

A CRITICAL EVALUATION OF A FAMILY LIFE  
AND SEX EDUCATION PROGRAM

by

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## ABSTRACT

The purpose of this study was to discuss and evaluate the implementation of a family life and sex education program into the curriculum of the Bozeman Public Schools. The investigator attempted this description and evaluation because so little was known about how a school system could successfully put into effect so controversial a course of study, and such a study, he felt, would provide valuable information to other school systems on how they might proceed in introducing sex education into their curriculum.

The investigator followed the implementation process as it unfolded by attending all meetings of the School Advisory Committee on Family Life and Sex Education, a committee composed of eighteen informed Bozeman educators and laymen. He had complete access to all printed materials compiled during the 1967-68 school year concerning the implementation process. He was able to evaluate the process by surveying the literature and choosing those criteria which were applicable to the Bozeman situation.

Conclusions arrived at as a result of the study were: (1) the implementation process which this study described and evaluated was considered to be a success; (2) valuable contributions were made to the ultimate success of the process by the administration of School District #7, the adults of the community directly or indirectly, and the students of Bozeman Senior High School; (3) the question of religion did not enter unnecessarily into the discussions or recommendations although it was given due consideration; (4) the School Advisory Committee on Family Life and Sex Education and the Bozeman school administration were wise and careful not to base the need for sex education solely on the basis of statistics dealing with abortions, premarital pregnancies, teenage marriages and divorces, and other such statistics; (5) the School Advisory Committee on Family Life and Sex Education was successful in discovering what areas of sex education were not being handled adequately by the home and the church before deciding upon any action; and (6) the Citizen's Committee Report to the School Board definitely established that there was a need for sex education and that if the recommendations which were made in the report were carried out, the new family life and sex education program would very likely be successful.

Recommendations which were made as a result of the study are as follows: (1) school systems desiring to implement sex education could profit from what Bozeman did as described by this study, but they should be cautious to adapt their program to their community's needs and expectations; (2) a school system should be certain to

involve all segments of the community in the implementation process and to establish an unmistakeable need for sex education in the community; (3) a school system should develop its sex education program so that it offers integrated instruction from kindergarten through adult education; (4) a well constructed sex education program should contain a method for periodic evaluation; and (5) future research studies should be conducted to establish the effectiveness of this program and to describe implementation procedures employed by other school systems across Montana and the United States.

## CHAPTER I

### INTRODUCTION

In our modern, fast-moving society the American family is spending less and less time together as a unit than ever before. Along with the apparent decrease in time spent with the family, there has been an increase in the responsibility that each family member has to his society as our country becomes more and more urbanized. Never before has there been such a need for wise guidance of America's youth as now. Obviously since our families are spending less time as a unit than ever before, the leaders of the family unit, parents, are not apparently willing to "educate" their youngsters as adequately as the parents should and as completely as the children need. Today's parents either have come to neglect certain vital aspects of their youngster's development or to require other segments of our society to do the educating for them.

Probably more than other segments of our society, the American public schools have taken over more and more of the "social education". The schools most noticeably have broadened recreation activities; yet, they have also gone, sometimes hesitantly, into other areas. One of the areas which foresighted educators have come to realize is being neglected elsewhere but is of prime importance to the development of the total individual child is the area of family life and sex education. Yet even the most foresighted recognize that

this is one addition to the school curriculum that could be difficult to implement because the very mention of sex in our society conjurs up visions of base desires and emotions. . Parents do not seem to be clearly saying that this is something which they want for their children. It is for this reason that many well-meaning educators have chosen not to involve their schools in the establishment of a complete family life and sex education program.

At the time of the writing of this study, the procedures employed by others in establishing a family life and sex education course of study are almost totally absent from the literature. As a result those educators desiring to implement such a needed program have to proceed carefully and develop their program as they proceed. The administration of the Bozeman Public Schools felt the need to put into effect a family life and sex education program; yet, as other schools discovered, they were faced with this lack of information as to how to go about it. It is this investigator's intention to describe what the Bozeman schools did in the hope that those schools which follow will have some blue-print to go by.

#### STATEMENT OF THE PROBLEM

The problem which was being investigated was a critical evaluation of the implementation procedure of a family life and sex education course of study for the Bozeman Public Schools. The study consisted of an objective description of the steps which were taken by the School Advisory Committee on Family Life and Sex Education, by the administration

of the Bozeman Public Schools, and the Board of Trustees of School District #7 to put this program into effect.

The study attempted to critically evaluate these implementation procedures. The education literature proved to be fairly comprehensive when raising questions that needed to be taken into consideration when a school system is attempting to implement such a comprehensive program. The following are some of the questions which were used to evaluate the process:

1. Were good public relations developed and maintained during the implementation process?
2. Were young people allowed to have a voice in the planning?
3. To what extent were the adults of the community involved in the planning?
4. Was the general public made aware of the scope and purpose of the program and if so what methods were used to gain public support and acceptance?
5. Did the administration of the public schools show hesitation or fear in promoting the program?
6. Did the school usurp the power of the home or church in developing the program?

#### PURPOSE OF THE STUDY

The investigator believed that this study would be of great value to school administrators, school board members, and others involved in the process of establishing a family life and sex education program. Anyone faced with the problem of implementing such a program realizes that many thousands of words have been written on the topic of sex education in our public schools; most of it favoring sex education.

The literature is filled with comments on why there should be such a program and what should constitute a family life and sex education program, but interested educators probably can not find one detailed article on how to implement such a program into the school curriculum. This seemed to be putting the horse before the cart; a school district can not really begin to establish course offerings until it has been established what is already being taught along these lines, are these offerings adequate, and do the community and students feel the need for such a program.

#### PROCEDURE

The writer was given complete access to all meetings concerned with the implementation of a family life and sex education program and to all the reports compiled by the various groups concerned with implementation. The investigator was able to follow the implementation process from its very beginning to its approval by the Board of Trustees of School District #7. The critical evaluation was achieved by surveying the literature for criteria which were applicable to the Bozeman situation and then by applying each criterion objectively in an attempt to point out the strengths and weaknesses of the implementation used in Bozeman.

#### DEFINITION OF TERMS

Board of Trustees of School District #7 - Those seven individuals elected by the qualified voters of Bozeman, Montana to conduct the business of the Bozeman Public Schools as representatives of the community.



Critical Evaluation - An attempt to find value by applying previously selected standards and judging the relative strengths and weaknesses according to these standards in an impartial and consistent manner.

Family Life and Sex Education - A complete course of study that has these distinguishing characteristics: (1) a careful study is made of man's sexuality in the same manner that any other aspect of man's moral makeup is examined; (2) course offerings involve the psychological and social aspects of sex as well as the biological aspects; (3) discussions are also aimed at all aspects of family living such as the individual's role as a member of the family unit in babyhood, adolescence, and adulthood; and (4) all course offerings are made a part of the complete school curriculum so that sex is not regarded as anything to be feared.

Implementation Process (Procedure) - The total set of actions taken by the School Advisory Committee on Family and Sex Education and the administration of the Bozeman Public Schools to establish the need for sex education and to make specific recommendations to the school board for such instruction.

Program (Course of Study) - The program is the ultimate outcome of the work done by the School Advisory Committee on Family Life and Sex Education and the Bozeman school administration. It is the plan of the courses to be offered in the public schools dealing with sex education.

School Administration of the Bozeman Public Schools - The officials charged with the management of the Bozeman Public Schools.

School Advisory Committee on Family Life and Sex Education - The group of prominent educators and laymen appointed by the Board of Trustees for School District #7 to establish whether a need existed in the community for sex education in the Bozeman Public Schools and to make recommendations to the board concerning course offerings, class scheduling, and instructor qualifications.

Resource Person - Those individuals available in the community who although they are not teachers are better qualified in specific areas of instruction than the average teacher and, who, therefore, are called upon to add depth to the instruction in those areas.



#### LIMITATIONS OF THE STUDY

The study was limited to a description and evaluation of the implementation procedures employed by one community, Bozeman, Montana. Furthermore it was not within the scope of the study to discuss and evaluate the actual integrated course offerings which came about as the result of the implementation process. And it is within the scope of the study to discuss the effectiveness of the family life and sex education course offerings.

#### SUMMARY

The study was a critical evaluation of the implementation procedures employed to institute an integrated course of study of family life and sex education in the Bozeman Public Schools. Many school administrators have found themselves in a position similar to the one the administration of the Bozeman Public Schools found themselves in the fall of 1967. The Bozeman school administration were desirous of putting into effect a sex education program, but there was very little precedent to be found on which they could rely since the literature and other sources of information seemed to provide very little information on how they could proceed. Other school systems have reached the same point and without any sign posts to guide the way have abandoned their intentions. The Bozeman Schools did not allow this uncertainty to deter them; they decided to forge ahead with implementation of a family life and sex education program anyway.

The present study described the implementation process carefully as it proceeded during the school year 1967-68. It then attempted to evaluate the implementation process on the basis of criteria set forth in the literature for evaluating it. It is felt by the investigator that this study will be an aid to those school systems faced with the problem of putting into effect a complete family life and sex education course of study because it tells how one school system went about the process of implementation and what the strengths and weaknesses of their approach to the problem were. The next chapter will concern itself with a review of the literature concerned with family life and sex education.

## CHAPTER II

### REVIEW OF LITERATURE

The background of this problem can be very well summed up by paraphrasing one of Mark Twain's best-known statements; everyone is always talking about sex education but very few are actually doing anything about it. Many people have a great deal to say about sex education, but very few of them are constructively engaged in doing something about it. This state of affairs raises several interesting questions.

First, what factors have caused this desire to talk rather than to act? The answer can be summed up quite simply in one word - fear. This idea of fear is noted by many authorities in the field. The Teacher's College Record (1965) says, "It seems odd that when sexual behavior and impulses are the standard stuff of stage and screen, books, locker rooms, not to mention a great proportion of casual conversations, the same subject is under strict interdict in our halls of learning." Kornhausen and Kornhausen (1967) think that they know why this strange state of affairs exists. These men say, "fear can come in many forms. One type of fear is the parental fear of loosing sex impulses in schools. . . A second type of fear is the fear of public indignation that many timid administrators expect." Almost everyone agrees that sex information should come from parents first and foremost, and that it is not forthcoming. Cannon (1961) believes fear exists for two reasons. One

reason is that parents themselves are basically ill-informed and as a result experience guilt feelings when discussing sex with their children. The other reason is that most parents are restricted by false or imagined cultural standards from giving information. Not only are parents hesitant about giving accurate sex information but so are schools. Many school administrators are hesitant to act. Manley (1964) lists three possible reasons when she points out that school administrators ask themselves such questions as: is it too controversial; will there be too much public criticism; how does one get sex education into the school's curriculum; and what kind of teachers will be best for the job of teaching such courses. Failing to find easy answers to these questions, many administrators do not venture into the area of sex education. This hesitancy on the part of administrators is discernable in several quotes made by administrators in an opinion poll conducted by the Nation's Schools (1960). Some representative quotes were:

"Let the parents do something besides furnish the children."

"The place for sex education is in the home, at an early age, with wise guidance in proper behavior."

"Sex education is too delicate a subject for the schools to handle."

It seems obvious that both groups feel that someone else can give the information better.

Who is it then that gives our children their information if parents and schools do not? Accurate sex information is not available in most cases, but that does not stop young people from wanting to know so they

get their information where they can. Duvall (1961) noted in her discussion of a survey taken by the National Parent Teacher Association that, "approximately half our children get what they know about the intimate areas of life from friends their own age or a bit older." Manley (1964), addressing herself to the same problem, quoted from a survey of one thousand teenagers which was done by Purdue University and which revealed that fifty-three per cent of the boys and forty-two per cent of the girls received the bulk of their sex information from their peers while another fifteen per cent stated that they pieced together what information they had about sex by themselves. In the same study thirty-two per cent of the girls and only fifteen per cent of the boys said that their parents were the primary source of information and only six per cent of both groups attributed their information to the schools. Kornhausen and Kornhausen (1963) make the point that, "In most of the world . . . it is easier to come by sexual experience than to gain accurate information."

If the young people of today get their sex information in locker rooms, at pajama parties, and on street corners, what effect has this faulty and often false information had on the current generation? The answer to this question is shocking. Luckey (1965) strikes the mood of the situation when he says, "Our divorce rate is high; illegitimacy is soaring; venereal diseases are increasing, especially among teenagers; more women are not virgins at marriage; and more people are engaging in extra-marital affairs than were in the last decade." In

addition he notes that mental illness is on the rise as is the intake of drugs. Manley (1964) estimates that two out of every five girls marrying in the previous year were teenagers ( a figure which Calderone (1964-a) states, "is closer to the Asian model for marriages than to the European model"). This is even more alarming when one considers the fact that fifty per cent of the high school girls were pregnant at the time of their marriage and that three out of every four marriages involving teenagers are headed for dissolution in the form of divorce, annulment, or separation. Manley also makes mention of the fact that between the years 1959 and 1963 the rise in instances of infectious syphilis was four hundred and forty-eight per cent, and of that number about fifty-four per cent were young people under the age of twenty-four. Not only are teenagers contracting venereal diseases but also their lack of knowledge is appalling. She mentions a venereal disease clinic in New York City which is run by Dr. Cecilia Dechin. This clinic has treated six hundred teenagers for venereal disease in its three year existence, and of that number sixty per cent did not know how venereal disease was transmitted and thirty-two per cent did not know that venereal disease could be treated.

These startling statistics obviously lead one to ask another question. Who, where, and how can these statistics be reversed? If the parents and churches do not fulfill their obligations, then according to Calderone (1966) the job falls to the schools by default. If the school accepts the challenge, as the investigator feels it must, then the answers are given to who and where, but the one of how still remains.

This question of how is hotly debated. Many educators point proudly to the curriculum of their schools, saying that they fulfill their student's need to know about sex by offering special units on biological reproduction and human anatomy within their biology courses. This view is assailed by many of the leading thinkers in the field who point out that sex information without any discussion of its emotional aspects is of little value. Sweden has long given this kind of sex education and even they admit that it has not been a successful method.

Calderone (1965-a) maintains that, "sex education should be broad and consider all aspects of man's sexuality . . . "It should teach the student, "what sex is for." A new attitude toward sex should be developed. She insists, "What is needed is education of sexuality which is a part of man's total personality. Sex education does not merely consist of knowledge about reproduction. The sex education needed is for the high school student to learn moralities of sexuality. Sexual moralities are exactly the same as the moralities that apply to any other human relationships."

Many curriculum plans have been offered as examples of how schools can fulfill their obligations. Most agree with Calderone (1964-b) when she says, "From first grade through senior high we must see to it that our youngsters have full, factual information in this field appropriate to their ages . . . " Quinn (1966) lists such a complete program. He feels a sex education program should begin in the lower primary grades since distorted concepts are not yet cluttering up the child's mind, and healthy attitudes can be built from here.



Certain basic words are taught, and the children study all the processes of life, the development of plants and animals as well as humans. In the intermediate grades, usually near the end of the fifth grade year, the students study human reproduction and growth. At the junior high school level the students are beginning to awaken to the fact that all that they have learned about reproduction has a special meaning. At this level, Quinn suggests information concerning reproduction and genetics, family living and venereal disease. In high school the students are then ready for frank discussions and for research in the areas that interest them the most. Never, caution Kornhausen and Kornhausen (1963) should, "sex education be regarded as an isolated subject, but as an integrated part of the total curriculum. . ."

A complete sex education program, especially at the high school level, according to Calderone (1966) should include the following:

1. A course in reproductive biology.
2. A study of sexual and mating behavior.
3. A study of physiology and psychology of human sexual responses.
4. A course in family living with particular emphasis on the family's relation to society, the institution of marriage, and the factors which are threatening the family of today.
5. "Consideration of man in relation to his environment and the dynamics of population growth in relation to family and social planning."

The questions which have been raised in this paper are questions which are as applicable in Bozeman, Montana as they are in New York City, New York and are just as perplexing. Family living and sex



education courses of the scope which have just been mentioned by Calderone and Quinn would supply some of the answers and solve many of our young people's moral dilemmas. Yet there are no answers given in the literature as to how a school district and its leaders go about instituting these needed courses. The investigator has been unable to find one detailed description of how a sex education program was instituted into a school district. At this stage in the development of sex education curricula, therefore, it appears to be each school district for itself. Calderone (1966) sums up the present situation quite well when she says, "There are as yet no clear-cut guidelines or established procedure for sound sex education, but some beginnings exist. Communities will, I hope, try many patterns. Some will fail for lack of honesty, vigor, or imagination. Others will, as always, be blocked by bigotry or prejudice. A few will push our frontiers outward and open the way before us."

Many school systems across the country are presently wrestling with this problem in an attempt to develop a good, workable program. The Bozeman, Montana Public Schools is one of these school systems. The Bozeman schools for some time have taught many aspects of sex education and family living within the framework of other courses. A detailed study was conducted to examine the sex education which was being given to the students in the public schools as of September 1, 1967. This study (in complete detail in Appendix A) revealed that although sex education was being taught, the information was not

sufficiently integrated from one level to the next and the bulk of the information dealt with the biological aspects of sex and not enough with the emotional aspects. These findings played a part in prompting the administration of School District # 7, under the leadership of Superintendent of Schools Milton K. Negus, to undertake the implementation of a sex education course of study.

To aid in the development of this program, School District # 7 invited eighteen prominent educators and laymen from the Bozeman area to a meeting in Superintendent Negus's office on Wednesday, October 25, 1967. The School Advisory Committee on Family Life and Sex Education was formed from this group. The Charter (1967) of this committee specifically charged the committee to consider these things:

1. Whether the program (sex education program) should be expanded to include:
  - a. Specific and comprehensive information about human physiology as related to sex development and functions.
  - b. Social and moral aspects of sex adjustment and conduct.
2. The age or grade levels at which particular aspects of the program should be presented and whether pupils should be segregated for phases of instruction.
3. The suitability of visual instructional materials used in the program.
4. The qualifications of the persons who present the material.
5. The process through which community acceptance of a family life and sex education program should be taught.

This past school year the School Advisory Committee on Family Life and Sex Education along with the administration of the Bozeman Public Schools have attempted to put the mandate given them by the

committee's charter into effect. As the study indicates their efforts met with success; however, not all the questions which have been raised by the leading thinkers have yet been brought out here. Still to be answered is the question were the procedures which the committee and the school administration employed the best and wisest possible under the circumstances? Kirkendall and Cox (1967) give at least eight criteria which can help to answer the question. They feel that the following must be done by planners of a workable family life and sex education program:

1. Good public relations must be established;
2. Young people must be invited to participate in some phases of the planning;
3. Adults of the community must be involved in the planning;
4. The public must be made aware of the scope and purpose of the program;
5. The school's administration must not show fear or hesitation in pushing the program;
6. Religion must not be involved unnecessarily when considering the subject matter to be included in the program, but it should not be avoided when certain areas of the subject, such as birth control, are being included;
7. The school must be very careful not to go into those areas that are being adequately handled by parents and churches; and
8. The public must not be sold on the necessity of sex education solely on the basis that such a program will reduce venereal disease, premarital pregnancies, and abortions. Kirkendall and Cox say, "To use data on their prevalence to obtain support for sex education programs without recognizing the social pathology associated with these ills is to arouse false expectations."

Such an application of evaluative criteria to one school system's implementation procedure can help to give more light in an area that is badly in need of illumination. The study should serve as at least a partial answer to the question of how a school proceeds implementing such a program. This study will now continue with a description of the process used in Bozeman and an objective, critical evaluation of the procedures.

## CHAPTER III

### ANALYSIS OF DATA

#### Statement of the Problem

Many school administrators across the nation were in the same position that the administration of the Bozeman Public Schools under the leadership of Superintendent of Schools Milton K. Negus found themselves in the fall of 1967. It was evident to them that there was a definite need for the young people of the community to get more information regarding family living and sex education than was being currently provided. It also seemed evident that this need could be answered in part at least through an integrated course of study in the Bozeman Public Schools dealing with all aspects of family life and sex education. The real question to them was not so much what courses should be added to the curriculum as it was how did one go about putting such a program into effect, for although it appeared to be obviously necessary, one could not simply draw up the courses and begin teaching. In the delicate area of sex in the public schools it was not that simple; a clear need for such education must be shown and a clear mandate from the public must be obtained before anything could really be done. How this could best be accomplished was not really certain because as they studied the literature dealing with sex education, it became apparent that no one seemed to have a clear idea as to how the problem should be approached. Two choices

clearly lay open to the school administration; either drop the idea completely for lack of proper guidelines until a later more propitious time or go ahead cautiously on their own. No one would have blamed them for choosing the former alternative; they chose the latter. This writer was fortunate to get into the implementation program at its inception, and as a result he was able to follow the process used by the school administration and the School Advisory Committee on Family Life and Sex Education from its very beginning until its conclusion. This study purports now to describe how one school system made a program of family life and sex education a reality and then to evaluate the strengths and weaknesses of their procedures, in the light of what leading thinkers in the field of sex education feel must be done if the program is to succeed.

#### Implementation Process

The first thing done by the school administration was to become familiar with the entire area of sex education by surveying the literature in the field and by contacting other school districts across the nation who had a sex education program in operation. For the most part this information did not tell them exactly how to proceed themselves, but it was valuable in allowing them to capture the essence of this controversial area and to know what the leading thinkers in the field were saying.

The tack taken by the Bozeman School Administration in the beginning

was rather simple. They attempted to show plainly the need which existed for sex education in Bozeman and to make this exhibited need so plain that almost no one could miss it. Their first move was to make a complete study of the sex education which was being offered as of September 1, 1967, to the students in the Bozeman Public Schools. This survey, conducted by Wallace O. Forsgren, Curriculum Coordinator of the Bozeman Public Schools, showed that sex education was not being offered by the Bozeman Public Schools. The sex education being offered was obviously not enough nor was it well integrated from grade to grade. This survey (to be found in its entirety in Appendix B) supplied the first clear evidence that little was being done for the young people of Bozeman in the area of sex education.

The school administration now had sufficient evidence to warrant further study. The findings were presented to the Board of Trustees of School District # 7 along with a request to form a committee composed of prominent local educators and laymen which would further examine the need locally for better sex education. After consideration of the survey, the trustees agreed to the formation of such a committee and issued a charter thereby creating the School Advisory Committee on Family Life and Sex Education. This charter (to be found in its entirety in Appendix A) among other things charged the committee to consider these subjects during their deliberations:

1. Whether the present program should be expanded to include:
  - a. Specific and comprehensive information about human physiology as related to sex development and functions.



- b. Social and moral aspects of sex adjustment and conduct.
2. The age or grade levels at which particular aspects of the program should be presented and whether pupils should be segregated for phases of instruction.
3. The suitability of visual instructional materials used in the program.
4. The qualifications of the persons who present the material.
5. The process through which community acceptance of a family life and sex education program should be taught.

It was this committee, together with Milton K. Negus and Wallace O. Forsgren of the Bozeman Public Schools, that did the bulk of the work compiling the evidence supporting the need for better sex education and making carefully-prepared recommendations to the school board. The composition of the committee itself contributed immensely to the ultimate success of the implementation process. The committee's charter stated specifically that the committee be made up in this manner:

1. Four members from the local Parent-Teacher Association,
2. One member from the city-county health office,
3. One member from the Gallatin County Dental Association,
4. One member from the Gallatin County Medical Association,
5. Five members from the faculty of the Bozeman Public Schools,
6. One member from the Bozeman Ministerial Association,
7. One member from the Department of Nursing at Montana State University,
8. One member from the Department of Home Economics at Montana State University,
9. One member from the Bozeman Chapter of the American Association of University Women,

10. One member of the League of Women Voters, and
11. One member of the Gallatin Chapter of the Montana Association for Mental Health.

This eighteen member committee was composed of very able individuals representing most segments of the community interested in sex education in the public schools. Each member brought to the committee's work a unique ability and personality that seemed to complement the abilities and personalities of the others and that seemed to make their work that much easier. In accordance with the wishes of the administration a non-educator was appointed chairman of the committee. This selection itself proved to be a very good one because the able, dynamic leadership provided by the committee's choice, the Reverend Marcus West, contributed greatly to the ultimate success of the implementation process. This investigator feels strongly that the makeup of the committee was as vital to ultimate success as the procedures which they followed and which will now be described.

The committee attempted to deal exclusively with the areas which its charter charged it to. Meetings were scheduled every other Wednesday evening at 8:00 p.m., but as the year progressed more and more work was done by subcommittees outside the committee meeting room, the committee met at less frequent intervals. In all there were eight committee meetings covering a period from October 25, 1967 to March 31, 1968. At the initial meeting Superintendent Negus explained to the committee members the purpose of their being called together; he stressed that the school board, after seeing the survey of courses

in sex education presently being offered to the students, had created the committee to discover whether a definite need did exist and if it did what could they recommend to rectify this need. Copies of the committee's charter and the survey of present sex education in the schools were given to each member, and they were invited to study these over prior to the next meeting as well as to think of possible questions that could be included on a student questionnaire concerning sex education.

At the second meeting, held November 8, 1967, the Reverend Marcus West was chosen as the committee's chairman. At that time Superintendent Negus explained the reasoning behind the idea of a student questionnaire to be given to high school students in Bozeman. He said when he personally felt the students were not getting all the education that they needed in an area, the thing to do was to ask the students themselves. It had been his experience that the students were aware of it when they were not getting all the education they needed and that this more than any other statistic would show that a need existed. At the conclusion of this meeting, after a great deal of discussion on the questionnaire idea and what things should be asked, a subcommittee was appointed to develop a questionnaire for junior and senior high school students. Two other subcommittees were also formed. One of the subcommittees was to develop a parental questionnaire in an attempt to discover the attitude of parents in the community towards a program of family life and sex education. The other subcommittee was to collect "vital statistics" concerning the number of unwed mothers, abortions, venereal disease prevalence, teenage

marriages, and teenage divorces occurring in the Bozeman area. All these things would help to establish the need for better sex education.

At the third meeting on November 23, 1967 the previously appointed subcommittees reported back to the committee as a whole. The subcommittee collecting the "vital statistics" noted statistics locally that seemed to be a part of the trend across the nation; such facts were gathered as twenty per cent of the children born in Bozeman were conceived when one or both of their parents were of high school age, there had been a fifty per cent increase in the number of unwed mothers between 1966 and 1967 in Bozeman, and the number of divorces as compared to marriages was increasing steadily. The subcommittees previously commissioned to develop the student and the adult questionnaires brought their finished questionnaires to this meeting for final discussion and approval. After approval of both, the committee decided that the student questionnaire was to be given to two high school study halls selected by the principal because they were fairly representative of all three high school classes. At the junior high school level the students were homogeneously grouped for classes so it was determined to give the questionnaire to a slow, an average, and an accelerated group at the 7th, 8th, and 9th grade levels. The questionnaires sampled a total of approximately 200 students at each level and as such were regarded as representative and fairly accurate samples of the entire population. To insure that the questionnaires to the students would not be misunderstood the committee considered a community-wide publicity program explaining its purpose, but they eventually decided against this idea as being too

time consuming. Instead they presented the questionnaire first to the high school PTA and then to the high school student council. Both of these groups endorsed its content and purpose, thus establishing a favorable attitude toward the questionnaire prior to its distribution among the students. The committee also desired to get a random sampling of the adult opinion in the community through the adult questionnaire. Finally they decided on choosing a class in the Bozeman schools and then sending the questionnaire to the parents of that class. The parents of the junior class were chosen as the sample in part because parents of this age child were aware of the sex-related problems faced by their children as they matured and in part because it was very likely that this class would yield a cross section of opinion. (A complete break down of the "vital statistics" as well as the final student and adult questionnaires can be found in Appendix C). At this meeting the committee also began to consider the time when they would want to involve the public in the implementation process. One of the committee members volunteered the services of the local radio station with which she was affiliated thereby involving one of the local mass media in the process although at this time the offer was not taken advantage of. This is never the less an important event because it marked a time when the committee began to face the fact that they would need to make public their findings and recommendations, and this offer opened a line of communication which would probably prove useful when the time to publicize came.

The fourth meeting was held December 13, 1967. At this meeting new subcommittees were created to tabulate the remarks made by the

students when their questionnaires were returned. Approximately one third had been returned by the time of this meeting and the committee was informed that the returns were running about ninety to 100 per cent strongly favoring sex education. (An interesting note is that the number of returns on this questionnaire never exceeded one third of the total and practically all of the questionnaires that were going to be returned were returned within two weeks of their mailing.) Another thing which this meeting revealed had been done to further establish need was that a letter had been sent to the members of the Bozeman Ministerial Association asking them if they approved of the idea of sex education in the public schools and asking them to estimate the per cent of "shot gun" weddings which they had performed the previous year. The responses that had been gathered were and continued to be 100 per cent in favor of the idea of sex education although they differed in their estimates of the number of "shot gun" weddings which they performed (samples of minister's comments can be found in Appendix C). The final item on the agenda of this fourth meeting was a discussion of the possibility of extending sex education to the adult level. Dr. Clark Swain, a committee member and professor of home economics at Montana State University, mentioned that many adults had asked him about an adult education course dealing with sex education. He volunteered to look into the matter and report back to the committee.

The fifth meeting of the School Advisory Committee on Family Life and Sex Education was held January 10, 1968. The bulk of this meeting concerned itself with a discussion of the tabulated results from the junior high school questionnaire. These results (to be found in their



entirety in Appendix C) indicated that children of this age felt the need for more information concerning family life and sex education than they were presently getting, and that they became more persistent in their demands as they grew older. It was shown that the majority of these students felt the bulk of their sex-related information should come from their parents but that as they got older more and more of it came from others, most notably from their friends. The committee felt that this report showed a very definite need for better sex education, a need that would be difficult to ignore. The remainder of this fifth meeting was taken up with the viewing of a film that could possibly be used as one of the audio-visual materials in the sex education program. This film served as the basis for the first real discussion among the committee members about the problem of segregating classes during instruction. Even though no real decision was reached concerning the acceptance of the film or segregation of classes at this point, the discussion was never the less important because it marked the first time the committee really had projected itself past the stage of showing a need and into the stage of concrete discussion of curriculum offerings and class schedulings, a stage that they would definitely have to spend more time on as the year progressed if they were to be able to make wise recommendations to the school board. Dr. Clark Swain reported to the committee on the adult education class which he had referred to at the close of the last meeting. He stated that the Department of Home Economics at Montana State University had decided to offer a course dealing primarily with family life for adults during winter quarter 1968. Dr. Swain felt that in



the years to come such an adult education course could be structured so that it would help parents to understand what their children were being taught in the public schools and how to help their children; the adult course in a sense being an extension of the public school's family life and sex education program.

The sixth meeting of the committee was held January 31, 1968. At this meeting the final tabulations of the student and parental questionnaires were presented by the various subcommittees to the committee for final approval prior to presentation to the school board. The committee now felt that it had collected very impressive evidence as to the need for sex education and that they should now turn their attention to a discussion of the other things which the committee's charter had asked it to consider. Accordingly they discussed these things: where in the schools should family life and sex education be taught; who should teach it and what should be his qualifications; should sex education be made mandatory in high school; should special teachers be hired and if so how many; and what should sex education consist of at each level. Although no definite answers were given to these questions at this meeting, the discussion stimulated each member to carefully consider each question and to do some preparation for the seventh meeting when the committee would finally draw up its recommendations.

The seventh meeting of the committee was held on February 28, 1968. At this time the committee previously had decided to come up with a set of specific recommendations to the school board. They agreed to

use the "brain storming" method to produce the recommendations. In accordance with this method no debate of a recommendation was allowed. Any member desiring to do so made a recommendation that he felt was warranted based on the discussion and finding of the committee while his fellow committee members listened quietly and formulated suggestions of their own. The recommendations showed that each member had been giving his suggestions a great deal of thought since they were so excellent and needed so little modification. The entire meeting concerned itself with this process of "brain storming" so that it was decided that one more meeting was needed prior to submitting the recommendations to the school board.

The eighth and final meeting of the School Advisory Committee on Family Life and Sex Education was held Wednesday, March 13, 1968. The recommendations had been put into the hands of the members prior to the meeting and debate on each recommendation was allowed. As the investigator previously stated, the "brain stormed" recommendations were so well conceived that relatively few changes were made although the committee carefully considered each one. A delegation was chosen by the chairman to take these recommendations along with the material which established a definite need for sex education to the school board. This compilation of statistics, interpretation of statistics, and recommendations was made into a booklet entitled "Citizens Committee Report to School Board - Findings and Recommendations on Family Life and Sex Education". Each school board member was provided a copy of this booklet. With that step the work of the committee was ostensibly finished although recommendation number 11 made to the school board

continued the committee in existence.

#### Recommendations of the Board

On the evening of Tuesday, April 9, 1968 the Board of Trustees for School District # 7 held its regular monthly session. At this meeting one of the items on its agenda was the report and recommendations of the School Advisory Committee on Family Life and Sex Education. Each board member had a copy of the "Citizen's Committee Report to School Board - Findings and Recommendations on Family Life and Sex Education" (found in Appendix C) and the committee members proceeded to carefully review their findings and to interpret the findings to the school board. At the conclusion of their presentation the following recommendations were made to the school board:

1. That a program which would include instruction in the areas of marriage, family life, and sex education be developed and instituted at the earliest possible date. If funds are not available to add to the staff, qualified members of the present faculty start the program.
2. That the program be coordinated kindergarten through grade twelve and be taught by carefully selected, competent personnel.
3. That programs of marriage and family life be offered in high school as separate and sequential elective courses and that all students be urged to enroll. Provision should be made for boys and girls to be in separate classes, if they wish, during personal aspects of sexuality.
4. That this program should include the social and moral aspects of sex education. Representatives from the clergy, health department, medical association, and other specialists should assist in presenting the program when it involves their special areas of competence.
5. That a carefully planned informational program directed to parents should be carried out prior to the institution of the program.

6. That the right of parents to withhold children from instruction be respected.
7. That a program at the adult level should be provided so that parents can better handle this instruction in the home.
8. That ample audio-visual materials be provided for use in the schools and adult programs.
9. That teachers (particularly in grades K-6) should be encouraged to exchange classes if some are more competent in this type of instruction than others.
10. That the university should be requested to establish courses to educate teachers to properly present sex-related information to children.
11. That follow up studies be conducted to determine the effectiveness of the program as determined by the students and parents. Trends will be evaluated regularly. An advisory committee should be continued to meet at least once annually and evaluate the program.
12. That the findings and recommendations of the committee be well publicized locally.

After the presentation of the statistics and recommendations, the school board discussed the committee's report. The school board on the evening of April 9, 1968 accepted the committee's recommendations, concluding the implementation process, and they ordered the administration of the public schools to develop the necessary course offerings and to do the other things necessary to fulfill the committee's recommendations.

#### A Critical Evaluation of the Implementation Procedures

This paper has attempted thus far to give more light in an area of sex education that presently is very poorly illuminated, namely how does a community go about implementing a family life and sex education program? It is now the intention of this paper to evaluate what was done in Bozeman as impartially as possible. At the time of the writing

of this paper it appears that what was done in Bozeman will result in the addition of an integrated family life and sex education program into the curriculum of the Bozeman Public Schools, and as such the implementation process which has been described in this paper must be considered a success. It is entirely possible, however, that the Bozeman implementation process had faults which might be avoided by other communities, thereby allowing them to progress more smoothly to a successful conclusion. This study will now list eight criteria that Kirkendall and Cox (1967) feel must be taken into account when evaluating the implementation process of a family life and sex education program. Each criterion will be discussed in terms of what Bozeman did.

1) Good Public Relations Must Be Established - In the implementation procedures which the Bozeman Schools used, a consistent, conscientious effort was made to establish favorable public relations. The administration seemed to realize from the outset that this was something that must be done by the entire community openly and not solely by school people. It is reflected in the organization of the highly successful School Advisory Committee on Family Life and Sex Education. All segments of the community who could be involved were involved. Also the local mass media, newspapers and radio stations, participated in various segments of the implementation process and did so freely, establishing a line of communications to the public as a whole. In addition each step was carefully thought out ahead of time so that the public would not be alarmed and caused to wonder what was happening. For example before the student questionnaire was distributed to the students, the student council of the high school representing the

students and the PTA representing the parents were enlightened as to the content and purpose of the questionnaire. Every effort was made to not make the process secretive and mysterious. The administration and the committee saw to it that good public relations were established.

2) Young People Must Be Invited to Participate in Some Phases of the Planning - It appeared to the investigator that young people were involved in the implementation process to almost as great a degree as they possibly could be. The chief argument which the committee presented to the school board concerning the need for sex education came from the results of the student questionnaire. This seems to reflect Superintendent Negus's basic trust of the individual student's ability to make wise decisions as to what he needs and does not need for a complete education. Also the investigator was impressed with the manner in which the high school student council was consulted before any attempt was made to distribute the student questionnaire to the junior high and senior high school students. It seemed to indicate that what the students felt was important, and the student certainly reacted as if this trust were something which they often had been given and to which they knew how to react in a mature fashion. It seems that these were practically the only points at which the students could have been involved profitably so that young people were wisely involved in the planning of the program.

3) The Adults of the Community Must Be Involved in the Planning - Again the implementation procedures which were used were very well developed, for a large segment of the adult community was consulted and involved in the planning. Once again the investigator must reflect back



to the make up of the School Advisory Committee on Family Life and Sex Education, the main vehicle for implementing sex education in Bozeman. The members of the this group were representative of ten influential community groups and organizations such as the PTA, the local medical association chapter, the local ministerial association, and the local mental health association. As a member became involved in the implementation process, he involved either directly or indirectly the organization or group which he represented thereby involving a large segment of the adult population. Adults were further involved through the use of the adult questionnaire. Although only a small segment of the adult population was reached by the questionnaire, it was probably a representative cross sampling of the community and reflected the attitudes of most parents. The recommendations made to the school board seem to provide for continued adult involvement in the future planning of the sex education program. Recommendation number 4 to the school board calls for the use of representatives from the clergy, the health department, the medical association, and other specialized groups to act as resource people when the program deals with their special area of competence. Recommendation number 7 calls for a "correlated program at the adult level" for parents so that they can better handle sex education in the home and so that they can compliment the instruction which their children receive in school. Finally recommendation number 11 calls for the yearly evaluation of the family life and sex education program by an advisory committee of laymen which will in all probability be the bulk of the present advisory committee. Adult



involvement in the planning was extensive and apparently will continue as the program develops and becomes perfected.

4) The Public Must Be Made Aware of the Scope and Purpose of the Program - This seems to be one area where the implementation process may possibly be criticized. The only official attempt which the committee or the administration made to publicize the scope and the purpose of the program was found in recommendation number 12 to the school board which stated that the "findings and recommendations of the committee be well publicized locally". During the implementation process itself the possibility of publicizing the purpose of the process was discussed several times, but each time it was brought up it was decided to postpone any publicity until after the school board had acted on the committee's recommendations. The committee did establish a favorable working relationship with the local mass media, and it is possible that this favorable relationship will allow all the publicity that will be necessary to get across the scope and purpose of the program and insure public acceptance. In the final analysis it is difficult to evaluate the implementation process according to this criterion since it is not certain if the committee was wise in waiting until after the school board acted or foolish for not moving ahead to publicize and thereby insure wide public support and understanding of the implementation process. Only time will tell this.

5) The Administration Must Not Show Hesitation or Fear in Pushing the Program - The foresight and vigorous leadership given to the implementation process by Superintendent Milton K. Negus probably more

than any other single factor contributed to its success. Bozeman was the first school system in Montana and one of the first in the Rocky Mountain area to attempt to put into effect a sex education course of study, so obviously not much information was available to the administration on how to proceed. Instead of waiting until more information was available before going ahead as others have done or plunging headlong into the midst of the problem, Mr. Negus and his associates proceeded in a careful, deliberate manner. Before beginning the implementation process, the administration was careful to survey the literature and to assess the current state of affairs. Each step taken therefore proceeded in a logical manner, one event logically following the next and building onto it. At no time during the implementation process did the strong leadership given by Mr. Negus, Mr. Wallace O. Forsgren, and the Reverend Marcus West weaken, and this contributed immeasurably to the smooth continuous process of implementation which resulted.

6) Religion Must Not Be Involved Unnecessarily When Considering the Subject Matter to Be Included in the Program, But It Should Not Be Avoided When Certain Areas of the Subject, Such as Birth Control, Are Being Included - From almost the beginning of the implementation process religion was given due recognition. One of the first organizations to be given representation on the sex education committee was the Bozeman Ministerial Association. Also the members of the ministerial association were polled when the committee was seeking evidence of the need for sex education. However, at no time during the implementation process were special provisions made in the discussion or recommendations for

certain religions or religious doctrine, nor were they asked for. The excellent relationship established between the ministerial association and the sex education program of the public schools appears to be going to continue, for as the fourth recommendation states, members of the clergy will serve as resource persons but only in those classes that are dealing with areas in which they may be qualified to speak. It appeared to the investigator that no more attention was given to religion than to any other segment of the community, and this arrangement seemed to work out well.

7) The School Must Be Careful Not to Go Into Areas That Are Being Adequately Handled by Parents and Clergy - The sex education committee and the administration of the Bozeman Public Schools seemed to be very conscious of the need to avoid encroaching upon parent's and clergy's responsibilities to the young people of the community. However, it was difficult to say exactly just what these responsibilities were. At one time it could have been said with some degree of certainty what responsibilities each segment of the community had to the community's youth, but this was no longer true. As a result one of the things that had to be done very early in the implementation process was to establish what exactly was being done for the young people already and then to establish what needed to be done. To discover what the schools could do without overstepping their bounds, the committee distributed several questionnaires. The student questionnaire, in particular, provided valuable information concerning what needed to be done. The committee then considered how these established needs could be best met through course offerings. Several members of the

committee had done considerable research prior to this year in the field of sex education, and they served as leaders in the discussions centering on what course offerings should be made, although each committee member formulated educated opinions along these lines after careful thinking and outside reading. The committee seemed to realize that it would create unnecessary friction if areas that were presently being dealt with by the home and church were undertaken by the school. The committee even saw fit to preface their recommendations to the school board with this statement:

It is not the purpose of the committee to remove the responsibility for sex education from the home and church and bring it into the school. We believe that instruction in the school should supplement that which students receive from parental and religious sources.

8. The Public Must Not Be Sold on the Necessity for Sex Education Solely on the Basis That Such a Program Will Reduce Venereal Disease, Premarital Pregnancies, and Abortions - The committee did indeed collect evidence concerning venereal disease, premarital pregnancies, abortions, teenage marriages and divorces, and other such statistics; however, the investigator feels that they did not misuse this information. It was included in the report which was presented to the school board along with the ministerial comments, the results of the student questionnaire, and the results of the parental questionnaire and was intended along with the others to present a picture of the need for sex education in Bozeman. However, neither in the committee report nor in the presentation of the report to the school board was more attention directed to the vital statistics than to any of the other statistics; in fact it may have

been that these statistics were not stressed as much as were the results of the student questionnaires. The investigator feels that the so called "vital statistics" did have one noticable effect during the implementation process, however. It seemed that many of the committee members were visibly effected by the statistics. Although these people were committed from almost the very beginning to seeing sex education implemented in Bozeman, they seemed to acquire an urgency for what they were doing and a new dedication to see it through from these sad but all too true statistics.

## CHAPTER IV

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### SUMMARY

The purpose of this study was to describe the implementation process employed by the Bozeman Public Schools in establishing a course of study in family life and sex education and then to evaluate the procedures which they used during the implementation process.

The investigator was given permission to attend all meetings of the School Advisory Committee on Family Life and Sex Education. He was also given access to all the data compiled by this committee as well as any other printed material in any way connected to the implementation process. Through a thorough review of the literature, the investigator was able to discover a set of eight criteria by which an implementation process could be critically evaluated.

After the implementation process had been completed and the recommendations had been made to the Board of Trustees of School District # 7, a detailed description of what had taken place was made by the investigator. Evaluation of this implementation process was made using the eight criteria in an effort to point out the strengths and weaknesses of the implementation process.



## CONCLUSIONS

The following conclusions were drawn from the study:

1. The implementation process which was described and evaluated in this study was a success.
2. The School Advisory Committee on Family Life and Sex Education was in large part responsible for the success of the implementation process.
3. The good public relations necessary to insure community acceptance of an integrated family life and sex education program for the most part were established.
4. The Bozeman students were involved in the implementation process to a great extent and that this involvement contributed greatly to the establishment of a genuine need for sex education and to the ultimate success of the implementation process itself.
5. A large segment of the adult population was involved either directly or indirectly in the implementation process and that this involvement was in part responsible for the approval of the family life and sex education program.
6. During the implementation process very little community-wide publicity was given to the scope and purpose of the program, but that perhaps this decision may have been a wise one. It was further concluded that only later events, centering around public acceptance of the program, would be able to answer this question.
7. The leadership provided by Superintendent of the Bozeman Public Schools Milton K. Negus, Curriculum Coordinator of the Bozeman Public Schools, Wallace O. Forsgren, and Chairman of the School Advisory Committee on Family Life and Sex Education the Reverend Marcus West was insightful, dynamic, and forceful, and it was probably the major contributing factor to the ultimate success of the process.
8. The question of religion, a question which could possibly have caused a great deal of problem, was not unnecessarily involved in the implementation process and that this appeared to be the correct way to handle the situation.
9. The School Advisory Committee on Family Life and Sex Education was correctly careful to establish what areas were not being met by instruction in the home or church before considering course offerings and making recommendations and thereby not infringing on the domain of parent and clergy.

10. No attempt was made to sell the community on the need for sex education solely on the basis of "vital statistics" dealing with the number of premarital pregnancies, the amount of venereal disease in the community, abortions, teenage marriages and divorces, and other such fear-inspiring statistics.

11. The School Advisory Committee on Family Life and Sex Education's report to the school board showed that a definite need for better sex education existed and that if the carefully developed recommendations are carried out in developing course offerings, the resultant family life and sex education program will most likely be successful.

### RECOMMENDATIONS

The following recommendations seemed warranted on the basis of the description and evaluation of the implementation of a family life and sex education program into the Bozeman Public Schools:

1. Any school system which is considering putting sex education into its curriculum could certainly use the guidelines established by the Bozeman Public Schools and discussed in this study. However, this implementation process was effective in Bozeman because it was tailored to the mood and temperament of the community; these guidelines should not be adopted and followed exactly as they are but should be modified to meet the mood and temperament of the community into which family life and sex education is being implemented.

2. Any school system which is considering putting sex education into its curriculum should endeavor to involve all segments of the community in the implementation process as soon as possible to insure a broad base of support for the program.

3. Any school system which is considering putting sex education into its curriculum should attempt to show an unmistakeable need for such education.

4. Sex education should be a continuous process that begins when the child enters kindergarten and continues through adult education. Instruction in family living and human sexuality is not best handled through separate classes dealing solely with sex but through regular school classes such as science, social studies, literature, and composition where it is treated openly as one aspect of human development.

5. A periodic evaluation should be built into a family life and sex education program to judge its present effectiveness and future need for change.

6. To complete the evaluation begun in this study of the Bozeman implementation process further investigation is needed to establish whether the School Advisory Committee on Family Life and Sex Education and the administration of the Bozeman Public Schools were foolish or wise for waiting to publicize the scope and purpose of the program until after the school board had accepted the committee's report.

7. It is recommended that a research study be conducted in an attempt to establish the effectiveness of the newly integrated program of family life and sex education in the Bozeman Public Schools.

8. Finally it is recommended that research studies similar in intent and nature to this study be conducted as other school systems across the state and nation attempt to make family life and sex education a reality in their schools.

## APPENDIX

## APPENDIX A

### CHARTER SCHOOL ADVISORY COMMITTEE ON FAMILY LIFE AND SEX EDUCATION

- I. Objective: To assist and advise in the development of a family life and sex education program for the Bozeman Public Schools. The duties of the ad hoc Advisory Committee will be:
  - A. To consider the following:
    1. Whether the present program should be expanded to include
      - (a) specific and comprehensive information about human physiology as related to sex development and functions.
      - (b) social and moral aspects of sex adjustment and conduct.
    2. The age or grade levels at which particular aspects of the program should be presented and whether pupils should be segregated for phases of instruction.
    3. The suitability of visual instruction materials used in the program.
    4. The qualifications of personnel who present the materials.
    5. The process through which community acceptance of a family life and sex education program should be sought.
  - B. The Advisory Committee will prepare a report of its findings and recommendations to be submitted to the Board of Trustees at its February meeting.
- II. Composition of the Advisory Committee
  - A. The following community groups should be given opportunity to have representatives on the committee: Parent-Teacher Association (4), City-County Health Office, Gallatin County Medical and Dental Societies, Bozeman Public Schools (5), Bozeman Ministerial Association, Education Department of MSU, Nursing Department of MSU, Home Economics Department of MSU, Gallatin Chapter of the Montana Association for Mental Health, League of Women Voters, AAUW, and any other groups that the trustees believe might make suitable contribution.
  - B. The number of members on the committee shall be limited to ---- (18)
  - C. The chairman of the committee shall be named by the Board of Trustees of School District # 7.
  - D. The Board of Trustees shall fill any vacancies that occur during the period in which the committee functions.
- III. Status of the Advisory Committee

The Board of Trustees is the legally constituted authority over the public schools of the district. The committee will formulate recommendations relative to the program of family life and sex education, but the adoption of the program and policies remains the prerogative of the Board.

IV. Tenure of the Committee

The School Advisory Committee, herein created, shall continue as a school sponsored group until the assigned project is completed and a written report is submitted to the Board of Trustees.

V. Organization of the Committee

- A. The Advisory Committee shall organize itself in its own way, and determine the frequency of meetings, undertake its study in the manner that it deems most effective.
- B. The Advisory Committee shall select a secretary to record the actions of the group.



## APPENDIX B

### A SURVEY OF THE FAMILY LIFE AND SEX EDUCATION BEING TAUGHT IN THE BOZEMAN SCHOOLS AS OF SEPTEMBER 1, 1967

#### Kindergarten

##### Social Studies

###### General Objectives:

- A. To help the child become aware of the social interdependence of the family, school, and community.
- B. To help the child experience joy and comradeship as a member of a social group (school and family).
  - 1. To encourage appreciation and love of family members.
  - 2. To realize personal responsibility for happy family life.
  - 3. To respect and enjoy family property.

##### Science

Teachings are incidental to discussion of "family life" of pets and animals that are encountered in stories, reports, and observations.

#### Grade I

##### Social Studies

###### General Objectives:

- A. To develop in the child a feeling of loyalty to home, family, friends, and school.
  - 1. To help children understand that parents and home and friends make their lives happy.
  - 2. To help children realize that they should want to participate in the work and play of the family.
  - 3. To understand that family meals are social occasions.
  - 4. To understand that members of the family have obligations to each other.

Science

Unit 8 - Animals and More Animals

Concept - Organisms (living things) reproduce their own kind.

Subconcepts

1. Some animals reproduce their own kind through eggs laid externally. (birds, reptiles, insects)
2. Some animals pass through a cycle of change from egg to adult. (moths, frogs)
3. Mammals bear their young alive; they do not lay eggs..
4. Eggs have identifiable characteristics which can be related to the animal that produced them.
5. Offspring resemble their parents through heredity.

Grade 2

Not much relationship to family life or reproduction.

Grade 3

Science

Unit 6 - Kinds of Living Things - Animals

Concept - Living things are related through possession of common structure.

Subconcepts

1. Living things have life activities; they move, grow, respond, and reproduce.

Unit 7 - Kinds of Living Things - Plants

Concept - Living things are related through possession of common structure.

Subconcepts

1. Green plants have characteristics in common.
2. Nongreen plants have characteristics in common.

3. Certain groups of green plants reproduce by seeds.
4. Certain groups of green plants reproduce by means of spores
5. Plants may be classified in two main groups: those with and those without liquid-conducting tissue.

#### Grade 4

##### Science

#### Unit 6 - The Journeys of a Salmon and a Duck

Concept - A living thing reproduces itself and develops in a given environment.

##### Subconcepts

1. Every species of animal has a life cycle in which the same pattern of development is repeated over and over again.
2. The life cycle of an animal is adapted to the special environment, or habitat.

(The salmon spawn, that is, the female salmon lays eggs, and the male salmon lays sperm over the eggs. For there to be young salmon, both eggs and sperm are needed.)  
(Eggs hatch inside a guppy)

3. All organisms have inborn behavior that adapts them to their environment.

#### Grade 5

##### Science

#### Unit 4 - Building Blocks of Living Things

Concept - The cell is the unit of structure and function; a living thing develops from a single cell.

##### Subconcepts

1. Cells interchange matter and energy with the environment.
2. Cells reproduce themselves.
3. A single-celled organism performs all the life functions within the cell, a many-celled organism is a community of interdependent cells.

4. The pattern of the organism is passed along to new cells by duplication of chromosomes and their DNA content.
5. Growth in a many-celled organism consists of multiplication and differentiation of cells.

## Grade 6

### Science

#### Unit 8 - Code of Heredity

Concept - The characteristics of a living thing are laid down in a genetic code.

#### Subconcepts

1. The DNA molecule carries in its genes the code that determines the inherited traits of an organism.
2. Organisms can be maintained genetically pure for a given trait.
3. Changes in the genetic code produce changes in living things.
4. Improved plants and animals are the product of selective breeding for the desired traits. (Plants pollination)
5. A living thing is the product of its heredity and its environment.
6. The characteristics of a living thing are laid down in a genetic code.

## Grade 7

### Home Economics - Girls

Basic theme - Adjusting to family and friends

Text: Young Living; Charles A. Bennett Co., 1963

Pamphlets: Baby Care; Johnson & Johnson, 1966 (programmed)

### Biology - All students

Text: Modern Biology; Holt, Rinehart, and Winston, 1963

Chapter 5 - Cellular reproduction--sexual and asexual  
(definition)

## Chapter 18 - Flowers and reproduction

Unit 9 - The Biology of Heredity

## Chapter 49 - The Basis of Heredity

## Chapter 50 - The Principles of Heredity

## Chapter 51 - Plant and Animal Breeding

## Chapter 52 - Genetics Applied to Human Inheritance

Films: Thread of Life; Bell Telephone Co. (genetics)  
Fish Out of Water; SMO 117 (Reproduction of grunion)  
Snakes are Interesting; SMO 161 (live birth of garter snake)

Filmstrip: Development of Embryos; FSH3A32 (Frogs, chickens,  
salamanders)  
Mitosis; FSH3B12 (Distribution of chromosomes during  
cell division)

## Grade 8

## Home Economics - Girls

Text: Homemaking for Teen-Agers; Charles A. Bennett Co., 1960

## Chapter 1 - Care of smaller children and babies

Chapter 2 - Teen-agers and their families; emotional control, manners, personality development

Films: Miracle of Nature; HLF15

## Physical Education - Boys

Text: Self-Help Training Course; Depts. of Defense and Health, Education, and Welfare, 1964. (Chapter on emergency child-birth)

## Physical Education - Girls

**Films:** From Girl to Women: State Board of Health; presented under the auspices of the City-County Health Office.

Understanding Premenstrual Tension; HLE-33

Confidence Because You Understand Menstruation; SFS: HLE34:  
Record PR 111-12-33

## Grade 9

### Home Economics - Girls

Basic Theme - Prenatal development; physical, social and emotional, and intellectual development of children at different age levels through age 12; racial characteristics, health and safety in the home, family relationships.

Text: The Developing Child: Charles A. Bennett Co., 1965

Bulletins: Pre-Natal Care; HEW, 1962  
Your Child From 1-6; HEW, 1962  
Infant Care; HEW, 1963

Films: From Generation to Generation; SMO 330 (Human Development from fertilization to birth)  
Phoebe; SMO 374 (pre-marital pregnancy)

### Physical Education-Boys

Film: From Boy to Man - apparently never ordered

## Grade 10

### Biology

B.S.C.S. versions (Green, Blue, Yellow) all have chapters fundamentally similar on reproduction of plants, animals, and humans.

Film: From Generation to Generation; SMO 330 (Blue Version)

## Grades 11 and 12

### Psychology

Text: Psychology for Living; McGraw-Hill, 1957  
Sorenson and Malm

Part 5 - Your Courtship, Marriage, and Life Work  
Chapter 22 - Getting along with members of the other sex  
Chapter 23 - Making a wise marital choice  
Chapter 24 - Making a successful marriage

Filmstrips: Personal Relations; H1D11 (good manners for teen-agers)  
Friendship and Love; H1E3  
Sex--A Moral Dilemma for Teen-Agers; H1E576

Values for Teen-Agers; The Choice is Yours; HLE778

SENIOR HIGH SCHOOL HOME ECONOMICS

Text: Landis, Judson T. and Mary G., Personal Adjustment Marriage And Family Living, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Films: Human and Animal Beginnings  
The Day Life Begins  
From Girl to Woman  
From Boy to Man  
Human Reproduction  
Personal Care During Pregnancy, Reel 1  
Labor and Child Birth  
The New Baby  
Prenatal Care  
Heredity and Prenatal Development  
Childbirth--A family Experience -- Childbirth -- Normal De-  
livery  
Before I Say, "I Do"  
Worth Waiting For

V.D. Films:

Dance Little Children  
Innocent Party  
Quarter Million Teen-Agers

Unwed Mother Film:

Phoebe

Filmstrips and Records:

Sex: A Moral Dilemma for Teen-Agers  
Part I  
Part II  
Child Care Series--McGraw-Hill Series



APPENDIX C

CITIZENS COMMITTEE REPORT

TO SCHOOL BOARD --

Findings and Recommendations on  
"Family Life and Sex Education"

Presented to the  
Board of Trustees of School District # 7

April 9, 1968

## PREFACE

During the past year nearly every segment of the nation's press that is directed toward parents or educators has devoted considerable coverage to sex education - or the lack of it. The great majority of the articles were advocating better understanding of the physical, social, and moral aspects of sexuality. They cited the failure of the home and church in providing young people with information that would help them to adjust to conditions that they would inevitably face. They expressed a need for accurate information, for the development of wholesome attitudes, and for relief from anxiety or morbid curiosity that might arise from ignorance. Some described programs that had been developed in "pilot" schools, usually recommending that these were desirable patterns to follow. A small minority of the articles expressed fear that schools, if they assumed the role that historically has been delegated to the church or the home, would fail to transmit the moral or spiritual values that should be a part of sexuality.

In order to relate the factors involved in setting up criteria for instruction in sex education and family life to our community, the trustees of School District #7 established a committee representing various elements of the social structure. This group was charged with responsibility for determining the curricular needs in this area and the attitude of the community toward this type of instruction. It was to make a recommendation regarding the development of units of instruction in sex education and family life.

This report is the summary and analysis of the information studied by the committee and its recommendations to the Board of Trustees.

PART I  
STATISTICAL INFORMATION  
RELATING TO  
GALLATIN COUNTY  
AND  
COMMENTS FROM MEMBERS OF  
BOZEMAN MINISTERIAL ASSOCIATION

MARRIAGES - GALLATIN COUNTY - 1965-66

Between Ages of 15-34

| <u>AGES</u> | <u>BRIDES</u> (377) | <u>GROOMS</u> (377) |
|-------------|---------------------|---------------------|
| 15-19       | 36%                 | 8%                  |
| 20-24       | 62%                 | 72%                 |
| 25-29       | 2%                  | 16%                 |
| 30-34       | 0%                  | 4%                  |

ANALYSIS: The early age at which the great majority of young people marry suggests that particularly all of them might have been highly receptive to education in heterosexual responsibilities and conduct at the secondary and college levels.

MARITAL STATUS ON WEDDING DAY - 1965-66

| <u>BRIDES</u> (377) |     | <u>GROOMS</u> (377) |     |
|---------------------|-----|---------------------|-----|
| Single              | 94% | Single              | 94% |
| Widowed             | 1%  | Widowed             | 1%  |
| Divorced            | 5%  | Divorced            | 5%  |

ANALYSIS: The overwhelming majority of those married were undertaking a new experience. There is reason to believe that most of the grooms had little opportunity for instruction or counseling because so few courses were available during the time they were in school.

BIRTHS INVOLVING TEENAGERS  
RECORDED AT LOCAL HOSPITAL

October 1965-October 1966

| <u>Ages</u> | <u>Teenage<br/>Mothers</u> | <u>Teenage<br/>Husbands</u> |
|-------------|----------------------------|-----------------------------|
| 15          | --                         | --                          |
| 16          | 4                          | --                          |
| 17          | 11                         | --                          |
| 18          | 11                         | 5                           |
| 19          | 27                         | 7                           |
| <hr/>       |                            |                             |
| TOTAL       | 53                         | 12                          |

October 1966-October 1967

| <u>Ages</u> | <u>Teenage<br/>Mothers</u> | <u>Teenage<br/>Husbands</u> |
|-------------|----------------------------|-----------------------------|
| 15          | 1                          | --                          |
| 16          | --                         | --                          |
| 17          | 5                          | --                          |
| 18          | 13                         | 4                           |
| 19          | 38                         | 14                          |
| <hr/>       |                            |                             |
| TOTAL       | 57                         | 18                          |

ANALYSIS: These statistics reveal that about 20% of the children born in Bozeman were conceived when the parents were of high school age.

ILLEGITIMATE BIRTHS IN GALLATIN COUNTY

|                                | <u>Teenagers</u> | <u>Adults*</u> | <u>Total</u> (Two year period) |
|--------------------------------|------------------|----------------|--------------------------------|
| October 1965-<br>October 1967  | 8                | 17             | 25                             |
| January 1967-<br>November 1967 | 5                | 10             | 15 (ten month period)          |

\* 3/4 of adults are in 20-21 age group.

October 1965-October 1967

1 birth in 67

was

illegitimate

Increase in number of

unwed mothers

between 1966 - 1967

50%



MARITAL DISSOLUTIONS  
IN GALLATIN COUNTY-1965-66  
AT AGE OF OCCURENCE

| <u>Ages</u>                               | <u>Men</u> | <u>Women</u> |
|-------------------------------------------|------------|--------------|
| 15-19                                     | .8%        | 4%           |
| 20-24                                     | 14%        | 26%          |
| 25-29                                     | 29%        | 24%          |
| 30-34                                     | 20%        | 13%          |
| 35-39                                     | 12%        | 13%          |
| 40-44                                     | 10%        | 7%           |
| Over 44                                   | 14%        | 13%          |
| Median age at<br>time of dis-<br>solution | 30-34      | 25-29        |

ANALYSIS: The total number of dissolutions (divorce and annulments) for this period was 138. There were 473 marriages during the same period. This constitutes approximately a 1 to 3 ratio of divorce to marriages. Statistics for the preceding year show slightly over a 1 to 4 ratio.

SHOULD SEX EDUCATION COURSES BE OFFERED?

VERBATIM TESTIMONY

Letters written by members of the Bozeman Ministerial Association in response to the Rev. West's inquiry.

-----  
"I am sorry I didn't get this off sooner. I am very much in favor of a high level course for parents and youth in this vital area. I believe a program founded on the basic ethical standards and norms of God's Word is fundamental to both the stability and future happiness of our youth and all our citizens. You can be assured that I will do all in my power to help your committee in whatever way I can.

Possibly ten per cent of all the marriages I have performed were of the so-called "shot-gun" variety."

-----  
"I have been asked to cast an opinion regarding the advisability of establishing a sex education program for the children of the Bozeman Public School System. The following statement is in response to this request and may be published, quoted or used in any way that seems advisable.

Sex is an important part of life and it has possibilities for both sacred and profane use. In the interest of helping our children learn the sacred use of sex and its proper place in life, I urge that the Bozeman Public School System establish a sex education program to be taught as a part of the regular curriculum.

I would expect this program to be taught by trained persons, backed and controlled by a board of professional people such as physicians, clergymen, and educators.

The question is not: Shall our children learn about sex? Rather, the question is: How, when, where and with what attitudes? I am confident that our children will learn the proper facts and attitudes about sex more adequately under the guidance of trained and concerned people than they will listening to the rumors and mis-conceptions that are told on the street."

-----  
"I want to go on record as one who feels that it is imperative for the Bozeman School Board to provide for proper sex education in the Bozeman School System.

Minister's comments (cont.)

Such education ought to be the prerogative of the home and the church, but since these institutions have "fallen down on the job" in so many cases, and since there is no proper home life and no real church association for many of the boys and girls and youth of Bozeman, I want to add my petition that the School Board inject sex education into the curriculum.

I would favor having such education as a part of the curriculum in the first grade, and that it continue through the final grade of high school.

About 10% "shot-gun weddings."

-----  
"It should be a coordinated sex education program where it is brought into all the different courses where it naturally belongs; in other words, Sociology would be the time where marriage and family life would be talked about, and Hygiene the time when the physical part of reproduction would be taught. It should be worked into the general curriculum. Start early enough so it is accepted naturally. There needs to be more emphasis in the areas of building a strong family life; sex education as a course doesn't necessarily mean they are emphasizing family life; there needs to be a positive application taught in the public schools. However, the religious significance of marriage and family life still needs to be taught in the church, where the young people are taught the importance of their lives as a child of God. Some is included in their church school curriculum (I believe he said it was the sophomore class but am not sure about this) on "Sex, love, and Life". The Concordia catalog shows filmstrips available on this subject which go down into the first grade. I believe the community in general is probably more ready for this type of education in the public schools than previously.

Estimated 15% have been "shot-gun" weddings."

-----  
"I, as a parent and as an educator, am interested very much in the work being done by the local committee studying the advisability of sex education in the Bozeman Public Schools.

This is a genuine need. The lack of such education has been responsible for more tragedy than we will ever know. Our children and youth are being exposed constantly to the type of sex education conducted by the public media, much of it being sex miseducation.

Minister's comments (cont.)

From the time they are old enough to watch a television set or go to a motion picture theatre, sex is constantly held before them. Society uses this for entertainment and as an advertising medium, constantly building images in the minds of the viewers. It is time that we initiate genuine education concerning this "the most powerful force affecting mankind".

Your committee will undoubtedly be told that this is an area to be left to the home. I do not agree. The average home avoids this need rather than confronting it in a healthy manner. Few adults have received or have been exposed to a real study of sex. Many pass their own misinformation and frustrations on to the children. An objective study conducted in the school system, fitted to the age of the child or youth, could be extremely helpful in voiding some of the effects of the wrong education absorbed in the home or from the public media.

The constant stream of pregnancies coming from the high schools of the nations, the early age of marriages, the increasing number of divorces, (many of these resulting from a lack of sex understanding), all are indications of the need for sex education at an early age.

I hope that courses will be introduced into the school system soon. I believe that your committee will receive much support."

-----  
"I believe that sex education should be a part of the public school curriculum, preferably at the junior high level. I further believe that it should include not only a presentation of the physical aspects of sex but as well a high moral view of this relationship in the context of home and family. The one teaching such a subject should exemplify this high moral standard in his personal life. Such teaching can be profitable in stemming the tide of perverted views of sex so prevalent today.

The number of "shot-gun" weddings has been negligible."

-----  
"The primary responsibility for sex education rests with the parents. They provide most of the sex education that children receive. It is not necessarily good education, but the development of sexuality and the knowledge of sex come largely from the parent--child relationship. Teaching biology is only a partial approach to sex education. I do not see how the schools can do much more than teach the physiological aspect of sex. I think both the church and the school need to search deeply into the role which they have been forced to play

Minister's comments (cont.)

by parental pressure or the lack of parental function in this field. My own feeling is that both the school and church have a very definite role to play in helping parents to become aware of their teaching role in this area. I am sure that it will be embarrassing for the parents and the teachers and the church, but the questions which must be asked are these: What are we teaching our children about sexual function and human sexuality? What do we want to teach them? How can we teach them what we want to teach them?

About 70% of my weddings are "shot-gun", but I do not believe that in any case in 20 years has the lack of knowledge of the physiology of sex been responsible for a pregnancy."

-----

"I feel parents do not teach enough in the home. It needs to be taught in the schools, but not taught in an impersonal way. In church we can do a better job because we can go into a more warm type of teaching. Depends on teacher. Need to have a warm relationship of personnel.

Has performed no weddings in Bozeman, In previous areas, less than 1% were "shot-gun".

SUMMARY - PART I

Surveys of conditions in Gallatin County brought out the following facts:

1. Youths are becoming involved in marriage at an earlier age.
2. The stability of marriages is directly proportional to the age of the participants.
3. Illegitimate births and births to teenage mothers have been increasing.
4. Members of the Bozeman Ministerial Association heartily endorse undertaking a program of sex education.

PART II  
PARENT SURVEY  
RESPONSES FROM PARENTS  
OF 11TH GRADE STUDENTS



TO PARENTS OF 11TH GRADE STUDENTS IN BOZEMAN SENIOR HIGH SCHOOL

Parents and educators in many school districts across the country are cooperating to encourage the establishment of courses to help prepare students for marriage and for parenthood. We are soliciting your opinion about the desirability of including in the school curriculum topics relating to problems they will face during their adolescent and adult years.

These topics would be concerned with developing stable marriages and family life, emotional maturity, physical growth and development, reproduction, and economic factors that play a part in successful home management. Classes in which "sensitive" aspects of these topics would be treated would be taught by instructors who are competent in these fields and are able to gain the respect and the confidence of the students. Experience in the home and school has shown that children in the primary grades begin to ask rudimentary questions about the meaning of life and how it begins. It is our plan to include materials at all grade levels that will answer their questions in a manner that will be suited to their maturational level.

Please check whether you would favor or oppose the development of a comprehensive curriculum in health education, sex education, and family life. No name or signature is necessary on the survey sheet. We will appreciate any comments you wish to make. Please return this survey sheet at your earliest convenience.

FAVOR \_\_\_\_\_

OPPOSE \_\_\_\_\_

COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I AM A FATHER \_\_\_\_\_ A MOTHER \_\_\_\_\_ A GUARDIAN \_\_\_\_\_ (Please check)

THE AGES OF OUR CHILDREN ARE \_\_\_\_\_

Thank you,

Family Life, Sex Education Committee  
The Reverend Marcus West, Chairman

QUESTION: Do you favor or oppose a program of instruction in sex education and family life?

Questionnaires mailed

330

Questionnaires returned

153

In Favor - 141

92%

Opposed - 12

8%

### Parent Survey Analysis:

The age range of children of respondents on all questionnaires was from 26 down through 1. Of the 12 oppositions the age range of children was 20 down through 4 with the majority in the 16 through 20 group. Of the 140 favorable votes the age range of children was from 21 down through 1 with majority in teens--particularly 16, 17.

Majority of opposition came from parents who felt this area of education belonged strictly within their own realm. In one case mention was made of probable higher taxes, and in two instances of opposition the difficulty of obtaining experienced, qualified instructors was given as the reason. This opposition would very probably fade when it is shown that this is one of the problems with which this committee is concerning itself. The ages of the children of respondents in this group (from 20 down through 4 with the majority in the late teens) leaves the impression that maybe these people feel that in their own cases it is either too late or no longer necessary.

The age range of the children of those parents who replied as being in favor of the course was from age 21 down through 1. As might be expected the bulk of the children feel in the age group from 10 through 20, with 16 and 17 being most representative.

Where comments were written the idea most often expressed was this: that if the program is carried then competent and qualified instructors must be obtained. Opinion was divided as to segregation of children--during the teaching process.

Four respondents mentioned the Reader's Digest article of Nov. 1967 as perhaps a good basis to use as a teaching method. In several cases the thought was expressed that the clergy and doctors should be utilized as lecturers.

Several who were in favor were emphatic in their opinion that this sort of course is long overdue. One father of 6 states: "It's about time!" Another father of 9 "very good idea--good luck!"

Among the group questioned, at least, opinion is much in favor of the course. Even among those who opposed there were those whose only objection was based on the difficulty of obtaining qualified instructors.

DEVELOPMENT OF A COMPREHENSIVE CURRICULUM  
IN HEALTH EDUCATION, SEX EDUCATION, AND  
FAMILY LIFE

VERBATIM TESTIMONY

Parent Survey

GOOD IDEA:

"This is a "must" for our schools. I would be so glad to see this type of course available to our young people."

"My husband and I both favor your plan. We feel that enough money should be used to hire qualified teachers for such a course, and that talks from ministers and priests should be included."

"Provided the sex education was presented with the spiritual side included. The young people know too many facts now."

"In favor of a total health education program."

"Should make a significant contribution to improved stability of marriage. We hope such a course can be initiated as soon as possible."

"If the course could be developed along the lines indicated in the articles in the Nov. 18, 1967, "Saturday Review" and the Nov., 1967 issue of "Reader's Digest", we would be favorable to the idea. We feel that a "facts of life" approach is not satisfactory. Sex must be related to the social, personal, emotional and psychological needs and problems of the teen-ager."

"I am in favor of sex education in all grades."

"If this is proposed for 11th graders, we wonder if classes shouldn't begin sooner than that."

"It's about time!"

"Let's do a well rounded job of offering this education to the students, too many years have gone by without some classroom education in this broad field."

"This variety of instruction is long overdue. Only problem will be careful screening and semi-supervision of methods of instruction."

"I wish I would have had the opportunity to attend such a class-- I think it is wonderful."

Parent Survey (cont.)

"If we wouldn't have moved, our 11th grade student would have had this in the 10th grade!"

"If the right person teaches it I feel it is a very good thing for so many of the children are learning this at the wrong places but I do feel it should be a very well qualified person."

"I believe the schools could help greatly in supplementing parental information on these subjects--if the subjects taught are properly handled and COMPETENT instructors are used to teach the various courses. I'm sure that, even today, parents fail to instruct their children properly in the facts of life and one kid learns from another. Properly taught in schools, these subjects would be very beneficial."

"Conditionally in favor. I believe training and proper presentation and proper (correct) information must be given to all teachers."

"Although my daughter has had full instruction more of the same will be of benefit."

"I feel this could produce beneficial results but qualified teachers are essential--also parents need to understand these subjects better--special series of talks and films could help adults to accept this type of course in school."

"I believe if we had a very capable teacher nor instructor this would be great. Maybe there should be a class like this for parents too and we would not have the problems we have today."

"We have two sons and I would like to have included in these courses the dangers of narcotics (LSD--Marijuana--Heroin) to the health of our youth. Also a course by a member or guest lecturer on homosexuality which is so widespread."

"I do not believe it should be a required subject, however."

"We have been following this development in other school systems and have noted the apparent good results of this program around the country and feel this is in line with a good education program. We feel that our school administration has evidenced good judgment in the past and we will continue to support our Bozeman School system."

Parent Survey

POOR IDEA:

"I believe they should learn from their own experience and on their own initiative. Not from what someone else did or wrote--everyone is different in mind."

"It is doubtful that a course in sex is better taught in a school. The home is the proper place and most of them have good ideas about it and even tried it. The health and family life seem beneficial."

"Too much stress on sex should come from parents."

"If more educators would concentrate on the 3R's and less on this sort of thing we wouldn't have the family problems we do now. This sort of thing should be taught at home only."

"I would have to be shown proof that a program of this nature has been tried and worked. It is hardly likely that it will. Where are you planning to find "competent" instructors who are interested in this sort of thing? The answer is in the church itself.....The solution is sex should be taught in biology and the Christian church should take it upon themselves to reform their attitude toward the problem rather than try to push it off on the children through courses that would probably be mocked anyway. This is the opinion of my 17-year-old daughter. I think one should ask the victims of this program."

"I checked oppose because I am opposed to ordinary classes taught by run-of-the-mill people. I would not be opposed to such a class taught by a very sensitive and extraordinary teacher. I feel that sex education is emphasized too greatly in this day and age and would much rather do without most of it. I really feel that my boys have learned most of the facts, from three sources. First of all--the most unreliable source is other boys at school, second, at home, and third in some rather poor discussions in church groups. If your classes deal with family life, emotional maturity, physical growth and are handled nicely--fine. I'm opposed to insensitive sex education and too much of it."

"Taxes are high enough without this addition. I feel that this subject can be taken care of through parents."

"Removing responsibility from parents makes delinquents of parents. There is so much removed from parents now that they might as well both work. Leave something for parents to teach their children!"

"I think our schools should leave sex education to the home and family. Parents know their children's maturational level and I think teachers should be more concerned with their field of education."



SUMMARY - PART II

The evidence presented here constitutes a request--almost a demand--from the parents surveyed that the school develop a program of sex education and family life. There is general acknowledgement that most children need more information than they are getting and in the cases of some there is practically a void to fill. It is clear that the majority believe that such a program should be taught by qualified instructors. They stress the need for emphasis on moral and spiritual aspects of heterosexual relationships.

PART III  
SURVEY OF JUNIOR  
AND  
SENIOR HIGH SCHOOL STUDENTS

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Sex: \_\_\_\_\_

HAVE YOUR SAY ABOUT SEX EDUCATION

Sex education as used in this survey means gaining necessary information about the human body, about problems that teenagers face as they "grow up", and dangers that exist in improper sex knowledge or conduct.

Part I

1. Where have you learned most of what you know about sex?  
Parents \_\_\_\_\_ Church \_\_\_\_\_ School \_\_\_\_\_ Friends \_\_\_\_\_  
Movies \_\_\_\_\_ Magazines \_\_\_\_\_ Books \_\_\_\_\_ Other \_\_\_\_\_
2. Who do you think should inform you about sex education?  
Parents \_\_\_\_\_ Church \_\_\_\_\_ School \_\_\_\_\_ Friends \_\_\_\_\_
3. Whom would you ask to help you now with sex-related questions or problems? \_\_\_\_\_
4. Do you talk to your parents about sex?  
Freely \_\_\_\_\_ Sometimes \_\_\_\_\_ Not at all \_\_\_\_\_ Have had no reason to \_\_\_\_\_
5. Do you believe that your understanding of sex conduct and responsibilities is sufficient? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Do you believe that you understand the physical and psychological motivations that influence attitudes and conduct of the opposite sex?  
  
Completely \_\_\_\_\_ Fairly Well \_\_\_\_\_ Not at all \_\_\_\_\_
7. Do you think sex education should be part of the school curriculum?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. At what grade level did you feel the greatest need for sex information? \_\_\_\_\_
9. If sex education were taught in the schools, what department(s) should handle it? \_\_\_\_\_
10. Who should teach classes which deal with sex-related problems?  
Regular instructors \_\_\_\_\_ Specialists \_\_\_\_\_ Visiting instructors \_\_\_\_\_
11. In what classroom setting would you prefer sex education taught? Please check one of the three possible answers below:  
Boys and girls separated \_\_\_\_\_  
Boys and girls together \_\_\_\_\_  
At times separated, at times together \_\_\_\_\_

Part II Complete the following:

1. Underline your choice within the parentheses and complete the statement.

My reason(s) for (wanting, not wanting) a course in sex education (is, are)

2. Please feel free to express any other opinions concerning sex education that have not been covered.

Part III (This section was used only with senior high students.)

1. Do you think you are sufficiently prepared for marriage and would you favor instruction to further prepare you for marriage?

2. Do you feel you are sufficiently prepared for parenthood and would you favor instruction to further prepare you for parenthood?

THANK YOU FOR YOUR COOPERATION  
Family Life and Sex Education Committee  
The Rev. Marcus West, Chairman

QUESTION: Where have you learned most of what you know about sex?

| Junior High<br>(340) |             |           | Senior High<br>(568) |             |
|----------------------|-------------|-----------|----------------------|-------------|
| <u>Girls</u>         | <u>Boys</u> |           | <u>Girls</u>         | <u>Boys</u> |
| 24%                  | 31%         | Friends   | 38%                  | 41%         |
| 36%                  | 23%         | Parents   | 28%                  | 15%         |
| 11%                  | 14%         | Books     | 12%                  | 17%         |
| 17%                  | 12%         | School    | 11%                  | 10%         |
| 4%                   | 8%          | Magazines | 3%                   | 8%          |
| 6%                   | 7%          | Movies    | 2%                   | 3%          |
| 1%                   | 3%          | Other     | 4%                   | 5%          |
| 1%                   | 1%          | Church    | 2%                   | 1%          |

ANALYSIS: As students advance from grades seven through twelve they become increasingly dependent upon friends for information relating to sex knowledge and adjustments. There is a compensatory decrease in the importance of the home and the school as counselors. The role of church is relatively insignificant to this generation.

QUESTION: Do you talk to your parents about sex?

| Junior High<br>(222) |             |                          | Senior High<br>(405) |             |
|----------------------|-------------|--------------------------|----------------------|-------------|
| <u>Girls</u>         | <u>Boys</u> |                          | <u>Girls</u>         | <u>Boys</u> |
| 15%                  | 6%          | Freely                   | 16%                  | 9%          |
| 63%                  | 35%         | Sometimes                | 50%                  | 38%         |
| 6%                   | 13%         | Not at all               | 13%                  | 13%         |
| 15%                  | 46%         | Have had no<br>reason to | 20%                  | 40%         |

ANALYSIS: Less than one-fourth of the students surveyed enjoy the type of rapport with their parents that permits them to discuss these personal questions freely. The majority of boys of junior and senior high school age seem to be isolated from parental guidance in problems related to growing up in a heterosexual society.

QUESTION: Who do you think should inform you about sex education?

| Junior High<br>(246) |             |         | Senior High<br>(509) |             |
|----------------------|-------------|---------|----------------------|-------------|
| <u>Girls</u>         | <u>Boys</u> |         | <u>Girls</u>         | <u>Boys</u> |
| 73%                  | 62%         | Parents | 57%                  | 45%         |
| 24%                  | 33%         | School  | 34%                  | 44%         |
| 3%                   | 1%          | Church  | 5%                   | 5%          |
| .6%                  | 3%          | Friends | 4%                   | 5%          |

ANALYSIS: Students at the Junior High level indicate a strong desire for communication with their parents. As they grow older they tend to recognize the school as a possible source of guidance. There seems to be an admission that friends, on whom they depend for information, are the least reliable source.



QUESTION: Whom would you ask to help you now with sex-related questions or problems?

| Junior High<br>(233) |             |            | Senior High<br>(460) |             |
|----------------------|-------------|------------|----------------------|-------------|
| <u>Girls</u>         | <u>Boys</u> |            | <u>Girls</u>         | <u>Boys</u> |
| 77%                  | 57%         | Parents    | 43%                  | 40%         |
| 10%                  | 9%          | Friends    | 21%                  | 23%         |
| 7%                   | 11%         | Instructor | 7%                   | 5%          |
| 3%                   | 2%          | Others*    | 10%                  | 9%          |
| 0%                   | 3%          | Minister   | 8%                   | 8%          |
| 0%                   | 2%          | Doctor     | 5%                   | 6%          |
| 0%                   | 0%          | No one     | 5%                   | 10%         |
| 3%                   | 16%         | No comment | 0%                   | 0%          |

\*Other source of help--brother, sister, writing to a magazine, public library.

ANALYSIS: As students advance toward twelfth grade their willingness to rely on their parents for help with sex-related problems diminishes significantly. Altho there is increased awareness of professional sources of help, there is also a marked increase in dependence on friends.

QUESTION: Do you believe sex education should be a part of the school curriculum?

| Junior High<br>(213) |             |     | Senior High<br>(402) |             |
|----------------------|-------------|-----|----------------------|-------------|
| <u>Girls</u>         | <u>Boys</u> |     | <u>Girls</u>         | <u>Boys</u> |
| 76%                  | 75%         | YES | 90%                  | 84%         |
| 24%                  | 25%         | NO  | 10%                  | 16%         |

ANALYSIS: The responses from each grade level show increasing interest in sex education as the students mature. For example, 61% of seventh grade girls responded YES, and 95% of twelfth grade girls were in favor of the idea. The boys responses ranged from 64% in the seventh grade to 88% in the twelfth grade.

SHOULD SEX EDUCATION COURSES BE OFFERED?

VERBATIM TESTIMONY

Junior High

GOOD IDEA:

"Children should take sex more seriously and not be so silly about it."

"So that boys could learn how to conduct themselves when in the presence of a girl."

"To know how to go about getting girls to like you."

"That you could literally undo in your life anything you ever hoped for and goof you life up."

"I think all young people should be informed about sex because they need to know their capabilities and responsibilities so they will not misuse them."

"That children could all learn about sex and then it would not be something to hide or you wouldn't be in the dark so much."

"I think that children should find out about sex before they wonder about it too strongly. They (should) get a full knowledge of it before they become too curious (like a pair of 15 yr. olds in a shed) alone!"

"Some children might want to know more than their parents can tell them."

"So if kids get the completely wrong idea. When they hear the word sex they think of something dirty. Kids need to know about these things to have a good life of understanding themselves."

"To have a better understanding of boys."

(Many answers just "To have a better understanding of it.")

"We have to learn it sometime."

"To learn more about sex and the right thing about sex."

"Because if you learn a lot there will be no reason to be frightened of growing up."

Junior High (Cont.)

GOOD IDEA:

"I think it is important to begin teaching it at a lower age level."

"So I know everything about sex and can tell my children."

"I think knowing about sex is better than not."

"This is a matter that has to be dealt with at some time during your years in school for once you're out of school you are mostly on your own."

"To show kids there is more to sex life than the bed."

"We think we know more than we actually do and some people never learn."

"Many of the kids think sex is bad, but it's not when it's used right."

"To find out if I'm right in what I think about sex."

"If we have problems we can go to the people who teach it."

"I think not just the physical aspects of this be taught but also a little about the emotional side, too."

"All people should be taught how to understand and live with sex so it can make a richer better life for all."

"It might cut down the number of sex offenses and the number of students who read the obscene magazines that are put on the market now."

"I think awareness of sex would reduce venereal disease."

"When I am a parent I want my children to have this education from first grade all the way up through their high school years."

"I think that it would help boys and girls to grow up morally."

"May be students would be more mature and have a better wholesome attitude."

"A course as such would inform students of the true sex--not as it is defined by people."

"I think it would solve many problems as to disease and emotional problems faced by teen-agers."

Junior High (Cont.)

GOOD IDEA:

"It helps you to become a better person in understanding why you feel and act as you do."

POOR IDEA:

"I think it should be left up to the parents." (The majority who were against gave this reason.)

"Parents understand their children better than teachers do."

"We really don't need it because most of us know all about it."

"I don't want to know any more."

"You can, if you need to, ask questions from a guidance counselor, but I must admit that it is embarrassing."

"Because it would embarrass some."

"It is personal! You should not talk about it freely."

"I just don't think it is necessary to learn about sex until you are a junior in high school."

"We have never had it before and we got along without it then. The whole school would just be a bunch of sex maneacks."

SHOULD SEX EDUCATION COURSES BE OFFERED?

VERBATIM TESTIMONY

Senior High

GOOD IDEA:

"Find out real facts, not gossip or fiction."

"Learn right so won't think sex is dirty or laugh when the subject is brought up."

"All of us are ignorant on this even if we pretend otherwise."

"Boys need to understand as they think it's a big joke."

"Teachers and counselors just beat around the bush."

"I want sex education. I even wish we could get it by next year, so before I leave I can understand better and more. We want to learn what is right, Mr. West, but parents don't want to teach us the right and wrong of sex until it's too late and then it's all our fault."

"Parents won't give information."

"It's our parents who need the sex information."

"I know it, but others are stupid."

"Get in trouble through ignorance."

"Please teach it. It would help a lot of kids get straightened out and help those of us who are ignorant in some aspects."

"Learn now so won't be scared later."

"I am scared silly about marriage and what will happen the first night my husband and I are together."

"Course will decrease illegitimacies or young marriages."

"We want to make our marriages last."

"Too many people are having to get married. Far too many babies (illegitimate) are born each year. For satisfying your 'needs' at a certain time the risks are too great. The innocent children are hurt the worst. It does have definite psychological effects upon the parents, too. Something must be done."

Senior High

GOOD IDEA:

"Some high school kids think they're old enough to go all the way. Knowledge would curtail this so we could make better marriages later."

"Why have you waited so long for this? It's too late for seniors. How about an evening class?"

"As soon as possible so there wouldn't be such a big deal about it."

"Everyone knew by sixth grade and I didn't."

"I want my little sisters to have this information because I didn't."

"It's too late for most of us."

Senior High (Cont.)

POOR IDEA:

"Boys seem to be the ones who are disinterested."

"Teach this to some of the dumb girls."

"Parenthood is instinctive and doesn't need explaining."

"It is my life and I'll live it my own way and do not want some teacher to tell me how I should handle myself around the opposite sex."

"I need to make money and earn a living. So don't take time for this."

"I intend to be a bachelor."

"It has no place in school--parents should teach us this."

"I dislike children and intend to have none."

"I'm not interested in getting married or having children for 6-8 years so why should I be bored with these courses now?"

"I am not ready for this instruction."

"It is too embarrassing."

"Too many would laugh during the discussions."

"I already found out all about marriage and parenthood in Home Ec."

"Parenthood courses in high school may be rushing things a bit. For those who plan to marry and raise families right out of high school it might be all right."

"Who wants kids when they are 16 years old? Why should I need instruction to prepare me for parenthood?"

"What can be learned about parenthood most of us know already or can learn from Doctor Spook. A preoccupation would encourage early parenthood which is not advisable."

"The course on marriage and parenthood should be offered only to seniors."

"I feel that to be prepared for marriage you must be mature, not educated."



Senior High (Cont.)

POOR IDEA:

"I don't like sex because it can give some poor person vd. and I am scared to death of vd."

SUMMARY - PART III

In the responses of these adolescent boys and girls there is a call for help that becomes increasingly louder as they approach graduation. It speaks not only for these students but for families in which they live and families which they hope to have.

#### PART IV

#### GENERAL SUMMARY

The study which the Family Life and Sex Education Committee undertook to determine the need for instituting more comprehensive courses in personal and social behavior brought out some salient facts about our community and its attitude. The committee believes that the sources examined and the methods employed in the study preclude much doubt about the validity of their findings. Among the strongest points of evidence which support their recommendations are these:

1. Marital obligations are being assumed earlier in life, and divorces occur more frequently among younger couples.
2. More teenagers are involved in the increasing illegitimate birth rate.
3. All members of the local ministerial association who responded to the committee approved of courses to develop responsible sex conduct among youth of the community.
4. A 92% response from parents in favor of family life and sex education instruction in the school is about as clear a mandate as it is possible to receive from a sampling.
5. Students responding to the questionnaire indicated overwhelmingly that they believed family life and sex education courses should be offered in junior and senior high school. The sincerity of their responses was gratifying.
6. Students at all levels from grades seven through twelve indicated that this type of instruction should be received primarily in the home, but less than 15% of them felt that they could talk to their parents freely.
7. Students uniformly admitted that their friends, who had been providing most of their information, were the least reliable course upon which to depend.
8. The great majority of students believed that some basic information should have been given them at a lower grade level.
9. It is the opinion of the committee that the school can provide the type of program that will bring knowledge, understanding, and a sense of responsibility to the young people of our community.

PART V

RECOMMENDATIONS

It is not the purpose of the committee to remove the responsibility for sex education from the home and the church and bring it into the school. We believe that instruction in the school should supplement that which students receive from parental and religious sources.

The following recommendations were unanimously approved by the committee:

1. That a program which would include instruction in the areas of marriage, family life, and sex education be developed and instituted at the earliest possible date. If funds are not available to add to our staff, qualified members of the present faculty should start the program.
2. That this program be coordinated from kindergarten through grade twelve and taught by carefully selected, competent personnel.
3. That programs of marriage and family life be offered in high school as separate and sequential elective courses and that all students be urged to enroll. Provision should be made for boys and girls to be in separate classes, if they wish, during instruction in personal aspects of sexuality.
4. That this program should include the social and moral aspects of sex education. Representatives from the clergy, the health department, the medical profession and other specialists should assist in presenting the program when it involves their areas of competence.
5. That a carefully planned informational program directed to parents should be carried out prior to the institution of the program.
6. That the right of parents to withhold pupils from classes should be respected.
7. That a correlated program at the adult level should be provided so parents can better handle this instruction in the home.
8. That ample audio-visual materials be provided for use in the school and adult programs.

9. That teachers (particularly in grades kindergarten through six) should be encouraged to exchange classes if some are more competent to handle this type of instruction than others.
10. That the university should be requested to establish courses to educate teachers to properly present sex-related information to children.
11. That follow-up studies be conducted to determine the effectiveness of the program as evaluated by students and parents. Trends will be evaluated regularly. An advisory committee should be continued to meet at least once annually and review the program.
12. That the findings and recommendations of the committee be well-publicized locally.

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