



Proposed guidelines for a family life and sex education program in Bozeman schools
by Ann Marie Mayer Seibel

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in Home Economics
Montana State University
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Abstract:

This study was undertaken in response to the recommendations made by the Bozeman School Advisory Committee regarding development of a family life and sex education program for this community. In addition, an evaluation of teacher readiness for their participation in such a project was made.

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PROPOSED GUIDELINES FOR A FAMILY LIFE AND SEX EDUCATION
PROGRAM IN BOZEMAN SCHOOLS

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ANN MARIE MAYER SEIBEL

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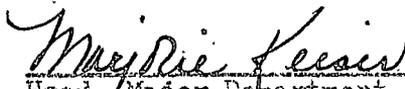
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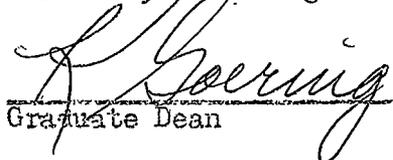
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ABSTRACT

This study was undertaken in response to the recommendations made by the Bozeman School Advisory Committee regarding development of a family life and sex education program for this community. In addition, an evaluation of teacher readiness for their participation in such a project was made.

To determine teacher attitudes toward family life and sex education a questionnaire was distributed to 204 certified personnel in the Bozeman, Montana, schools. Of these 80.9% were returned.

Based upon extensive literature research and the questionnaire results, criteria most applicable to this community were selected. These led to formulation of a set of comprehensive guidelines in family life and sex education for Bozeman.

CHAPTER I

INTRODUCTION

When parents, youths or educators talk about "Sex Education Programs," what do they mean? For some the safe movie and lecture may constitute sex education. For others, simply a one time program such as information on menstruation for girls may seem adequate. Still others provide resource persons occasionally so that children may ask some questions. While these activities pertain to sex teaching, in truth they constitute a piece-meal and ineffective approach to this sensitive and vital subject. What is needed is some means of providing information in order that children can distinguish truths from untruths, and gain the knowledge and preparation that will help them accept the responsibility of their own choices, in terms of their sexuality.

Need for the Study

In Bozeman, Montana, a School Advisory Committee was appointed by the Trustees of School District #7 to study the need for a family life and sex education program. This ad hoc committee, appointed to function during the school year 1967-68, consisted of eighteen members representing various elements of the community's social structure. The group was charged with the responsibility of determining the community attitude toward family life and sex education and the curricular requirements for such instruction. A committee report of the findings was submitted to the Board of Trustees at its February, 1968, meeting.

The significant results of the survey, conducted by the Advisory Committee, included the following:

- a. The parents who were surveyed requested--almost demanded--that a program of family life and sex education be developed for their schools.
- b. The students indicated overwhelmingly that family life and sex education should be offered in the schools.
- c. A majority of the respondents felt that the program should be taught by qualified instructors.
- d. The Bozeman Ministerial Association expressed its full support in the undertaking of such a program.¹

These findings clearly indicated that there is an existing need in this community, that family life and sex education is desired and would be supported by members of the community.

Several of the more important recommendations made by the Advisory Committee are below. A summary of the Committee results may be seen in Appendix A.

- a. A program of family life and sex education should be developed and initiated at the earliest possible date.
- b. The program should be coordinated from kindergarten through grade twelve.
- c. Family life and sex education should be taught by carefully selected, competent personnel.

¹"Findings and Recommendations on FAMILY LIFE AND SEX EDUCATION," Citizens' Committee Report to School Board, Bozeman, Montana, 1967-68.

- d. A carefully planned, correlated program should be provided at the adult level.

Purpose for the Study

It is evident that the community of Bozeman is amenable to a sex education program. Although some effort has been made by the school administration to augment the current limited family life and sex education to fit the community needs, as recommended by the Advisory Committee, a comprehensive program has not yet been designed. This study was undertaken to tailor a program for the Bozeman schools. In addition, an evaluation of teacher readiness for family life and sex education was obtained.

Hypotheses

- a. The attitude of the Bozeman, Montana, teachers toward family life and sex education will be favorable.
- b. Bozeman teachers will indicate inadequate preparation for family life and sex education teaching.
- c. Teachers in Bozeman will be willing to prepare themselves to teach in family life and sex education.

CHAPTER II

LITERATURE REVIEW

No culture exists that does not provide some means for its members to learn their rightful roles in society. Katherine Whiteside Taylor² has written:

In studies of primitive tribes, both historical and present day, we find the training of the adolescent too important to be left to the individual parent. The child's readiness for adult independence and responsibility is symbolized by public rites. These impress upon the tribes, the parent, and the individual himself that the final weaning has taken place. . . He is a member of adult society, with rights and privileges of his own . . . He is not left to sink or swim. . .

In Roman days the boy of fourteen. . . received the Toga Virilis and was acknowledged as a citizen. . . . In our own colonial culture boys of fourteen left the parental roof to live as apprentices to craftsmen. . . . At age sixteen or eighteen our own grandparents were already married. . .

Unfortunately, today's complex and rapidly changing culture does not make such pat provisions for its youth. The rapid social change, coupled with greater moral flexibility, has brought about the "identity crises confronting the adolescent"³ in his world. It is obvious that educators and other adults must strive to give children and adolescents a far deeper level of self awareness.

²Katherine Whiteside Taylor, Do Adolescents Need Parents? (New York and London: D. Appleton-Century Company, 1938), pp. 10-11.

³Wallace C. Fulton, "Educating the Teenager in Human Relations," Community Services and Health Education, The Equitable Life Assurance Society, New York, New York, p. 1.

Need for Sexuality Education

Vitally important in children's development is their acceptance of sexuality and the roles with which they identify. All children from the moment of birth are sexual beings. Usually the first concern of parents is shown by the question, "Is it a boy or a girl?" A girl will naturally be placed in a pink bassinette and a boy will go into a blue one. Gifts for the new-born will further show the distinction between the sexes. Boys receive tailored little suits, blue or white but never pink. The suits will have obvious fly fronts. Gifts for girls are of the fluffy pink variety but never blue. They are obviously designed to emphasize sweet girlishness. As the child grows, boys learn through experience that "big boys don't cry" and girls learn that tears and emotional outbursts may actually enhance their femininity. Thus, sex education has begun and in the words of Dr. Mary Calderone it will "deal with one's total sexuality--maleness or femaleness, what makes you a man or a woman, the way you act, think, dress, and marry. For sex is not something we do, but something we are. . . ."4

Children's Attitudes

Children are natural imitators. From infancy to adulthood their attitudes are formed and adults need to be aware that their feelings,

⁴Paul Friggens, "Shameful Neglect of Sex Education," The PTA Magazine, 69, No. 9, May, 1967, 4-7.

actions, and attitudes, will be mirrored by the young. Education in sexuality is given constantly as teachers and parents respond (or do not respond) to queries, "Where did I come from?" "Where did the kittens come from?" or the clincher that so often brings on tight-lipped silence from adults, "How did I get in there and how did I get out?". Children the world over play house ("you be the mother and I'll be the father"). Or they may play "doctor" ("let me look at your 'stomik'"). Games such as these will stimulate questions about sex, and the answers adults give at this time contribute greatly to a child's positive or negative attitude toward his sexuality.

Schools as Sexuality Educators

While the concession is made that sex education is essential, many of today's educators and other adults are basically hypocritical in their feelings toward sex. On the one hand, they are bound by the accepted conventions of the past. On the other, they are trying to make an adjustment to the conflicting moral climate of the present. The need exists, therefore, to reevaluate thinking in this area. Regrettably, this topic is still considered taboo and the dilemma of dealing with it is too often resolved by simply ignoring or postponing it. As stated by Donald H. Blocher:⁵

Many of the developmental problems in the sexual area that occur in our society result from a kind of unspoken adult conspiracy to view children, adolescents, and young adults as asexual beings

⁵Donald H. Blocher, Developmental Counseling, (New York: The Ronald Press Company), 1966, p. 101.

until the society finds it convenient to recognize their sexuality.

In elementary grades children already have well established attitudes and have formed many of their own ideas about sexuality. While some have a wholesome, healthy outlook toward family, peers, and the opposite sex, others are emotionally crippled. Opportunities abound for teachers to provide guidance to children which will help to change their attitudes toward sexuality. An approach to sex education based on factual information and acceptance of sex as an inseparable part of living becomes their responsibility.

Wild tales and distortions about sex are apt to circulate in any setting where children and youth congregate. The responsible adult will counter every fragment of misinformation with accurate and honest information, thereby giving children and youths the knowledge to aid them in fitting their sex roles. Sexuality education is an ongoing process from birth. It does not, then, arise at any given time in a child's life but is developed throughout his educational life.

Sex Education Programs in the U. S.

Common Elements

There are approximately 1000 programs of family life and sex education in public and private schools in the United States. The programs investigated for this study varied considerably in their structure. They contained certain elements, however, that were common to all.

Objectives and Goals.--The desirable objectives and goals on which family life and sex education is based are broad and encompass all facets

of a child's development. Family life and sex education is recognized as extending far beyond that narrow subject matter "The facts of life." It is planned to: (1) provide for the individual an adequate knowledge of his own physical, mental, and emotional maturation processes as related to sex; (2) build an understanding of the need for moral values that are essential to provide rational bases for making decisions;⁶ and (3) integrate sex into a balanced and purposeful pattern of living.⁷

Scope of Programs.--Most of the planned programs provide for reproductive education for their students. This includes complete information on physiology, anatomy, and terminology in relation to sex and sex relationships. The social aspect of sex education emphasizes sex as a function of the whole personality. "Learning experiences are provided to develop the potentials of individuals in their present and future family roles. The central concept is that of relationships through which personality develops, about which individuals make decisions to which they are committed, and in which they develop self-esteem."⁸ Satisfactory personal adjustments, wholesome attitudes toward sexuality, the building of a value system by which to live; these are all within the scope of a comprehensive family life and sex education program.

⁶Lester A. Kirkendall, "Sex Education," SIECUS Study Guide No. 1, 1967, pp. 10-11.

⁷"Planning and Teaching Family Life Education," Minnesota Department of Health, February, 1967, p. 3.

⁸"Family Life Education Programs: Principles, Plans, Procedures," The Family Life Coordinator, July, 1968, pp. 211-214.

Planning the Program.--In the initial planning stage a need for family life and sex education must be established. This is most often accomplished by involving different segments of the community. These include the PTA, Citizens' Advisory Boards, the Board of Trustees, groups of interested parents, medical associations and religious groups. In one case, a concerned school nurse saw a pressing need for this type of instruction. Public discussions and qualified speakers also help to point up the need for a program in the community.

Education for Parents.--Most programs provide some means for parents to become actively involved. In some areas, adult education courses were offered along with discussion groups and movies. The opportunity to preview materials used in the classrooms is open to parents, and they are encouraged to share their questions with the teachers. In all cases, information carried home by the children supplied enough knowledge to keep the parents informed about what is going on in the school.

Education for Teachers.--At the present time it is generally recognized that teachers are inadequately prepared to teach family life and sex education. It is suggested that the lack in preparedness can be overcome through in-service courses, workshops, and institutes held by teacher institutions. The Sex Information and Education Council of the U. S. (SIECUS) reported that thirty different colleges and universities in eighteen states intended to offer workshops and institutes during the summer of 1968.

Administrators of school systems with established sex education programs acknowledge that a continuing need for in-service programs exists.

"The Anaheim, California, school system has offered in-service training to its teachers since its program began. Other districts, such as those at Hinsdale and Downers Grove, Illinois, are including in-service education in the plans that they are developing."⁹ This trend is reinforced by the position statement from Minnesota which states, "In-service education of teachers must parallel any curriculum development in this area."¹⁰

Location of Programs

No one specific geographical area can lay claim to the leadership in family life and sex education. From California to Maine, from Iowa to Florida, come reports of progress in sex education. In some instances, the programs have been in effect for many years while in others they are in the implementation stage. The Toms River, New Jersey, high school has had a course in instruction on attitudes toward and standards for sex in secondary school courses in family living since 1938. In Hayward, California, the high schools have offered a program in the social studies curriculum throughout the four years, since 1946.¹¹ In response to requests for guidance in developing sex education programs, a meeting, sponsored by the National Association of Independent Schools, was held in Princeton, New

⁹Lester A. Kirkendall and Helen M. Fox, "Starting a Sex Education Program," Children, U. S. Department of Health, Education, and Welfare, XIV, (1967), 136-140.

¹⁰Department of Education, State of Minnesota, St. Paul, 1967.

¹¹Kirkendall and Fox, "Starting a Sex Education Program," pp. 136-140.

Jersey, in 1966. As a result of the convention, a large number of Catholic dioceses instituted pilot programs for their schools.¹²

Sources for Assistance in Planning Programs

Local

Schools interested in initiating sex education programs may utilize the services of their State Boards of Health. The staff members, familiar with the needs peculiar to each community within the State, are usually able to furnish valuable suggestions and support. Guides giving general directions in starting a program, extensive bibliographies, and lists of desirable films and filmstrips are some of the materials made available.

National

On a national scale, the Sex Information and Education Council of the U. S. (SIECUS) gives major assistance to those planning programs. The rapid growth of this organization is a testimony to the readiness of the public's acceptance for family life and sex education for their schools. Chartered in 1964, this organization has achieved astonishing success in fulfilling its purpose.

¹²Virginia Hilu, Sex Education and the Schools, (New York, Evanston and London: Harper and Row, 1968), pp. ix-xi.

The 1967-68 Service Highlights report the services of their staff.

These include:¹³

1. Community services of planning, consultations, speeches, public program organization, and university seminars.
2. Educational services on the national, regional, state, and local level. The staff visited thirty-nine states to advise on teacher preparation.
3. Distribution of materials in the form of kits that include newsletters, study guides, reprints, and audio-visual aids. References to resource agencies and materials that may be found elsewhere are made available on request.

A series of pamphlets has been published by The American Medical Association and the National Education Association especially:

To help parents and those other adults who may have responsibility and concern in assisting children to form sound ideas and attitudes about family living, including sex education.¹⁴

The series of five pamphlets includes information for parents of the very young child and progresses to information for the sixteen to twenty year old. One of the series is written to aid teachers and parents who may need a deeper understanding of sex education.

A booklet produced by The Instructor¹⁵ magazine entitled, "Sex--Who

¹³"SIECUS Annual Report," Sex Information and Education Council of the U. S., Inc., New York, New York, (1967-68), p. 10.

¹⁴Marion O. Lerrigo, Helen Southard, and Milton J. E. Senn, "Sex Education Series," American Medical Association, 1962, pp. 1-70.

¹⁵"Sex Education," The Instructor, LXXVII, No. 1, August/September, 1967, 132-134.

"Will Tell Your Child?" would be an excellent choice for parents of children through grades six. This illustrated booklet contains pertinent information on the reproductive processes and has some suggestions for handling the more common questions children may ask concerning sexuality. For the schools, the booklet may be purchased in quantity at minimal cost and could be used for distribution to parents at the first scheduled group meeting.

Catholic, Protestant, and Jewish groups have materials available. "Sex morality teaching kits" are prepared for discussion leaders by the Young Women's Christian Association. Not to be overlooked as sound sources for assistance in planning are curricula from other communities, books, film and other resources related to the family life and sex education field.

Criteria for Family Life and Sex Education

A list of points to consider when evaluating family life and sex education programs and materials is published in The Family Coordinator.¹⁶

They are:

1. Is the program based on a broad and well-rounded definition of family life education?
2. Does it emphasize active participation of the students in the family life education class?
3. Do the students play a part in determining the course content?
4. Is there a focus on discussion, rather than on lectures alone?
5. Are audio-visual materials used, as well as publications?
6. Are underlying concepts clearly identified? Is the subject matter addressed to the concepts?

¹⁶"Family Life Education Programs: Principles, Plans, Procedures," The Family Coordinator, 17, No. 4, July, 1968, 211-214.

7. Is the information which is presented adequate, accurate, and current?
8. Is it relevant to the life situations of the audience? Will it stimulate various subgroups to adapt and use it?
9. Do the material and program encourage and adapt to acceptances of differences? To the recognition and resolution of conflict?
10. Are differing family values and family patterns presented and respected? Is the development of increasingly meaningful values promoted?
11. Are problems treated as those of individuals rather than those of social classes?
12. Does the course have as a goal the continuing development of teachers as well as of students? Does it provide for enlarging the experiences of the participants?
13. Is the presentation of family roles realistic to today's world?
14. Is the ability to communicate enhanced by allowing participation of the group in all stages from planning to followup?
15. Is continuing communication among participants across age and social barriers promoted?
16. Are teachers, parents, and students encouraged to share ideas and feelings?
17. Does the format of the material increase its usefulness?
18. Are creativity and problem solving encouraged? Can students experiment with various combinations of processes, situations, and uses of material things?
19. Are provisions made for the evolution of family life concepts, in providing for anticipated or real change? Can the material be used to continue to uncover new needs?
20. Is the development of different levels of generalization encouraged, i.e., from description to cause and effect?
21. Are the participants helped to become aware of how the family relates to the community and its resources?
22. Is there built-in provision for assessing the response to materials, procedures, teaching, and student achievement?

These general criteria may be considered as excellent guidelines for formulating or evaluating family life and sex education programs.

CHAPTER III

FAMILY LIFE AND SEX EDUCATION CURRICULUM FOR BOZEMAN

Using the recommendations of the Bozeman School Advisory Committee, guidelines for a family life and sex education program have been developed to fit the need in this community. The proposed guidelines were based upon the premise that community members, including parents and youths, are responsive to such a program for their schools.

Curriculum Guide

This curriculum guide is not intended to offer methodology nor detailed discussion of subject matter. It should be considered as a framework upon which a more comprehensive program may be developed. Final planning and decisions about curriculum must rest with the local school personnel.

In formulating the proposed guide, several outstanding family life and sex education programs and guides were carefully reviewed. Selected portions that have been reliably applied elsewhere, combined with concepts derived from thesis research, were used where adaptation to the Bozeman community could be made.

Definition

Family life and sex education may be viewed in several ways. In the narrowest context it is seen as teaching the facts of life and in its broadest context may include all facets--emotional, spiritual, social, and

physical--of an individual's development. As expressed by Joseph S.

Darden:¹⁷

. . .it includes more than anatomical and reproductive information and emphasizes attitude development and guidance related to associations between the sexes. It implies that man's sexuality is integrated into his total life development as a health entity and a source of creative energy.

For the purpose of this study sex education is defined in its broadest context; for establishing wholesome attitudes and feelings toward human sexuality for effective family living.

Objectives

The objectives for this curriculum guide have been formulated to describe expected behavior as students progress toward the attainment of certain developmental tasks. It should:

1. provide an adequate knowledge of the maturational processes, physical and emotional, as related to sex.
2. help build correct and scientific terminology to describe human anatomy.
3. provide a foundation for building wholesome attitudes toward human sexuality.
4. give insight to the development of, and need for, moral control and moral rules.
5. help students in acceptance of a socially approved male or female role.
6. give students insight concerning their relationships with parents, peers, and other adults.

¹⁷"Growth Patterns and Sex Education," The Journal of School Health, XXXVII, No. 5A., May, 1967, 1.

Community Involvement with the School Program

For family life and sex education to meet with maximum success in the Bozeman community, cooperation must exist between the home, church, and the school. Each has a special function to perform in giving guidance to children and youth; ideally, this guidance would be a blending of the three agencies.

Parent Involvement

"When a subject is as new and unfamiliar as family life with all its various avenues of learning and yet so very 'close to home' in all its many phases, parents must share. All must learn together, each in his separate way."¹⁸ It is essential, then, that the Bozeman parents be as involved in their children's development in sex education as in any other area of their learning. Initially, to gain interest and cooperation, letters should be sent to parents informing them of the introduction of such a program. This would include the aims, objectives, and scope of the program along with an overview of the course content.

A second step should be to encourage parents to contribute their views and feelings about family life and sex education. To accomplish this, the schools may arrange for parent group meetings, enabling parents to share their questions and/or anxieties about the proposed learning with the teachers who are responsible for it. At this time the opportunity can be

¹⁸Francis Bruce Strain and Chester Lee Eggert, Framework for Family Life Education, (The American Association for Health, Physical Education, and Recreation, 1956), p. 104.

provided for parents to preview the audio-visual materials that are intended for use in the course.

Other approaches which can help remove negative notions about family life and sex education may be necessary before a program can function adequately. Speakers could be engaged to discuss the topic in mixed groups during PTA or other group meetings. Here, the church and other civic groups can give invaluable aid by helping parents become familiar with the positive aspects of sexuality education. The booklets, discussed in the literature review on pages 12 and 13, could be distributed at the first parent meeting, thus helping to orient the parents who are "immobilized by the fear of sex and their own ignorance of how to handle the subject with their children."¹⁹ Because lack of proper terminology is often considered as the cause of breakdown in communication about sexuality, parents, along with their children, should develop an acceptable vocabulary that will be useful in describing body parts. The concise terminology used in the booklets could provide the information that is necessary to enable parent, child, and teacher to talk in clear and unambiguous terms with one another.

Church Involvement

In noting the responsibility of the church for sex education, Alvin W. Quinn writes:²⁰

¹⁹Kirkendall and Fox, pp. 136-140.

²⁰Alvin W. Quinn, "A Program of Sex Education In K-8 Science," The Instructor, August/September, 1966, pp. 31 and 42-43.

The church, although it is outside the school, needs to coordinate sermons and work with youth groups along the lines of increased morality and self control. It's up to the religious leaders to set unalterable standards without a pious oh-isn't-it-awful attitude and without a series of thunderous prohibitions.

In the near unanimous approval to family life and sex education for the schools, the clergy of Bozeman have clearly recognized the value of this crucial learning for children and youth. There is abundant evidence that churches in this community are already engaged in many worthwhile youth activities. Thus, in providing wholesome social opportunities they are making a significant contribution toward building sound ethical principles.

Some churches have undertaken to give parent education to parallel that of the children receiving family life and sex education in their schools. This assists parents in answering their children's questions and is a valuable contribution.

Sequential Program for Bozeman Schools

Family life and sex education should be a sequentially planned learning experience which begins in the kindergarten and progresses through high schools. In this way, Havighurst's principle²¹ that there are certain tasks that all individuals must learn, can be incorporated. These "the developmental tasks of life" are defined in this way:

A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

²¹Robert J. Havighurst, Developmental Tasks and Education, (New York, London, and Toronto: Longmans, Green and Co., 1957), p. 2.

The developmental tasks of early childhood prior to entering school are:

1. Learning sex differences and sex modesty.
2. Learning to relate emotionally to family members and others.
3. Learning to distinguish right and wrong, and developing a conscience.²²

Elementary Grades Kindergarten Through Four

In kindergarten and the earlier grades, sexuality education should be as natural as possible. It is obvious, therefore, that boys and girls would not be separated for discussions during these years. Primarily, the task of the teacher consists in helping children to learn about themselves as sexual beings, and also to learn something of role identity. This may be achieved quite incidentally through their every day activities within the school setting.

No specific time should be set apart for sex education in the elementary grades. The teachable moment may occur at any time during the school day. These "moments" should bring the children to the realization of several basic concepts in the matter of birth, reproduction, and the human body. Milton I. Levine²³ states these basic concepts:

1. Life comes from life.
2. All babies, animals and humans, come from their mothers.
3. All animals produce babies of the same kind.
4. There must be a father and a mother before a baby can be born.
5. Boys and girls are different physically.
6. Boys remain males and grow up to be men, and girls remain females and grow up to be women.

²²Ibid., pp. 12-13.

²³Milton I. Levine, "Sex Education in the Public Elementary and High School Curriculum," The Journal of School Health, XXXVII, No. 1 (1964), 33.

Understanding of these concepts may be enhanced through observation of reproduction in various forms of life and plant propagation. Among the numerous projects that teachers could undertake are: incubation of eggs, viewing aquarium life reproduction as well as witnessing reproduction in hamsters and guinea pigs. Teachers should exercise caution, however, that children do not equate animal birth with human birth. They should be led to the knowledge that inherent in human beings is capacity for love, and possession of sensitivity and intelligence, as opposed to the instinctual in animals.²⁴

Proper terminology can result from the projects mentioned above. Children can learn, understand and use in a meaningful way, such words as embryo, breasts, penis, vagina, reproduction, abdomen, and uterus. Learning these proper names could discourage the use of the "out-behind-the-barn" terms that children so often bring to school. Moreover, the projects mentioned will stimulate questions and create a climate for lively, healthy, discussions within the classroom setting.

Learning experiences provided by the schools in grades kindergarten through four must help children to realize that the family is the basic unit of society, and along with this important learning there should develop an understanding that love and respect is a part of family life. Often, in kindergarten and first grade there are moments where lessons in family life are taught as children take on the roles of mother and father in playing "house". Through language arts the roles of male and female

²⁴Delbert Oberteuffer, Ph.D., "Health and Education--An Appraisal", The Journal of School Health, 38, No. 72+, February 1968, 72.

members of society are assessed and children are eased into interpersonal relations with other than family members. Through science they may become familiar with the anatomical aspects of sexuality. In these earlier childhood years questions arise from a pure and wondering mind about birth, reproduction, and the body. The questions should be viewed as normal and, in responding, teachers might consider the four principles set forth by Milton

I. Levine, M.D.²⁵

1. Always tell the truth.
2. Never put off answering.
3. Use correct terms.
4. Answer as much as the child desires and no more.

Middle School Grades Five and Six

Middle grade children may be considered to be in the period of pre-adolescence, prepuberty, or middle childhood. In Bozeman, children progress from a self contained classroom setting in fourth grades to a school that is organized on the departmentalized plan for fifth and sixth grades. These students have reached a transitional point in their lives. They are no longer a part of the elementary atmosphere but are "growing up", and biological changes are increasingly apparent. Experience with this age group seems to indicate that the middle grader has reached that teachable moment "when the body is ripe and society requires, and the self is ready to achieve a certain task."²⁶

²⁵Levine, p. 33.

²⁶Havighurst, p. 5.

Developmental Tasks of Middle Childhood.--A family life and sex education program for the middle school grades five and six, should aim at assisting the students to accomplish certain developmental tasks. As listed by Havighurst,²⁷ they are:

1. Building wholesome attitudes toward oneself as a growing organism.
2. Learning to get along with agemates.
3. Learning an appropriate masculine or feminine social role.
4. Developing conscience, morality, and a scale of values.

Preparing Pre-adolescents for Puberty.--"You're growing up now" or "Act your age" are phrases pre-adolescents hear frequently from parents and teachers. Too often these students are expected to be "young men and young women" but the very knowledge that should give them the skills to fit themselves to this new role is withheld from them. At no point in life are children more curious about their own bodily development and feelings than in the pre-adolescent period. Interest in bodily functions, growth patterns, emotions, and what it means to be a boy or a girl, greatly increases. To ensure that the fifth and sixth grade students in Bozeman receive sexuality education that will help them to attain the certain developmental tasks of middle childhood, it is important that the plan concentrates on the physical as well as the emotional development of the student.

Today's Health Guide²⁸ point up several physical growth characteristics of the nine to twelve year old child:

²⁷Ibid., pp. 16-23.

²⁸Today's Health Guide, American Medical Association, (1965), pp. 56-57.

Each child follows his own pace in growing. . .The spurt of growth in height and weight is the forerunner of puberty, the time of life when sex organs mature and the sex glands begin to discharge sex cells. . .Children who have not been informed before they experience these changes often worry for fear something is wrong with them. . .

Clearly, then, a unit on maturation must be included in sexuality education for fifth and sixth grade students. In the Willson Middle School, this can be accomplished by the Health-Science teachers, because all students have exposure to a full academic year of health and science teaching. Added to this are the health and physical education activities carried on daily with all boys and girls. In this ideal arrangement a unit on the human body and its functions, including the reproductive processes, will furnish necessary information to all the students before the onset of puberty.

Reproduction Education.--A primary objective is to give children the understanding that the reproductive system, often obscured in their textbooks and mystically referred to in their earlier years, is a necessary and vital part of human life. To avoid isolating its study, however, the other systems of the body (digestive, muscular, skeletal, nervous, circulatory, and glandular) should be correlated with their learning experiences. Integrating the study of the reproductive system with all other systems of the body should serve to bridge the gap so that basic facts in reproduction are not isolated. It should give rise to the concept that "the human plan for reproduction is far superior to most other forms of plant and animal reproduction. . ."29

²⁹Ibid., p. 45.

Vocabulary.--It is imperative that children in middle childhood are aided in developing an acceptable vocabulary concerning the body and its parts. This gives the students some basic information from which to frame their questions regarding sexuality, and it will promote freer discussion and greater class participation. The vocabulary should include such terms as sperm, ovum, fertilization, testes, ovaries, and any others necessary to give a detailed explanation of sex structure and function in the male and female reproductive systems.

Segregation.--Boys and girls should be separated for discussions that relate to physiological changes involved in reaching puberty. Practice with children in grades five and six suggests that they are more comfortable in an all-girl or all-boy setting during talk about physiological changes. For girls, this would include initial discussions about menstruation, the appearance of pubic and axillary hair, breast enlargement, broadening in the hips, and ability to conceive after menarche. Cleanliness and good grooming should be included in the discussions. For boys, the physical steps leading to manhood should include initial discussion on seminal emissions, increase in size of genitals, appearance of pubic, axillary, and facial hair, voice change, and changes in body proportions. Both boys and girls should know that there is an "upsurge of sexual feelings"³⁰ which may lead to masturbation in both sexes. Boys and girls should remain together for all other instruction in the reproductive processes.

³⁰Ibid., p. 57.

While the major emphasis of sexuality education in middle childhood is centered on the physiological, it must be realized that the attitudinal aspects cannot be separated from it. Patricia Schiller³¹ asks:

Is it enough to teach a sixth grade boy how one becomes a father without teaching him how to become a man? Don't we also need to teach him attitudes and behavior that will help him, on reaching manhood, to be a sympathetic, kind, and understanding husband and father?

Pre-adolescents experience many anxieties about their growth and emotions: in the new "feelings" that arise as pubertal changes take place, in feelings toward self and others, and most importantly, in how others feel toward them. Opportunities should be provided for students to express their concerns and inner conflicts. Discussions, planned to bring about the understanding that their "anxieties" are shared by others, can be helpful, and assurance that these feelings are normal is necessary.

Young people need reliable guidance as they make decisions about: behavioral standards, values and ethics, and right and wrong. Since they usually look to adults other than parents, "it is particularly important for them to have teachers who understand their emotional and social problems,"³² and can guide them to constructive ways to cope with them.

The basic concepts that should emerge from family life and sex education in middle grades are that:

1. The reproductive system, along with the other systems of the human body, is a necessary and vital part of life.

³¹Patricia Schiller, "Sex Education That Makes Sense", NEA Journal February, 1968, p. 17.

³²Ibid., p. 17.

2. Heredity and environment have an influence on growth and development.
3. Proper vocabulary enables individuals to communicate in clear and unambiguous terms about sex.
4. The human plan for reproduction surpasses that of other forms of plant and animal reproduction.
5. Changes that take place during puberty may be considered as normal.
6. Interpersonal relations, with family and others, help to shape lives.
7. Human sexuality is a normal, natural life process.

Adolescents

Havighurst suggests that the period from twelve to eighteen is one of physical and mental maturing. During this period, sex differences widen. Boys are becoming ready for manhood, and girls are taking initial steps to womanhood. Lessons in this age period are not so much intellectual as they are emotional and social.

Developmental Tasks of Adolescents

During the period from twelve to eighteen, family life and sex education should be directed toward helping adolescents achieve these selected tasks:

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Desiring and achieving socially responsible behavior.

5. Acquiring a set of values and an ethical system as a guide to behavior.
6. Preparing for marriage and family life.³³

Curricula for Grades Seven Through Twelve

The curricula outline for grades seven through twelve is adapted from several family and sex education resource units.³⁴⁻³⁸ These resources were selected because, in some instances, the programs have been established for several years and are considered to be successful. In another, the approach was felt to be desirable for the Bozeman community because the program was slanted toward the sequentially planned learning experiences from kindergarten through grades twelve. In still another, the program content was health directed and gave more thorough and wider concepts of family life and sex education.

Junior High School Grades Seven, Eight and Nine

In the Bozeman community the Junior High School consists of grades seven, eight and nine. Youths range from twelve to fifteen years in age

³³Havighurst, pp. 33-71.

³⁴"Growth Patterns," pp. 1-128.

³⁵Strain and Eggert, pp. 1-117.

³⁶"Sex Education--U. S. A.--A Community Approach," Guidance Associates/Harcourt, Brace & World/SIECUS, 1968, pp. 1-32.

³⁷"Planning and Teaching Family Life Education", pp. 1-7.

³⁸"Family Life and Sex Education," Ohio's Health, XIX, No. 3, March, 1967, 1-32.

and are considered to be early adolescents or teenagers. "This is a period of growing up, a period of surging sex interests, desires and urges. This is a period of questioning and the search for answers."³⁹ As in the middle grades, junior high school students need to be assured that the new "feelings" are a normal part of puberty. This should be accomplished through special family life and sex education courses along with units of work integrated into other related subjects, i.e., physical education, home economics, and science.

Since both boys and girls are in the maturation stage, their interests throughout these grades will reflect "growing-up" problems. According to Strain and Eggert,⁴⁰

The Junior High boys and girls are soon to be men and women living together in the joint business of family making and building. Both must be made ready for themselves and ready for living together.

While most authorities agree that both sexes should receive the same instruction in mixed classes, they concur that there is a period in adolescent family life and sex education when they should be segregated. As stated in Framework for Family Life Education:

Anyone who recalls his own developing years, his self-consciousness and shyness about all sorts of new feelings and bodily changes, cannot possibly be in doubt about segregation of boys and girls at this period of their sex education. In addition, the actual hygiene of the bodily changes has different requirements for each and includes details not entirely acceptable or necessary to each other at this stage of their development. Let no one think that such segregation, at this age, serves to prolong any old-time false modesty which has made it taboo in the past. . . one of the requirements of good sex education is that it shall not lose sight of our reticences and the

³⁹Levine, p. 35.

⁴⁰Strain and Eggert, pp. 97-98.

aesthetics while becoming intelligent about the fundamentals and essentials.⁴¹

Seventh Grade.--The seventh grade student in Bozeman moves into a new setting with eighth and ninth graders. Insecurities and personal fears may be compounded by the strange surroundings. The students therefore, should have an orientation to their new school as well as to the method in which family life and sex education will be presented. To insure that the same amount of time is allocated to boys and girls, a separate family life and sex education course should be required of all students.

Instruction may begin with a review of what the students know from previous exposure to sexuality education. Except for initial discussions on physiological changes that take place in both sexes, and the review of male and female reproductive processes, the classes should be coeducational.

Teenagers become increasingly aware of friendships and other interpersonal relationships. Loyalty and integrity are newly-formed "values". Personal appearances are high on the list of interests; hence "good-grooming tips" are timely and well received. These students are seeking to improve their personalities and their "self". The group-discussion approach can be an effective teaching device to aid them in finding honest answers to their questions.

Because the teenager is asserting his independence he needs insight into understanding of his family and responsibility as a family member. It is important, therefore, that the role and function of the family in society be stressed.

⁴¹Strain and Eggert, p. 98.

Learning experiences in the seventh grade should give rise to these basic concepts:

1. Fluctuation of moods and energy is characteristic of adolescence.
2. Personality is the sum of all of an individual's characteristics.
3. An individual is capable of modifying many of the aspects of his personality which influence his ability to get along with other people.
4. In boys, awareness of one's responsiveness to the sex drive develops before or concurrently with the maturation of the spermatozoa. . .sex stimulation is genital in origin.
5. The increased strength and awareness of the sex drive finds natural expression in an increased interest in relationships with members of the opposite sex.
6. The family is necessary to provide love, security, and identity for its individual family members.⁴²

Eighth Grade.--Initially, a unit for eighth grade students will focus on their concerns in self-understanding and self-awareness. Essentially it may be an extension of the seventh grade learning experiences. A second focus should be on the physiological changes taking place in the pubertal period. It is important at this time to review in depth the biology of reproduction. Students should be segregated for this instruction. The setting for discussion of all other topics related to family living should be coeducational and carried out in a special course required of all students. Additional topics for discussion may include: venereal diseases, birth abnormalities, illegitimate pregnancies, and misuse of drugs, alcohol, tobacco, and sex.

Boy-girl relationships become significant in the eighth grade. Students begin associating with the opposite sex and express concern over dating etiquette and appropriate dating behavior. Their "concerns" should be

⁴²"Growth Patterns and Sex Education", pp. 62-63.

considered seriously and dealt with sympathetically. The students should be encouraged in acquiring more adult social skills, e.g., how to converse, dance and dress.

From the learning experiences in family life and sex education, eighth graders should develop basic concepts about, and favorable attitudes toward, self and family. Among the basic concepts that should be formulated are that:

1. Man. . . is able to exercise control over much of his behavior. . . through use of his reason or intelligence.
2. Young men and women in our culture are biologically capable of mating and reproducing several years before they are emotionally and socially mature enough to fulfill the responsibilities of being parents.
3. The designed purpose of the sex drive in humans is to assure the perpetuation of the human species through eventual mating and reproduction. . .
4. Inappropriate means of expressing the sex drive create problems for individual and society.
5. The custom of dating is one of the means by which men and women learn to know and to understand each other as sexual beings.
6. Both boys and girls are responsible for the quality of interpersonal relationships developed through dating.
7. The family is necessary to provide love, security, and identity for its individual members.⁴³

Ninth Grade.--The ninth grade student in Bozeman remains a part of the Junior High School setting. Topics that continue to be of significance for ninth grade students include: mental and emotional health, family relationships, boy-girl relationships, and steady dating. Problems of sexual expression, including premarital sex relations, are also considered along with venereal disease education and dangers of drug, alcohol, and tobacco misuse.

⁴³Ibid., pp. 62-63.

Classes in family life and sex education should be coeducational, because at this level students need exposure to the different views of the sexes. Through open dialogue they may gain an understanding of the differences in male and female emotional needs. (On occasion, to permit in-depth discussion of problem areas, the ninth grade boys and girls may wish to be segregated. The choice should be theirs). A specific family life and sex education course in which students can approach problems from the behavioral and attitudinal point of view would be desirable. Further, it would ensure that boys and girls receive the same instruction. Correlated courses, such as Science, Home Economics, or Physical Education could review the physiological aspects of growth and development.

The basic concepts that should result from ninth grade instruction in family life and sex education may be considered an extension of those formulated through eighth grade learning experiences. In addition, there should be a continuous and deeper awareness of their own standards of beliefs and behavior toward boy-girl relationships and emotional controls.

Bozeman Senior High School Grades Ten, Eleven and Twelve

The Bozeman Senior High School consists of grades ten, eleven, and twelve. In these years, family life and sex education "becomes of age and is ready to stand on its own. . . and education becomes not only academic but entirely realistic."⁴⁴

⁴⁴Ibid., p. 99.

High school students desire to be equipped with the knowledge that will fit them for their more adult role. In this later adolescent period they are genuinely concerned with the problems of mate selection, factors that constitute readiness for marriage, and elements necessary for sound family relationships.

Students in Bozeman Senior High School should acquire instruction in a family life and sex education course that has been initiated for this purpose and is required of all students. The setting should be coeducational because at this point:

All thought of segregation in the presentation of sex topics has long since been abandoned. High school students of the upper grades are acclimated to each other, talk with each other freely, seriously, without self-consciousness as they discuss, in groups or individually, the topics of the day's classwork.⁴⁵

Grade Ten.--Tenth graders, generally, are more concerned with their psychological and social development than about the mechanics of bodily function. They are not yet ready to assume the responsibilities of marriage, although most are "steady dating" and interested in factors related to mate selection. It is important, therefore, to stress these points of major concern: relationships with family and peers, boy-girl relationships, sexual and moral standards of behavior to fit their new maturity, and readiness for marriage. Homosexuality, misuse of drugs, alcohol, tobacco, venereal diseases, and premarital intercourse may be considered topics for discussion. Related subjects such as Science, Physical Education, and Home Economics could assume some responsibility for these topics also.

⁴⁵Strain and Eggert, p. 99.

Grades Eleven and Twelve.---The focus in grades eleven and twelve should be on family living, including preparation for marriage, adjustments in marriage, and planning parenthood. During the review of reproductive education, prenatal care and childbearing can be emphasized. Other topics for discussion are: finances, vocational choices and opportunities, home building, divorce, in-laws, attitudes toward sex and sexual behavior, and continued emphasis on dangers in misuse of drugs, alcohol, tobacco, and sex.

Certain basic concepts should develop from family life and sex education instruction in the Senior High School grades. Some of these are that:

1. The family is the basic unit of society.
2. A marriage is more likely to succeed if both partners are mature.
3. Compatible living as married persons requires many adjustments on the part of husband and wife.
4. The decision to become parents should imply that a husband and wife are willing and able to accept the responsibilities attendant upon parenthood.
5. Problems within a family affect all members of the family.
6. The use of stimulants and depressants influences the quality of human experiences by at least temporarily altering the person doing the experiencing.
7. One's values and standards of sexual behavior will have a long range effect upon one's own life along with the lives of dating partners, marriage partners, and offspring.⁴⁶

Evaluation of Program

There are twenty-two criteria for evaluation of family life and sex education programs described on pages 13 and 14 of Chapter II. These points have been considered in the program planned for Bozeman.

⁴⁶"Growth Patterns and Sex Education," pp. 111-128.

In addition, other criteria which pertain more directly to the Bozeman school system were developed and met in the present study. These involve:

1. Do the planners of the programs and guides have community support?
2. Do the planners proceed cautiously?
3. Are parents fully informed and encouraged to share ideas and feelings?
4. Does the scope of the program include the social, biological, and spiritual aspects of family life and sex education?
5. Is family life and sex education provided sequentially for all grades?
6. Is the program planned for public schools?
7. Is the program carried out by classroom teachers?
8. Does it provide reproductive education to fifth and sixth grade children?
9. Is equal time allocated for both sexes in all areas of family life and sex education?
10. Is the program based on the developmental needs of youths at all grade levels?
11. Is the program designed to help youths build values, create wholesome attitudes, and develop social responsibility?
12. Does the program provide for in-service training for teachers already in the field?

CHAPTER IV

TEACHER ATTITUDES AND PREPARATION

Unless teachers feel confident in their knowledge of the subject at hand, they are frequently reluctant to take part in family life and sex education. Often, however, their reluctance stems from the teachers' attitudes toward such instruction. If a comprehensive program of family life and sex education, as outlined in Chapter III is to be successfully implemented in the Bozeman community, the full cooperation of the entire teaching staff is vital. Inasmuch as attitudes and opinions had not been evaluated, it was essential to determine these along with the professional preparation of the Bozeman certified personnel.

Methodology

A questionnaire was designed to determine the attitudes and opinions of the teachers in the Bozeman Public Schools concerning family life and sex education. A copy may be seen in Appendix B.

The population considered was the certified personnel in the Bozeman public school system. With the full approval of the administration in the Bozeman schools, questionnaires were placed in the mail boxes of the 204 individuals at the elementary, middle, junior and senior high school levels. These were returned to the principals' offices and picked up by the questioner.

Results

One of the purposes of this study was to determine the readiness of the teachers in the Bozeman Public School System to participate in a family life and sex education program.

Sample

Two hundred and four questionnaires were distributed. Of these, 164 (80.9%) were returned. This is a majority of the teachers in the Bozeman system and should be representative of the opinion for the total population.

Attitude

Relationship to Background.--It is generally agreed that attitude will be reflected by personal background of an individual. This is true to a marked degree when considering family life and sex education. Therefore, several areas that were pertinent to personal background were included in the questionnaire.

The respondents' background information revealed that the average teacher in the Bozeman school system is a married female with children. She was reared in a rural setting and had a Protestant religious affiliation. This average teacher had had 1-10 years teaching experience and favors a program for family life and sex education that begins in the elementary grades.

Most opposition to family life and sex education was expressed by members of the male sex, those of the Catholic faith, and teachers with ten to twenty years and more than twenty years of experience.

The marital status of the family life and sex educator may be a real concern to both parents and students. This is particularly true at the upper grade levels where the subject requires emphasis on dating, petting, pre-marital sex, mate selection, readiness for marriage and parenthood, and family planning. At this level, students may have more confidence in teachers who are married, because they would assume such persons to have greater understanding in family life interaction. Moreover, married teachers will have faced, and presumably surmounted, some of the emotionally important events that students are facing at this time. The fact that this person's attitudes toward marital responsibility and toward sexual behavior arise from experience, as well as formal learning, may promote greater acceptance of the teacher and the subject.

Among a total of 164 respondents, 135 (80.9%) were married, 13 (7.8%) were single, seven (4.9%) indicated divorce and nine (5.5%) were widowed. Of those that were married, 83% indicated approval of the program. The respondents with twenty years or more teaching experience that had experience in marriage (married, divorced or widowed) indicated that 83.4% of them approved of the program. The widowed group was least favorable to family life and sex education (Table I).

It is possible that this attitude is a result of their being reared in an era that viewed family life and sex education as a parental responsibility.

TABLE I

DISTRIBUTION OF RESPONDENTS, MARITAL STATUS, AND
APPROVAL TO FAMILY LIFE AND SEX EDUCATION

Marital Status	Responding		Approving		Disapproving	
	No.	%	No.	%	No.	%
Married	135	81.8	112	82.9	23	16.1
Single	13	7.8	12	92.3	1	7.7
Divorced	7	4.9	7	100.0	0	0.0
Widowed	9	5.5	7	77.7	2	22.3
Total	164	100.0	138	84.1	26	15.9

Teachers as parents often assume the role of sex educator with their own children. Teacher-mothers frequently take the responsibility for sex education in both daughters and sons. Hence they may more accurately sense the need and importance of this instruction for children. This may account for the striking difference in attitude toward family life and sex education between the male and female respondents.

Of 164 respondents in Bozeman, 113 (69.7%) were females. One hundred (88.5%) approved this instruction. Fifty-one (30.3%) of the total respondents were males and of these, 36 (70.6%) approved a program (Table II).

TABLE II

DISTRIBUTION OF FEMALE AND MALE RESPONDENTS TO
APPROVAL FOR FAMILY LIFE AND SEX EDUCATION

Sex	Responding		Approving		Disapproving	
	No.	%	No.	%	No.	%
Female	113	69.7	100	88.5	13	11.5
Male	51	30.3	36	70.6	15	29.4
Total	164	100.0	136	82.9	28	17.1

The religious background of an individual may influence attitudes toward family life and sex education. For example, a teacher who is devout in the Catholic faith may take a different approach to sex education from one who is devout in a Protestant faith.

Of the total sample, 133 (80.6%) were Protestant, 18 (10.9%) reported Catholic and 13 (8.5%) indicated "other". Opposition expressed toward family life and sex education was greatest among members of the Catholic faith. Of 18 respondents, five (27.8%) disapproved of such a program whereas 20 (15.8%) of the Protestants and only two or 14.3% of those indicating "other" showed disapproval (Table III).

TABLE III

RELIGIOUS AFFILIATION OF EDUCATORS AND RESPONSES
TO FAMILY LIFE AND SEX EDUCATION

Religious Affiliation	Responding		Approving		Disapproving	
	No.	%	No.	%	No.	%
Protestant	133	80.6	112	84.2	20	15.8
Catholic	18	10.9	13	72.2	5	27.8
Other	13	8.5	12	85.6	2	14.3
Total	164	100.0	137	83.5	27	16.5

Where an individual lived in his formative years may have a strong bearing upon his outlook toward family life and sex education. One who was reared in a rural setting and had exposure to animal mating and reproduction may view it as a natural type of information that children and youth should possess. In contrast, one reared in an urban setting may be devoid of those natural experiences, resulting in a view consistent with that rearing.

The data from the 162 respondents indicated 105 (64.8%) were reared in a rural setting and 57 (35.2%) reported an urban setting. Disapproval to a family life and sex education program was shown by 11 (19.3%) from urban settings as compared to 16 (15.2%) from rural areas. These data suggest that where the educator lived as a child did not significantly affect opinion toward family life and sex education. Regardless of formative setting, Bozeman educators approved this type of instruction (Table IV).

TABLE IV

FORMATIVE SETTING OF RESPONDENTS IN REGARD TO ATTITUDE
TOWARD FAMILY LIFE AND SEX EDUCATION

Formative Setting	Responding		Approving		Disapproving	
	No.	%	No.	%	No.	%
Rural	105	64.8	89	84.8	16	15.2
Urban	57	35.2	46	80.7	11	19.3
Total	162	100.0	135	83.3	27	16.7

Logically, those teachers who have been in the profession for more years, and have experienced student interest and questions related to sex, should have a greater awareness of the need for family life and sex education. On the other hand, doubts and insecurities about the lack of preparedness to teach in this area, coupled with a more "Victorian" upbringing of another era, may lead to negative attitudes toward such instruction and teachers' reluctance to participate in it.

One hundred sixty-four respondents reported their teaching experience. Of these, 92 (56.3%) indicated 1-10 years experience, 46 (26.1%) reported 10-20 years, and 29 (17.6%) had been in the teaching field 20 years or more. The greatest opposition to family life and sex education was shown by those who had 10-20 years, and 20 years or more experience. These data may tend to point up the generation gap that exists between youth and adults. They may further indicate that experience with the problem does

not necessarily mean greater awareness and readiness in relation to participating in the family life and sex education program (Table V).

TABLE V

TEACHER EXPERIENCE REPORTED IN NUMBER OF YEARS; PERCENTAGE OF APPROVAL AND DISAPPROVAL TO FAMILY LIFE AND SEX EDUCATION

Teaching Experience	Responding		Approval		Disapproval	
	No.	%	No.	%	No.	%
1-10 years	92	56.3	82	89.1	10	10.9
10-20 years	43	26.1	33	76.8	10	23.2
20 years and over	29	17.6	21	72.4	8	27.6
Total	164	100.0	136	82.9	28	17.1

Toward Controversial Aspects of Family Life Education.--Individuals

often respond with answers that they believe the questioner desires. It becomes difficult to assess true attitude through "yes" or "no" response questions. More accurate indications to belief may be determined through the use of controversial statements to which respondents may demonstrate degrees of agreement or disagreement.

While critics of family life and sex education insist that this instruction should be in the home and in the hands of parents, others propose that the parents have failed in this job and consequently they are looking to community institutions to help fill the "void" that exists. From the Bozeman teachers' viewpoint, parents have delegated their responsibility

for sex education to the schools and churches. From a total of 163 responses, the majority subscribed to this view. One hundred (61.4%) agreed and 31 (18.5%) strongly agreed, while 28 (17.7%) disagreed and only four (2.2%) strongly disagreed to this opinion (Figure 1).

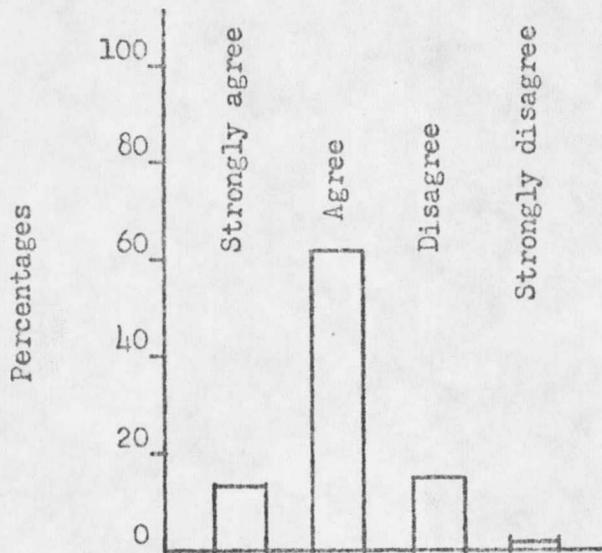


FIGURE 1. TEACHER RESPONSE TO PARENTAL DELEGATION FOR SEX EDUCATION

Frequently, discussions of content matter for family life and sex education give rise to concern and confusion among educators. Much of the difficulty lies in determining the age and grade levels at which certain aspects of sexuality should be offered. Some adults claim that youths in the middle and junior high school grades are not ready to "learn" about sex deviants. They may fear that this type of knowledge could complicate their "sexual concerns" and should therefore not be included as part of their learning in these grades. Other adults may favor such instruction on the supposition that youths need information about sex deviancy to become aware

of the potential "dangers" from this source.

Of 160 respondents, 107 (66.8%) agreed that middle graders and junior high school youth should be given information regarding sex deviants. Twenty-four (14.9%) strongly agreed to this view. Twenty-six (16.2%) disagreed and only three (1.86%) strongly disagreed to giving this type of information (Figure 2).

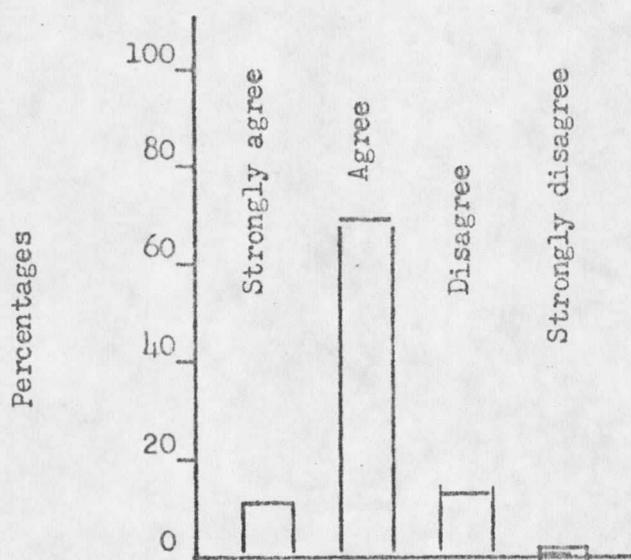


FIGURE 2. TEACHER RESPONSES TO INFORMATION ABOUT SEX DEVIANTS FOR MIDDLE AND JUNIOR HIGH SCHOOL YOUTHS

Students at the senior high school level receive information relating to preparation for marriage and parenthood. The very nature of this information suggests that youths, then, should also be informed about birth control and its relation to family planning. Many adults, however, would view this type of instruction with misgiving. Their feelings could stem from religious training and moral grounds or they may hold to the notion that this knowledge may lead to sex experimentation among youths.

Data from 158 respondents indicated 85 (53.7%) agreed and 22 (13.9%) strongly agreed that a high school course of study should include birth control information for senior classes. Thirty-six (22.9%) disagreed and 15 (9.5%) strongly disagreed with this statement. Among 51 respondents who disagreed to this statement, 44 (27.9%) were Protestant, 15 (27.8%) were Catholic and three (23.1%) signified "other". Since there is no significant difference in these percentages, the data may suggest that attitude toward birth control is a matter of personal opinion rather than religious training (Figure 3).

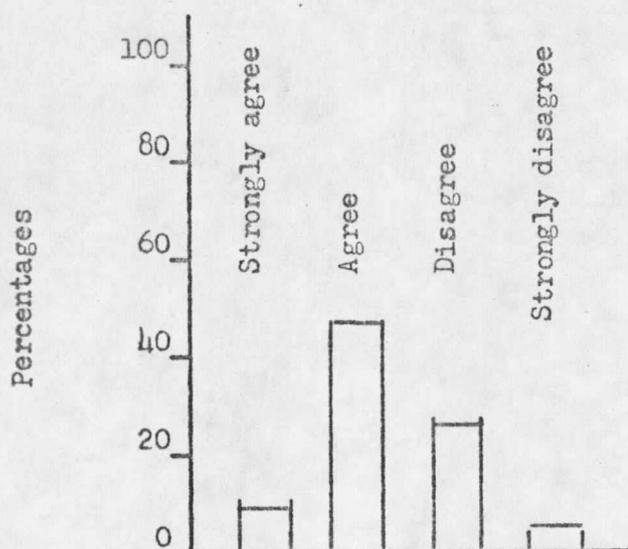


FIGURE 3. RESPONSE TO BIRTH CONTROL INFORMATION TO SENIOR HIGH SCHOOL CLASSES

The claim is frequently made by adults that youths who are informed about sexuality will resort to sex experimentation. Others propose that the converse is true. It seems reasonable to state that the youths who have received sound family life and sex education will also have been

reached with the morality of sex. Through perceiving sex as a normal, natural life process there should have developed a deeper appreciation and respect, not only for self but also for others.

Seventy-five (47.8%) of the Bozeman teachers agreed and 17 (10.8%) strongly agreed to the statement that the more students know about sexuality the less prone they are to sex experimentation. Fifty-one (32.5%) disagreed and 14 (8.9%) strongly disagreed to this assertion (Figure 4).

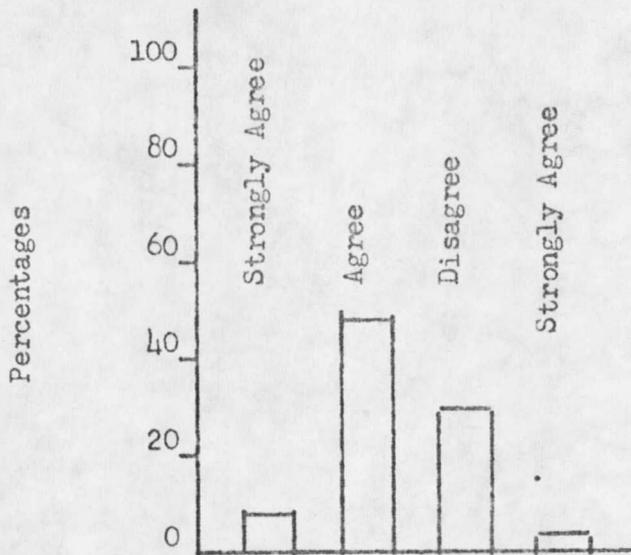


FIGURE 4. RESPONSE TO SEX EXPERIMENTATION RESULTING FROM SEXUALITY KNOWLEDGE

It is generally agreed that all recognized school subjects merit adequate teacher preparation, thereby enabling teachers to accomplish their tasks with competence. Nonetheless, some proponents for sex education have suggested that teachers who possess such personality traits as "warmth" or "sensitivity" may be taken from the ranks and placed in the position to teach this subject matter. It could be stated that these should be qualify-

ing characteristics for all teachers in all subject areas. In addition, those individuals who are responsible for family life and sex education will need to have thorough knowledge of this many-faceted subject. Ideally, this should result in ability to handle the content with ease, confidence, and competence.

Bozeman teachers indicated overwhelmingly that family life and sex education merits proper preparation. Of 163 responses, 113 (69.4%) strongly agreed and 39 (25.6%) agreed to this view. Only six (2.8%) disagreed and five (2.2%) strongly disagreed. While it is possible that there are many warm, sensitive teachers in the Bozeman system, the fact that proper preparation is desired supports the belief in the paragraph above that knowledge is the more important factor (Figure 5).

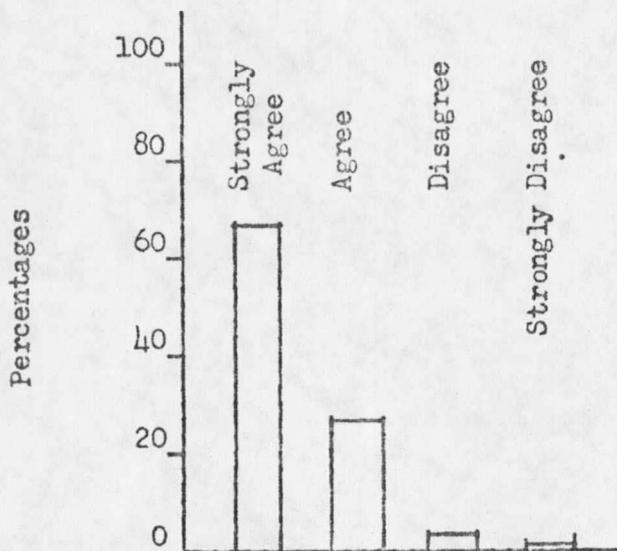


FIGURE 5. RESPONSES TO TEACHER PREPARATION FOR FAMILY LIFE AND SEX EDUCATION

A majority of Bozeman teachers, then, agreed that parents have delegated their responsibility for sex education to the schools and churches. They agreed that family life and sex education content should inform middle graders and junior high school youths about sex deviancy, and that senior high school students should be given birth control information. While the teachers were more divided in their opinion to the statement "the more youths know about sexuality the less prone they are to sex experimentation," the largest number nonetheless supported this view. An overwhelming majority (95.0%) recognized the need for adequate and proper teacher preparation for family life and sex education.

Reaction to Program of Family Life Education for Bozeman Schools.--

Teacher reaction should be carefully considered and evaluated during the planning stages of family life and sex education programs. Without teacher enthusiasm and cooperation there is little probability that the programs would be successful.

In Bozeman, teachers indicated their approval of a program for their schools. From a total of 164 respondents, 136 (82.9%) approved and only 28 (17.1%) disapproved of such instruction (Figure 6).

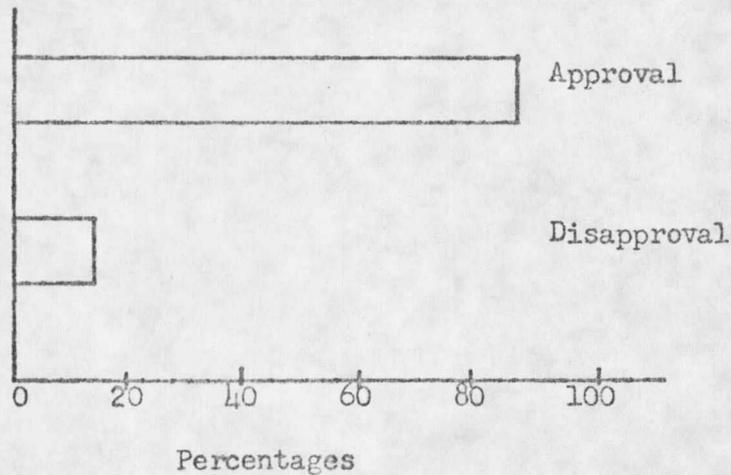


FIGURE 6. DISTRIBUTION OF RESPONSES TO A PROGRAM IN FAMILY LIFE AND SEX EDUCATION FOR BOZEMAN

While there is general agreement that the home is the initial and natural place for children to learn about sexuality, evidence suggests that this is not a task for family alone. Other community institutions, e.g., churches and schools, have important roles to play also. Because sex education encompasses the physical, emotional, and spiritual development of children, it seems logical to state that family life and sex education should be a cooperative effort among the three agencies.

One hundred five (64.5%) of a total 163 respondents believed that the home, church, and school should share this task. Forty-six (28.6%) indicated the home, five (3.1%) responded to church, and only four (2.5%) indicated that family life and sex education was a task for the school alone (Figure 7).

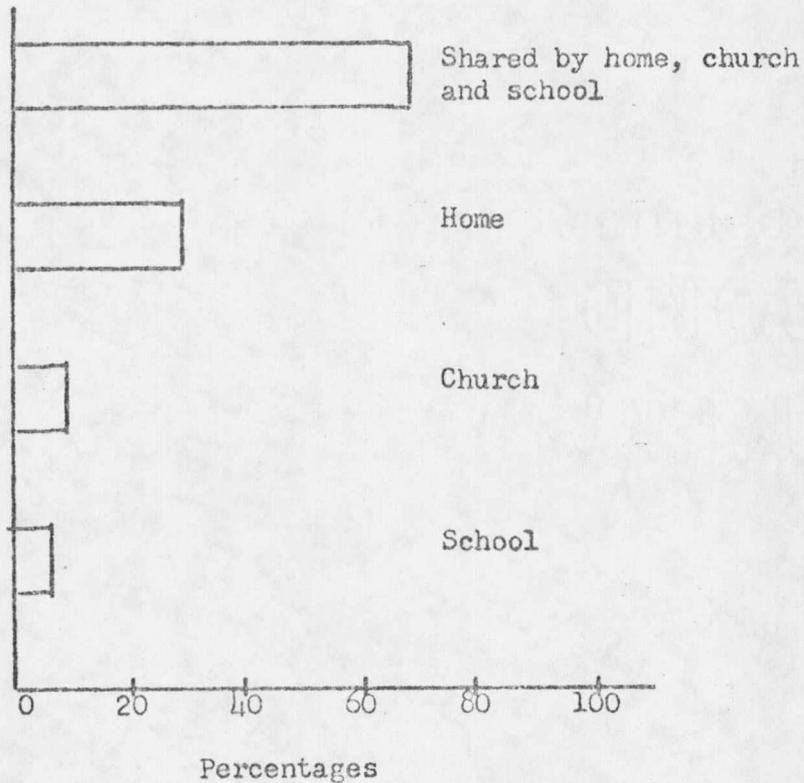


FIGURE 7. FAMILY LIFE AND SEX EDUCATION AS A SHARING TASK AMONG THREE AGENCIES

Feelings and attitudes about sexuality form early in children and may continue to exert an influence throughout their lives. Frequently "old wives tales" and childish imaginings give rise to misconceptions and distorted thinking about sex. It becomes important, therefore, that children's family life and sex education should begin early in their school years. The information they receive should be based on honesty and fact. It should aid them in developing the skills necessary to distinguish the distorted from the "real".

Eighty-two (65.3%) of the 138 respondents believed that family life and sex education should begin in the elementary grades. Twenty-five (18.1%) responded to middle grades and 18 (13.0%) felt it should begin in junior high school. Five (3.6%) indicated sex education should begin at the high school level (Figure 8).

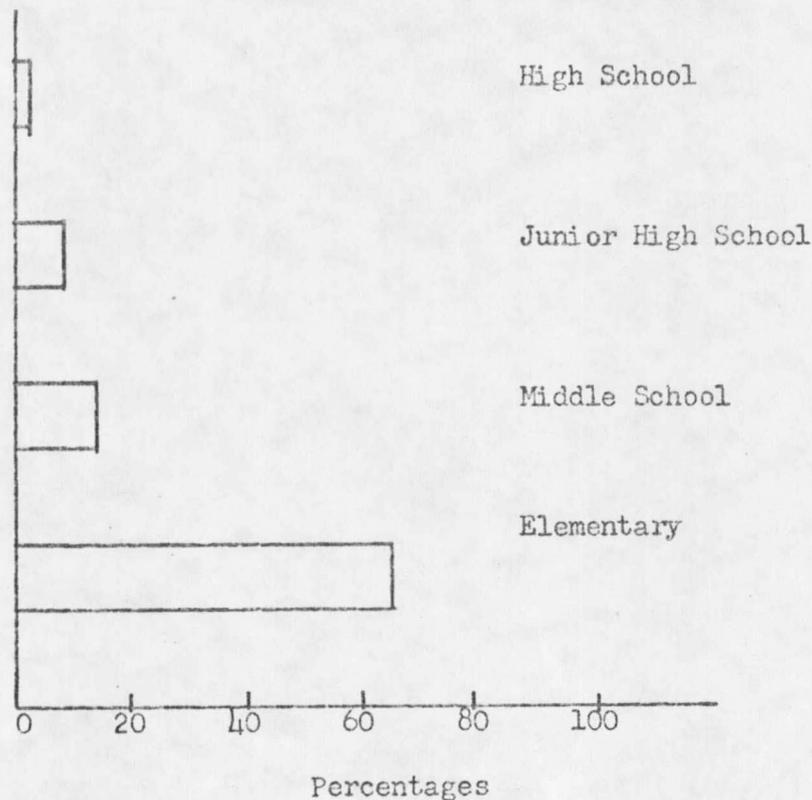


FIGURE 8. LEVEL AT WHICH FAMILY LIFE AND SEX EDUCATION SHOULD BEGIN

Many individuals believe that sex education takes place only in direct instruction from the home or classroom. In the absence of instruction from these sources, then there should be no sex information given. Realistically, the direct opposite of this is true. Many sources supply information to children, and highest among these are friends.

Bozeman teachers indicated by their responses that they believed most of what children know about sexuality is supplied by friends. In responding to question number 9, teachers indicated more than one source where children may gain information. In many instances they were ranked as to importance. The data offered were tabulated and placed in Rank order. Of 164 teachers there were 346 responses to the five sources listed (Table VI).

TABLE VI
RANK ORDER OF SOURCES THAT SUPPLY SEX INFORMATION TO CHILDREN

Sources	Number of Responses	Rank of Responses
Friends	126	1
Parents	90	2
Movies	60	3
Books	59	4
*Other	11	5
Total	346	

*Other may include siblings

A question that looms in the minds of educators and parents is that of boy-girl segregation for sex information. Some proponents for family life and sex education suggest that students should remain together throughout this teaching and in all areas of sex instruction. Others claim that they should be segregated for certain phases, such as initial discussions of physiological changes.

In expressing their views, Bozeman educators indicated that students should not be segregated for sex instruction. They agreed, however, that they should be separated in "certain areas". Of 137 responses, 120 (87.6%) replied "no" to segregation. Their answers were substantiated with comments including: "If we are to teach correctly. . . why no equally?" "Sex means male and female," "Perpetuates a hush-hush attitude," and "There's still an implication of social embarrassment on the sex question when they're 100% segregated." Comments from those who felt students should be separated for certain phases (110 of 130 or 84.4% of the respondents) included, "Teacher would be more free," "Some elements not common to both sexes," "more openness--less embarrassment," "Menstruation may be painful for some girls to discuss in front of boys," and "They'd all be more free." (Table VII).

TABLE VII

RESPONSES TO SEGREGATION OF THE SEXES FOR SEX INSTRUCTION

Segregation	YES		NO		TOTAL	
	No.	%	No.	%	No.	%
In Some Areas	110	84.4	20	15.6	130	100.0
In All Areas	120	87.6	17	12.4	137	100.0

Teacher Readiness

The implementation and success of a family life and sex education program for Bozeman depends directly upon the training, experience and

confidence of the classroom teacher. (Noted on page 48 of this paper, Bozeman teachers are aware that proper and adequate preparation is a prerequisite for effectiveness in family life and sex education.)

The majority of teachers surveyed indicated that their present training was inadequate to qualify for some teaching in family life and sex education. Of 161 responses, 101 (63.7%) replied "no" and 60 (36.3%) replied "yes" to this question. Those who felt qualified to teach in this area supported their answers with comments such as, "I have had courses in family life and have had a family," "I am a wife and mother and teach Home Ec.," "Have had Science courses," "Have had experience teaching in this area." The respondents justified their negative responses with comments that included: "Have had no formal training," "I am not sure of terminology," "No courses to qualify me," and "Teacher training was inadequate."

Of 156 educators responding to feeling comfortable in giving family life and sex education to their present classes, 83 (53.2%) replied "yes". These respondents suggested that their training was responsible for this attitude although some supported their response with such comments as "Why not? The truth should not embarrass you as a teacher," "My personality and philosophy are in line with what we might regard as sound," and "I have been honest in my dealings with children."

Seventy-three (46.8%) indicated they would not feel comfortable in this situation and these respondents supported their view with, "I'm obsolete," "Raised Victorian," "Not competent," and "Teacher training was too vague, general, and in this area non-existent."

A willingness to prepare themselves for teaching in family life and sex education was expressed by the majority of Bozeman educators. Of 156 respondents, 116 (74.8%) indicated they would attend in-service courses but thirty-nine (25.2%) would not. One hundred nine (68.5%) of a total 159 respondents would attend a two-day institute in lieu of MEA teachers convention. Fifty (31.5%) responded "no" to this question (Table VIII).

TABLE VIII

RESPONSES TO PREPARATION FOR TEACHING IN FAMILY LIFE AND SEX EDUCATION

Question number and Subject	Teacher Response					
	Yes		No		Total	
	No.	%	No.	%	No.	%
10a. Adequacy of present teacher training for family life and sex education	60	36.3	101	63.7	161	100.0
10b. Feeling comfortable teaching family life and sex education to present classes	83	53.2	73	46.8	156	100.0
10c. Attendance to in-service teacher preparation	116	74.8	39	25.2	156	100.0
10d. Attendance to two-day institute in lieu of MEA teacher's convention	109	68.5	50	31.5	159	100.0

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

There has been considerable impetus in the past several years toward the development of family life and sex education in public schools throughout the nation. Consequently, numerous organizations have been established and their publications have carried many articles pertaining to this subject. Among those which appeared most authoritative and useful for this study were: The Family Coordinator, The Journal of School Health, and American Medical Association publications.

The formulation and introduction of a family life and sex education program in a public school requires thorough and careful planning. Essential community attitudes need to be assessed to determine acceptance of such instruction. In the Bozeman community this was accomplished by means of a School Advisory Committee which was appointed by the Board of Trustees.

A set of comprehensive guidelines was developed for the Bozeman schools. These were based upon criteria selected as most applicable to this community. The most salient features of the guidelines recommend (1) open dialogue to promote freer classroom discussion, (2) sequentially planned learning experiences from kindergarten through high school, (3) a program which is broad enough in scope to encompass the child's total development, and (4) reproductive education initiated at the middle grade level.

A questionnaire was designed and distributed to all teachers in

the Bozeman schools to gain information concerning their views on various aspects of family life and sex education and to determine their willingness to participate in such a program. Of 204 questionnaires distributed, 164 (80.9%) were returned. Questions relating to respondents' personal background--marital status, sex, religious affiliation, teaching experience in number of years, teaching level, and formative setting--were included to help assess teacher attitude. Five controversial statements were included to which respondents reacted by designating degrees of agreement. Of four final questions, two sought teacher reaction to in-service training for this subject, and two concerned adequacy of present teacher training for participation in a proposed family life and sex education. Three questions pertained to inclusion of a family life and sex education program in the Bozeman schools.

Conclusions

Evidence from the Bozeman School Advisory study indicates that the community is amenable to family life and sex education. From the results of this study it is evident that the teachers in the Bozeman school system are willing to assist with such instruction.

This study revealed a majority (83.9%) of the professional educators favor a program of family life and sex education for their schools. They indicated a program should begin at the elementary level and continue through the twelfth grade (K-12). The curriculum should include information about sex deviants for middle grade and junior high school youth and a senior high school course of study should include information about birth

control. Classes should be coeducational except in areas pertaining to initial pubertal changes in both sexes. Teachers stressed that students would feel more "comfortable" separated.

Educators agree that parents have delegated their responsibility for sex education to other community institutions. They indicate, however, that family life and sex education should be a sharing task among the three agencies, i.e., home, church, and school.

Perhaps the most emphatic result of this study is the evidence it provides that educators are aware that family life and sex education warrants adequate teacher training. Furthermore, they are willing to prepare themselves for teaching in this field. A clear majority (95%) of Bozeman educators agreed that family life and sex education merits adequate teacher preparation the same as any other recognized school subject. While the majority indicated their lack of preparation would prevent them from feeling qualified, they expressed their willingness to prepare themselves through in-service courses and teacher-institutes in family life and sex education.

Recommendations

For the Implementation of Family Life and Sex Education in Bozeman

This study showed that a family life and sex education program could be designed that would be acceptable to the community as well as to the teachers who will be involved. It must be stressed, however, that only competent, adequately prepared personnel should carry responsibility for family life and sex education in the Bozeman schools.

The fact that many teachers do not feel prepared to participate in such a program indicates that the administration should provide some type of in-service training for teachers within the system. This might be accomplished through a two-day teacher institute in family life and sex education that teachers could attend in lieu of the annual MEA teachers' convention. Enlisting sex education specialists to demonstrate appropriate teaching techniques at this time could provide knowledge and understanding that teachers lack regarding family life and sex education.

For Teacher Preparation Programs

Most teacher preparation programs provide courses in human growth and development and marriage and family life. Others include anatomy and physiology as basic subjects. From the reaction of teachers in the Bozeman system this does not seem to be enough. If a comprehensive K-12 program is initiated, some type of methods seminar is necessary to acquaint teachers with the "know-how" to accomplish this task effectively.

Teacher training institutions, therefore, should provide such preparation in family life and sex education for prospective teachers. While it is recognized that appropriate courses are available in some universities, there are teachers who did not have the opportunity while in college to attend these, and others who failed to recognize the need. This might be overcome by making such preparation an integral part of the college curriculum for elementary and secondary preparation.

For Future Study

In analyzing the data, it was found that the questionnaire contained weaknesses. Most important was a matter of semantics. The term "sex" education was not defined the same by all respondents. A paragraph, or perhaps a statement of clarification, should be included either in the letter of transmittal or at the top of the questionnaire.

It should be noted that instruction for Special Education students (mentally retarded but educable) is lacking. Family life and sex education in these classes may present problems not encountered in a regular classroom setting and may, therefore, require more diverse skills of this teacher. It is recommended that Special Education warrants a separate study in methodology and most effective means of presenting this information.

Should a family life and sex education program, such as that designed in this study be effected in the Bozeman Schools, evaluation of success will be needed. This will help determine the validity of methods and content at the various levels. At that time it may be necessary to redesign portions of the curriculum guide.

Although courses could be offered in family life and sex education so that teachers may expand and update their knowledge in this area, in practice it is usually difficult to gain teacher enrollment. Most teachers now lack the preparation for the role they will play when a family life and sex education program is introduced into their schools. Some incentive, other than professed interest in students, may be required if educators are to become more than mere critics of a family life and sex education program.

APPENDIX

APPENDIX A

CITIZENS' COMMITTEE REPORT TO SCHOOL BOARD--

Findings and Recommendations on

"FAMILY LIFE AND SEX EDUCATION"

APPENDIX A

CITIZENS' COMMITTEE REPORT TO SCHOOL BOARD--

Findings and Recommendations on

"FAMILY LIFE AND SEX EDUCATION"

Summary - Part I

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

1. Many youths are becoming involved in marriage at an early 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.

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:

- * Marital obligations are being assumed earlier in life, and divorces occur more frequently among younger couples.
- * More teenagers are involved in the increasing illegitimate birth rate.
- * All members of the local ministerial association who responded to

Appendix A, Continued

the committee approved of courses to develop responsible sex conduct among youth of the community.

- * A 92% response from parents favor family life and sex education instruction in the school and is about as clear a mandate as it is possible to receive from a sampling.
- * 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.
- * 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.
- * Students in both junior and senior high felt that the school should assume the responsibility if the home did not provide understanding of social adjustments and responsibilities.
- * Students uniformly admitted that their friends, who had been providing most of their information, were the least reliable source upon which to depend.
- * The great majority of students believed that some basic information should have been given them at a lower grade level.
- * 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.

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

Appendix A, Continued

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 programs.
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.

APPENDIX B

QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE

Dear Teacher,

May I intrude on your busy schedule for a few moments? I am interested in your opinion on family life and sex education. This subject is being integrated into numerous school curricula throughout the country and, as you probably know, is under consideration for the Bozeman schools.

The following questions and statements are intended to provide useful and necessary information for my Master's thesis. Please answer as nearly as possible from your own feelings on this subject, as there are no right nor wrong responses.

Thank you for your cooperation in expressing your views--I appreciate it.

Ann Seibel

Appendix B, Continued

Please Return Questionnaire to Your Principal's Office by 4 P.M., April 2.

<u>Marital status</u>		<u>Sex</u>
_____ single		_____ female
_____ married _____ no. of children		_____ male
_____ divorced		
_____ widowed		
<u>Religion</u>		<u>Teaching experience</u>
_____ protestant		_____ 1-10 years
_____ catholic		_____ 10-20 years
_____ other		_____ 20 or more years
<u>Teaching level</u>		<u>Reared in urban setting</u>
_____ high school		_____ small city (20-50,000)
_____ junior high		_____ 50,000 or over
_____ middle grades		
_____ elementary		<u>Reared in rural setting</u>
		_____ farm to 5,000
		_____ town (5-10,000)
		_____ 10-20,000

The following statements are considered by some people (experts included) to be controversial. What is your opinion?

- Parents have delegated their responsibility for sex education to other community institutions, i.e., churches, schools.
strongly agree _____ agree _____ disagree _____ strongly disagree _____
- Sex education should inform middle graders and junior high students about sex deviants.
strongly agree _____ agree _____ disagree _____ strongly disagree _____
- A high school course of study should include information about birth control in senior high classes.
strongly agree _____ agree _____ disagree _____ strongly disagree _____

Appendix B, Continued

4. The more youths know about human sexuality the less prone they are to sex experimentation.
- strongly agree _____ agree _____ disagree _____ strongly disagree _____
5. Family life and sex education merits adequate teacher preparation, the same as any other recognized school subject.
- strongly agree _____ agree _____ disagree _____ strongly disagree _____
6. Where would you place the responsibility for family life and sex education?
- _____ home _____ school
 _____ church _____ shared by home, church, and school
7. Do you approve of a planned family life and sex education program for your school?
- _____ yes _____ for high school only
 _____ no _____ for elementary grades only
 _____ for all grades (K-12)
8. At what level do you feel sex education should begin?
- _____ elementary grades _____ junior high school
 _____ middle grades _____ senior high school
9. From what source do you believe your students are getting their sex information?
- _____ parents _____ books _____ other
 _____ friends _____ movies
10. In 1967-68, Bozeman's School Advisory Committee recommended a program of family life and sex education for your school.
- a. Do you feel that your present teacher training would qualify you for some teaching in family life and sex education?
- _____ yes _____ no
- Why? _____

Appendix B, Continued

- b. Would you feel comfortable teaching family life and sex education in a mixed group (boys and girls) to your present classes?

_____ yes _____ no

Why? _____

- c. Would you attend in-service teacher preparation for college credit?

_____ yes _____ no

- d. Would you attend a two-day teacher-preparation institute in your city in lieu of attending MEA teacher's convention?

_____ yes _____ no

11. Should students be separated for instruction in sex in all areas?

_____ yes _____ no

Why? _____

- a. In some areas?

_____ yes _____ no

Why? _____

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