United Kingdom); in North America (the United States); and Latin America (Mexico, Chile, and Colombia). Viederman also reports the involvement of UNESCO, FAO, WHO, UNICEF, CELADE (the Latin American Demographic Institute in Chile), the Colombo Plan, the Ford Foundation, International Planned Parenthood Federation, the Pathfinder Fund, The Population Council. (Viederman invites individuals to report to him their activities in population education so that he can revise this important paper early in 1971.)

Item 18 is an attempt at a very readable annotated bibliography. Early in 1969 the American Friends Service Committee organized a meeting for the discussion of environmental, population, family planning, sex, and quality of life educational

concerns for which I prepared THE TIME IS NOW: POPULATION EDUCATION (A COMMENTARY AND ANNOTATED BIBLIOGRAPHY), May 1969, with David McArthur and Daniel Taylor. Originally the document was intended for limited distribution and continual revision, but neither has occurred. This "working draft, not for quotation or publication" has been quoted widely and a selected bibliography for use in India has been taken from this larger work. The strong contention for this pronouncement of NOW was and continues to be my belief that we create tragedies by our dereliction. After having a pop ed course in Colombia, a 17-year-old high school student observed: "It was a good course, but for me it came a year too late." This comment and many similar ones have convinced me that:

"The time is now...awareness after the fact impresses me as the essence of all tragedy... awareness before the fact is what usually passes for intelligence..."

Item 19 is my sequel to Item 18, so much in the same vein that it was given almost the same title: THE TIME IS NOW: POPULATION EDUCATION. It was a paper delivered at the Society for International Development, 11th World Conference in New Delhi, November 1969. The paper attempted to bring us up to date in information and methodology as Wayland's Delhi paper reported our increasing geographical representation.

Item 20 is a satirical, ironic report and plea for more population education. In this work I basically attempted to confine myself to national and local concerns for population education. THE STATE OF THE 'POP ART' was delivered at the First National Population Education Workshop of the United States as a challenge to fifty educators and a dozen other observers for the development of population education: "The pop art in this instance is not what one goes to museums to see. Pop art here is a concentrated effort to develop the scheme, programs, materials, and people who will develop and promote population awareness among larger and larger groups of people, especially with adolescents and children. This pop art has no music, no architecture, no sculpture, no painting. It has a few collages, a few graphics, an elementary language, no poetry, and only a small corpus of prose. It has a few preliminary games, a few coloring books and sheets, a few posters, no kites, no merit badges, a few debate topics, a few essay contents, prospects for declamations, a few population data sheets, a few ecological information sheets, a limited number of film strips not known to most of us, a few slides, a very, very few movies, a prototype card game, no block puzzles, some badges and buttons, very preliminary bibliographies, no crossword puzzles, some scattered population ecology jokes, but no joke book, a few diplomas, a few exhibits, some superb photography, a few radio spots, a few TV specials, and not a very large library."

Further into the paper I analyze twelve years of failure of American schools to provide me with a population awareness education and I assert that the goals and prospects of population are to respond to the above mentioned shortcomings.

Item 21 is a very special selection to indicate that materials are being developed to help all of us in this new area. From a background and frustration in the administration of rural family planning programs in North Carolina, G. J. Sikes, III, developed an educational response to population and family planning inadequacies and entitled the effort: TEACHERS' REFERENCE ON POPULATION PROBLEMS. The Population Reference Bureau (Item 5, pages 52-53) observed: "There is no adequate sourcebook of population education concepts, readings, information outlets or suggested classroom methods, though the Manresa (the First National Population Education Workshop in the United States) teachers and many others have made an impressive start at locally useful versions. The best to come to our attention so far are 'The World Population Crisis, and Where to Get Information About It' in the July-August 1968 issue of Intercom (Foreign Policy Association), and 'Teachers' Reference on Population Problems,' written by G. J. Sikes in 1969." (For the purposes of our selection here in this collection, we have taken both of these; the Intercom appears as Item 7.) Sikes' guide is included in its 1970 revision.

By choosing "twenty-one" essential readings on population education, I have had to be somewhat arbitrary. I would have liked to include a mimeographed report of the Ethics Committee of The Population Council on the introduction of population material into school curriculum, but I left it out for lack of space and because of the extremely pertinent observation of Parker Mouldin that education programs actually present few ethical problems. The report observes: "Most of them are presently being carried out in countries with antinatalist policies; hence, they cannot be said to be introducing or imposing values at odds with national attitudes or policies. On this point Sloan Wayland observed that educational systems are usually followers rather than leaders. If material is found in a curriculum, it can generally be assumed that the material is acceptable in the society; otherwise it probably would not be there at all.

I would have liked to report on and include some of the disparate -- good and less than good -- materials coming out of India. I would like to have included the excellent position paper on population education in eight Latin American nations, five more than those reported by Viederman in a period of only three months! Furthermore, I would have liked to share the exciting materials being prepared in Nepal for use in and out of formal education. Amusement would have been added if I had included a financial satire I wrote last

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December that showed how by some considerable stretching of the intellect and pocketbook we could spend some \$45,000,000 on pop ed in this Second Development Decade and still only have spent a dime per person for the population we can expect to have in 1980.

By name, by organization, by country of work, or specific highlight, I believe that this selection of materials and the work reported or referred to includes the most comprehensive and concise account of population education available here in the United States. There is an obvious prejudice in the selection for the work of Wayland and myself, but this is where I have been. What I might have observed of Slesnick, Moran, Fohlman, Kingsley David, Ghauls, Dykstra, Pion, Gustavus and Ham, Poffenberger, Brandwein, and others is similar to the commentary of the editors of the Population Reference Bureau in "Population Education: A Challenge of the Seventies." (Item 5.)

This memo has been prepared specifically to help in the development of population education in the United States of America and in the State of North Carolina. Daily I am increasingly concerned about the international social injustices whereby some 6 per cent of world population currently consumes some 40 per cent of present production of the world's natural resources. A year and a half ago I insisted that the time is now for population education. My own education in this period is that I now phrase my concern in terms of linked environmental and population education.

POPULATION EDUCATION READINGS

1. Population Reference Bureau, "1970 World Population Data Sheet," April 1970. 1 sheet. (Available from the Population Reference Bureau, 1855 Massachusetts Avenue, N.W., Washington, D. C. 20036. Price: \$.10) (The PRB is a major source of population information in the United States, re international, national, and local population topics.) (Membership rates are \$8 for regular, \$5 for teacher or student, and \$5.00 for Library Subscription.)
2. Burleson, Noel-David, "Toward A Population Education," July, 1969 2 pages. (Printed by the Pathfinder Fund, 850 Boylston Street, Chestnut Hill, Massachusetts, 02167, for use at the World Health Assembly, Boston, 1969. Available free from Burleson, Carolina Population Center, Chapel Hill, North Carolina, 27514)./
3. PRB, "Population Education: A Challenge of the Seventies," Vol. XXVI, Number 3 of THE POPULATION BULLETIN. (See Item 1.) (no date--issued Autumn 1970).
4. PRB, "The Population Challenge of the '70s," XXVI, No. 1, February, 1970. (See Item 1).
5. PRB, "A Sourcebook on Population," POPULATION BULLETIN, Vol. XXV, No. 5, Nov. 1969. (See Item 1).
6. Millstone, Dorothy L., ed., FAMILY PLANNING, POPULATION PROBLEMS, AND THE SECONDARY SCHOOL CURRICULUM, Planned Parenthood-World Population, 515 Madison Avenue, New York, N.Y., 1966, pages 35. (Price \$.50 each).
7. Foreign Policy Association, "The World Population Crisis," (What it is and where to get information about it), in INTERCOM, Vol. 10, No. 4, July-August, 1968, pp. 18-56. (Available from the FPA, 345 East 46th Street, New York, N.Y. 10017, at \$1.00 each).
8. PRB, PEOPLE! An Introduction to the Study of Population, by Robert C. Cook and Jane Lecht, 1968 (See Item 1, Price \$1.75 each).
9. The Victor Bostrom Fund Report, "Population, A Challenge to Environment," Report No. 13, Spring 1970, pages 30. (The Victor-Bostrom Fund Report, 1730 K Street, N.W., Washington, D. C. 20006, available free, continuing reports on a diversity of population topics.)
10. Hauser, Philip M., "Population--gap in the curriculum," in TEACHERS COLLEGE RECORD, Vol. 63, No. 6, March 1962, pp. 425-433. (This item is probably ~~best~~ most easily obtained from your own library.)

11. Berelson, Bernard, "Beyond Family Planning," in STUDIES IN ~~xx~~ FAMILY PLANNING, No. 38, February 1969. 16 pages, (The Population Council, 245 Park Avenue, New York, N.Y., 10017. Available, gratis:)
12. Simmons, Ozzie, "Population Education: A Review of the Field," STUDIES IN FAMILY PLANNING, NO. 52 (See Item 11).
13. Nortman, Dorothy, "Population and Family Planning Programs: A Factbook," in REPORTS ON POPULATION/FAMILY PLANNING, issued by The Population Council and the International Institute for the Study of Human Reproduction, Columbia University ~~xxxx~~ 48 pages. (Available from The Population Council, See Item 11).
14. Wayland, Sloan, "Family Planning and the School Curriculum," in Bernard Berelson, et. al., eds., FAMILY PLANNING AND POPULATION PROGRAMS, Chicago, University of Chicago Press, 1966, pp. 352-362. (This item is probably most easily obtained from your own library.)
15. Wayland, Sloan, "Survey of Current Status of Population Education in Developing Countries," from the Society for International Development, 11th World Conference, New Delhi, November 1970. 4 pages. (Dr. Sloan Wayland is Associate Dean of Teachers College Columbia University, New York, New York. Wayland is also Education Consultant to The Population Council. This item is probably most easily available from the Population Council, See. Item 11.)
16. Wayland, Sloan, "Issues and Problems in Introducing Population Education," mimeo, 21 pages. August 1970, (See Item 15.)
17. Viederman, Stephen, "Population Education, A Worldwide Review of Programs in Process and Planned." Xerox, 8 pages, July 1970. (Mr. Stephen Viederman is Assistant Director of The Demographic Division of The Population Council. This paper is available from him at The Population Council, see Item 11.)
Noel-David,
18. Burleson, "The Time Is Now: Population Education," (A Commentary and Annotated Bibliography), with David McArthur and Daniel Taylor, May 1969, Center for Studies in Education and Development, Harvard University. (This document was done while Burleson was a Research Associate and Lecturer in the Harvard Graduate School of Education. Burleson is now a Senior Research Associate at the Carolina Population Center, Chapel Hill, North Carolina, 27514. This document and Item 19 are available for \$2.50 from The Carolina Population Center.)

19. Burleson, Noël-David, "The Time is Now: Population Education," from the SID Conference, New Delhi, November 1970. (See Item 15 for the Conference reference. See Item 18 for the availability of this selection.)
20. Burleson, Noël-David, "The State of the 'Pop Art'," mimeographed, pages 7, presented at the First National Workshop on Population Education, Manresa-on-Severn, Maryland, April 1970. (This paper is available gratis. See Item 18 for reference and address.)
21. Sikes, O. J., III, TEACHERS' REFERENCE ON POPULATION PROBLEMS, Caswell Family Planning Program, P. O. Box 595, Yanceyville, North Carolina, 27379. (Mr. Sikes is the Director of the Caswell Family Planning Program and a special consultant on Office of Economic Opportunity family planning programs of the Carolina Population Center. This offset teachers' guide of pages is available from Mr. Sikes at a cost of \$2.00 for printing and mailing.)

FOOTNOTES

1. Hauser, 1962. Pages 425 and 523 of Item 10 in the readings.
2. Moran, 1970. Page 1 of Item 4.
3. Miles, 1970. Page 31 of Item 4.
4. Population Reference Bureau, see Item 3: "Population Education: A Challenge of the Seventies."
5. Wadia, Mrs. Avabai B., "Population Education for the Younger Generation," India Today and Tomorrow, (February 1970).
6. Wadia, Mrs. Avabai B., "Population Education," The Journal of Family Welfare, Vol. XVI, No. 4 (June 1970), page 16.