A Survey of the Family Life Pilot Program in the First Through Sixth Grade in the Lewis Central Community Schools

Gerald B. Kleinsmith

University of Nebraska at Omaha

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A SURVEY OF THE FAMILY LIFE PILOT
PROGRAM IN THE FIRST THROUGH
SIXTH GRADE IN THE LEWIS
CENTRAL COMMUNITY SCHOOLS

A Field Project
Presented to the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Gerald B. Kleinsmith
May 1970
Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the Specialist Degree in Education.

Graduate Committee

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Department

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Chairman
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CHAPTER I

THE PROBLEM

This investigation concerned an analysis of the family life pilot program at Lakeview Elementary School in the Lewis Central Community School District in Council Bluffs, Iowa. Authorities have indicated a need for a close observation of sex education programs around us, and the evaluation of the factors currently affecting similar programs in the country.

Many educators have suggested that sex education has changed — and the reaction to that change may well be a resistance reverberating from schools to courts to state legislatures all over the country.

Originally, it was pressure from parents concerned about rising rates of illegitimacy and venereal disease that prompted a large proportion of the nation's elementary and high schools to begin or expand sex education programs over the past five years.¹

Criticism of sex education programs has been so widespread that within less than a year schools in some 35 states have come under attack, says a report from the NEA.²

²Ibid., p. 19.
Many school men agree that the courses have sometimes gotten too frank, too fast. They have stated that a major problem is finding well trained teachers of sex education.

Despite the problems, however, some experts see no reason to abolish sex education programs. In a survey conducted by NATIONS SCHOOLS, seven out of ten administrators polled said they favored some sort of sex education. Findings from a recent Gallup poll indicate that 71 per cent of the American public supports sex education.³

In a democratic society which allows a wide variety of cultural patterns, differences would seem to be inevitable in what individual parents and families consider an appropriate role for the school in family life education. This is equally true of other contemporary issues marked by wide differences of opinion. In the past, the public school has frequently assumed a position in comfortable isolation from controversial topics rather than a more active posture of responsible involvement. However, when controversial issues are ignored, related activities are likely to be unclearly defined and usually casual or incidental rather than carefully planned.

In the interest of providing a wider scope of opinion about the appropriateness of sex education programs in the schools, several statements are included:

³Ibid., p. 24.
...that the school curriculum include education for family life including sex education ... the family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school and that this formal education emphasize the primary importance of family life. — SIXTH WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH, 1960.

...that the schools accept appropriate responsibility for reinforcing the efforts of parents to transmit knowledge about the values inherent in our family system, and about the psychic, moral, and physical consequences of sexual behavior, and be it further resolved that this be done by including in the general and health education curriculum the physiology and biology of human reproduction beginning at the elementary level and continuing throughout the school years at increasing levels of comprehension, and that the study of venereal diseases continue to be a part of communicable disease education during early adolescence, and be it further resolved that the concept of the family as a unit of society based on mature, responsible love be a continuing and pervasive educational goal. — Joint Committee on Health Problems in Education, National Education Association and American Medical Association, March, 1964.

Responsibility for sex education belongs primarily to the child's parents or guardians ... but some parents desire supplementary assistance from their church or synagogue ... therefore each community of faith should provide resources, leadership, and opportunities for all ages to grow in the understanding of their roles as men and women in the family and society. — Synagogue Council, Council of America, the United States Catholic Conference, and the National Council of Churches, June 8, 1968.

Further need for evaluation of surveys of what proponents say about why they support sex education in the public schools was stated by Zazzaro:

No matter how you divide the pie, supporters of sex education in schools constitute the biggest chunk. A recent Gallup poll showed 71 per cent of the adult public favors sex education courses in schools. Seven out of ten school administrators polled recently said they sanction sex education programs -- preferably beginning in kindergarten or first grade. By a vote of almost three to two, GOOD HOUSEKEEPING magazine's readers endorsed sex education in elementary school, and four out of five gave the nod to sex education at the junior high and high school levels.

When sex education proponents in Bexley, Ohio, decided to counter opposition tactics by circulating petitions backing the school board's expanded sex education program, the board's telephone calls, many of which had been harassing until that time, ran 10-to-1 in favor of the program, reported board president Mrs. Donald Williamson. A survey in Robbinsdale, Minn., found 78 per cent of parents favored sex education, according to assistant Supt. Willis Boynton. And a regional survey conducted by the Lutheran Church showed 95 per cent of Lutheran parents wanted their children to receive sex education in school -- and on a straight-forward basis.

Similar statistics from hamlet to metropolis can be cited over and over again. What is important is that they stand up and shout: "In spite of minority claims to the contrary, sex education should be taught in the public schools." 5

Recognizing these pressures, the Joint Committee of the National School Boards Association and the American Association of School Administrators passed a resolution in 1967 calling for a sound, interrelated, and sequential program in health education. The program would include sex and family life education from kindergarten through grade 12, and which would avoid crash programs and piecemeal

efforts focused on one or a few topics that happen to be enjoying popularity or extensive press coverage."

Things are changing, however -- perhaps not as fast as some of the publicity suggests -- and broader programs of the type favored by AASA, NBBA, AAHPER, and other concerned groups are being initiated. Some have been encouraged by state legislation. Illinois enacted its sex education law in 1965, followed by Maryland and New York in 1967, Michigan and Ohio in 1968.

The editors of Education U.S.A. surveyed the states in September, 1968 to discover whether the state board of education had adopted (a) a policy statement on sex education; and (b) guidelines to help local school districts develop programs in sex education.

Of 31 replies, 16 states -- Connecticut, Delaware, Florida, Georgia, Iowa, Illinois, Maryland, Michigan, Minnesota, New Jersey, North Carolina, Ohio, Oregon, Virginia, Washington, and Wisconsin -- reported that they had developed or were developing policy statements.7

I. STATEMENT OF THE PROBLEM

The basic concern of this study was an evaluation of parent attitude toward the Family Life and Sex Education program presented to the students of Lakeview Elementary School during the 1968-69 school year.

II. IMPORTANCE OF THE STUDY

The administrative task of sex education may soon become a part of every school administrator's responsibility.

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7Ibid., p. 31.
Increasingly, school systems across the country are discussing, endorsing, planning, and initiating programs in sex education.

The purpose of this study was to analyze current policies and procedures related to teaching sex education at the Lakeview Elementary School, as indicated by parental attitude toward the pilot program.

Boards of education and the administrative personnel of school systems throughout the United States are presently being confronted to offer courses in sex and family life education.

A knowledge of related administrative procedures and practices at the local and state level in our state and other geographical areas can be of value in clarifying such questions as: should the schools teach sex education, and, if so, what, by whom, how, and when?

III. DESCRIPTION OF TERMS USED

Sex Education. Sex education is education in human sexuality. The old truism "sex is what you are and not what you do" has a measure of truth in the modern interpretation of sex education. Every person's sex is a basic ingredient of his or her personality -- thus sex education involves a study of personality and interpersonal relationships. Current dictionary definitions are very narrow. Developing an acceptance of one's sex or one's gender is an important aspect of sex education. One's gender or sex is established at the time of conception, but all other aspects of gender identity are culturally imposed. Thus, sex education involves achieving an
understanding of the society in which we live and the roles it entails.

**Human Sexuality.** Defined as sexual character; possession of the structural and functional differentia of sex.\(^8\)

**Family Life and Sex Education Program.** Defined as a program of learning experiences that are planned and guided to develop the potentials of the individuals in their present and future roles as family members.\(^9\)

**Curriculum.** Including all pupil experiences that take place under the guidance of the school. It shall be used to describe the school-connected learning experiences of any pupil and also to indicate the arrangement of a group of courses to be taken by groups of pupils having a common objective.\(^10\)

**Instruction Guide.** Developed for each instructional sequence, shall include a statement of its educational purposes; suggested instructional activities, materials, and content; and a description of the means of evaluating each pupil's progress during the educational sequence.\(^11\)

**School Board Policies.** An educational policy is a statement which, in general terms, describes the aim, purpose or objective which the school board hopes to achieve.\(^12\)

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\(^9\) Ibid.

\(^10\) Ibid, p. 3.


\(^12\) Ibid., p. 6.

\(^13\) S.J. Knezevich and H.C. DeKock, The Iowa School Board Member, Iowa Association of School Boards (Des Moines, Iowa, 1965) p. 44.
Parent-Teacher Association. It is a nationwide, democratic, voluntary organization that centers its whole interest on the welfare and education of children and youth.

Elementary School. A school which includes kindergarten through grade six.

IV. MAJOR ASSUMPTIONS

In the initial phase of this study, it was necessary to make a number of assumptions for the purpose of forming a framework and a point of departure for the research.

It was assumed that less than ten per cent of the student population have any meaningful discussions with their parents about sex.

It was assumed that elementary administrators and teachers who are (actively) involved in this study were competent and sophisticated enough to make reliable and valid judgements concerning current policies and practices relating to the family life and sex education programs in their schools.

Finally, an assumption was made that the basis of all information for this study, namely the Lakeview Elementary telephone survey and the study of related literature surveys were valid.

V. LIMITATIONS

This research was begun with the understanding of certain limitations within the study. Among limitations
are those resulting from a telephone questionnaire survey of the Lakeview pilot program and are limited because of the structure of the instrument. Specific limitations of this study include the following:

1. Only one elementary school’s sex education pilot program for grades one through six was part of this study.

2. The survey is limited to parents of Lakeview Elementary School which is one of the three elementary schools in the Lewis Central Community School District located in Council Bluffs, Iowa.

3. Teachers of three elementary schools of Lewis Central District evaluated the program.

4. Only a small sampling of schools who currently provide sex education programs are part of this study.

VI. THE PROCEDURE

Throughout Chapter I, the information provided the necessary groundwork for the research to follow. Presented was the statement of the problem, importance of the study, description of terms used, and the limitations of the study. Chapter II includes a review of literature and related research on the historical analysis of religion and sex, society in transition, family life education in the school
curriculum, administrative and planning phases, and evaluation of programs of this nature presented to communities. A discussion of the history of the family life program in the Lewis Central Community School System will be made in Chapter II. A discussion of procedures, instrument, and treatment used in the process of obtaining data for the study will be made in Chapter III. Results of the P.T.A. survey will be analyzed in Chapter IV. The final chapter will present a summary and recommendations as to the future of the family life program in the school district.
A review of literature has indicated that there is a universal feeling that not enough nor the right kind of sex education is being taught at home, the school, or the church. Many parents, teachers, physicians, ministers, nurses, youth leaders agree that improvement in this area is needed.

The literature and research reviewed in this chapter is of significant nature to the study. An overview of the periodicals and professional books will substantiate the importance of the study under consideration.

In providing a more convenient approach in reviewing the literature and related research, it has been divided into the following general categories: (1) historical analysis of religion and sex; (2) society in transition; (3) family life education in the school curriculum; (4) administrative and planning phases; (5) history of the Lakeview Elementary family life program.

I. HISTORICAL ANALYSIS OF RELIGION AND SEX

To find a proper and wholesome view of sex to teach our children and young people is a quest on which many school and church leaders have embarked today. They find book stores which are flooded with literature on the subject
ranging all the way from Puritanical advice to absolute freedom in sexual affairs. Unfortunately, not much is available on sex from a religious perspective.

Indeed, there are many who would not even inquire into the Judao-Christian traditions, as stated by Carswell, for they say that religion only looks at sex from a negative and prohibitionistic standpoint and, therefore, has nothing to say which is helpful or meaningful on the subject.

Warren Johnson, in his book, Human Sexual Behavior and Sex Education, summarily dismisses as irrelevant both the Synagogue and the Church. Pierre Berton, in The Comfortable Pew, says: "The Church has generally ignored the sexual revolution and, when not able to ignore it, has done little more than deplore it or engage in those stock generalities about right and wrong, sin and forgiveness, that has sprung so easily and lazily to the tongues of its teachers for so many generations." These and other critics say that the Synagogue and the Church have only served to distort a proper view of sex.

It is true that distortions have occurred in the name of religion and those distortions, unfortunately, continue to shape much of our western sexual ethics. But one cannot say that because poor sexual attitudes have occurred in the name of religion that the Judao-Christian traditions have nothing meaningful to say. The task of any serious student is to separate distortions from truth. With such a separation it's possible to find both in Judaism and Christianity a concept of sex which is pure and wholesome.  

During the Crusades of the 11th, 12th, and 13th centuries sexual morality was at a particularly low ebb, and it was apparent that the people did not turn to the

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church for sexual advice. Since 16th century onward there has been "Catholic doctrine" and "Protestant doctrine."
The change in attitude toward sex came rather gradually, however, for it was not easy to change centuries of thought overnight. Carswell emphasized this point of view when he stated:

The 18th century opened with romantic love much in vogue. People began to marry because of their love for one another. But romantic love was soon to fade under the influence of Victorianism in Europe, which said that the sex act is debased and evil, and under Puritanism in America, which wrapped sex in silence as unfitting for decent people to think about, much less discuss. One hears no word about sex from the Protestant Churches during the 18th and 19th centuries. Even today the Puritan influence continues to be felt, for there are many who still insist that the church ought not discuss dirty and unclean subjects such as sex.

Despite opposition the church has not remained silent. But the 20th century had to come before the church could discuss sex openly and realistically with the religious perversions of centuries. The mid-twentieth century sees both the Roman Catholic and the Protestant Churches developing and teaching theologies about sex.\(^1\)

The church is coming of age in its sex education program. No longer is sex a taboo subject which is shrouded in silence, but is being openly taught to children and young people beginning at the kindergarten level. The Concordia Publishing Company of the Lutheran Church, Missouri Synod, has recently produced a series of books for children along with a guide for parents or teachers.

Kirkendall reported that for centuries the dogma has

\(^{15}\text{Ibid., p. 680.}\)
been taught that only laudable and often the only ethical purpose of sex is for procreation. This characterizes most Roman Catholic teaching even now, and at one time or another has been part of the teaching on sex of many Protestant denominations. Other purposes of sex in marriage have been proposed, (but) ..... "Usually, however, procreation is listed as the first purpose of marriage."  

Wedel indicated anti-intellectualism of American religious people has also contributed to the problem when he stated:

While it is doubtful if any reputable Christian or Jewish biblical scholar or theologian of recent generations equated the idea of original sin with sex, or thought of the "Fall" as a sexual lapse, this has certainly been the implicit assumption of many lay people. It is not too difficult to understand how an unsophisticated person, reading the Bible narrative, might get this idea. And, since it was not the kind of a topic you could discuss in Bible Class or with your minister, priest or rabbi, the idea persisted. It is easy to say that anyone with even a minimum of theological understanding would know this was not true. But, unfortunately, the average lay person has less than a minimum of theological knowledge. So, almost unrealized by the clergy, all people have kept alive the notion that sex is the cause of most of the trouble in the world, the beginning of man's estrangement from God, and the cardinal sin for the believer. As modern people have begun to understand more of the physiological and psychological normality of sex, to realize that our sexuality is as much a gift of God as our intellectual or emotional nature, they have turned more and more away from what they assumed to be the attitude of the Church. Until very recently, the organized Church has done very little to erase this confusion. Here tribute should be paid to the two extremely significant conferences on sex and family life sponsored by the National Council of Churches of the U.S.A, and the Canadian Council of Churches. Held in 1961 and 1966, these conferences brought into direct confrontation

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leaders of the Church and medical and social scientists. The results of the conferences in books, articles, and recommendations for action have helped to awaken some church leaders to a need for a rethinking and restating of theological and ethical insights. In this, as in many fields, the churches are slow to accept the new discoveries of science, but hopefully a beginning has been made.17

It is not enough for Christians in families, faced by the sexual revolution, simply to preach homilies about the old-fashioned virtues of chastity, monogamy, and fidelity. There are too many vital forces active around us to take such a deceptively simple approach. We are not living in or speaking to the simple, church-going, small-town society of two generations ago. Bolder steps must be taken when Fairchild listed:

1. Christians in families must inform themselves of the best studies that support chastity before marriage and fidelity within marriage.

2. Christians in families must experience in healthy husband-wife relations the kind of love which manifests the love of God, in order that children may be equipped to enter marriage with essential ingredients.

3. Christians in families must learn to temper their judgment with mercy and understanding as they look beyond sexual misconduct to its meaning in the lives of the persons involved.

4. Christians in families must attempt to transform the conditions in society which provide the soil in which sexual misconduct grows.18


From the Christian point of view sexuality is intended to occupy an important, positive place in the life of mankind. I see the distortion and exploitation of this aspect of human personality as an expression of sin in human life. When men and women have new being in Jesus Christ, they alter the focus of their lives in all aspects, including the sexual aspect. In the midst of a world which is confused, frightened, and overstimulated, Christians are called to find again the true meaning of sexuality and to convey its significance to their children and to those with whom their lives are cast.\(^\text{19}\)

The church is not throwing out the Biblical view of sex, but just pruning away the dead limbs from a beautiful concept which has been there all the time. Religion is teaching children the names of the sexual parts of their bodies ... the right names ... and saying that sex is a beautiful thing between a man and his wife. This puts sex on a wholly different level.

Carswell\(^\text{20}\) stated that religion has come a long way in the 20th century to interpret sex meaningfully and wholesomely. In the final analysis, religion is the only source which is really prepared to interpret sex. Having cast off the historic perversions as perversions, religion has

\(^{19}\text{Ibid., p. 226.}\)

\(^{20}\text{Carswell, op. cit., p. 683.}\)
claimed again and is now teaching the beautiful concept of sex which has been there all the time. It's saying that sex is God's creation, good and, yes, holy. And that sexual intercourse is for those who within marriage are prepared to risk a high adventure into the mystery and joys of the personhoods of each other in integrity and in love.

II. SOCIETY IN TRANSITION

"The old taboos are dead or dying. A new, more permissive society is taking shape.\textsuperscript{21} Most social thinkers see the breakdown of the old codes not as the beginning of a moral decline, but as the beginning of a search for new values. Others would violently disagree.

Behind this growing permissiveness stands a society in transition, a society that has lost its consensus on such crucial issues as premarital sex, marriage, birth control, and sex education. We seem to be a society that cannot agree on standards of conduct, language, manners, and on what can be seen and heard.

"The emphasis in our society is on the senses and the release of the sensual. All the old codes have been broken down.\textsuperscript{22} What once was considered to be private knowledge has become public knowledge. We seem to live


\textsuperscript{22}\textit{Ibid.}, p. 75.
in time divorced from the past. Very little is left of tradition anymore.

The new generation wants to strip away all the shame and all the hypocrisy of their elders and to strive for truth and honesty. The young people have made this revolution and nothing will thwart it for the simple reason that truth will win out.

"The new permissiveness lends us access at last to areas that were so heavily guarded and repressed that they interfered with our understanding of one another."\(^{23}\)

Our dynamic world calls for competence among family members. Our divorce rate in the United States is one of the highest among all nations that keep records.\(^{24}\) While the divorce rate has remained relatively stable for the past twenty years, the number of people who have been divorced is increasing.

The number of families that receive aid to needy children has grown rapidly. One of the reasons that this expense continues to snowball is that families tend to repeat this pattern of failure generation after generation—because family units cannot educate their members against their own failure.

\(^{23}\)Ibid., p. 78.

High school dropouts are a continual problem. It is well known that many of the students who drop out of school do so to marry because of a premarital pregnancy (or because of pregnancy that does not result in marriage).

"The census data has revealed that on the average, a woman who divorces married two years younger than women who do not divorce. The highest divorce rate is in the age group married at fifteen years to nineteen years of age. The divorce rate is three to four times higher among those who married in their teens than those who married at later ages. There is no question as to the fact that teenage marriages are also the most fertile marriages; thus, with these child marriages we also have the problem of child parenthood. In 1962, for example, 57,000 babies were born to child mothers, age 12 to 18 years in the state of California alone."^25

Unfortunately, venereal disease rates have been on the increase and have reached excessive proportions among teenagers and young adults. At the same time, illegitimacy rates for our young mothers have more than doubled since 1940.26

"Family life and sex education cannot be considered the bandage treatment for all personal dilemmas and social ills, but it can contribute to effective resolution of some of these problems."27

Although a sex education program was started in Keokuk, Iowa some 25 years ago, most of the programs all

^25 Williams, op. cit., pp. 3-4.
^26 Sex Education in Schools, op. cit., p. 3.
^27 Williams, loc. cit.
over the country are newer than the new math. Some have had their beginnings within the last 10 years but most of them in the last 2 or 3 years. America seems to have suddenly discovered an urgent need for sex education from kindergarten through high school and is racing off in all directions at once to meet it.

It was only a few years ago that a teacher might have lost his job for teaching school children about sex. Up to 1965 in Chicago, the Board of Education prohibited any teaching about sex.\textsuperscript{28}

In describing the current social turmoil which is a consequence of our remarkable and extensive scientific and technologic developments Kirkendall stated:

> When we think of mechanical and technical advances and changes directly associated with them, it is easy to believe that "everthin' dat's fastened down is comin' loose." The evidence is all about us. High-powered cars dart along broad but crowded transcontinental freeways and alter our concepts of transportation; a worldwide network of airways brings highly diverse cultures into close association; automatic processes are producing factories with fewer workers; miraculous medical advances which lengthen life are changing the proportions of the age groups in the population; the harnessing of atomic power is beginning to alter our practices in the use of energy; and the awesome power of thermonuclear weapons is threatening the existence of civilization.

> These developments produce great changes with far-reaching consequences, and affect us tangibly in many ways.

Specifically, some very profound alterations are now taking place in sexual standards and practices, and in attitudes toward sex and sexual behavior. These, too, are the consequences of powerful social, technologic and scientific forces which operate outside the awareness of most persons.29

At the North American Conference on Church and Family held in 1961, the co-chairman, Dr. Evelyn Duvall, declared: "The Twentieth Century has seen a basic shift from sex-denial to sex-affirmation throughout our culture."30 By affirmation was meant a greater readiness and more openness in the recognition of and use of sex in various phases of life.

The shift from attitudes favoring sex-denial to those which tolerate sexual expression has been accelerated by certain social health developments which have freed sex from some of the restrictions and restraints which formerly surrounded it. It may be said that we have entered upon a sexual "economy of abundance" -- a circumstance which generates a different approach to the consideration of sexual ethics.31 The clearest illustration is associated with population increase.

29Kirkendall, op. cit.


31Duvall, op. cit., p. 117.
III. FAMILY LIFE EDUCATION IN THE SCHOOL CURRICULUM

"THE FALLOUT from the "sexplosion" has finally hit the public schools and in less than a year some communities are reacting with panic more appropriate to a hydrogen bomb threat."\(^{32}\)

The trend toward sex education in the schools is countrywide. Nearly 50 per cent of all schools, including both public and private, parochial and non-sectarian, are already providing it, and at the present rate the figure will pass 70 per cent within a year. The Federal Government has promised financial aid. In 1967 the Department of Health, Education and Welfare awarded grants totaling $1.5 million to support programs in 13 school districts.

During the 107th annual NEA convention last July, convention delegates backed a strong resolution on the role of sex education in the school. This resolution stated that the NEA "firmly believes that all agencies in the community, including the schools, must contribute constructively to an individual's understanding of human sexuality and family relationships."\(^{33}\)

The resolution adds that the Association urges boards of education to promote the development of family life and sex education programs "through the use of responsible community involvement" and that these programs be handled by specially trained professional educators. The NEA continues to implement Resolution 68-29 which was adopted by the assembly last year at the NEA Convention in Dallas.

This resolution, concerning itself with censorship, states: "Decisions on what school learning experiences


\(^{33}\)Ibid., p. 21.
will develop a person's talents can be made best by a teacher who knows the learner and has professional experience and training... no materials should be withheld from a teacher by censorship. The choices of instructional material by a teacher may be challenged properly only in an orderly and objective manner, through procedures mutually agreed to by the professional association and the employing school system.  

The nationwide clamor for sex education has not completely drowned out the protests of a dissenting minority. One group of dissenters is made up of diehard conservatives who oppose any liberalizing trend. A second group is composed of educators and psychologists who, while not opposing sex education in principle, object to the methods employed. 

In late 1968 a sudden torrent of protests about sex education began to bombard local, state, and federal school officials. State legislators and U.S. Congressmen received scores of petitions attacking the teaching of sex in public schools. Newspapers across the country received letters decrying the evils of sex education, and angry parents used protest meetings to berate school officials for corrupting their youth.  

"The continuing attack on sex education is, quite obviously, a well-planned, coordinated, and financed campaign, led by those extremist organizations of the "Far Right" who specialize in denunciation -- VILLIFYING anything that does not fit their peculiarly tainted viewpoints and

34Dorr, loc. cit.
sniffing out issues which will stir emotions and fill their coffers as they fan the fires."

Right-wing extremist groups have led the attack on sex education, stirring up other uninformed persons with materials that are frequently falsely documented or obviously distorted to create wrong impressions. They have tagged such a school program as a "Communist plot" and have attempted to rouse the ire of "Mr. Average Citizen" toward the school sex education courses.

Right-wing extremist groups have been around for a number of years, aiming the same tactics at other targets such as the UN, income tax, and the NCC.

The extremist campaigns to hamper sex education in the schools have included the usual degrading tactics. Here are some of the major groups and leaders.

The John Birch Society, founded and headed by retired Boston candymaker Robert Welch, Jr., operates through some 4,000 semi-secret grass roots chapters. It publishes American Opinion magazine, has set up MOTOREDE (Movement to Restore Decency) committees to fight sex education, and aligns sex education with the "Communist plot" to take over the U.S.

Christian Crusade, organization of Billy James Hargis with headquarters in Tulsa, Oklahoma, mixes fundamentalist religion and anti-communism, and publishes Christian Crusade magazine. The Crusade's director of education, 35

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Dr. Gordon V. Drake, wrote the book which has become the "bible" for many sex education opponents, Is the School House the Proper Place to Teach Raw Sex?

Drake, who holds a doctorate in education (his doctoral dissertation dealt with music teachers) from the University of Denver, was formerly dean of Carl McIntire's Shelton College, a Wallace supporter, and frequent contributor to American Opinion magazine. Other personalities frequently speaking for Christian Crusade are Dean David A. Noebel and Charles V. Secrest.

Church League of America is headed by Edgar Bundy. CLA issues a publication, makes tape recordings, prints pamphlets, compiles lists of subversives, provides "documented evidence" of left-wing activity.

American Council of Christian Churches, headed by NCC-WCC berater Carl McIntire, operates Shelton College. McIntire speaks to a nationwide audience on radio program, "The Twentieth Century Reformation Hour," publishes Christian Beacon, parrots Birch line on sex education.

Manion Forum is the broadcast of Clarence Manion member of the National Council of the John Birch Society. This is a radio and television effort featuring interviews with conservatives and right-wingers.

Dan Smoot broadcasts the Dan Smoot Report on radio and television. Smoot is a former government agent, also one-time radio voice for H. L. Hunt, parrots the Birch sex education line.

Conservative Society of America, headed by Kent Courtney, a Bircher and avid segregationist working out of New Orleans, publishes the Independent American.

Liberty Lobby, a Washington, D.C. based politically-oriented organization, holds conventions, publishes Liberty Letter, and joined other right-wing groups to fight sex education in Maryland.

American Education Lobby, a relatively new group, publishes an opinion sheet, and also joined the Maryland attack. It is run by Lee Dodson, a former Liberty Lobby member and a one-time White Citizens Council worker.
This brief listing of a few right-wing extremist groups will do little more than alert the reader to the names of extremist organizations and personalities.36

One of the most important things that a child must learn is to understand himself -- his growth, his feelings, and his relationships and responsibilities to others. The need for improvement in the understanding of human behavior is becoming more evident as urbanization accelerates. Furthermore, because of the speed of transportation and communication, man will soon be a close neighbor of people of other nations composed of widely varied backgrounds and cultures. It is more important now than at anytime in history for man to learn to get along with other men. The study of the family living curriculum by children of all grade levels is one of the best ways to accomplish this. A recognition of the worth and dignity of the individual and the seeking of the good of the individual is the framework for decision making which the curriculum seeks to give to each child.

The primary responsibility for this learning process rests with the home. However, because of the school's interest in the total child and its commitment to the development of each child to his utmost potential, a comprehensive, progressive program extending from kindergarten through junior high is necessary to produce wholesome attitudes, practices, and behaviors. The role of the school is changing. It

is no longer merely an academic institution, but is accepted as a cooperative agency along with the home and the church. The functions of these agencies are overlapping and mutually supporting when it comes to helping children grow into responsible citizens. The school is not attempting to change the values of families but rather to strengthen the traditional values which are basic to our American way of life, and which are, unfortunately, being challenged by influences in our society.

The various aspects of "growing up", from early family relationship to the development of wholesome attitudes about sex, must be presented in a positive understandable manner, geared to the maturity level of the individual child.

The teaching of the family living curriculum, if it is to be effective, should be presented at every opportunity throughout the development of each child. Inherent in any such program is emphasis on the guidance of children to adopt high social and moral standards as an integral part of their lives. By providing students with an opportunity to better understand themselves and their relationship to others. The role of sex education during the sixties was described when Quinn stated:

We are in a period of profound concern over an impending collapse of sex morals. There is less censorship of written and visual materials; illegitimate birth rates are going up; fears of unwanted pregnancy are becoming less and less; venereal disease is
increasing; and our present society tends more and more to consider any sexual expression natural and normal.

So schools, as never before, are being asked to absorb the task of disseminating factual sex information and formulating basic, healthy attitudes. But, please hurry, our children may be slipping fast!

As usual, educators are assuming this latest responsibility. As professional workers trained to accept challenge, they find community pressures and trends towards school inclusion of sex education are extremely obvious. There is general agreement that informative discussion about sex should be brought into the curriculum at convenient and appropriate places from kindergarten through high school.

The barriers which traditionally held back a positive approach to sex education in the schools are no longer impregnable. It is the extent of school participation that is being questioned. Placement in the curriculum and the educational approach to be employed also are high on the list of problems that must be decided before successful sex education programs can be implemented.

Terry has indicated that sex education which function in our schools for other than positive purposes, will serve no real purpose. She also mentioned other points of significant nature when she stated:

If programs are designed to prevent illegitimacy and venereal disease, only the truly naive and ignorant will benefit. If they are used as propaganda, the students will hear only half-truths; if they are used for remedial reasons, the damage already is done.

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37Powers and Baskin, Sex Education: Issues and Directives, Quinn, op. cit., p. 425.
The imperative need to include sex education as an integral and comprehensive part of the total school curriculum has not gone unchallenged, certainly, but neither has it been ignored.\textsuperscript{38}

A nation-wide teacher survey conducted by the Grade Teacher supported family life and sex education in the elementary school program.\textsuperscript{39} The results correlate to a degree with the local survey conducted by the Lakeview P.T.A. in reference to the opinions of parents in favor of the program.

Also for your convenience Tables II and III, pp. 44 and 45 show surveys conducted by the state of Iowa in school districts offering sex education per se or do not offer in any part of the curriculum.\textsuperscript{40}

IV. ADMINISTRATIVE AND PLANNING PHASES

The last quarter of the Twentieth Century should prove to be one of the most exciting and challenging periods in history for educators concerned with the development and implementation of an elementary school curriculum. It is generally accepted that change in all facets of society is occurring at a greatly accelerated rate.

\textsuperscript{38}Doris E. Terry, "Call It Sex Education or Family Life, It Should Span the Curriculum", Education Age, (January-February, 1968), p. 5.

\textsuperscript{39}"Sex Education", Grade Teacher, (November, 1968), pp. 60-63.

\textsuperscript{40}Administrative and Instructional Practices, A Report Prepared by the State Department of Public Instruction, (Des Moines: State of Iowa, 1969), pp. 62-63.
Kuhn summed up the significance of the elementary school curriculum changes and conflicts when he said:

Many elementary school teachers and administrators are already aware of the general nature of the developments that point toward a basic conflict centering around the curriculum. Others are disturbed but have not as yet identified the sources of their concern. Still others are engrossed with one or more new practices or procedures, and as yet have not turned their attention to a systematic assessment of the total impact on our elementary schools of recent curricular developments.

Hopefully, all teachers and administrators will soon be fully engaged in a careful and exhaustive appraisal of current practices. Hopefully, too, conflict, both heated and vigorous, will follow, for out of such conflict should come decisions based on commitment, dedication and knowledge — the key elements in successful educational endeavor.

The most disheartening prospect imaginable would be an absence of conflict and a passive following of current trends without first subjecting them to the most critical analysis and evaluation that can be made.41

Grandgenett stated that the philosophy of education and the concept of curriculum held by the administrator exert a noticeable influence on the administration of any program. The administrative pattern of the school will depend largely upon the community's concept of education, and the administration's concept of curriculum.42

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The local school administration is not only encouraged to provide a curriculum that relates to the needs of the school community but provide time for planning and implementing such a curriculum. In a similar manner the administration should plan and arrange for the supervision necessary to execute and develop the practices related to curriculum: school philosophy, procedures, instructional materials, innovations and evaluation. Well planned changes and modifications reflecting local characteristics are integral parts of a quality instructional program.

Leroy H. Jensen, in his lecture to the Southwest District Elementary School Principals in Red Oak, Iowa, October, 1968, said, "The way the principal works with the community not only vitally affects the educational program of his school, but it also has a major influence on the entire school system." The quality of school-community relations improved as principals increased their use of procedures that involved other people in decision-making.

In speaking at the National Association of Secondary School Principals in Atlantic City this last spring, Paul Fritzzens, roving editor of the "Readers' Digest", made some comments about his investigation of the need for sex education that Jensen (quoted) felt were quite appropriate. He stated:

"Everywhere, I found anguished and confused parents who were pleading for the schools, the churches—or somebody—to tell them how to talk with their mixed-up
children and somehow better prepare them to cope with the sexual revolution." He continues, "Unhappily, sex education lacks the academic prestige that it deserves—say, equal to English, math or social studies. The schools treat health as a subordinate subject. As for sex education, it's something that the gym teacher or the school nurse can teach on a rainy day."^43

V. HISTORY OF THE LAKEVIEW ELEMENTARY FAMILY LIFE PROGRAM IN THE LEWIS CENTRAL COMMUNITY SCHOOL DISTRICT

In October of 1967, four members of the Lakeview Parents-Teachers Association attended the State P.T.A. Convention at Cedar Rapids, Iowa. Upon their return, they requested that the school system develop a "sex education" program. However, in considering the potential scope of such a program in the existing school curriculum, the staff elected to consider sex education only as a part of our more comprehensive health program. Such a program goes well beyond the purely physical experiences that adults narrowly associate with "sex".

During the month of November, 1967, the local Lakeview P.T.A. invited Robert L. Webber of Des Moines, Iowa, who is the Executive Director of Planned Parenthood for the State of Iowa, to speak to the parents of the school district. Webber called for comprehensive "family life education" at all levels of the school curriculum. This involves the total emotional, human and cultural aspects of interpersonal

^43A statement quoted by Dr. Leroy Jensen at an Elementary School Principals' Meeting, Red Oak, Iowa, October, 1968.
relations. Webber said that if family life education is neglected, a student will be engaging in experimental sex, becoming frustrated, dropping out of school, or at least be developing at a very minimal level of his abilities. Webber also said that through the proper teaching of sex and family life, "you can give youngsters the greatest gift they have—acceptance of themselves." 44

Due to the enthusiastic and interested response of the November P.T.A. meeting, a special December meeting was held. The purpose of this meeting was to allow parents to view films that were recommended for family life education. A discussion period followed and individuals were asked to voice their opinion. Both programs, November and December, were met very favorably by the parents who attended.

As a principal and director of elementary education in the district, the researcher suggested a pilot program for one year at the Lakeview Elementary School would be most helpful in developing a set of guidelines for a district-wide family life program. If family life education was to be effective, all facets of the community were to become actively involved in the developmental stages of this program. A committee was carefully selected to assist in planning the new program.

The Family Life Education Committee was appointed by the Presidents of the P.T.A.'s of the Lewis Central Community School District. The members of these P.T.A.'s unanimously endorsed the objectives of the committee. They also endorsed the committee's request to go before the School Board for permission to institute a pilot Family Life Education program at Lakeview Elementary for the 1968-69 year. This permission was granted and the committee functioned to produce a curriculum for use in the schools. The curriculum presented included grades one through six.

As the committee began to establish objectives and limitations of a family life program, it became apparent that a very fine line existed. Some issues were not acceptable to both the school and the community. Particular care was taken to present cautiously those things which might touch on "sensitive nerves". This care was essential for the school's role is supplemental while the primary responsibility lies in the home.

Throughout the entire program, from 1967 through 1969, materials were open to constructive analysis by any interested citizen of the community. On many occasions, meetings either were held at school, church, or private homes of the community to show the materials and to answer questions. It was quite evident that citizens of the community were not interested in coming to school to see the materials, so the committee decided to make contact with
groups away from the school proper. These conferences were most helpful in understanding community needs that exist in its community. The program was specifically tailored to meet these needs, and geared to the particular educational style with which the school district is working so that it can be a meaningful program for the boys and girls of that community.

The purpose of this program was to bring to the children at every grade level the facts and information they need to understand themselves and each other, to instill in them the attitudes and ideals of correct living; to teach them the techniques of correct decision making and action; and through this direction and knowledge to help them to be more successful in their endeavors and to enjoy better relationships with themselves and with others.

The concepts of this program were supplementary to life education courses already being taught but with the intent to bring together the various courses and parts of the knowledge of life and living into an integrated and understandable whole.

An effective curriculum modification and improvement was made on the basis of systematic feedback from the pilot program. There were three revisions of the resource guide before it was submitted to the Board of Education for review.

During the pre-school workshop, the writer announced and a directive was sent to the elementary division that the family life education program was to be evaluated by staff,
the community, and the Board of Education before continuance of a second year pilot program at Lakeview. If the Board of Education would have allowed the staff to continue with the project development, the program would have continued on during the second semester of this school year. Following completion of this pilot program in June, 1970, the resource guide was to be revised and resubmitted to the Board of Education for review. If approved, the guide was to be the Operational Resource Guide for the elementary division. However, its implementation within a school district was to be made only as trained staff and adequate materials were available. It was doubtful that a full-scale implementation of a district program for grades one through six could be fully initiated by 1971-72 school year.

On December 15, 1969 a resolution was proposed by the Board of Education to "discontinue family life education as a curriculum in any of the district schools". The resolution said the district would set up a course of study for parents and children who want it. The program would be after school for students of the sixth grade and older.

According to the board decision, girls would be required to come with their mothers or another adult, and boys would come with their fathers or another adult.

The board agreed to furnish an instructor for such a program. The school administration was directed to prepare a proposal for the program sometime prior to the 1970-71 school year.
In final analysis, a comment from an article in *Nation's Schools* supports the above board's feelings as stated:

In no small way, the attack on sex education, many experts feel, is part of what has been dubbed the "ideology of fed-upness."

As one administrator put it, "Parents who are bombarded with increasingly graphic presentations of sex films, plays and books, with terms like the Sexual Revolution, the New Morality, and situation ethics, are getting edgy about leaving sex education to the schools. They seem to want the schools to first back off on sex education for awhile, at least until the schools come up with a well-defined program that parents approve."

In a sense, this schoolman feels, a wait and see stance may have some constructive ramifications--with schools applying more scrutiny to the types of materials, programs and teachers they use in sex education classrooms. "On the other hand," he adds, "the attacks from the right are sheerly destructive and have only exploited parents' fears for their own advantage." 45

In summary, it can be said that organization in the elementary health program must play an important part in the success or failure of meeting any stated objectives or goals. It appears that more research is needed to determine successful procedures and how they may be implemented into the program.

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45 *Nation's Schools*, op. cit., p. 22.
CHAPTER III

METHODS AND PROCEDURES

The present study was to analyze current policies and procedures related to teaching sex education at the Lakeview Elementary School in the Lewis Central Community School District.

I. SELECTION OF THE POPULATION

This study was based on a survey of the Lakeview Elementary School parents within the Lewis Central community school district. References were also made to information gathered by the Iowa Department of Public Instruction in their survey of districts in the state with regards to family life/sex education.

II. PROCEDURE

The initial step in this investigation was a review of the literature in an attempt to become aware of the current policies and practices of family life education programs throughout the country. After a review of the literature and the research in the field, it was decided that identification of the problem could best be made through an analysis of the current policies and practices in five major areas -- administration, curriculum, organization, historical background, and community involvement -- in the
elementary family life and sex education programs. It was felt this analysis gave a good overview of family life programs in the elementary school. The decision was also made that the most efficient way to elicit the specific information needed was by direct polling of the parents of the Lakeview Elementary School by means of a telephone survey.

The Sample

In view of the limited time element, it was necessary to conduct the survey by telephone. An attempt was made to contact the parents of 530 students attending Lakeview Elementary School. Of the 337 families that were registered at Lakeview Elementary School, 306 families were able to be contacted by the telephone questionnaire.

The Instrument

The primary source of data was a devised questionnaire. The instrument was designed by the Lakeview Family Life Education Committee of Lewis Central Community School District. This instrument was used to provide information about the attitude of parents within the Lakeview district toward family life and sex education curriculum at the elementary level. The questionnaire contained several questions that were of major concern. These were: (1) number of parents for, against, or unconcerned; (2) preview of
materials and (3) favorable or unfavorable comments most often given. A copy of this instrument appears in Appendix B.

The Survey

The Lakeview P.T.A. survey report was conducted the week of December 8, 1969. Copies of the instrument were passed out to several volunteers of the Lakeview P.T.A. to assist the family life education committee in acquiring the necessary data to present to the board of education.

III. TREATMENT OF THE DATA

The data were analyzed by summing up in tabular form the frequency and the percentage of the total frequencies of the various categories in accordance with the questions to be answered in each survey.

The results of these analyses are presented in Chapter IV.
CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

I. INTRODUCTION

The purpose of this chapter was to present and analyze the data obtained from the local and state surveys previously cited in Chapter II of related literature.

II. LOCAL SURVEY

Introduction

The Lakeview P.T.A. gave a unanimous vote of confidence to the committee on Family Life Education. However, the executive board members desired proof of the support of all parents in the 337 families involved at the Lakeview School. It was decided that a survey should be conducted. A list of the Lakeview families was supplied by the school. Several telephone callers divided the list and as they contacted each family they recorded the family name, address, telephone number, the parent's support or non-support, and any comment the parent wished to make whether for or against the program. In most cases, the number of children involved from each family was also recorded.
The callers then tabulated the results which were as follows:

- 306 families contacted
- 212 families approved the program
- 35 families disapproved
- 59 families were undecided or unconcerned
- 44 had viewed the materials used in the classrooms
- 490 children were recorded

The callers were asked to refrain from trying to influence an opinion. They were requested to encourage parents to attend meetings and view materials concerning Family Life Education.
Survey Report for Family Life Education

It may be seen in Table I that there were 337 families, with children attending Lakeview School, and that from the 306 families contacted 69.3 per cent were for the program, 11.4 per cent were against the program and 19.3 per cent were unconcerned. Approximately 490 children were recorded in this survey. The 306 families contacted represented 490 of the 530 children attending Lakeview Elementary School.

TABLE I

LAKEVIEW PARENT-TEACHER ASSOCIATION
TELEPHONE SURVEY REPORT
FAMILY LIFE EDUCATION

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>p</th>
<th>School Population 530</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
<td>212</td>
<td>69.3</td>
<td>Total Families 337</td>
</tr>
<tr>
<td>Against</td>
<td>35</td>
<td>11.4</td>
<td>Families Contacted 306</td>
</tr>
<tr>
<td>Unconcerned</td>
<td>59</td>
<td>19.3</td>
<td>Children Recorded 490</td>
</tr>
</tbody>
</table>
High School Districts Offering Sex Education

The data in Table II shows that 10 per cent of the school districts in Iowa teach sex education courses per se. A greater per cent of the larger districts provide these courses more often than the smaller districts.

The following districts reported that sex education courses per se are taught: Garrison, Central Dallas, Yale-Jamaica-Bagley, Amana, Baxter, Green Mountain, Clearfield, Garnavillo, Dexfield, Mormon Trail, New London, Sentral, Titonka, Alburnett, Center Point, Kingsley-Pierson, Story City, Madrid, Manson, Dallas, Ackley-Geneva, Solon, Dysart-Geneseo, North Central, Corning, Tipton, Camanche, West Marshall, West Monona, Mount Ayr, Van Buren, Wayne, Vinton, Nevada, Davis, Howard-Winneshiek, Marion, Grinnell-Newburg, Mason City, Burlington, Iowa City, Fort Madison, Keokuk, Marshalltown, Des Moines, and Fort Dodge.

TABLE II

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING A SEX EDUCATION COURSE DURING THE 1968-1969 SCHOOL YEAR AS A PER CENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

<table>
<thead>
<tr>
<th>Dist. enroll.</th>
<th>No. of dist.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200-499</td>
<td>110</td>
<td>8.2%</td>
</tr>
<tr>
<td>500-749</td>
<td>114</td>
<td>9.6%</td>
</tr>
<tr>
<td>750-999</td>
<td>62</td>
<td>9.7%</td>
</tr>
<tr>
<td>1000-1499</td>
<td>61</td>
<td>13.1%</td>
</tr>
<tr>
<td>1500-1999</td>
<td>22</td>
<td>9.1%</td>
</tr>
<tr>
<td>2000-2999</td>
<td>41</td>
<td>9.8%</td>
</tr>
<tr>
<td>3000 over</td>
<td>26</td>
<td>30.8%</td>
</tr>
<tr>
<td>State</td>
<td>436</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
High School Districts Not Teaching Sex Education

As shown in Table III, nearly one fourth of the school districts in Iowa do not teach sex education in any of their curriculum.

The number of districts that do integrate sex education in different disciplines of the curriculum are as follows: Business education—4, Communications—13, Fine arts—8, Health and physical education—276, Science—247, Social studies—96, Special education—9, and Vocational—119.

TABLE III

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA NOT TEACHING SEX EDUCATION IN ANY OF THEIR CURRICULUM DURING THE 1968-1969 SCHOOL YEAR AS A PER CENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

<table>
<thead>
<tr>
<th>Dist. enroll.</th>
<th>No. of dist.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200-499</td>
<td>110</td>
<td>33.6%</td>
</tr>
<tr>
<td>500-749</td>
<td>114</td>
<td>23.7</td>
</tr>
<tr>
<td>750-999</td>
<td>62</td>
<td>19.4</td>
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<td>1000-1499</td>
<td>61</td>
<td>26.2</td>
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<td>1500-1999</td>
<td>22</td>
<td>13.6</td>
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<tr>
<td>2000-2999</td>
<td>41</td>
<td>9.8</td>
</tr>
<tr>
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<td>26</td>
<td>11.5</td>
</tr>
<tr>
<td>State</td>
<td>436</td>
<td>23.4%</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this chapter is to review the procedures used in the study, to draw certain conclusions based on the summary of findings given in Chapter IV, and to make recommendations with regard to their implementation.

The present study was based on data which could be used to present a valid picture of community involvement and attitude at the local, state, and national level, and, to analyze, for the purpose of determining such feelings and concern as might be applicable towards the improvement of policies and practices of the family life/sex education program in the Lewis Central Community Schools.

The Study

The investigation was designated to elicit answers from a devised questionnaire. The telephone questionnaire contained three major areas. These were: (1) reaction toward the program -- for, against, or unconcerned (2) attitude -- favorable or unfavorable comments (3) preview of materials. A copy of this instrument appears in Appendix B. The instrument was used only by parents of the children in the pilot program at Lakeview Elementary School.
The Procedure

The data was obtained from the parents of Lakeview Elementary School whose children were involved in the 1968/69 family life/sex education pilot program.

The information received from the instrument was tabulated and recorded. The data was directly compared by frequency and/or per cent of frequency tabulations in Chapter IV.

II. CONCLUSIONS

This study involved parents of Lewis Lakeview School, which is one of the three elementary schools in the Lewis Central district, as well as being a review of the research on the state and national level. Consequently, the results of this study are limited because of time and method of survey.

An examination of the findings in this study has led to the following conclusions:

1. This study indicated that parental support of sex education in the elementary school was favorably accepted by parents of the students in the pilot program.

2. Teachers in general indicated their personal belief that sex education should be taught in the elementary school.
3. Administrators -- principals, superintendents and supervisors -- in general, do not support sex education.

4. A majority of teachers indicated their belief that sex education should begin in kindergarten and progress sequentially through grade twelve.

5. Pre-judgement of the program by teachers, administrators, parents of the Lewis Central district, as well as people outside the district had a great influence on terminating the pilot program.

6. The news media inadvertently published inaccurate reports which were very detrimental to the evaluation of the pilot program.

7. This study revealed that generally ten to fifteen per cent of the materials in a family life/sex education program were concerned with sex and the rest with human relations in the family.

III. RECOMMENDATIONS

The following recommendations are based on the evidence of the data presented and will attempt to reflect the findings discussed under conclusion. An attempt has also been made to relate the recommendations to favorable administrative organization and practices suggested by authorities reviewed in the related literature.
The presentation of the recommendations will be divided into three parts: (1) Program Development, (2) Orientation and Inservice Education of Staff, (3) Evaluation Procedures.

**Program Development**

Sex education programs, to be really effective, must have the cooperative support of the local community. Without this support, the program will fail before it gets started. The same support from the school personnel will provide impetus for encouraging the development of the program. Regardless of where the initial interest comes from in developing a program, the responsibility and direction lies with the board of education and school administration. Some of the major areas of administration's responsibility are:

1. Discuss the need of a program with the administrative staff even if it is a pilot program.
2. Evaluate the present health program and determine what is already being offered in sex education.
3. Make sure that the new curriculum is interwoven into the normal school program; the less it is singled out, the better.
4. Discuss the feasibility of such an addition to the curriculum with the board of education.
5. Board approval should be placed in the minutes to establish a basis of authority and assumption of responsibility, and an advisory committee consisting of school personnel and lay people of the district should be created.

6. The administration should continually inform the board on the progress of the program.

7. The lay committee must establish a line of communication to the local community.

8. During the stages of development of the family life/sex education program, keep all staff members well informed on the progress of the program.

9. Provide opportunities for parents to evaluate the program and make suggestions.

10. Provide adult sex education programs in the district.

Orientation and Inservice Education of Staff

Ideally, of course, there should be the collegiate preparation so that during teacher preparation one can seek a major or minor in family life and sex education. At this particular point in time, such college preparation is not generally available to most teachers. There is much knowledge to be acquired about families, family relationships, and interpersonal relationships. The district must assume the responsibility of inservice education to develop
a sequential family life/sex education program that will meet the needs of the community and the students. The cost of such program is to be supported by public funds, and this should be made known to the community.

An extensive effort should be made by the project committee to inform other staff, parents, and interested adults in the school community of the nature of the proposed elementary school program. This effort will include the following activities and resources:

1. Materials will be available for study and evaluation by the administration to interested citizens.

2. Administration will make arrangements for special showing of films used in the program.

3. The Resource Guide for teachers will be available for examination in the principal's office.

4. Series of seminars will be offered to the community parents and other adults.

5. Arrange for the staff to speak at special group meetings.

6. Members of the committee writing the course of study should be included as speakers to civic groups.

As soon as the teachers have been selected, an inservice training program should proceed with a thorough study of the curriculum guide. This will give the teachers
time to ask questions and to expand their thinking in an informal atmosphere. It is well to have the teachers together as a group perhaps for a presentation, but then they should break into grade levels so that they can adapt the material and ideals to the levels of their students.

There are other important factors and practical considerations that must be considered during the teacher inservice education phase. These are as follows:

1. Meetings planned throughout the year with a critical eye kept on the length of the teacher's day.

2. Place the complete course of study in the hands of the teacher far enough in advance so adequate preparation can be assumed.

3. Conduct inservice grade level meetings to review the course of study concepts, activities and materials.

4. Provide additional consultant services in the areas where the teachers felt more background information was necessary.

5. Continually reassure the teachers that they have the support of the community and administration.

6. Provide an opportunity to preview all materials related to cutting across grade levels so that each teacher can understand the total articulation of the program.
7. An integral part of the inservice program should be an understanding of the growth and development of boys and girls.

Evaluation Procedures

The program of evaluation must be a cooperative study and planning by the staff in terms of the needs of the community and children in the school. With community understanding and acceptance, an organized curriculum and staff, and an evaluation which indicates that a successful family life and sex education program can be developed.

A Family Life/Sex Education committee composed of representative teachers of the various grade levels, parents, children, and administrators can be of great assistance in evaluating the program.

However, in evaluating a program of this nature, it is quite difficult for two main reasons: (1) evaluating immediate changes in attitude and behavior may come about at a later stage in life, (2) present social mores are unstable and this creates a problem in establishing behavioral objectives or outcomes of the program.

To assist in evaluating the program, the following steps are necessary:

1. A discussion involving the entire staff with their comments directed to the family life/sex education committee for more direction.
2. Parents of the children to be involved in a program are to be given a questionnaire so as to respond to a proposed program. The results are to be studied by the evaluating committee.

3. Community orientation could be conducted through seminars to solicit parent reactions to the proposed elementary program.

4. A student survey at the fifth and sixth grade level could be developed related to how the program met their needs.

5. Continually evaluate the present materials as well as new materials being produced for continuous improvement.
APPENDICES
APPENDIX A

TELEPHONE QUESTIONNAIRE
APPENDIX A

TELEPHONE QUESTIONNAIRE

Example Conversation:

Mrs. _______________________

"This is Mrs. ___________ calling because the local Lakeview P.T.A. wants a survey of the parents of the Family Life Education Program, which you, as a local P.T.A. member gave your permission to start last year. We want to have your support to continue the program a second year. It has been stopped since the beginning of this school year. May we use your name in this survey Mrs. ___________.

If you have any questions concerning the program it will be demonstrated at 9:30 A.M., Friday, November 21, 1969 at the Gethsemane Presbyterian Church on Highway 275 and at 7:00 P.M. at the Lewis Lakeview School the same night.

*These calls should be completed no later than Thursday night November 20.

These forms should be returned to Rosie Thomsen no later than Friday or can be turned in at Lakeview School.
APPENDIX B

SURVEY TABULATION SHEET
SURVEY TABULATION SHEET

Family Life Education:

Total of Survey of Lakeview P.T.A.

1. Number for family life/sex education

2. Number against

3. Number unconcerned

4. Number willing or interested in attending Friday meeting at A.M. or P.M.

5. Number that has already reviewed material themselves or attended meetings where material or discussion was presented

6. Favorable comment most often given

7. Unfavorable comment most often given

8. How did making this survey affect you? (are you encouraged, discouraged, has your opinion changed, are you willing to continue to work for this program.) Use back side of sheet for answer.

Important: This sheet is only for you to fill out after you have completed all your calls, and return to Lakeview School.
APPENDIX C

P.T.A. PETITION SHEET

Rc: Family Life Education

To: Board of Education of the Lewis Central School District

From: Parents and Friends of Lewis Lakeview P.T.A.

It is our desire and hope the Lakeview School may be permitted to continue the pilot project in Family Life Education.

The undersigned here endorse this survey of the Pilot Program of Family Life Education and give our permission so the School Board may call and verify this information if they so desire.

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APPENDIX D

SURVEY OF FAMILY LIFE EDUCATION
IN LEWIS CENTRAL SCHOOLS
### APPENDIX D

**SURVEY OF FAMILY LIFE EDUCATION IN LEWIS CENTRAL SCHOOLS**

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Please respond for the grade level or levels in each area by using the following responses:

- **C** - Completely Covered
- **S** - Slightly Covered
APPENDIX E

PERSONAL INFORMATION

Sex:  Male_____  Female_____

Age:  20 or below____  21 - 25_____  26-35_____

6 - 50 _____  51 - 65______  66 or above_____

Occupation:  Air Force ____  Rank_____________________

Civilian ___  Job Description_____________________

Single___ Married___ Divorced___ Separated___ Spouse Deceased___

Education:  Check Highest level attained

Grade School___ High School___ College___ Graduate___

Total Family Income:

$3000 or below____  $3000 - $5000____  $5000 - $7500____

$7500 - $10,000____  $10,000 - $15,000___ $15,000 or above____

Check the Grades at which level you have children:

Pre-School____ K____  1___  2___  3___  4___  5___  6___  7___  8___

9___  10___  11___  12___ Graduated___

Do both Parents work:  Yes____  No_____  One Part-time_____

Years lived in Council Bluffs or in the Lewis Central School attendance area:

0 - 2______  3 - 5_______  6 - 10______  Above 10____

Church Membership:

None____  Catholic____  Protestant____ Other(list)____

Church Attendance:

Regular____  Occasional____  Seldom or never____
1. Boys and girls need information about what to do, how to behave, and how to dress for dates. They should also understand that dating is the process by which they will select a life mate as well as develop their own personality.

Do you feel this information should be taught at school?

Yes  Undecided  No

If this information were taught at school, in which grade do you feel it should be taught?

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Boys should know that it is normal that as they mature, they will develop hair on different parts of their bodies, their bodies might begin to grow suddenly larger, their voices might change, and they will feel attracted to girls.

Do you feel this information should be taught at school?

Yes  Undecided  No

If this information were taught at school, in which grade do you feel it should be taught?

K 1 2 3 4 5 6 7 8 9 10 11 12

3. Girls should know that it is normal that as they mature, they will develop hair on different parts of their bodies, their bodies will begin to look more woman-like, and they will feel attracted to boys.

Do you feel this information should be taught at school?

Yes  Undecided  No

If this information were taught at school, in which grade do you feel it should be taught?

K 1 2 3 4 5 6 7 8 9 10 11 12
4. Boys and girls should know the differences between their sexes and be shown pictures of the other sex.

Do you feel this information should be taught at school?

Yes _____ Undecided _____ No _____

If this information were taught at school, in which grade do you feel it should be taught?

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

5. If the following information were taught at school, in which grade do you feel it should be taught? You may check one choice at a particular grade level, or several choices at different grade levels.

A. Boys and girls should know that though masturbation is common and harmless physically, some boys and girls acquire guilty feelings which can harm them.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

B. Boys and girls should know that masturbation is common among young people, and that it is harmless physically.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

C. Boys and girls should understand that masturbation is wrong and possibly harmful.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

Do you feel this information should be taught at school?

Yes _____ Undecided _____ No _____

6. If the following information were taught at school, in which grade do you feel it should be taught? You may check one choice at a particular grade level, or both choices at different grade levels.

A. Girls should have an understanding of the menstrual cycle and how to properly take care of themselves.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

B. Girls should know how to properly take care of themselves, but need no understanding of the menstrual cycle.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_
Do you feel this information should be taught at school?

Yes Undecided No

7. Boys should have an understanding of menstruation.

Do you feel this information should be taught at school?

Yes Undecided No

If this information were taught at school, in which grade do you feel it should be taught?

K 1 2 3 4 5 6 7 8 9 10 11 12

8. If the following information were taught at school, in which grade do you feel it should be taught? You may check one choice at a particular grade level, or you may check several choices at different grade levels.

A. Boys and girls should know that babies are born as a result of the union of a sperm and egg which have been brought together by sexual intercourse. They should understand what sexual intercourse is.

K 1 2 3 4 5 6 7 8 9 10 11 12

B. Boys and girls should know that babies come from the union of sperm and egg, but need no information about sexual intercourse.

K 1 2 3 4 5 6 7 8 9 10 11 12

C. Boys and girls should know that babies come from women who are married, but need no further information.

K 1 2 3 4 5 6 7 8 9 10 11 12

D. Boys and girls should be told a story such as "the stork brought you".

K 1 2 3 4 5 6 7 8 9 10 11 12

Do you feel this information should be taught at school?

Yes Undecided No
9. If the following information were taught at school, in which grade do you feel it should be taught? You may check one choice at a particular grade level, or both choices at different grade levels.

A. Boys and girls should know that a baby takes about nine months to develop within the mother, its stages of development during this time, and the labor and birth processes.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

B. Boys and girls need only know that the baby develops within the mother.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

Do you feel this information should be taught at school?

Yes____ Undecided____ No____

10. If the following information were taught at school in which grade do you feel it should be taught? You may check one choice at a particular grade level, or both choices at different grade levels.

A. Boys and girls should know that fertilization can be prevented and should have the methods explained.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

B. Boys and girls should know that fertilization can be prevented, but need no explanations of methods.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_

Do you feel this information should be taught at school?

Yes____ Undecided____ No____

11. If the following information were taught at school, in which grade do you feel it should be taught? You may check one choice at a particular grade level, or both choices at different grade levels.

A. Boys and girls should know what venereal diseases are, their symptoms, how they are transmitted, their effects, and how they are cured.

K_ 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_ 11_ 12_
B. Boys and girls should know that serious diseases can be gotten by sexual involvement, but need no explanation.

Do you feel this information should be taught at school?

Yes _____ Undecided _____ No _____

12. If the following information were taught at school, in which grades do you feel it should be taught? You may check one choice at a particular grade level, or both choices at different grade levels.

A. Boys and girls should know what the term abortion or miscarriage means, and might discuss the social, psychological, and moral implications.

B. Boys and girls should know what an abortion is, but need not discuss the various aspects.

Do you feel this information should be taught at school?

Yes _____ Undecided _____ No _____

13. If the following information were taught at school, in which grade do you feel it should be taught? You may check one choice at a particular grade level, or both choices at different grade levels.

A. Boys and girls should know about sexual behavior abnormalities (homosexuality, incest, adultery, etc.) and might discuss the various aspects of them.

B. Boys and girls should know enough about some of the abnormalities (i.e. homosexuality) to protect themselves, but need not discuss all of them and their various aspects.

Do you feel this information should be taught at school?

Yes _____ Undecided _____ No _____
14. Check one:
   ___ A. A Family Life Program should consist primarily of biological information.
   ___ B. A Family Life Program should consist not only of biological information, but also of the psychological, sociological, and moral aspects. It should deal with how man's sexuality is integrated with his total life development.

15. What effect do you feel Family Life Education in the schools might have on wrong sex play by young people?
   ___ A. No Effect.
   ___ B. Might encourage wrong sex play.
   ___ C. Might help prohibit wrong sex play.
   ___ D. Undecided.

16. Check one:
   ___ A. Boys and girls should discuss the roles of men and women in the home and society.
   ___ B. These roles are too diverse and changing to discuss.

17. High school students should have a general course dealing with the physical, emotional, economical, and other aspects of marriage.
   Yes_______ Undecided_______ No_______

   If this information were taught at school, in which grade do you feel it should be taught?
   9____ 10____ 11____ 12____

18. Do your children come to you with their questions and problems about Family Life Education?
   Yes_______ Sometimes_______ No_______
19. Do your children come to you with their questions and problems about other things?
   Yes _____  Sometimes _____  No _____

20. Do you feel comfortable that you can adequately answer your children's questions about sex?
   Yes _____  Sometimes _____  No _____

21. Do you feel that questions about sex set up barriers between you and your children?
   Yes _____  Sometimes _____  No _____

22. What approach do you use in Family Life Education with your children?
   _____ A. Take initiative to openly discuss and make use of pertinent books, pamphlets, etc.
   _____ B. Answer questions when asked and make use of some pertinent materials.
   _____ C. Answer questions briefly and without explanation, use little or no pertinent materials.
   _____ D. The subject is avoided and seldom discussed in the home.

23. How do you feel about the Family Life Education that you give your children?
   _____ A. Very good.
   _____ B. Adequate.
   _____ C. Is weak.
   _____ D. Not good at all.

24. Would you be interested in a parent's course to aid you in teaching Family Life Education to your children?
   Yes _____  No _____
25. In Elementary School:
   ___  A. Family Life Education should be taught by a specially selected and trained teacher.
   ___  B. Family Life Education should be taught by the classroom teacher after they have received some special training.

26. In Secondary School:
   ___  A. Family Life Education should be taught as a separate course by a specially selected and trained teacher.
   ___  B. Family Life Education should be taught in the Home Economics, Science, Physical Education, or Social Studies classes, after these teachers have received some special training.

27. A teacher in Family Life Education should feel free to use his own discretion in handling any questions which a student might ask.

   Yes ___   Undecided ___   No ___

28. Go through the following list and check (✓) the sources where you received your Family Life Education. Then go through the list again and put another check (✓✓) by the one or two sources of the most information.

   Parents
   School Classes
   Church
   Older kids
   Friends your age
   Relatives
   Books or Magazines
   Doctor
   On your own
   YWCA
   YMCA
   Other (list)
29. How do you feel about your own knowledge of Family Life or Sex Education?

_____ A. Have a very good knowledge.

_____ B. Have an adequate knowledge.

_____ C. Feel you know very little.

*Permission granted to use questionnaire devised by the Bellevue Public School System, Bellevue, Nebraska.
BIBLIOGRAPHY

A. BOOKS

Contains several excellent papers.

Contains a brief but authoritative explanation of physiology, embryology, and heredity.

Prepared in consultation with The Child Study Association of America, this uneven book contains much useful material for parents of younger children.

Written for the adolescent.

Helpful advice for the adolescent girl.

Explains human growth from mating through pregnancy and birth. Each chapter gives correct answers to typical questions of children. For fifth and sixth graders.

Includes sample questions and suggested answers.


Offers advice to parents, guidelines for teachers, and a description of sex instruction in Swedish schools.

A frank presentation of issues and directives.

Shows how the sex attitudes of children are determined by those of their parents.

A comprehensive two-volume reference covering all aspects of sexuality, love marriage, and family relations. For those who work professionally in sex education.

Simple, attractive drawings illustrate the development of the baby from the uniting of sperm and ovum. Suitable for children of all ages.

A brief factual account of the prenatal development of a child.

Written for girls.


Part I answers general questions asked by young children; Part II answers the queries of older children.

Presents the questions that generally arise when a program of sex education is discussed. Contains the proceedings of meetings of the National Association of Independent Schools (1966).
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The series is written for parents and others seeking to help children to form sound ideas and attitudes about family living. "Parents' Responsibility" is for parents of preschool and early school age children in the upper elementary grades.

Kirkendall, Lester A. Sex Education as Human Relations. Sweet Springs, Missouri: Roxbury Press, 1950. A definite work on sex education—its philosophy and objectives, its role in human affairs. The bibliographies, though dated, are ample.


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D. UNPUBLISHED MATERIALS