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Signature Barbara B. Handley

Date August 9 1972

AN EVALUATION OF THE FAMILY LIFE AND SEX EDUCATION PROGRAM IN THE BOZEMAN PUBLIC SCHOOLS

by

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ABSTRACT

The family life and sex education program was first started in the Bozeman Public Schools in the fall of 1968. The program at present consists of the unit Human Sexuality and Embryology in the required eighth-grade course Health and Family Life, and Marriage and Family Living, an elective course offered for eleventh- and twelfth-grade students.

The purpose of this study was to determine whether or not this family life and sex education program is meeting the needs of the community by surveying the students involved in the program, and the parents of these students. Four questionnaires were administered to four populations consisting of eighth-grade students enrolled in Health and Family Life; the parents of these students; eleventh- and twelfth-grade students enrolled in Marriage and Family Living; and the parents of these students. The four questionnaires covered the following basic investigative categories: worth of the program for the students' personal growth and development; effectiveness of the program in fostering parent-child communication on family life and sex education; thoroughness of the subject areas covered in the courses; additional study areas desired; segregation of male and female students according to the topic being taught; expansion of the program; characteristics of the teacher; recommendations and comments.

The results of the study indicate that the family life and sex education program is basically meeting the needs of the community. Both parents and students feel that it is a worthwhile endeavor. Recommendations for it's improvement include the following possibilities of extending the program to reach children at additional grade levels; conducting the program on a non-graded basis; developing a written curriculum guide with an official statement of the goals and objectives of the program; evaluating the program every third year preferably by someone from outside of the school system.

Chapter 1

INTRODUCTION

Family life and sex education was first introduced in the Bozeman Public Schools during the fall of 1968, in grades eight and twelve. Prior to the beginning of this program, a citizen's committee on family life and sex education was formed in Bozeman to investigate the need for such a curriculum offering. During this investigation parents, students, and various community organizations were consulted for their opinions concerning family life and sex education. The general consensus of the Bozeman Ministerial Association was that a program of this nature should be offered to the students in the Bozeman Public Schools (9:15).

Parents of eleventh-grade students were surveyed by this committee in an attempt to determine whether or not parents favored a program on family life and sex education being offered in their school system. "The findings of this survey . . . constitute[d] a request - almost a demand - from the parents surveyed that the school develop a program of sex education and family life" (9:23). Questionnaires were mailed to 330 parents, and of the 153 returned, ninety-two percent were in favor of family life and sex education being offered to their children by the school, while eight percent were opposed (9:18).

This committee also surveyed junior and senior high school students of the Bozeman Public Schools to obtain their opinions regarding this important proposal. Of the 213 junior high students surveyed, seventy-six percent of the boys and seventy-five percent of the girls favored family life and sex education as part of their school curriculum. Of the 402 senior high school students surveyed, ninety percent of the girls and eighty-four percent of the boys were in favor of such a program (9:31). The committee stated: "In the responses of these adolescent boys and girls there is a call for help that becomes increasingly louder as they approach graduation" (9:38). The results of the committee's investigation clearly indicated a need, as expressed by the community of Bozeman, for a family life and sex education program in its school system.

This introductory chapter includes the following: statement of the problem; need for the study; general questions to be answered; general procedure; limitations and delimitations; and finally, a summary.

STATEMENT OF THE PROBLEM

The problem of this study is to conduct an evaluation of Bozeman Public Schools' family life and sex education

program. The program presently consists of two courses: Health and Family Life, required of all eighth-grade students, and Marriage and Family Living, offered on an elective basis to all eleventh- and twelfth-grade students. Written parental permission is required of all eighth grade students before they are allowed to study the unit Human Sexuality and Embryology in this Health and Family Life course. Parents of these students are given an opportunity to preview and discuss with the teacher the materials to be presented to their children prior to the start of the unit. This preview of materials is made available to the parents during each of the twelve-week sessions within which this six-week unit is presented to the students. Written parental permission is not required for students enrolled in the elective course Marriage and Family Living and a formal preview of the materials offered in this course is not at present made available to the parents.

NEED FOR THIS STUDY

The purpose of this evaluative study is to determine whether or not the Bozeman Public Schools' family life and sex education program is meeting the needs of the community. This study was undertaken to attempt to fulfill needs

expressed in both the report of the Citizens Committee on Family Life and Sex Education, and in Ann Marie Mayer Seibel's thesis, "Proposed Guidelines for a Family Life and Sex Education Program in the Bozeman Schools." The Committee's report to the School Board in February, 1968 states that ". . . follow-up studies [should be] conducted to determine the effectiveness of the program as evaluated by students and parents" (9:14). Mrs. Seibel states in her thesis that an ". . . evaluation of success will be needed" (28:62). This evaluative study then is a necessity if the family life and sex education program is to be improved in both content and method.

GENERAL QUESTIONS TO BE ANSWERED

1. How familiar do the parents feel they are with their children's family life and sex education program?

2. Do the students feel that the family life and sex education courses are worthwhile to their personal growth and development?

3. Do the parents of these children feel that these courses are worthwhile to their children's personal growth and development?

4. Do the students feel that these courses have helped

them in communicating with their parents on matters relating to family life and sex education?

5. Do the parents of these students feel that the fact that their children have taken one of these courses has helped them to communicate with their children on matters dealing with family life and sex education?

6. Are the parents in agreement with the school's philosophy concerning the content matter being covered in these two courses?

7. Is the material presented in this program pertinent to the students in accordance with their age and maturity?

8. Is the subject matter covered thoroughly enough for the students?

9. Do the students feel they knew most of the material covered in these courses before taking the courses?

10. Are resource people being utilized within the program and if so, do the students feel they are worthwhile to their understanding of the subject matter?

11. If male and female students are segregated from each other at any time during these two courses, are they opposed to or in favor of this segregation, and why?

12. Are the parents of these students opposed to, or in favor of segregating male and female students from each

other at anytime during these courses?

13. Are there any additional areas of study that the students and their parents would like to have added to the curricula of these two courses?

14. What areas of study did the students find the most interesting?

15. Do the students and their parents want this program expanded to reach children at additional grade levels?

16. Do the parents feel that this program should be required for all students in grades eleven and twelve?

17. Do the students and their parents prefer that the teacher be male or female, married or single? If the teacher is married do they prefer that the teacher have children? What age span do they prefer the teacher to be in?

18. Do male and female students respond differently to the program, and if so concerning what elements of the program?

19. Do eighth-grade students and eleventh- and twelfth-grade students respond differently to the program, and if so concerning what elements of the program?

20. Do the students and their parents respond differently to the program, and if so concerning what elements of the program?

21. What recommendations and comments do the students and their parents have to offer in regard to this family life and sex education program?

GENERAL PROCEDURE

To obtain the data necessary for evaluating this family life and sex education program, four different questionnaires were given to four different populations. One questionnaire was administered in class to the eighth-grade students by their teacher on June 2, 1972. This questionnaire was filled out on a voluntary basis by 119 eighth-grade students who comprised the five sections of the last of the three, twelve-week sessions of Health and Family Life. A second, somewhat different questionnaire was mailed to the 119 sets of parents or guardians of these eighth-grade students on June 3, 1972.

On May 24, 1972, the investigator's assistant administered a third voluntary questionnaire in class to the sixty-nine eleventh- and twelfth-grade students enrolled in the three sections of Marriage and Family Living. The questionnaire for the students enrolled in Marriage and Family Living was administered earlier than the one for the students enrolled in Health and Family Life, because the senior year students completed their academic school year earlier than

the rest of the school population. The sixty-nine sets of parents of these high school students enrolled in Marriage and Family Living were mailed the fourth questionnaire on Friday, May 26, 1972.

The questionnaires filled out by the two student populations were collected from the students on the same day that they were administered. Questionnaires for absent students were left with the respective teachers for students to complete upon their return to school, to be collected by the teachers as soon as they were completed. The questionnaires mailed to the two parent populations were returned to the investigator on a voluntary basis through the mail in stamped, self addressed envelopes provided by the investigator.

LIMITATIONS AND DELIMITATIONS

This evaluative study is limited by several major factors. First of all, the data sought by the investigator is purely that of opinion based on value judgment. The ethnic, social, religious and educational background of the people in the four populations surveyed would have a definite effect on how these people would respond to the questionnaire. This study may have been further limited by the fact that

follow-up letters reminding the two parent populations to return their questionnaires were not sent out by the investigator. Out of 188 questionnaires mailed to the two parent populations only forty-five percent were returned to the investigator from each of these two populations.

This study was delimited in two ways. First of all the four populations were delimited by the investigator based on specific criteria dealt with in Chapter 3. Secondly, the study was delimited as to the statistical procedures used to analyze the data, because of the limited nature of the populations and the data being sought.

SUMMARY

An evaluation of the Bozeman Public School's family life and sex education program is necessary in order to determine whether or not the needs of the students and their parents in regard to this program are being successfully met by the school system. The needed data was obtained by the use of four different questionnaires for four different populations, consisting of two student and two parent populations. The purpose of this study is to develop and implement these questionnaires in order to evaluate this program.

Chapter 2

REVIEW OF LITERATURE

The intention of this chapter is to present pertinent literature on family life and sex education as it relates to the purpose of this paper, that of evaluating Bozeman Public Schools' family life and sex education program. In accordance with this purpose, this review of literature concentrates only on the following major areas, and it does not attempt to cover the entire range of materials in these areas. The major areas of concentration are as follows: definition of family life and sex education; community responsibility for family life and sex education; the objectives and evaluative measures for family life and sex education; and a summary.

DEFINITION OF FAMILY LIFE AND SEX EDUCATION

Family life and sex education is considered to be a controversial topic by many people partially because there is no universally accepted definition of what it means and what it encompasses.

> From the beginning, there were problems--mainly because the term "sex education" was so ill-defined it came to mean whatever people wanted it to. Differences in interpretation of what sex education was all about tended to confuse the public (Dalis, 6:43).

For the purpose of this study the terms family life and sex education are defined in their broadest context and ". .include all facets--emotional, spiritual, social, and physical--of an individual's development" (Seibel, 28:14-15). Family life and sex education then is a great deal more than just the learning of the human reproductive system. Ideally it strives to provide the individual with a thorough understanding and appreciation of his own sexuality and that of the opposite sex. In his book, Sex Education and the Schools, H. Frederick Kilander says:

> Sex education as defined today includes all educational measures which in any way may help young people prepare to meet the problems of life that have their center in the sex instinct and inevitably come in some form into the experience of every normal human being (14:3).

Family life and sex education is an aspect of an individual's total education both inside and outside the classroom. It should be incorporated into and interwoven with all facets of education. In other words, this education should be experienced by the learner in respect to the totality of his world. "Sex is so often defined as something people do when it is more what they are" (Krantz and Semmens,eds., 20:328).

Family life and sex education is made up of a complex variety of emotions, attitudes, and factual knowledge. Lester A. Kirkendall, one of the leading pioneers in the

field of family life and sex education, defines it as:

> . . .not just a matter of informing the child of the facts of reproduction and the physical relationship between a man and a woman. It is made up of many things--attitudes, feelings, personal example, practices of family living, and of course, information, too (16:4).

In its proper context or perspective it is a continuing dynamic of an individual's education from birth on into maturity, and must be approached from several stand-points: psychological, physiological, sociological, biological, and often spiritual. All these approaches should be interwoven with the objective of providing the individual with a complete and total understanding of human sexuality.

A COMMUNITY RESPONSIBILITY

Family life and sex education is definitely a responsibility that should not be ignored by any organization in the community that deals with children and adolescents:

> . . . [No] single agency acting alone--whether the home, the church, the school, or youth-serving organization--is comprehensive enough in its contacts with the child and youth to present this group of problems so as to have them accepted and solved soundly by the young (Kilander, 14:5).

Dr. Mary S. Calderone, executive director of the Sex Information and Education Council in the United States (SIECUS), says: "We now realize that human sexuality--that is, the quality of being sexual--must be educated for" (Schulz & Williams, 27:V). At appropriate times in an individual's

life, information concerning all aspects of family life and sex education--sociological, psychological, biological, and physiological--must be made available to the individual in an honest, straight-forward manner. The need for this information is a continuing one from birth into mature adult life.

Kilander stresses that family life and sex education must be a community effort and that by using such an approach, as many children as possible will receive the benefit of this education. He is of the opinion that ". . . all the social and educational agencies in the community that have to do with children and youth must take their appropriate part in this work" (14:5). The entire community then and not just the home must share the responsibility of educating children and adolescents in family life and sex education. Community effort does not remove the initial responsibility for this education from the home environment; rather it is being supplemented by other contributing agencies.

The Home

Parents' assume the initial responsibility for family life and sex education the moment a son or daughter is born to them.

> The parents cannot choose whether or not they will give sex education. They are giving it every

> moment of their lives, probably nonverbally but the child reads their message loud and clear (Calderone 4:23).

The child receives much of this education indirectly through the association of maleness and femaleness with certain behavior patterns, tonal quality, qualities of body softness and roughness (Calderone 4:24). Family life and sex education is then being conducted in an obtuse, but very powerful manner. The home environment thus plays a vital and essential role in influencing or shaping the child's attitudes, morals, and general knowledge or awareness in regard to family life and sex education. If the home environment even partially neglects this responsibility, the child will be forced to look elsewhere in hope of acquiring this information.

> The home is the proper agency for giving children and youth, through example and precept, such information and guidance as they should receive regarding the meaning and place of sex in life. The environment of the home presents many opportunities for instruction that would have to be manufactured artificially in the school situation. The home is the proper place for family life teaching, if the home can and will accept such a responsibility (Kilander, 14:14).

The School

The role of the school in family life and sex education has become more important. Educators and parents are realizing that the school must supplement the parents' role in

educating children in this essential area of human development, because many parents are failing to meet the demands made upon them in this phase of the child's education.

> All agencies which touch the lives of children and youth have an obligation to prepare them for their functions as members of a family now, and as potential husbands, wives and parents later. The school, however, is the only institution which receives all children over a prolonged period. It has the challenging opportunity and obligation to supplement and contribute to this education and in some instances to offset the unfavorable teachings the child has picked up from various sources. The school has definite responsibility for the education of the child, and this includes the important phase of his living--his sex and family interests (Manley 22:22).

A variety of family life and sex education programs exist here and in other countries. Programs differ as to curriculum content, objectives, methods of teaching, and grade level. Regardless of these differences, one major factor of great importance to every program of family life and sex education is the teacher. This teacher should have a thorough knowledge of the subject matter. According to Broderick & Bernard editors of The Individual, Sex, and Society this teacher needs:

> . . . insights into his own psychological makeup and emotional needs so that he can handle the subject matter in his field with objectivity, empathy, calmness, and honesty. He needs to be secure in his own feelings about himself or herself, as an adult male or female (3:76).

Along with these essential qualities the family life and sex educator also needs to be able to establish good rapport with his students as well as faculty and parents. He has to be particularly sensitive to the needs of his students.

> In a sex education course the student's life experience in his own family is apt to be especially crucial. His attitudes, feelings, experiences, and information regarding sex are deeply ingrained. Much of his learning occurred within the family when he was very young and has probably been repressed or suppressed, because the primitive sexuality of infancy and early childhood is usually redirected by the parents into socially acceptable channels. Moreover, the emotional ties, both positive and negative, with parents, siblings, and others significant to him affect the way in which he will relate to sex education (Bernard and Broderick, eds., 3:67).

Without a capable teacher who can meet these basic qualifications the likelihood for a successfully functioning family life and sex education program within the school is greatly diminished.

It is essential that the school keep the parents and community adequately informed on the family life and sex education program. The parents should be aware of the curriculum content and the desired objectives of the program. Ideally, the school and the community should work together to make sure that family life and sex education is included in the general school curriculum and that the program is one that the community approves of.

> Sex education involves the home, school, church, and community all working cooperatively toward areas of common agreement rather than focusing unduly on areas of disagreement. It is the primary responsibility of parents to provide sound sex education for their children; so sex education should be started and continued in the home. However, the school also has an important role in sex education, because many parents are not prepared to meet the developmental needs of their children for sex instruction. Although the home and school have the key roles in sex education, they cannot do the job alone because sex education and sexual behavior involve the whole person and his or her life style in the community environment. Thus, the church and the community must also accept their share of the responsibility if sex education is to function effectively in the lives of young people (Gudridge, 10:7).

THE OBJECTIVES AND EVALUATIVE MEASURES FOR FAMILY LIFE AND SEX EDUCATION

Essential to the evaluation of a family life and sex education program is a clear understanding of the objectives of the program to be evaluated. The basic objectives for any such program is to help the individual understand and accept the sexual aspects of himself. The individual should also understand the factual nature of reproduction and should become familiar, without embarrassment, with the proper terminology relating to the body and reproduction. The individual must learn to cope with and accept his feelings and attitudes in regard to family life and sex education. Isadore Rubin states that ". . . the aim of sex education

should be to indicate the immense possibilities for human fulfillment that sexuality offers, rather than primarily to control and suppress sex expression" (Kirkendall & Rubins, eds., 17:18). The fulfillment of the human potential in regard to family life and sex education is definitely an objective not to be overlooked.

In Sexuality and Man, 1970, the Sex Information and Educational Council of the United States (SIECUS) published the following objectives:

> To provide for the individual an adequate knowledge of his own physical, mental, and emotional maturation processes as related to sex.
> To eliminate fears and anxieties relative to individual sexual development and adjustment.
> To develop objective and understanding attitudes toward sex in all of its various manifestations--in the individual and in others.
> To give the individual insight concerning his relationships to members of both sexes and to help him understand his obligations and responsibilities to others.
> To provide an appreciation of the positive satisfaction that wholesome human relations can bring to both individual and family living.
> To build an understanding of the need for the moral values that are essential to provide rational basis for making decisions.
> To provide enough knowledge about the misuses and aberrations of sex to enable the individual to protect himself against exploitation and against injury to his physical and mental health.
> To provide an incentive to work for a society in which such evils as prostitution, illegitimacy, archaic sex laws, irrational fears of sex, and sexual exploitation are nonexistent.

> To provide the understanding and conditioning that will enable each individual to utilize his sexuality effectively and creatively in his several roles, for spouse, parent, community member, and citizen (29:127).

To these objectives, one of Lester A. Kirkendall's should be added: "Sex education should create a feeling that sex is a positive, creative, dignified part of life" (16:4). Any program of family life and sex education must maintain its relevancy by meeting the needs of its students and the community.

Evaluation of a family life and sex education program must depend on the specific objectives of the individual program. The preceding objectives provide general criteria on which to base objectives when initially implementing such a program, and they also serve as guide lines when evaluating programs. Evaluation centers not only on specific objectives but also on the methods and manner by which the objectives are implemented. Each program will have its own preference in selecting objectives and methods for achieving them. Evaluation should pertain to both these aspects of any program in family life and sex education.

SUMMARY

In brief, family life and sex education is the responsibility of the total community with major emphasis placed

on the home and school. The home should retain its position as the initiator of this responsibility; however the school can supplement this responsibility. It is of the utmost importance that the school work with the community when implementing this program. The objectives of the program should be clearly understood by the community and should be evaluated at regular intervals.

> The only way our society is going to achieve proper sexual stability and mental health, which are undisputed requirements for maturity, is to instigate and persevere with a sound sex education for everyone (McCary, 23:17).

Chapter 3

PROCEDURES

This chapter outlines the general procedures used in the evaluation of Bozeman Public Schools' family life and sex education program. Included are the following sections: populations; investigative categories; methods of collecting data; methods of organizing data; hypothesis; analysis of data; accuracy precautions; and a summary.

POPULATIONS

Four distinct populations were involved in this study which took place in Bozeman, Montana during the Spring of 1972. One population consisted of 119 eighth-grade students in Bozeman Junior High School who completed the twelve-week course Health and Family Life at the end of the 1971-1972 academic school year. This population consisted of fifty-seven male and sixty-one female students. A second population was comprised of the parents or guardians of these 119 students. The third population consisted of sixty-nine eleventh and twelfth-grade students who completed the second semester course Marriage and Family Living at Bozeman Senior High at the end of the 1971-1972 academic school year. Eighteen male and fifty-one female students made up this

third population. The fourth population for this study was made up of the parents or guardians of these sixty-nine students. Each member of these populations was surveyed, so no sampling procedures were necessary.

INVESTIGATIVE CATEGORIES

The categories investigated in this study result from the general questions raised in Chapter 1. The four questionnaires used in this study are included at this point to present the investigated categories. In addition to the categories found in the questionnaires are several dealing with comparisons of population responses.

Student Questionnaire: 8th grade 1.

Directions: Please fill in or check the appropriate spaces.

1. Sex: Female _____

   Male _____

2. Birthdate: _____
   month / day / year

3. Do you feel that the unit, Human Sexuality and Embryology, in your Health and Family Life course was worthwhile for your personal growth?

   Yes _____

   No _____

   Undecided _____

4. Has the fact that you have studied this unit helped you to talk with your parents or guardians on matters relating to family life and sex education?

   Yes _____

   No _____

   Undecided _____

5. Do you feel that the following areas in this unit were covered thoroughly enough for you?

   Male reproductive system

   Yes _____

   No _____

   Undecided _____

Student Questionnaire: 8th grade

Female reproductive system

Yes _____

No _____

Undecided _____

Fertilization

Yes _____

No _____

Undecided _____

Embryo development

Yes _____

No _____

Undecided _____

Birth (stages of labor)

Yes _____

No _____

Undecided _____

Venereal Disease

Yes _____

No _____

Undecided _____

Homosexuality

Yes _____

No _____

Undecided _____

6. Did you already know most of this material, to the extent covered, in the areas studied in this unit?

Yes _____

No _____

Undecided _____

7. Which area of study in this unit on Human Sexuality and Embryology did you feel was the most interesting?

8. Are there any other areas that you would like to have covered in this unit?

Yes _____

No _____

Undecided _____

9. If your answer to question number 8 is "yes", then please list the additional areas of study.

10. Would you like to have quest speakers come into your classroom to talk with you on the various areas of study that you are covering in this unit on Human Sexuality and Embryology?

Yes _____

No _____

Undecided _____

11. If your answer to question number 10 is "yes", then what types of speakers (nurses, doctors, ministers...) would you have liked to have had to talk with you?

12. Do you think that the boys and girls should be separated from each other when studying the following areas?

Male reproductive system

Yes _____

No _____

Undecided _____

Female reproductive system

Yes _____

No _____

Undecided _____

Fertilization

Yes _____

No _____

Undecided _____

Embryology

Yes _____

No _____

Undecided _____

Birth (stages of labor)

Yes _____

No _____

Undecided _____

Venereal Disease

Yes _____

No _____

Undecided _____

Homosexuality

Yes _____

No _____

Undecided _____

13. If you would like to have the boys and girls separated from each other at any time during this unit, please state why in the space provided below.

14. If you would not like to have the boys and girls separated from each other at any time during this unit, please state why in the space provided below.

15. Would you like to have a unit similar to this one on Human Sexuality and Embryology made available to students at other grade levels?

Yes _____

No _____

Undecided _____

16. Would you prefer the teacher of this unit to be:

Male _____ Single _____

Female _____ Married _____

No preference_____ No preference_____

17. If the teacher is married would you prefer that he or she have children?

Yes _____

No _____

No preference_____

18. What age bracket would you prefer this person to be in?

20 to 30 _____ No preference_____

31 to 40 _____

41 to 50 _____

Above 50 _____

19. Please state any recommendations that you might have for the improvement of this unit.

20. Additional comments:

Student Questionnaire: 11th and 12th grades 1.

Directions: Please fill in or check the appropriate spaces.

1. Sex: Female _____

   Male _____

2. Birthdate: _____
   month / day / year

3. Grade level: 11th grade _____

   12th grade _____

4. Do you feel that this course, Marriage and Family Living, was worthwhile for your personal growth and development?

   Yes _____

   No _____

   Undecided _____

5. Has the fact that you have taken this course helped you to talk with your parents/guardians on matters relating to family life and sex education?

   Yes _____

   No _____

   Undecided _____

6. Do you feel that the following areas of study were covered thoroughly enough for you in this course?

   Basic Human Needs

   Yes _____

   No _____

   Undecided _____

Student Questionnaire: 11th and 12th grades 2.

Emotions

Yes _____

No _____

Undecided _____

Dating

Yes _____

No _____

Undecided _____

Venereal Disease

Yes _____

No _____

Undecided _____

Engagement

Yes _____

No _____

Undecided _____

Pre-marital family relations

Yes _____

No _____

Undecided _____

Student Questionnaire: 11th and 12th grades 3.

Marriage

Yes _____

No _____

Undecided _____

Post-marital family relations

Yes _____

No _____

Undecided _____

Abortion

Yes _____

No _____

Undecided _____

Homosexuality

Yes _____

No _____

Undecided _____

Contraception

Yes _____

No _____

Undecided _____

Student Questionnaire: 11th and 12th grades 4.

Birth

Yes _____

No _____

Undecided _____

7. Did you already know most of this material, to the extent covered, in the areas studied in this course?

Yes _____

No _____

Undecided _____

8. Which area of study did you find the most interesting?

9. Are there any other areas that you would like to have covered in this course?

Yes _____

No _____

Undecided _____

10. If your answer to question number 9 was "yes", then please list the additional areas.

11. Do you think that the speakers brought in to talk to you on the subject areas of this course were worthwhile to your understanding of the subject matter?

Yes _____

No _____

Undecided _____

12. Would you have liked to have had more speakers talk to you on these subject areas?

Yes _____

No _____

Undecided _____

13. Would you like to have a course similar to this one made available to students at other grade levels?

Yes _____

No _____

Undecided _____

14. Would you prefer the teacher of this course to be:

Male	_____	Single	_____
Female	_____	Married	_____
No preference	_____	No preference	_____

15. If the teacher is married would you prefer that he or she have children?

Yes _____

No _____

No preference _____

16. What age bracket would you prefer this person to be in?

20 to 30	_____	Above 50	_____
31 to 40	_____	No preference	_____
41 to 50	_____		

Student Questionnaire: 11th and 12th grades 6.

17. Please state any recommendations that you might have for improving this course.

18. Additional comments:

Parent Questionnaire: 8th grade 1.

Directions: Please fill in or check the appropriate spaces.

1. Please check whether you are the parent/guardian of a male or female eighth grade student.

   Female _____

   Male _____

2. How familiar do you feel you are with the unit, Human Sexuality and Embryology, in your child's Health and Family Life course?

   Very familiar_____

   Familiar _____

   Unfamiliar _____

3. Did you attend any of the offered parent-teacher meetings in which the material to be presented to your child in this unit was presented and discussed?

   Yes _____

   No _____

4. Has the fact that your child has studied this unit on Human Sexuality and Embryology, helped you to talk with your child on matters dealing with family life and sex education?

   Yes _____

   No _____

   Undecided _____

5. Do you think that this unit has been worthwhile for your child's personal growth and development?

   Yes _____

   No _____

   Undecided _____

6. Do you think that the following areas of study should be covered in this unit?

Male reproductive system

Yes _____

No _____

Undecided _____

Female reproductive system

Yes _____

No _____

Undecided _____

Fertilization

Yes _____

No _____

Undecided _____

Embryo development

Yes _____

No _____

Undecided _____

Birth (stages of labor)

Yes _____

No _____

Undecided _____

Venereal Disease

Yes _____

No _____

Undecided _____

Homosexuality

Yes _____

No _____

Undecided _____

7. Would you like to have the following areas added to the curriculum in this unit?

Contraception

Yes _____

No _____

Undecided _____

Abortion

Yes _____

No _____

Undecided _____

8. Please list any additional areas that you would like to have added to this curriculum.

9. Do you feel that it would be beneficial to segregate male and female students while studying the following areas?

Male reproductive system

Yes _____

No _____

Undecided _____

Female reproductive system

Yes _____

No _____

Undecided _____

Fertilization

Yes _____

No _____

Undecided _____

Embryo development

Yes _____

No _____

Undecided _____

Birth (stages of labor)

Yes _____

No _____

Undecided _____

Venereal Disease

Yes _____

No _____

Undecided _____

Homosexuality

Yes _____

No _____

Undecided _____

10. Would you like to have the family life and sex education program extended to additional grade levels?

Yes _____

No _____

Undecided _____

11. Please explain briefly your answer to Question Number 10.

12. Would you prefer the teacher of this unit to be:

Male	_____	Single	_____
Female	_____	Married	_____
No preference	____	No preference	____

13. If the teacher is married would you prefer that he or she have children?

Yes _____

No _____

No preference____

14. What age bracket would you prefer this person to be in?

    20 to 30 _____

    31 to 40 _____

    41 to 50 _____

    Above 50 _____

    No preference _____

15. Have you discussed this questionnaire with your son or daughter?

    Yes _____

    No _____

16. Please state any recommendations that you might have for the improvement of this unit.

17. Additional comments:

Parent Questionnaire: 11th and 12th grade 1.

Directions: Please fill in or check the appropriate spaces.

1. Please check whether you are the parent/guardian of a male or female student.

   Female _____

   Male _____

2. What grade is your son or daughter in?

   Eleventh grade _____

   Twelfth grade _____

3. How familiar do you feel you are with the course, Marriage and Family Living, which your son or daughter has just completed?

   Very familiar _____

   Familiar _____

   Unfamiliar _____

4. Has the fact that your son or daughter has taken this course helped you to talk with your child on matters relating to family life and sex education?

   Yes _____

   No _____

5. Do you think that this course has been worthwhile for your child's growth and development?

   Yes _____

   No _____

   Undecided _____

6. Do you think that the following areas of study should be covered in this course?

Basic human needs

Yes _____

No _____

Undecided _____

Emotions

Yes _____

No _____

Undecided _____

Dating

Yes _____

No _____

Undecided _____

Venereal Disease

Yes _____

No _____

Undecided _____

Engagement

Yes _____

No _____

Undecided _____

Parent Questionnaire: 11th and 12th grades 3.

Pre-marital family relations

Yes _____

No _____

Undecided _____

Marriage

Yes _____

No _____

Undecided _____

Post-marital family relations

Yes _____

No _____

Undecided _____

Abortion

Yes _____

No _____

Undecided _____

Homosexuality

Yes _____

No _____

Undecided _____

Contraception

Yes _____

No _____

Undecided _____

Birth

Yes _____

No _____

Undecided _____

7. Please list any additional areas that you would like to have added to this curriculum.

8. Do you think that this course should be required for all eleventh and twelfth grade students?

Yes _____

No _____

Undecided _____

9. Would you like to have the family life and sex education program extended to additional grade levels?

Yes _____

No _____

Undecided _____

10. Please briefly explain your answer to question number 9.

11. Would you prefer the teacher of this course to be:

Male	_____	Single	_____
Female	_____	Married	_____
No preference	_____	No preference	_____

12. If the teacher is married would you prefer that he or she have children?

Yes _____

No _____

No preference _____

13. What age bracket would you prefer this person to be in?

20 to 30 _____

31 to 40 _____

41 to 50 _____

Above 50 _____

No preference _____

14. Have you discussed this questionnaire with your son or daughter?

Yes _____

No _____

15. Please state any recommendations that you might have for improving this program.

Parent Questionnaire: 11th and 12th grades 6.

16. Additional comments:

METHODS OF COLLECTING DATA

The administration of four different questionnaires to four separate populations was the means of data collection for this study. The major intents of these questionnaires were comparative and descriptive. Each of these questionnaires is similar in basic content, although they are not identical since they were aimed at four different populations. Accompanying each questionnaire was a cover letter explaining the purpose of this study and how the results would be used. A sample copy of each cover letter can be found in the appendix.

The format of each questionnaire was basically 'fill-in-the-blanks' and 'check the appropriate answer.' The format for the answers concerning additional areas of study desired, explanation of answers concerning segregation and expansion of the program, recommendations, and additional comments were left unstructured.

No special training was needed to respond to the questionnaires. The researcher, however, conducted an investigation into the program to determine curriculum content and the method of presentation before the questionnaires were written.

METHODS OF ORGANIZING THE DATA

The data for this study is organized into tables. These tables are used to compare and contrast male student responses and female student responses, eighth-grade student responses and eleventh- and twelfth-grade student responses, the responses of parents of eighth-grade students and the responses of parents of eleventh- and twelfth-grade students.

QUESTIONS TO BE ANSWERED

The following questions to be answered result from the investigative categories already mentioned in this chapter.

1. How familiar do the parents feel they are with their children's family life and sex education program?

2. Do the students feel that the family life and sex education courses are worthwhile to their personal growth and development?

3. Do the parents of these children feel that these courses are worthwhile to their children's personal growth and development?

4. Do the students feel that these courses have helped them in communicating with their parents on matters relating to family life and sex education?

5. Do the parents of these students feel that the fact that their children have taken one of these courses has

helped them to communicate with their children on matters dealing with family life and sex education?

6. Are the parents in agreement with the school's philosophy concerning the content matter being covered in these two courses?

7. Is the material presented in this program pertinent to the students in accordance with their age and maturity?

8. Is the subject matter covered thoroughly enough for the students?

9. Do the students feel they knew most of the material covered in these courses before taking the courses?

10. Are resource people being utilized within the program and if so, do the students feel they are worthwhile to their understanding of the subject matter?

11. If male and female students are segregated from each other at any time during these two courses, are they opposed to or in favor of this segregation, and why?

12. Are the parents of these students opposed to, or in favor of segregating male and female students from each other at anytime during these courses?

13. Are there any additional areas of study that the students and their parents would like to have added to the curricula of these two courses?

14. What areas of study did the students find the most interesting?

15. Do the students and their parents want this program expanded to reach children at additional grade levels?

16. Do the parents feel that this program should be required for all students in grades eleven and twelve?

17. Do the students and their parents prefer that the teacher be male or female, married or single? If the teacher is married do they prefer that the teacher have children? What age span do they prefer the teacher to be in?

18. Do male and female students respond differently to the program, and if so concerning what elements of the program?

19. Do eighth-grade students and eleventh and twelfth-grade students respond differently to the program, and if so concerning what elements of the program?

20. Do the students and their parents respond differently to the program, and if so concerning what elements of the program?

21. What recommendations and comments do the students and their parents have to offer in regard to this family life and sex education program?

ANALYSIS OF DATA

The data collected for this study is basically descriptive. Percentages are the only means of analysis for this data. These percentages are rounded off to the nearest whole number.

ACCURACY PRECAUTIONS

The only accuracy precaution used in this study was a Hermes desk top calculator to determine the percentages.

SUMMARY

Four populations were surveyed in this evaluative study of Bozeman Public Schools' family life and sex education program. The data for this study was collected through the use of four different questionnaires, one written especially for each of the four populations. The data was organized into tables and analysis of this descriptive data was done in percentages.

Chapter 4

RESULTS

The results of the study evaluating Bozeman Public Schools' family life and sex education program are presented in this chapter. The results were obtained from the use of four different questionnaires aimed at four different populations. Tables are the major means of presenting and organizing this data. In these tables N equals the total number of possible responses, the small n equals the number of actual responses and the percent sign represents the percentage the n is of N. Sub-populations consisting of the males or females of the total populations are also included in many of the tables found in this chapter.

One hundred percent returns were received from both student populations, however the responses from their parents numbered only forty-five percent on each of the questionnaires. One major reason for the one hundred percent returns from the student populations is the fact that the student questionnaires were administered during class time where as the parents received and returned their questionnaires through the mail. In both parent populations the parents of females responded more frequently to

the questionnaires than did the parents of males. Refer to Table 1 for these results.

Table 1

Percentages of Questionnaires Returned from the Two Parent Populations

Populations and Sub-populations	N	n	%
Parents of 8th grade students	119	54	45%
Parents of 8th grade males	62	29	46%
Parents of 8th grade females	57	25	43%
Parents of 11-12th grade students	69	31	45%
Parents of 11-12th grade males	18	4	22%
Parents of 11-12th grade females	51	27	53%

In response to the question found on both parent questionnaires concerning how familiar the parents felt they are with their children's family life and sex education course the parents of eighth grade students indicated that they are more familiar with their children's course than are the parents of eleventh-and twelfth-grade students. The results of this question may have been affected by the parent-teacher meeting for the parents of eighth-grade students in Health and Family Life who met with the teacher to discuss the content of the unit Human Sexuality and Embryology. The results indicate that the parents of female students on

both grade levels feel that they are more familiar with the family life and sex education program than are the parents of male students. Table 2 contains the results of this question.

Table 2

Parents Familiarity with Family Life and Sex Education Program

Populations and sub-populations	N	Very Familiar n	%	Familiar n	%	Unfamiliar n	%
Parents of 8th grade students	54	9	17%	32	59%	13	24%
Parents of 8th grade males	25	3	12%	14	56%	8	32%
Parents of 8th grade females	29	6	21%	18	62%	5	17%
Parents of 11-12th grade students	30	2	7%	14	47%	14	47%
Parents of 11-12th grade males	4	0	0	1	25%	3	75%
Parents of 11-12th grade females	26	2	8%	13	50%	11	42%

Forty-four percent of the parents who responded to the questionnaire concerning their eighth grade students state that they had attended the parent-teacher meeting to preview and discuss the material to be presented to their children. Fifty-six percent of these parents indicated that they had not been present at this meeting. The parents of

female students attended this meeting in greater number than did the parents of male students. Refer to Table 3.

Table 3

Frequency of Attendance at the Eighth-Grade Parent-Teacher Meeting

Populations and Sub-populations	N	Yes		No	
		n	%	n	%
Parents of 8th grade students	54	24	44%	30	56%
Parents of 8th grade males	25	9	36%	16	64%
Parents of 8th grade females	29	15	52%	14	48%

Of the fifty-four parents of eighth-grade students who responded to this questionnaire ninety-one percent stated that the unit Human Sexuality and Embryology was worthwhile for their children's personal growth and development. Eighty-seven percent of the eighth-grade students also feel that this unit was worthwhile for their personal growth and development. Eighty-eight percent of the eleventh- and twelfth-grade students feel that the course Marriage and Family Living was worthwhile for their personal growth and development, however only fifty-eight percent of their parents feel this to be so. These results indicate that the parents of eighth-grade students feel that this course is more worthwhile for

their children than their children feel it to be. The reverse however is true for the parents of eleventh- and twelfth-grade students who place less value on the course Marriage and Family Living than do their children. The parents of eighth-grade students believe this program to be of greater worth for their children than do the parents of eleventh- and twelfth-grade students. A further breakdown of these results are in Table 4.

Table 4

Worth of the Program for Personal Growth and Development as Determined by Student and Parent Population

Populations and sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	54	49	91%	1	2%	4	7%
8th grade students	119	104	87%	4	3%	11	9%
Parents of 8th grade males	25	24	96%	0	0	1	4%
8th grade males	57	50	88%	3	5	4	7%
Parents of 8th grade females	29	25	86%	1	3	3	10%
8th grade females	62	54	87%	1	2	7	11%
Parents of 11-12th grade students	31	18	58%	1	3	12	39%
11-12th grade students	69	61	88%	4	6	4	6%
Parents of 11-12th grade males	4	2	50%	0	0	2	50%
11-12th grade males	18	15	83%	1	6	3	11%
Parents of 11-12th grade females	27	16	59%	1	4	10	37%
11-12th grade females	51	46	90%	3	6	2	4%

Thirty-nine percent of the eighth-grade students feel that the fact that they studied the unit Human Sexuality and Embryology helped them to communicate with their parents on matters relating to family life and sex education. Forty-eight percent of the eleventh- and twelfth-grade students also feel that their course Marriage and Family Living has helped them to talk with their parents on this topic. Eleventh- and twelfth-grade females feel that they benefited the most concerning communication with parents on family life and sex education. The eighth-grade males subpopulation are the most indecisive in responding on this topic of communications. Table 5 contains these results.

Table 5

Responses of Students on Whether or not the Family Life and Sex Education Program Helped Them to Talk with Their Parents on Matters Dealing with Family Life and Sex Education

Populations and sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	46	39%	40	34%	33	28%
8th grade males	57	17	30%	23	40%	17	30%
8th grade females	62	29	47%	17	27%	16	26%
11-12th grade students	69	33	48%	26	38%	10	14%
11-12th grade males	18	8	44%	8	44%	2	11%
11-12th grade females	51	25	49%	18	35%	8	16%

A direct comparison of parental responses on this question concerning the effect the program has on communication between parent and child, with student responses can not be made. This is due to an error made by the investigator on the parent questionnaire dealing with eleventh- and twelfth-grade students. On this questionnaire the choice of answers for question number four is limited to a "yes" and a "no" with the choice of "undecided" omitted. Parents of eleventh- and twelfth-grade students responded in the following manner. Refer to Table 6.

Table 6

The Positive or Negative Effect the Family Life and Sex Education Program had on Helping Parents of Eleventh- and Twelfth-Grade Students Talk to Their Children on Family Life and Sex Education

Populations and Sub-populations	N	Yes		No	
		n	%	n	%
Parents of 11-12th grade students	29	13	45%	16	55%
Parents of 11-12th grade males	4	2	50%	2	50%
Parents of 11-12th grade females	25	11	44%	14	56%

Forty-one percent of the parents of eighth-grade students feel that the fact that their children have studied

Human Sexuality and Embryology in school helped them to talk with their children on matters relating to family life and sex education. Twenty-six percent of these parents responded negatively on this question and thirty-three percent remained undecided. The parents of male eighth-grade students were the ones who seemed best able to communicate with their children. The parents of the female students responded more indecisively than did the parents of male students on this question. Table 7 contains a breakdown of the results concerning the parents of eighth grade students communicating with their children.

Table 7

The Positive or Negative Effect the Family Life and Sex Education Program had on Helping the Parents of Eighth-Grade Students Talk with Their Children on Family Life and Sex Education

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	54	22	41%	14	26%	18	33%
Parents of 8th grade males	25	11	44%	7	28%	7	28%
Parents of 8th grade females	29	11	38%	7	24%	11	38%

Some of these parents wrote in comments concerning this question on whether or not the family life and sex education program was helping the parents to talk to their children on matters dealing with family life and sex education. Parents of one eighth-grade male student checked the answer "undecided" and added the comment that they had "no problem before." Parents of an eighth grade female student checked the answer "no" and said: "We were able to talk about anything before." Parents of one eighth-grade male student checked the answer "undecided" and commented that "we have always talked openly." Similar comments also appeared on the questionnaires returned from the parents of eleventh- and twelfth-grade female students. For example, the parents of one of these females checked the answer "yes" but commented: "We could talk on this matter before this course." One parent replied "yes" to this question and expanded the answer by saying "of course we were communicating about this subject already--this course was of great help to help broaden and reinforce what we had talked about." A "no" response to this question does not always mean that the parent and child are not already communicating on family life and sex education. A "no" response may mean that either parent or child are not communicating

on this topic or that the parent feels they are communicating but that the family life and sex education program is not directly responsible for this communication.

In response to the question: "Have you discussed this questionnaire with your son or daughter?" seventy percent of the parents of eleventh- and twelfth-grade students answered "yes" in comparison to sixty-seven percent of the parents of eighth-grade students who answered "yes." Parents of eleventh- and twelfth-grade males are the ones who most often discussed the questionnaire with their sons, however it is important to note that the percentage of parents in this population responding to the questionnaire is the smallest of the two parent populations; consequently a comparison of these two sub-populations does not seem feasible.

Several comments were also made by the parents in connection with this question. The parents of a male eighth-grade student checked the answer "no" and commented that "He filled one out in school." Another parent of an eighth-grade student answered "no" and made a similar comment: "He stated he had filled out a questionnaire at the end of course." Parents of an eighth-grade female answered "no" and commented "but will." Parents of a

twelfth-grade female answered "yes" and commented: "She made very little comment. She will read my answers though." Table 8 refers to this topic.

Table 8

Percentages of Parents who Discussed the Questionnaires with Their Children

Populations and Sub-populations	N	Yes		No	
		n	%	n	%
Parents of 8th grade students	51	34	67%	17	33%
Parents of 8th grade males	24	14	58%	10	42%
Parents of 8th grade females	27	20	74%	7	26%
Parents of 11-12th grade students	30	21	70%	9	30%
Parents of 11-12th grade males	3	3	100%	0	0
Parents of 11-12th grade females	27	18	67%	9	33%

Tables 9 through 15 deal with the question concerning the curriculum areas covered in the eighth-grade unit Human Sexuality and Embryology. The results in these tables indicate whether or not the parents feel that these study areas should be included in this unit.

Table 9

The Opinions of the Parents of Eighth-Grade Students on Whether or not the Male Reproductive System Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	53	50	94%	1	2%	2	4%
Parents of 8th grade males	25	24	96%	0	0	1	4%
Parents of 8th grade females	28	26	93%	1	3%	1	3%

Table 10

The Opinions of the Parents of Eighth-Grade Students on Whether or Not the Female Reproductive System Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	54	50	92%	1	2%	3	6%
Parents of 8th grade males	25	23	92%	0	0	2	8%
Parents of 8th grade females	29	27	93%	1	3%	1	3%

Table 11

The Opinions of Parents of Eighth-Grade Students on Whether or not Fertilization Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	53	49	91%	1	2%	3	6%
Parents of 8th grade males	24	23	96%	0	0	1	4%
Parents of 8th grade females	29	26	90%	1	3%	2	7%

Table 12

The Opinions of Parents of Eighth-Grade Students on Whether or not Embryo Development Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	53	49	92%	2	4%	2	4%
Parents of 8th grade males	24	23	96%	0	0	1	4%
Parents of 8th grade females	29	26	90%	2	7%	1	3%

Table 13

The Opinions of Parents of Eighth-Grade Students on Whether or not Birth (Stages of Labor) Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	53	41	72%	6	11%	6	11%
Parents of 8th grade males	24	21	87%	0	0	3	13%
Parents of 8th grade females	29	20	69%	6	21	3	10%

Table 14

The Opinions of Parents of Eighth-Grade Students on Whether or not Venereal Disease Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	52	49	94%	2	4%	1	2%
Parents of 8th grade males	24	24	100%	0	0	0	0
Parents of 8th grade females	28	25	89%	2	7%	1	4%

Table 15

The Opinions of Parents of Eighth-Grade Students on Whether or not Homosexuality Should be Studied in Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	51	43	84%	4	8%	4	8%
Parents of 8th grade males	23	22	96%	0	0	1	4%
Parents of 8th grade females	28	21	75%	4	14%	3	11%

Birth (Stages of Labor) received the lowest rating by the parents in these seven areas of study of the unit Human Sexuality and Embryology. In spite of this, over three-quarters of these parents are in favor of having this subject area studied by their children.

Several parents wrote in comments concerning these seven study areas. Parents of a male eighth-grade student commented that ". . this all has to do with how qualified a teacher is in handling this." Parents of a female eighth-grade student suggested that only the boys study the male reproductive system and only the girls study the female reproductive system.

These same parents, however did not show an equal amount of support for the possible addition of two new study areas - contraception and abortion - to the curriculum of the unit Human Sexuality and Embryology. Several parents wrote in comments concerning the addition of abortion. A parent of a female eighth-grade student answered "no" for abortion but commented: "only to extent of abortion laws, possible results, etc." Another parent of a female eighth-grade student left the answer blank but wrote in "depends on teacher's attitude." Parents of a male eighth-grade student answered "yes" and commented: "Pro's, con's and facts to allow the student to decide on whether right or wrong." Tables 16 and 17 refer to the possible addition of these two study areas.

Table 16

The Opinions of Parents of Eighth-Grade Students on Whether or not Contraception Should be Added to the Present Curriculum of Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	53	26	49%	22	42%	5	9%
Parents of 8th grade males	24	12	50%	12	50%	0	0
Parents of 8th grade females	29	14	48%	10	34%	5	9%

Table 17

The Opinions of Parents of Eighth-Grade Students on Whether or not Abortion Should be Added to the Present Curriculum of Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 8th grade students	52	25	48%	20	38%	7	13%
Parents of 8th grade males	24	13	54%	9	39%	2	8%
Parents of 8th grade females	48	12	43%	11	39%	5	18%

In response to the question concerning the curriculum areas covered in the eleventh- and twelfth-grade course Marriage and Family Living the following results in Tables 18 through 29 indicate whether or not the parents feel that these study areas should be covered in this course.

Table 18

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Basic Human Needs Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	28	93%	0	0	2	7%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	26	24	92%	0	0	2	8

Table 19

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Emotions Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	28	93%	0	0	2	7%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	26	24	92%	0	0	2	8%

Table 20

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Dating Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	27	90%	0	0	3	10%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	26	23	88%	0	0	3	12%

Table 21

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Venereal Disease Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	28	93%	0	0	2	7%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	26	24	92%	0	0	2	8%

Table 22

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Engagement Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	27	90%	1	3	2	6%
Parents of 11-12th grade males	4	3	75%	1	25	0	0
Parents of 11-12th grade females	26	24	92%	0	0	2	8%

Table 23

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Pre-Marital Family Relations Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	26	87%	2	7%	2	7%
Parents of 11-12th grade males	4	3	75%	1	25%	0	0
Parents of 11-12th grade females	26	23	88%	1	4%	2	8%

Table 24

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Marriage Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	27	93%	0	0	2	7%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	26	24	92%	0	0	2	8%

Table 25

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Post-Marital Family Relations Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	27	90%	1	3%	2	7%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	26	23	88%	1	4%	2	8%

Table 26

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Abortion Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	26	87%	2	7%	2	7%
Parents of 11-12th grade males	4	3	75%	1	25%	0	0
Parents of 11-12th grade females	26	23	88%	1	4%	2	8%

Table 27

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Homosexuality Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	29	24	83%	3	10%	2	7%
Parents of 11-12th grade males	4	3	75%	1	25%	0	0
Parents of 11-12th grade females	25	21	84%	2	8%	2	8%

Table 28

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Contraception Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	29	27	93%	0	0	2	7%
Parents of 11-12th grade males	4	4	100%	0	0	0	0
Parents of 11-12th grade females	25	23	92%	0	0	2	8%

Table 29

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Birth Should be Studied in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	29	27	93%	1	4%	1	4%
Parents of 11-12th grade males	4	3	75%	1	25%	0	0
Parents of 11-12th grade females	25	24	96%	0	0	1	4%

Homosexuality received the lowest rating of these twelve areas of study in Marriage and Family Living, however eighty-three percent of the parents favor that this study area be included in this course.

Parents of the eleventh and twelfth-grade students definitely divided on the issue of whether or not Marriage and Family Living should be required for all eleventh- and twelfth-grade students. A parent of a female student answered "no" but said: "I'm sure there are parents who would not only object but [would] try to stop the program. If there were no objections from parents, yes." Table 30 contains these results.

Table 30

The Opinions of Parents of Eleventh- and Twelfth-Grade Students on Whether or not Marriage and Family Living Should be Required for all Eleventh- and Twelfth-Grade Students

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
Parents of 11-12th grade students	30	17	57%	9	30%	4	13%
Parents of 11-12th grade males	4	2	50%	1	25%	1	25%
Parents of 11-12th grade females	26	15	58%	8	31%	3	12%

Eighth-grade students responded to the question concerning whether or not the subject areas in the unit Human Sexuality and Embryology were covered thoroughly enough for them by indicating "yes," "no," or "undecided." Tables 31 through 37 contain the results for this question.

Table 31

The Opinions of Eighth-Grade Students on Whether or not the Male Reproductive System was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	106	90%	7	6%	5	4%
8th grade males	57	56	98%	1	2%	0	0
8th grade females	61	50	81%	6	10%	5	9%

Table 32

The Opinions of Eighth-Grade Students on Whether or not the Female Reproductive System was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	107	91%	9	8%	2	2%
8th grade males	56	50	89%	5	9%	1	2%
8th grade females	62	57	92%	4	6%	1	2%

Table 33

The Opinions of Eighth-Grade Students on Whether or not Fertilization was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	97	82%	13	11%	8	7%
8th grade males	56	47	84%	7	13%	2	4%
8th grade females	62	50	81%	6	10%	6	10%

Table 34

The Opinions of Eighth-Grade Students on Whether or not Embryo Development was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	106	89%	5	4%	8	7%
8th grade males	57	52	91%	2	4%	3	5%
8th grade females	62	54	87%	3	5%	5	8%

Table 35

The Opinions of Eighth-Grade Students on Whether or not Birth was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	90	76%	12	10%	17	14%
8th grade males	57	42	74%	4	7%	11	19%
8th grade females	62	48	77%	8	13%	6	10%

Table 36

The Opinions of Eighth-Grade Students on Whether or not Venereal Disease was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	116	75	65%	11	9%	30	26%
8th grade males	57	37	65%	5	9%	15	26%
8th grade females	59	38	64%	6	10%	15	25%

Table 37

The Opinions of Eighth-Grade Students on Whether or not Homosexuality was Covered Thoroughly Enough for Them in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	73	61%	28	24%	18	15%
8th grade males	62	42	74%	11	19%	4	7%
8th grade females	56	31	50%	17	27%	14	23%

Venereal disease and Homosexuality are the two major areas of study in which the eighth-grade students want more in depth information. Forty-four percent of these students felt they already knew most of this material covered in the unit Human Sexuality and Embryology, while thirty-eight percent indicated they did not, and eighteen percent remained undecided. The female eighth-grade students felt they knew more of this material in comparison to the eighth-grade males, however the males were much more indecisive in responding to this question. Refer to Table 38 for these results.

Table 38

The Opinions of Eighth-Grade Students on Whether or not They Already Knew Most of the Material Covered in the Unit Human Sexuality and Embryology Before They Studied the Unit

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	52	44%	45	38%	21	18%
8th grade males	56	18	32%	26	46%	12	21%
8th grade females	62	34	55%	19	31%	9	14%

Fifty-eight out of sixty-two eighth-grade female students wrote in answers to the question asking what they thought was the most interesting area of study in the unit Human Sexuality and Embryology. Of the sixty written responses thirty-five stated that Embryology was the most interesting area of study. Three responses favored Venereal Disease and another three favored Birth. The rest of the responses covered a wide variety of topics.

Fifty out of the fifty-seven eighth-grade male students wrote in what they considered to be the most interesting area of study. Twenty-seven of these students favored Embryology, five thought that the Reproductive Systems were the most interesting area and another five favored Venereal Disease. The other written responses to this question also covered a wide range of topics. Embryology is by far the most interesting area of study for both the male and female students in the unit Human Sexuality and Embryology.

When asked if they would like to have additional study areas added to the curriculum of this unit, the eighth-grade students responded with twenty percent in favor, forty-two percent against, and thirty-eight percent undecided. The female students are more in favor of adding additional study

areas than were the male students. Refer to Table 39 for the results pertaining to this question.

Table 39

The Opinions of Eighth-Grade Students on Whether or not They Would Like to Have Additional Areas of Study Added to the Curriculum of the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	117	23	20%	49	42%	45	38%
8th grade males	56	7	13%	27	48%	22	39%
8th grade females	61	16	26%	22	36%	23	38%

The following unedited responses are the suggestions from male eighth-grade students for additional areas of study.

"I think they should go into more on drugs."

"more on male and female."

"dating, more on intercourse and growing up with our own families."

Female eighth-grade students wrote the following unedited suggestions for areas to be added to the curriculum.

"Parents, Problems with family life, Where to get help etc."

"Retardations."

"intercourse, homosexuality."

"problems with birth control today and youths' participation with sexual activity."

"Yourself as a person not a thing or all the people, but you."

"personality, care for the baby more."

"The study of the behavior of young children. Their thoughts and feelings toward different issues."

"a little bit more on the birth and some on child care."

Six out of twenty-nine parents of eighth-grade female students wrote in suggestions for additional areas of curriculum study for the unit Human Sexuality and Embryology. Their unedited suggestions are as follows:

"Pre-marital relations. The pro's and con's, in group discussion form with teacher directing discussion rather than lecturing and answering questions. This age group is certainly not too young for this subject and a lot of them could probably use some good guidance from a qualified instructor who can be objective."

"responsibility and morals."

"Birth control--e.g.--population explosion."

"Perhaps a little more detail and emphasis on the psychological, physical and emotional aspects of the girl's monthly cycle; how it is responsible for their "ups" and "downs," feeling cold some days and stifling the next. And most important--remind them that these moods pass and they musn't let themselves succumb to something that will be over in 3-5 days. Its normal.

"Proper nutrition and good grooming."

"Morals; responsibility of knowledge in talking to younger people."

Seven out of twenty-five parents of eighth-grade male students wrote in suggestions for additional curriculum areas. Their unedited suggestions are as follows:

"Emphasis on creating marriage success--importance of successful marriage to society and to children. Respect all roles."

"Moral obligation. Contraception and abortion--later in high school courses, on a private basis at 8th grade level."

"My son says they cover it pretty thoroughly as far as he is concerned. It seems that way to me too."

"Some emotional aspects--control of emotions, dating. Beginning aspects of planning for marriage."

"More emphasis on problems and dangers that may result from pre-marital sex--especially the fact that 13-14 year student is not ready to assume responsibility of child that may result from intercourse."

"In this area the teacher is as important as the curriculum."

In regard to the question on whether or not to have speakers talk to the students during the unit Human Sexuality and Embryology, sixty-three percent of the eighth-grade students favored this idea, while twenty-four percent opposed it, and thirteen percent remained undecided. Table 40 contains the results of this question.

Table 40

The Opinions of Eighth-Grade Students on Whether or not They Would Have Liked to Have had Guest Speakers in the Unit Human Sexuality and Embryology

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	75	63%	28	24%	16	13%
8th grade males	57	37	67%	10	18%	10	18%
8th grade females	62	38	61%	18	29%	6	10%

Thirty-seven out of the sixty-two female eighth-grade students wrote down the types of speakers they would have liked to have had talk to them. Out of the forty-three types mentioned twenty-five were doctors, eleven were nurses, one was a mother, one a minister, and one a lawyer. The remaining responses covered a wide range of possibilities.

Thirty-five out of the fifty-seven male eighth-grade students also wrote in their suggestions for the types of speakers that they would have liked to have heard. Of the forty-four written answers twenty-eight were for doctors, eight for nurses, and three for ministers. The rest of the suggestions included many different professions. Doctors and nurses are definitely the most popular selections for speakers.

The question of whether or not eighth-grade students should be segregated while studying certain topics in the unit Human Sexuality and Embryology is a complicated one. Both these students and their parents were asked to indicate on their questionnaire with a "yes," "no," or "undecided" response how they felt in regard to each of the areas of study. The students were also asked to write in comments explaining why they favor or are against segregation in this unit. Tables 41 through 47 refer to this topic.

Table 41

The Opinions of Eighth-Grade Students and Their Parents on Whether or not Students Should be Segregated While Studying the Male Reproductive System

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	61	50%	48	40%	10	8%
Parents of 8th grade students	49	37	76%	11	22%	1	2%
8th grade males	57	23	40%	26	46%	8	14%
Parents of 8th grade males	21	14	67%	7	33%	0	0
8th grade females	62	38	61%	22	35%	2	3%
Parents of 8th grade females	28	23	82%	4	14%	1	4%

Table 42

The Opinions of Eighth-Grade Students and Their Parents on Whether or not Students Should be Segregated While Studying the Female Reproductive System

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	60	51%	48	41%	10	8%
Parents of 8th grade students	49	37	76%	11	22%	1	2%
8th grade males	56	22	39%	26	46%	8	14%
Parents of 8th grade males	21	14	67%	7	33%	0	0
8th grade females	62	38	61%	22	35%	2	3%
Parents of 8th grade females	28	23	82%	4	14%	1	4%

Table 43

The Opinions of Eighth-Grade Students and Their Parents on Whether or not Students Should be Segregated While Studying Fertilization

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	20	17%	91	77%	7	6%
Parents of 8th grade students	49	30	61%	17	35%	1	2%
8th grade males	56	6	11%	46	82%	4	7%
Parents of 8th grade males	21	10	48%	7	52%	0	0
8th grade females	62	14	23%	45	73%	3	5%
Parents of 8th grade females	28	20	71%	7	25%	1	4%

Table 44

The Opinions of Eighth-Grade Students and Their Parents on Whether or not the Students Should be Segregated While Studying Embryo Development

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	3	3%	113	96%	2	2%
Parents of 8th grade students	50	17	34%	33	60%	0	0
8th grade males	56	1	2%	54	96%	1	2%
Parents of 8th grade males	22	9	41%	13	59%	0	0
8th grade females	62	2	3%	59	95%	1	2%
Parents of 8th grade females	28	8	29%	20	71%	0	0

Table 45

The Opinions of Eighth-Grade Students and Their Parents on Whether or not the Students Should be Segregated While Studying Birth (Stages of Labor)

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	8	7%	105	89%	5	4%
Parents of 8th grade students	48	22	46%	21	44%	5	10%
8th grade males	56	3	5%	50	89%	3	5%
Parents of 8th grade males	21	10	48%	10	48%	1	5%
8th grade females	62	5	8%	55	89%	2	3%
Parents of 8th grade females	27	12	44%	11	41%	4	15%

Table 46

The Opinions of Eighth-Grade Students and Their Parents on Whether or not Students Should be Segregated While Studying Venereal Disease

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	10	8%	108	91%	1	1%
Parents of 8th grade students	50	16	32%	33	66%	1	2%
8th grade males	57	3	5%	54	95%	0	0
Parents of 8th grade males	22	8	36%	14	64%	0	0
8th grade females	62	7	11%	54	87%	1	2%
Parents of 8th grade females	28	8	29%	19	68%	1	4%

Table 47

The Opinions of Eighth-Grade Students and Their Parents on Whether or not Students Should be Segregated While Studying Homosexuality

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	119	15	37%	92	77%	12	10%
Parents of 8th grade students	48	20	42%	26	54%	2	4%
8th grade males	57	10	18%	41	72%	6	10%
Parents of 8th grade males	22	12	55%	10	45%	0	0
8th grade females	62	5	8%	51	82%	6	10%
Parents of 8th grade females	26	8	31%	16	62%	2	8%

These results indicate that parents favor segregation more than their children do in all seven of the study areas of the unit Human Sexuality and Embryology. Parents of males favor it over parents of females in four of the seven areas--Embryo Development, Birth, Venereal Disease, and Homosexuality. Female students favor segregation more than male students do in all but one area of study--homosexuality.

Although the parent questionnaire did not ask for any written comments concerning the issue of segregation several parents had some remarks to make. The parents of one eighth-grade male student stated: "I think it would be less embarassing to them if they were separated." Another parent of a male student made the comment that "classes should be segregated only to enable students to gain more ease in questioning and discussion." Parents of an eighth-grade female student also felt that segregation would encourage more questions especially when studying the male and female reproductive systems.

Eighth-grade students were asked for their comments both for and against segregation. Of the sixty-two eighth-grade female students who responded to the questionnaire thirty-six wrote comments in favor of segregation and thirty-nine wrote them against segregation. Of the fifty-

seven eighth-grade male students who responded to the questionnaire twenty-one wrote comments in favor of segregation and thirty-eight wrote their comments against segregation. Since many of these comments, both for and against are repetitious only a selection of these unedited comments are included in this chapter.

The eighth-grade female students made the following unedited comments in favor of segregation:

> "It makes it easier to discuss things and the teacher can stress things differently for each so they get the most from the unit."
>
> "So you can talk more freely on the subject without getting embarrassed."
>
> "When studying on various parts of the male and female sex organs, the kids feel a little uptight about it."
>
> "I think it is easier for boys and girls to be separated when studying the male and female reproductive systems. That way no individual would be embarrassed to ask questions about each of these units."
>
> "Because when your talking about the male and the female it puts pressure on the kids in the class and they don't want to ask questions in front of everyone."
>
> "When you are talking about things like reproduction and reproductive organs, it is embarrassing to an extent but with members of the opposite sex present it would nearly be impossible."

"It's embarrassing to have someone sitting next to you staring or see a grin on their face."

"The girls can talk about the subject more freely when the boys aren't around. And, the boys probably can talk more freely when the girls aren't around."

The following unedited comments were made by the eighth-grade female students against segregation:

"To be able to hear both sides of a discussion would be good if everyone could talk and not be self-conscious of it."

"Because then maybe you can get different answers from each sex?"

"We have to adjust to the fact of talking about sex to the opposite sex."

"Because some of it they should discuss it together and the girls could see what boys have to say and they same with the boys."

"it takes less time."

"I think the students should decide."

"Because it wasn't really no reason for them to be separated during this unit. I think we could have learned more if we were not separated."

"Thats what the course is for not to be separated. How do you expect us to prepare for life? (face facts)"

"Because everything that was mentioned during segregation came up either directly or indirectly on other discussions later on. I think its good to be able to talk about things like that in mixed company so it doesn't seem so sinful or terrible."

"We learn almost the same thing and I think the boys and girls should be able to talk about both reproductive organs together."

"I think were old enough not to be embarrassed."

"I don't think it hurts to have them together, they might learn not to be so self conscious."

"Because we all have to learn it together sometime so why not in a classroom."

"I think that if they were all in the same class it would make the learning of sex less dirty and more natural than if in separate classes learning it."

"I don't think it is anything to hide."

"There is nothing wrong about boys and girls learning about sex in the same room."

The eighth-grade male students made the following unedited comments in favor of segregation:

"it's easier to learn."

"so you won't be embarrassed, and everybody giggling."

"because you can learn more and ask questions easier."

The eighth-grade male students also made these unedited comments against segregation:

"it takes to much time reaching the boys and then the girls."

"We both learn the same thing, so there is no reason to be embarrassed or anything like that."

"There is nothing taught that would be objectionable to them if both are taught the same thing at the same time. It would save time."

"It is dumb. Everybody learns the same thing and we should be together so that we have more time to do other things."

"I think we'll learn a little with both opinions from the female and male."

"Sexuality is something that should be out "in the open." Nothing is wrong with discussing it with Males and Females listening at the same time."

"Well, I see no reason about segregated class what so ever, we are mature enough or so should be to study this unit without due embarrassment in this subject."

"Because I think we waste time being separated."

"You would maybe face up to the facts with the opposite sex around (pay more attention)."

"I don't see why they should. When the group is separated not many questions are asked anyway. The excuse I heard for separation was the kids would be afraid to ask questions."

Eleventh- and twelfth-grade students responded to the question concerning whether or not the subject areas in Marriage and Family Living were covered thoroughly enough for them by indicating "yes," "no," or "undecided." Tables 48 through 59 pertain to this question.

Table 48

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Basic Human Needs was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	69	50	73%	8	12%	11	16%
11-12th grade males	18	13	72%	1	6%	4	22%
11-12th grade females	51	37	73%	7	14%	7	14%

Table 49

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Emotions was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	69	47	68%	10	14%	12	17%
11-12th grade males	18	14	78%	1	6%	3	17%
11-12th grade females	51	33	65%	9	18%	9	18%

Table 50

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Dating was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	69	58	84%	3	4%	8	12%
11-12th grade males	18	15	83%	1	6%	2	11%
11-12th grade females	51	43	84%	2	4%	6	12%

Table 51

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Venereal Disease was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	63	93%	4	6%	1	1%
11-12th grade males	18	18	100%	0	0	0	0
11-12th grade females	50	45	90%	4	8%	1	2%

Table 52

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Engagement was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	49	72%	11	16%	8	12%
11-12th grade males	18	13	72%	2	11%	3	17%
11-12th grade females	50	36	72%	9	18%	5	10%

Table 53

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Pre-Marital Family Relations was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	33	49%	22	32%	13	19%
11-12th grade males	18	9	50%	4	22%	5	28%
11-12th grade females	50	24	48%	18	36%	8	16%

Table 54

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Marriage was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	67	39	58%	21	31%	7	10%
11-12th grade males	18	12	67%	5	28%	1	6%
11-12th grade females	49	27	55%	16	32%	6	12%

Table 55

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Post-Marital Family Relations was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	67	25	37%	23	34%	19	28%
11-12th grade males	18	9	50%	4	22%	5	28%
11-12th grade females	49	16	33%	19	39%	14	28%

Table 56

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Abortion was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	57	84%	7	10%	4	6%
11-12th grade males	18	13	72%	2	11%	3	17%
11-12th grade females	50	44	88%	5	10%	1	2%

Table 57

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Homosexuality was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	11	16%	48	71%	9	13%
11-12th grade males	18	4	22%	12	67%	2	11%
11-12th grade females	50	7	14%	36	72%	7	14%

Table 58

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Contraception was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	61	89%	5	7%	2	3%
11-12th grade males	18	14	78%	3	17%	1	6%
11-12th grade females	50	47	94%	2	4%	1	2%

Table 59

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not Birth was Covered Thoroughly Enough for Them in Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	69	45	65%	10	14%	24	20%
11-12th grade males	18	10	56%	4	22%	4	22%
11-12th grade females	51	35	69%	6	12%	10	20%

Homosexuality is the area of study that these eleventh- and twelfth-grade students wanted to study in greater depth. Thirty-one percent of these students responded that they already knew most of the material covered in Marriage and Family Living before taking the course. Sixty-two percent indicated that they did not know most of this material, and seven percent remained undecided. Table 60 contains these results.

Table 60

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not They Already Knew Most of the Material Covered in Marriage and Family Living Before Taking the Course

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	21	31%	42	62%	5	7%
11-12th grade males	18	5	28%	12	67%	1	6%
11-12th grade females	50	16	32%	30	60%	4	8%

The eleventh- and twelfth-grade students often wrote several responses rather than just one to the question concerning what they thought to be the most interesting area of study. Forty-three out of fifty-one female students listed a total of seventy-two areas of interest. Venereal Disease was listed fifteen times; Contraception, fourteen times; Birth, nine times; Dating, eight times; and Marriage, seven times. The rest of the areas covered a wide range of possible topics. All eighteen of the male students wrote in at least one response. Twenty-two areas of interest were listed by these male students with Venereal Disease mentioned the most often (eight times), Dating, Contraception, Birth, and Abortion are mentioned twice. Venereal Disease is

the area of greatest interest for both the female and male eleventh- and twelfth-grade students in Marriage and Family Living.

Twenty-five percent of these students want additional study areas added to the curriculum of Marriage and Family Living, twenty-nine percent do not want any curriculum additions, and forty-six percent are undecided. Refer to Table 61.

Table 61

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not They Want Additional Study Areas Added to the Curriculum of Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	17	25%	20	29%	31	46%
11-12th grade students	18	2	11%	7	39%	9	50%
11-12th grade females	50	15	30%	13	26%	22	44%

The male students wrote in the following unedited comments or suggestions for additional study areas:

"single living, being a batchelor."

"basic human needs."

"I don't believe we could have because of time."

The female students made the following unedited suggestions:

> "Children and bringing them up, Birth and Adoption (how to go about), divorce, separation--how to handle certain problems."
>
> "Emotions, Behaviors of different peoples their ideas and thoughts."
>
> "More on drugs and abortions."
>
> "More on the ettiquette which should be used while on dates, etc."
>
> "Something about raising children, very basic."
>
> "A little bit of child psychology maybe."
>
> "How to get rid of inferiority complexes."
>
> "homosexuality, deviations, emotional responses, sexual relationships, man-woman feelings."
>
> "Less on marriage, more on premarital involvement with others, more on dating."
>
> "emotions in connection with premarital sex. Reactions to it."

The parents of these eleventh- and twelfth-grade students also had some suggestions for curriculum additions. Only six out of the twenty-seven parents of female students had any comments or suggestions to make. These unedited comments and suggestions are as follows:

> "Budgeting."
>
> "middle age or menopause problems and emotions of both sexes should be explained and studied."

"I was happy that manners for unusual situations was covered."

"Responsibilities of Marriage."

"Longer time spent on dating and relationships with fellow students."

"more on family relations--understanding parents."

Three out of the four parents of eleventh- and twelfth-grade male students wrote in suggestions or comments on curriculum additions. These unedited comments are as follows:

"Human Sexuality--what it means to be a boy or girl, man or woman."

"any thing that will help teenagers understand that Marriages and Families are important to a decent satisfying life and to achieve this they have to think of others beside themselves."

"adult to youth relationships. Adult problems and frustrations (they do have them too,) understanding parents."

Eighty-one percent of the eleventh- and twelfth-grade students feel that the speakers brought in to talk to them on the subject areas of Marriage and Family Living were worthwhile to their understanding of the subject matter. Four percent of these students feel negatively about this while fifteen percent remain undecided. The female students favored having speakers more than the male students,

however the male students are predominantly more undecided on this question. Table 62 pertains to this question.

Table 62

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not the Speakers Brought in to Talk to Them on the Subject Areas of Marriage and Family Living Were Worthwhile to Their Understanding of the Subject Matter

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	68	45	81%	3	4%	10	15%
11-12th grade males	17	12	67%	0	0	5	29%
11-12th grade females	51	43	84%	3	6%	5	10%

Seventy percent of these students also indicated that they would have liked to have had more speakers, twelve percent, however are content with the number they had and nine percent are undecided. Refer to Table 63.

Table 63

The Opinions of Eleventh- and Twelfth-Grade Students on Whether or not They Would Have Liked to Have Had More Speakers to Talk to Them on the Subject Areas of Marriage and Family Living

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
11-12th grade students	69	48	70%	8	12%	13	19%
11-12th grade males	18	12	67%	1	6%	5	27%
11-12th grade females	51	36	71%	7	14%	8	15%

The following three tables, Table 64 through 66, outline the responses of parents and students from all four populations concerning some specific characteristics of the type of teacher that they would prefer to have teaching in a family life and sex education program.

Table 64

The Opinions of Parents and Students in the Four Populations on Whether or not They Prefer that the Teacher is Male or Female, or if They Have no Preference

Populations and Sub-populations	N	Male		Female		No Preference	
		n	%	n	%	n	%
8th grade students	119	1	1%	56	47%	61	51%
Parents of 8th grade students	47	0	0	11	24%	36	75%
8th grade males	57	1	2%	22	39%	34	60%
Parents of 8th grade males	23	0	0	2	7%	20	93%
8th grade females	62	0	0	34	55%	27	44%
Parents of 8th grade females	24	0	0	9	36%	15	63%
11-12th grade students	68	1	1%	18	27%	48	72%
Parents of 11-12th grade students	26	0	0	3	11%	22	18%
11-12th grade males	18	0	0	3	17%	15	83%
Parents of 11-12th grade males	3	0	0	0	0	3	100%
11-12th grade females	50	1	2%	15	31%	33	67%
Parents of 11-12th grade females	23	0	0	3	13%	19	83%

One eighth-grade female student indicated that she would prefer both a male and a female teacher. An eleventh- or twelfth-grade female student also indicated a preference for both a male and female teacher. Parents of one eighth-grade male student want a male teacher to teach the male students and a female teacher to teach the female students.

Parents of an eleventh- or twelfth-grade female also indicated that they would prefer a male teacher to teach the male students and a female teacher to teach the female students.

All four of these populations selected a female teacher more often than they did a male teacher. The majority of the people in these four populations indicated no preference rather than picking a male or female teacher. Parents were more apt to indicate "no preference" than were the students, and eleventh- and twelfth-grade students indicated that they have "no preference" more often than did the eighth-grade students.

Both students and parents in these four populations prefer a married teacher to a single one, and most of these populations indicated "no preference" over selecting a married teacher. Table 65 pertains to these questions.

Table 65

The Opinions of Parents and Students in the Four Populations on Whether or not They Prefer the Teacher to be Single or Married or if They Have no Preference

Populations and Sub-populations	N	Single		Married		No Preference	
		n	%	n	%	n	%
8th grade students	118	8	7%	48	41%	62	53%
Parents of 8th grade students	44	0	0	22	50%	22	50%
8th grade males	56	4	7%	20	36%	32	57%
Parents of 8th grade males	18	0	0	8	44%	10	56%
8th grade females	62	4	6%	28	45%	30	48%
Parents of 8th grade females	26	0	0	14	54%	12	46%
11-12th grade students	66	4	6%	28	43%	33	51%
Parents of 11-12th grade students	28	0	0	11	39%	17	61%
11-12th grade males	18	1	6%	7	39%	10	56%
Parents of 11-12th grade males	4	0	0	1	25%	3	75%
11-12th grade females	48	3	6%	21	45%	23	49%
Parents of 11-12th grade females	24	0	0	10	42%	14	58%

The majority of the people in three of the four populations indicated that they have no preference as to whether or not the teacher, if married, has children, however more prefer that the teacher have children than remain childless. The eleventh- and twelfth-grade student population prefers that the teacher have children and indicated this more

often than they did "no preference." Refer to Table 66.

Table 66

The Opinions of Parents and Students in the Four Populations on Whether or not They Prefer the Teacher to Have Children, or if They Have no Preference

Populations and Sub-populations	N	Yes		No		No Preference	
		n	%	n	%	n	%
8th grade students	117	20	17%	12	10%	84	72%
Parents of 8th grade students	51	17	33%	2	4%	32	63%
8th grade males	55	9	16%	7	12%	39	68%
Parents of 8th grade males	24	8	33%	1	4%	15	63%
8th grade females	61	11	18%	5	8%	45	74%
Parents of 8th grade females	27	9	33%	1	4%	17	63%
11-12th grade students	68	35	51%	0	0	33	49%
Parents of 11-12th grade students	28	12	43%	0	0	16	57%
11-12th grade males	18	9	50%	0	0	9	58%
Parents of 11-12th grade males	3	1	25%	0	0	2	75%
11-12th grade females	50	26	52%	0	0	24	48%
Parents of 11-12th grade females	25	11	44%	0	0	14	56%

The majority of the students in both student populations indicated that they would prefer the teacher to be between the ages twenty to thirty. The parents in both the parent populations indicated "no preference" more often than

any of the age span choices. Several people in each of the four populations wrote in what they consider to be acceptable age spans rather than checking one of the choices on the questionnaire. This made the presentation of these results in table form rather impractical.

The parents and students were asked to answer the question concerning the expansion of the family life and sex education program by indicating a "yes," "no," or "undecided" response. The parents were also asked to give a written explanation of their choice of answers. The investigator errored in not asking the students to also respond in written manner. Table 67 pertains to this topic.

Table 67

The Opinions of Parents and Students in the Four Populations on Whether or not They Would Like to Have the Family Life and Sex Education Program Expanded to Reach Children at Additional Grade Levels

Populations and Sub-populations	N	Yes		No		Undecided	
		n	%	n	%	n	%
8th grade students	118	50	42%	35	30%	33	28%
Parents of 8th grade students	53	27	51%	13	25%	13	25%
8th grade males	56	25	45%	15	27%	16	29%
Parents of 8th grade males	25	12	48%	7	28%	6	24%
8th grade females	62	25	40%	20	32%	17	27%
Parents of 8th grade females	28	15	54%	6	21%	7	25%
11-12th grade students	69	59	86%	2	3%	8	12%
Parents of 11-12th grade students	30	12	40%	7	23%	11	37%
11-12th grade males	18	14	78%	1	6%	3	17%
Parents of 11-12th grade males	4	2	50%	1	25%	1	25%
11-12th grade females	51	45	88%	1	2%	5	10%
Parents of 11-12th grade females	26	10	38%	6	23%	10	38%

Parents of the eighth-grade students are more in favor of expanding this program than are their children. The reverse is true for the eleventh- and twelfth-grade students and their parents. Although the investigator did not ask for any written comments from the two student populations

concerning this topic of expansion, several eighth-grade students had some to make. One eighth-grade female student responded negatively to the question on expansion but stated: "I think 8th is just the right time to learn this not younger or older." Another eighth-grade female student answered "yes" to this question and commented: "It would be good to have it taught at lower grade levels." Only one male eighth-grade student wrote in a comment. He answered "yes" to the question and said: "not below 7th grade." Several written responses from both parent populations are included here. Many of the comments were deleted since they were repetitious. The "yes," "no," or "undecided" preceeding the comments are the response the parents gave to the question on expansion (the results of which are in Table 67).

The parents of eighth-grade female students made the following unedited comments:

"yes" "I feel it could be useful from fifth grade on up clear through H. S."

"no" "a few could benefit from earlier instruction but the majority are still not interested enough.

"yes" "I feel that any thing to give our children the truth of family life and sex education program should be taken to every possible advantage not all home speak freely as our family does so they need the program more.

"yes" "to lower grade levels. Too much misinformation is already there by 8th grade."

"yes" "Begin in lower grades perhaps not in such full detail but basic information that children are curious about since many parents do not discuss sex with their children."

"yes" "Should be started in a simplified way in the lower grades--before the children start developing and become self-conscious."

"no" "Seems to me the 8th grade course was quite complete."

"yes" "Not everything can be learned in 12 weeks. Things learned need to be reviewed and reinforced."

"yes" "All grade levels--Senior Hi level is as important--go into more depth--to learn what to do with information learned--resources for help etc."

"un" "I feel this course may have more value if taught to older children, maybe senior high school level."

"yes" "12 weeks is too short a time to cover more than the bare essentials."

"un" "if covered thoroughly in one year, I don't believe it should be dwelled on or emphasized."

The Parents of eighth-grade male students have these unedited comments to make in regard to the expansion of this program:

"yes" "Should begin in grades 4, 5, and 6--and Jr. hi has already some prefound ideas and may also have experimented."

"yes" "Begin in lower grades and build on beginning concepts, facts, knowledge--thru H. S."

"yes" "5th and 6th grade levels should be exposed to some of these courses to a lesser degree, with gradually increasing exposure as the student reaches higher grades."

"no" "Eighth graders seem to be at a good age for this type of course. Not too young to misinterpret and old enough to understand.

"yes" "Education about Human Sexuality cannot be begun too early!"

"yes" "Family life should be part of the total curriculum from k through 12."

"yes" "I feel the child learns the basic information, but when in 10th, 11th, and 12th they will want to know more detailed information, since they are the ones going on dates."

"yes" "attitudes are formed and questions asked at a much earlier age. Presentation to younger children would require approach appropriate to age."

"no" "If this class covers all the material in this paper and is taught properly--once would be adequate."

"no" "Personally, we feel 8th grade level is the right time to have more detailed education presented--Many receive information sooner at home from parents--which is good."

The parents of eleventh- and twelfth-grade female students made these unedited comments on expansion:

"yes" "Such a course just opens the gate for better family relationships and it certainly gives the students a situation where gray areas can be cleared up thru discussion with classmates and an adult."

"no" "Too many complicated areas for them to successfully comprehend. They just aren't mature enough under age 17 or 16 for some parts of this course."

"yes" "Yes, I believe it should be taught to Junior high at least."

"un" "I would want to know how it is handled before making a decision."

"un" "This depends on the maturity of the students and the freedom (lack of supervision) which they are given. Not all boys and girls are ready for some of these subjects at 15 years, and for some it is too late. If subject is presented too early it is meaningless."

"yes" "Should begin about 8th grade."

"yes" "Students could be intriduced to various aspects of course from 5th grade on."

The parents of the eleventh- and twelfth-grade male students made these unedited comments in regard to expansion:

"yes" "sex educ and fam life should be a part of the edu system k-12."

"no" "A program of the scope necessary to cover the subject matter really couldn't be properly presented to the lesser grades."

Both the parents and the students in all four of the populations had interesting recommendations and comments to make concerning Bozeman Public Schools' family life and sex education program. A selection of unedited recommendations and comments are included here. Some of these recommendations and comments have been deleted due to repetition.

Eighth-grade female students made the following unedited comments:

"I think it should be ungraded."

"I think that this unit doesn't need any improvements because the teacher is a very good teacher and she tells it like it really is!"

"More time, a full year course would help you learn better. I'd like to talk about abnormalities."

"I don't believe we should have tests on what we learned."

"more movies and guest speakers."

"go into intercourse more throughtly so we could understand it better."

"I felt that everything was quiet in order and it was very interesting."

"I thought we didn't go into homosexuality enough."

"Go into more detail in intercourse, etc. Longer amount of time. Girls should be able to see the boys movies and vice versa."

"I find the unit very helpful, but more time should be given on human sexuality."

"have the boys and girls separated more!!!"

"Do not have segregation."

Eighth-grade male students had the following unedited recommendations to make:

"Maybe more films, etc. more speakers, maybe they could have a unit on giving our own opinions on certain things such as V. D., trouble at home, drugs, etc."

"I think we went too fast."

"have a better book that would tell more things. Have more movies and less tests. Have smaller class."

"Make it more 'open.' Talk more about fertilization."

"Don't separate Boys and Girls."

"spend more time on Homosexuality."

The parents of eighth-grade female students made these unedited recommendations:

"I am in favor of the Health and Family Life course, but would like to see it extended and given depth to include the sociological and psychological aspects."

"The vast amount of information cannot be covered in the short time period allowed for each section. I feel it should be at least a one semester course or longer."

"I'm sure my daughter benifitted from the course as it was taught. Although I wondered if she had been a little older she may have gained more from the course."

"Course was good as taught. Could the course be given on a pass-fail basis, but without ABC grade?"

"My daughter (the only example I have) thought the class was great. Mrs. Lonner did a fantastic job of presenting the entire class."

"Don't get into any moral rights or wrong in this class. State the physical facts and leave the rest to home atmosphere and influence please . . ."

The parents of eighth-grade male students had the following unedited recommendations to make:

"My son wished their was more time spent on venereal diseases."

"religion be left out, but that there is a personal and moral obligation involved should be brought to the students attention."

"More guest speakers one from Family Planning Doctor Information where to go to get help costs involved."

Eleventh- and twelfth-grade female students had the following unedited recommendations to make:

"More speakers. Discussions afterwards concerning them. Fewer films on V. D., they were all alike."

"Need more time on some of the things. More money is needed to improve the course."

"More speakers."

"Smaller classes so there is more complete discussion."

"Should be a full year course."

"more 'real-to-life' situations and how to apply what we learn to these."

"I like it as it is."

"Don't make it so much like a home ec. class."

"allow more speakers, more outside surveys."

"Make available to parents so they can see through discussions that maybe their kids know something more than they give credit for."

"more class involvement."

Eleventh- and twelfth-grade male students had the following unedited recommendations to make:

"more emotional class activies."

"Teach more and take less surveys, I'm tired of being grouped up when I am an individual."

"Have more group discussions. Get all the kids in the course involved in the discussions. Try to get as many ideas as possible."

"Some of the less important matters such as dating need not be taken into such depth."

"maybe not quite so many movies."

"It's pretty good as it is right now."

"I think the only thing needing improvement is having more speakers, less films, more movies, I think they are really beneficial, and more Dr., to talk."

Parents of eleventh- and twelfth-grade female students had the following unedited recommendations to make:

"Our daughter has been so pleased with this program and we are all behind it (college son too) 100%."

"Expanded to at least one year."

"let the parents know what it is."

"More parent, teacher, student involvement."

Parents of eleventh- and twelfth-grade male students had the following unedited recommendations to make:

"more parent involvement."

The following unedited comments were made by eighth-grade female students:

"Mrs. Lonner is a very good teacher for this."

"It's a really good course that isn't boring (most classes are). Interesting, Mrs. Lonner is a really good teacher. I think that it's easier to respect her because she practices what she preaches."

"It was a good unit because the teacher was straight forward about it all."

"Most of it is up to the kids if the class is interesting or not for if their interested it will make them more open, if their shy nothing will come of it."

"I think the course is very helpful and very useful, worthwhile and interesting."

"I thought it was an interesting course."

"This unit in an overall was pretty good. I learned alot and cleared up alot of questions."

The eighth-grade male students had the following unedited comments to make:

"The teacher was very understanding and fair."

"It was very educational."

The parents of eighth-grade female students made the following unedited comments:

"It definitely should be continued. Thanks--the kids do need this type of course out of school--usually they will discuss more freely with their own peers."

"Health and Family life is an essential class to be taught to the young to prepare them to go into maturity."

"I hope segregation is enforced between female and male students."

"I would like to see some statement of the purposes and objectives of the family life and sex education class in print . . ."

The parents of eighth-grade male students made the following unedited comments:

"I feel that the course was handled very well and our boy benefited much in this course."

"the unit should be required for all students. Parents who don't allow their children to study the unit probably represent families who need this kind of instruction the most. At any rate, the information will be passed around and it would be better to get the information first hand through the unit of study."

Eleventh- and twelfth-grade female students made the following unedited comments:

"the teacher has a lot to do with this course. Must be able to trust him or her."

"Really about the only worthwhile course for many people--with an on-the-ball teacher!"

"The teacher we had was fantastic. The movies were really good."

"Mrs. Lumsden is a fabulous teacher. I don't know of one person who could better teach the course."

"Very good course it has taught me a lot more than what I thought I knew. If I had the chance I think I would take it again."

"I really enjoy this course. I think it has helped me very much."

"Very worthwhile class for seniors more than juniors."

"Teacher made class interesting and students felt free to discuss feelings."

"It is a great class."

"I feel I've learned more from this class than any number of classes I've ever had before."

"I found this course helpful in understanding life better."

"I think your project is worthwhile and needed."

"This course is good because you get from it things you can't read in a book."

"It's great, it didn't help me talk to my parents but it did help me talk to friends and boy friend."

Eleventh- and twelfth-grade male students made these unedited comments concerning this program:

"It is worth well."

"in most discussions I didn't think other people were being as open and honest as they should have been."

"I really liked it."

Parents of eleventh- and twelfth-grade female students made the following unedited comments."

"I think it is very important to teach about sex, marriage and family living especially sex because it is hard for most parents to discuss it with their children, so it is important for schools to do the best they can with teaching it."

> "As for any class, the success of the course is dependent on the teacher and the present course's popularity and success are due to Mrs. Lumsden's personality and her presentation of the material. My daughter said, 'We've gone through 12 years of school together and haven't known and understood one another until taking this course.'"
>
> "Personally, I think this course is great--too bad it wasn't taught 20 years ago! Young people today have to grow up so quickly and I believe this course, properly presented, can be a big help."

Parents of eleventh- and twelfth-grade male students had no additional comments to make.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the major findings of this study based on the general questions listed in Chapter 3. Conclusions as to the significance of the data and the limitations of the study are also discussed in this chapter. Recommendations are made for the improvement of this family life and sex education program and for further research.

SUMMARY

Parents of eighth-grade students are more familiar with the family life and sex education program than are the parents of eleventh- and twelfth-grade students. The fact that forty-four percent of the parents of eighth-grade students attended the parent-teacher meeting may have contributed to that population's greater familiarity with the program. Parents of eighth-grade students feel more positively about the worth of this program than do the parents of eleventh- and twelfth-grade students. Over four-fifths of both student populations feel that this program is worthwhile for their personal growth and development. Eleventh- and twelfth-grade students indicated that this program

helped them more than it did the eighth-grade students in talking with their parents on matters dealing with family life and sex education. Both parent populations feel that the fact that their children have taken a family life and sex education course helped them somewhat in talking with their children on this topic. The two parent populations are also in agreement with the school's philosophy concerning the content matter being covered in the family life and sex education program.

The eighth-grade students responded that most of the subject matter was covered thoroughly enough for them. The area of homosexuality was the only exception with twenty-four percent of the eighth-grade students indicating that they would have liked to have studied it in greater depth. The eleventh- and twelfth-grade students also indicated that homosexuality had not been covered thoroughly enough for them and they also wanted additional information on post-marital family relations. The eleventh- and twelfth-grade students generally feel that the majority of their study areas were covered adequately. Forty-four percent of the eighth-grade students and thirty-one percent of the eleventh- and twelfth-grade students feel that they knew most of the material covered in the course before taking the course.

Resource people are being used in the Marriage and Family Living course and the students feel that these speakers are useful for their understanding of the subject matter. Seventy percent of the eleventh- and twelfth-grade students would have liked to have had more speakers. Although speakers are not yet being used in the eighth-grade course, Health and Family Life, sixty-three percent of the students are in favor of utilizing resource people during the unit Human Sexuality and Embryology. The majority of these students feel that doctors and nurses are the types of speakers that they would have liked to have heard from.

Segregation of male and female students took place only in the eighth-grade unit Human Sexuality and Embryology while studying the male and female reproductive systems. The parents of these eighth-grade students are more in favor of continuing and expanding the segregation to include more subject areas than are their children. Both the parent and the student populations made suggestions for additional study areas which were listed in Chapter 4. Only twenty percent of the eighth-grade students and twenty-five percent of the eleventh- and twelfth-grade students want additional study areas added to the course curricula.

The eleventh- and twelfth-grade students were most in favor of expanding the family life and sex education program to reach children at additional grade levels. Their parents, however, are not in favor of expanding this program (perhaps this is due to their lack of familiarity with the program). The parents of eleventh- and twelfth-grade students are also divided on the issue of whether or not Marriage and Family Living should be required for all eleventh- and twelfth-grade students. At present this is an elective course and probably will remain so.

Both the students and their parents indicated "no preference" toward the marital status of the teacher. The eleventh- and twelfth-grade students were the only ones who did not indicate "no preference" in regard to whether or not the teacher, if married, had any children. The student populations tended to favor a teacher that is between the ages of twenty and thirty while the majority of their parents indicated "no preference."

CONCLUSIONS

The Bozeman Public Schools' family life and sex education program is definitely beneficial to the students involved in this program. The program aids in fostering

communication between parent and child on matters dealing with family life and sex education. The subject areas covered in both Marriage and Family Living and in the unit Human Sexuality and Embryology in Health and Family Life are satisfactory to most of the parents and are covered in enough depth for the majority of the students. The questions of whether or not to segregate the eighth-grade students on any or all of the subject areas of Human Sexuality and Embryology remains a difficult one which is best worked out between the teacher and the students taking the course.

The students possibly contradicted themselves when they indicated that most of the subject areas were covered in enough depth for them yet forty-four percent of the eighth-grade students and thirty-one percent of the eleventh- and twelfth-grade students indicated that they already knew most of the material covered in the course before taking it. One major limitation of this study is that the student populations were not asked for their written opinions concerning the expansion of the family life and sex education program.

RECOMMENDATIONS

The family life and sex education program should be continued and a thorough investigation regarding the possible

expansion of this program to reach children at additional grade levels should be conducted within the next two years. This future investigation should elicit student opinions as well as those of parents. The present family life and sex education program should be extended in length, especially the unit Human Sexuality and Embryology. The social as well as the physical aspects of family life and sex education should be stressed in the eighth-grade unit Human Sexuality and Embryology. The possibility of offering Marriage and Family Living and the unit Human Sexuality and Embryology on a non-graded basis should be investigated by the school system. The parent-teacher meeting for parents of eighth-grade students should be continued and the possibility of initiating one for the parents of eleventh- and twelfth-grade students in Marriage and Family Living should be explored.

Curriculum guides and an official statement of the goals and the objectives are definitely needed for the course Marriage and Family Living and for the unit Human Sexuality and Embryology. The teachers in both these courses should continue with their regular student course evaluation and the total program should be evaluated every third year preferably by someone external to the school system.

APPENDIX

Dear Parent or Guardian,

School District No. 7 has given me permission to conduct an unofficial evaluation of its Family Life and Sex Education program. The enclosed questionnaire concerns the unit on Human Sexuality and Embryology in your child's Health and Family Life course. The information obtained from this questionnaire will be used only for the completion of my master's degree in education from Montana State University. It would be appreciated if you would complete this questionnaire and return it in the stamped, self-addressed envelope at your earliest convenience. There are no right or wrong answers on this questionnaire but your opinions will be of great importance in the evaluation of this program. Please feel free to discuss this questionnaire with your son or daughter. The information received on this questionnaire will remain confidential.

Thank you,

Barbara B. Handley

Dear Parent or Guardian,

School District No. 7 has given me permission to conduct an unofficial evaluation of its Family Life and Sex Education program. The enclosed questionnaire concerns the course, Marriage and Family Living, which your son or daughter will complete at the end of this school year. The information obtained from this questionnaire will be used only for the completion of my master's degree in education from Montana State University. It would be appreciated if you would complete this questionnaire and return it in the stamped, self-addressed envelope at your earliest convenience. There are no right or wrong answers on this questionnaire but your opinions will be of great importance in the evaluation of this program. Please feel free to discuss this questionnaire with your son or daughter. The information received on this questionnaire will remain confidential.

Thank you,

Barbara B. Handley

Dear Eleventh or Twelfth-Grade Student,

School District Number 7 has given me permission to conduct an unofficial evaluation of its Family Life and Sex Education program. The questionnaire attached to this letter is for you to use in helping to evaluate the course, Marriage and Family Living. The information obtained from this questionnaire will be used only for the completion of my professional paper for a master's degree in education from Montana State University. This questionnaire is to be answered on a voluntary basis, if you do not wish to complete it please return it to your teacher. There are no right or wrong answers on this questionnaire, but your opinions will be of great importance in evaluating this unit. Please do not put your name on this letter or on this questionnaire in order that your answers will remain confidential. Thank you for your help.

Barbara B. Handley

Dear Eighth Grade Student,

School District No. 7 has given me permission to conduct an unofficial evaluation of its Family Life and Sex Education program. The questionnaire attached to this letter is for you to use in helping to evaluate the unit, Human Sexuality and Embryology, in your Health and Family Life course. The information obtained from this questionnaire will be used only for the completion of my professional paper for my master's degree in education from Montana State University. This questionnaire is to be answered on a voluntary basis, if you do not wish to complete it please return it to your teacher. There are no right or wrong answers on this questionnaire, but your opinions will be of great importance in evaluating this unit. Please do not put your name on this letter or on this questionnaire in order that your answers will remain confidential. Thank you for your help.

Barbara B. Handley

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