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A PLAN FOR FAMILY LIFE EDUCATION

A PLAN FOR FAMILY LIFE EDUCATION IN THE
PROTESTANT SCHOOLS OF MONTREAL

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Abstract

The purpose of this study was to outline a workable program of family life or sex education for the Protestant schools of Montreal, based partly on the needs and wishes of that community as determined by a questionnaire.

The questionnaire, developed by the researcher, was sent to five hundred (500) homes in the Greater Montreal area. The results indicated that there was a definite desire for a program, that the program should include biological, sociological, psychological, and moral information, and that it should be taught to all children from the sixth grade to the end of high school.

The researcher concluded, after citing the experiences of existing programs as well as the opinions of experts in the field, that the program should be under the direction of the health and physical education teachers at the elementary level, and the guidance department at the high school level.

ACKNOWLEDGEMENTS

The researcher wishes to express her appreciation to Mr. John Perrie and the Protestant School Board of Greater Montreal for their support and co-operation. Without their help, it would not have been possible to administer the questionnaire to parents of adolescents in the Montreal area.

The researcher is most grateful, also, to the various people who gave of their time through interviews or correspondence - Dr. R.A.H. Kinch, Chairman of the Department of Obstetrics and Gynaecology at the University of Western Ontario, Mrs. Runa Woolgar of the Family Life Education Council in Montreal, Mr. John Chandler, Consultant, National Association of Independent Schools, Boston, Mass., Mr. Amanuens Jonasson of the National Swedish Board of Education, Mr. Harry H. Guest, Supervisor of Guidance, Winnipeg School Division No. 1, and Mr. J. Chell, District Superintendent of Schools, Victoria, B.C. It was through the recommendations of these people that the researcher became aware of many of the existing programs and schools of thought in the area of family life education.

In conclusion, the researcher wishes especially to thank her advisor, Dr. R. E. Wilkinson, as well as Dr. M. Horowitz, Dr. N. France, and Dr. A. Adkins for the time and effort taken in recommending resources and revisions, and for simply being available to help guide this study toward its completion.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES.....	v
Chapter	
I. THE PROBLEM.....	1
General Statement of Purpose.....	1
Sub-Problems.....	1
Definitions.....	1
Limitations and Delimitations.....	2
Assumptions.....	3
Hypotheses.....	3
Significance of the Study.....	4
II. REVIEW OF RELATED LITERATURE.....	7
A. Introduction.....	7
B. The Need.....	11
C. The Programs.....	19
1. Introduction.....	19
2. United States.....	23
a) Elementary.....	30
b) Junior High.....	32
c) Senior High.....	35
3. Canada.....	39
4. Sweden.....	42
5. West Germany.....	45
D. The Methods.....	50
E. The Teachers.....	54
F. The Plan.....	58
III. RESEARCH PROCEDURE.....	67
Research Design and Methodology.....	67
Selection of the Sample.....	71
Measuring Instrument.....	72
Analysis of Data.....	73
IV. ANALYSIS OF THE DATA.....	75
Response to the Questionnaire.....	75
Status of the Respondents.....	77
Opinions of the Respondents.....	80

	Page
Chapter	
V. CONCLUSIONS AND RECOMMENDATIONS.....	110
A. Conclusions.....	110
B. A Proposed Program.....	114
1. Diagnosis of Needs.....	114
2. Formulation of Objectives.....	118
3. Selection of Content.....	124
4. Organization of Content.....	130
5. Selection and Organization of Learning Experiences.....	136
6. Evaluation.....	148
7. Scope and Continuity.....	150
VI. IMPLICATIONS FOR FURTHER STUDY.....	153
APPENDICES.....	155
A. Letter from P.S.B.G.M. to Principals of Schools Involved.....	156
B. Covering Letter to Parents.....	161
C. Questionnaire.....	162
D. Follow-up Letter.....	175
E. Sample Items from Inventories and Checklists.....	176
BIBLIOGRAPHY.....	183

LIST OF TABLES

Table	Page
1. Sources of Information on Courtship and Marriage.....	12
2. Sources of Information on Sex.....	12
3. Family Life Education in Flint, Michigan.....	25
4. Questions Submitted by Girls in Grades X and XI (in London, Ontario schools).....	48
5. Areas Troubling Teens as indicated by Questions asked during a Course on Family Living.....	49
6. Researcher's Conceptual Design for a Program of Family Life Education.....	69
7. Summary of Suggested Content and Experiences.....	147

The dogmas of the quiet past are
inadequate for the stormy present,
we must think anew, we must act
anew, we must disenthral ourselves.

- Lincoln

Cited by Warren R. Johnson and Margaret Schutt, "Sex Education
Attitudes of School Administrators and School Board Members",
Journal of School Health, Vol. XXXVI, No. 2 (February, 1966),
p. 68.

CHAPTER I

THE PROBLEM

General Statement of Purpose

The purpose of this study is to outline a workable program of family life or sex education for the Protestant schools of Montreal, based partly on the needs and wishes of that community as determined by a questionnaire.

Sub-Problems

- A. Is there a need for such a program in Montreal?
- B. What topics should be included in it?
- C. To what age levels should it be taught?
- D. What form should it take?
- E. Who should teach it?

Definitions

The terms "sex education" and "family life education" will be used interchangeably in this study. That is, sex education will be discussed in its broadest sense to mean human sexuality, the reason being that most programs using the term do so in this sense. Due to the anxiety aroused and the inaccuracy of the term "sex education", it is now being replaced in many areas by terms which are less emotionally charged and more indicative of the true purposes of such a program (viz.

"Human Relations", "Family Living", "Effective Living", or "Personal Development").

On the other hand, sex education must be distinguished from sex information, or more accurately, reproduction education; the strictly factual program which does exist in some schools. "Sex education, as opposed to mere sex information, correlates sex with the development of the human personality, and yokes it to values and human love."¹

Children must be made to see sex as a part of the total living situation and relate it to this. Thus, in judging an act they will judge not only its immediate consequences, but those of the total situation.

In the end what we are talking about is how people relate to each other; this is the essence of sexuality, the relationships a person forms in all of his comings and goings, not just in the strictly sexual ones.²

Limitations and Delimitations

The survey will be limited to schools of Canada and the United States, with the exception of West Germany and Sweden whose progress in this area the researcher feels to be of significance.

It is the opinion of the researcher, whose experience

¹Reverend Father Stanley Drummond, "Teach Sex Well or Not at All", The Montreal Star, October 29, 1966, p. 17.

²Mary Streichen Calderone, cited by Edward Yeomans, NAIS Institute on Sex Education: A Summary Report (Boston, Mass.: National Association of Independent Schools, August, 1966), p. 5.

in education has been limited to the Protestant schools of Montreal, that any program developed here must involve this system above others. Hence, any generalizations arising from the results of this study will be applicable only to pupils presently in Grades VI through IX and from an environment similar to those of the sample used.

Generalizations will also be limited in scope due to the fact that a widespread survey involving all parents with children of these grade levels was not possible without outside financial aid. However, it is assumed that the results will be representative of the majority.

Assumptions

The major assumption upon which this study is based is that the school does have a definite role to play in this field, primarily by default. Numerous studies have been cited, by G. H. Merrill,³ among others, showing that, for the most part, sex information is not being distributed by parents or by outside agencies such as the church. Some of these studies will be referred to in the next chapter.

Hypotheses

- A. There is a need for a program in Montreal.
- B. It should take the form of a three-stage course, offered

³G. H. Merrill, "The Role of Sex Education in the Schools" (unpublished Master's thesis, Faculty of Education, McGill University, 1966).

in senior elementary school (Grades VI and VII), junior high (Grades VIII and IX), and senior high school (Grades X and XI).

- C. Such a program should be under the direction of the guidance department, but may be taught by any teacher qualified to do so.

Significance of the Study

In recent years, much has been written and spoken about sex education but little has been done in Canada, especially in Quebec. Many excellent programs are presently in progress in the United States⁴ and elsewhere, each having been planned after previous study of community needs, thus each is different. Canadians, too, are showing signs of interest in this area and pilot projects are now under way in Winnipeg,⁵ Victoria,⁶ London,⁷ and Toronto.⁸

In Quebec, however, no formal program exists in the public schools. Certain teachers have taken it upon themselves

⁴Yeomans, op. cit.

⁵Harry H. Guest, "A Report on Sex Education" (Winnipeg, Manitoba: Winnipeg School Division No. 1, September, 1964).

⁶"Synopsis of an Experimental Course in Family Life Education" (Victoria, B.C.: Greater Victoria School District, 1965).

⁷R.A.H. Kinch, "Adolescent Sex Education" from a copy of an article to be published in the Bulletin of the New York Academy of Sciences, received in August, 1966.

⁸June Callwood, "It's Time We Taught Sex in Our Schools", Canadian Weekly (Toronto, Ontario: Toronto-Star Limited), January 23, 1965, p. 4.

to offer programs, formal or informal, in isolated schools (such as Chomedey,⁹ Chicoutimi,¹⁰ and Lower Canada College¹¹), but no school system has adopted a program as yet. The Quebec Federation of Home and School Associations, both English Catholic¹² and Protestant¹³ have appointed committees to study the problem; the Catholic Association with the blessing of their school board and the Protestant counterpart without school board support. However, no formal survey has actually been done of parents with children in the Protestant schools in order to see exactly what their needs are. The results of a similar Catholic survey taken recently are as yet unavailable, apart from the fact that "an overwhelming majority voted for such a program in the schools".¹⁴

For the most part, studies relating to the need for a program of sex education have been conducted among teen-agers themselves, or young adults. Nevertheless, it is the feeling

⁹"Parents Approve Sex Education", Quebec Home and School News, Vol. III, No. 4 (March, 1966), p. 2.

¹⁰Canadian Education Association, "The Present Status of Sex Education in Canadian Schools" (C.E.A.: Information Bulletin, Research and Information Division, September, 1964), p. 10.

¹¹Merrill, op. cit.

¹²Conversation with Arnold Chapman, President of the Quebec Federation of Catholic Home and School Associations, October 11, 1966.

¹³Conversation with Mary Kucharsky, Chairman, Family Life Committee, Quebec Federation of Protestant Home and School Associations, September 19, 1966.

¹⁴Chapman, op. cit.

of the researcher that since this is primarily an area we, as educators, are invading that the opinions of the parents of school children are of great significance before any such program is even attempted.

This study, then, should contribute something further to the field of family life education as well as to education in particular in Montreal.

CHAPTER II

REVIEW OF RELATED LITERATUREA. Introduction

We can't choose whether we will do it or not!
We must do it. Furthermore, we cannot choose
at what age levels we will do it. We do it at
every age level. We need only to determine
what formal framework we are going to use,
what bench-marks we are going to pick.¹

These statements made by Dr. Mary S. Calderone, Executive Director of the newly-formed Sex Information and Education Council of the United States (SIECUS), seem to sum up the present attitude of educators on the subject of sex education. The question arises, then, as to why there are not compulsory programs throughout all states. Two major hurdles must first be overcome: the attitude of society, and the qualifications of teachers.

Society, generally speaking, is frightened by the term "sex education". Parents feel that it will give teen-agers a license for promiscuity. "Yet we don't expect people to go on an eating binge when they study nutrition."² Lester Kirkendall, professor of Family Life at Oregon State University, on the other hand, finds that there is strong evidence to

¹Yeomans, op. cit., p. 7.

²Hollis S. Ingraham, "Something Else that Johnny Doesn't Know", Journal of School Health, Vol. XXXVI, No. 7, (September, 1966), p. 334.

support the fact that children with a comprehensive sex education form responsible and competent adults, are better adjusted to sex than those without such education, and their sex behavior is more conservative and "moral".³ Such education, however, must be comprehensive. It must be such that the young people are trained "emotionally and intellectually to be able to make intelligent and well informed choices among an array of competing alternatives".⁴ This, then, is the primary goal of sex education: to "facilitate the development of the total personality of the individual, with sex as an integral part of that personality".⁵ Dorothy Baruch would say that this "is developing one's fullest capacity for love".⁶ Dr. R.A.H. Kinch, Chairman of the Department of Obstetrics and Gynaecology at the University of Western Ontario, states that this can best be done by first teaching accurately the biological, physiological, and psychological aspects of sex and second, by dispelling misconceptions.

If we can dispel this ignorance and these
(Guiltridden) attitudes before they gain a

³Lester A. Kirkendall, Sex Education as Human Relations (New York: Inor Publishing Co., 1950), p. vi.

⁴Wallace C. Fulton, "Why is there a Sex Information and Education Council of the United States?", Journal of School Health, Vol. XXXV, No. 5 (May, 1965), p. 232.

⁵Mary S. Calderone, "Teenagers and Sex", reprint from the PTA Magazine, October, 1965, p. 4.

⁶Dorothy W. Baruch, New Ways in Sex Education (New York: McGraw-Hill Book Co. Inc., 1959), p. 7.

firm grasp, then not only should we vastly improve sexual compatability, but also bring up a generation of parents, open about sex and able to keep up with changing sexual mores.⁷

A secondary goal, perhaps, would be the prevention of illegitimacy and venereal disease. It must not be primary; the mistake made in many schools. Young people cannot be indoctrinated with an elaborate set of rigid rules, ready-made formulae, and pre-packaged values. The educators must provide knowledge, insight, and values "on the basis of which the adolescent may choose for himself with some measure of rationality among competing codes of conduct".⁸ This will be his equipment for the future.

Society, for the most part, will not attack these aims. In each city where a program was begun, there has been little, if no, adverse publicity and most programs have proven extremely popular and in good taste. H. W. Tame mentions this with regard to his own series of lessons.⁹

Teacher qualification is yet another matter for consideration. R.A.H. Kinch has said that "successful instruction...depends basically on the beliefs and philosophy of the teacher".¹⁰ Granted this must be the prime qualification, for the teacher's

⁷Kinch, op. cit., p. 2.

⁸Isadore Rubin, "Transition in Sex Values-Implications for the Education of Adolescents", Journal of Marriage and the Family, Vol. XXVII, No. 2 (May, 1965), p. 189.

⁹H. W. Tame, "Should Sex Instruction be Given in School?" P.A.P.T. Teachers Magazine, Vol. XLII, No. 211 (April, 1962), p. 35.

¹⁰Kinch, op. cit., p. 2.

point of view is likely to be coloured by his own past experiences and by his professional training.¹¹ On the other hand Kirkendall points out that teachers, while generally not well trained to give sex education, are potentially more educable than the staff of any other agency or institution.¹²

The lack of adequately prepared teachers is the greatest single obstacle. The in-service and pre-service preparation of teachers is an important element in developing effective programs of sex education.¹³

However, he goes on to say that much more good could be accomplished if more teachers were aware of their obligation in this matter. A valuable study done by Urban H. Fleege in 1945 found that teachers ranked as a major and effective source of information by the majority of those responding.¹⁴

¹¹James S. Plant, Personality and the Cultural Pattern (New York: The Commonwealth Fund, 1937), p. 32.

¹² Kirkendall, op. cit., p. 125.

¹³Ibid., p. 127.

¹⁴Urban H. Fleege, Self-Revelation of the Adolescent Boy (Milwaukee: Bruce Publishing Co., 1945), p. 282.

B. The Need

It is pathetically obvious how confused, immature and shallow the average teen-ager's sex knowledge usually is. What is most disturbing about these youngsters is their blasé and sophisticated attitude toward sex, and it is so truly unrealistic. As Kirkendall says, "the trouble is not too much and too early - it is too little and too late!"¹⁵

For all practical purposes, the home, school, church and other community agencies should be jointly concerned in a complimentary effort. Elizabeth Force, teacher of family life education for twenty-six years, describes the duty of the home as helping adolescents accept their sex roles with confidence and also sharpening their image of love. On the other hand, the school can reach practically all children over a long period, and can draw from an organized body of knowledge about human development, behavior, and family life in order to fill in the gaps.¹⁶ The churches and other agencies may in turn supplement these institutions among those children they reach, with emphasis on the formulation of ideals and the development of moral values.¹⁷

However, in reality, ministers, parents, and in fact all sources of information except peers and teachers rank very low

¹⁵Kirkendall, op. cit., p. 132.

¹⁶Elizabeth S. Force, "Family Life Education...Are We Passing the Buck?" reprint from National Parent-Teacher; The P.T.A. Magazine, February, 1959, p. 1.

¹⁷Kirkendall, op. cit., p.134.

with most teen-agers, as indicated by tables 1 and 2 below.

TABLE 1
SOURCES OF INFORMATION ON COURTSHIP AND MARRIAGE

Source of Information	Men	Women	Both
(number responding	190	174	364)
High School classes	14.7%	6.9%	11.0%
College classes	19.5%	45.4%	31.9%
Church, YM, YWCA	24.2%	19.0%	21.7%
"Bull sessions"	87.9%	96.6%	92.0%
Others, such as 4-H clubs	11.1%	8.0%	9.6%
Information not given	2.1%	1.7%	1.9%

from L. D. Rockwood and Mary E.N. Ford, Youth, Marriage and Parenthood (New York: John Wiley and Sons, Limited, 1945), p. 29.

More than half of the group felt that the school should assume some responsibility for sex education.

TABLE 2
SOURCES OF INFORMATION ON SEX

Source of Knowledge	Boys (%)	Girls (%)
N =	934	939
Mother	4	27
Father	7	1
Teacher	12	18
Sibling	1	2
Clergyman	1	0
Workmates	2	1
Other adults	2	1
Friends	62	44
Books	7	3
Other, or none	3	2

from Schofield, Sexual Behaviour of Young People, cited by Dr. John Nash in "Seminar on Sex Education - Responsibility of the Home? The Church? Or the School?" 21st Annual Meeting and Conference of QFPH & SA, October 22-23, 1965 (Mimeographed).

This was also found to be the case in a survey done by Kirkendall and Deryck Calderwood.¹⁸ Glen V. Ramsey found that approximately ninety percent of 291 high school boys surveyed received their first information from male companions or their own experience.¹⁹ Mothers in sixty percent of the cases, and fathers in eighty-two percent had given no information.²⁰ G. V. Hamilton found that sixty-five percent of the women in his sample mentioned books and pamphlets as one of the two chief sources of their sex information.²¹ An earlier study done by Kirkendall himself found that "in practically every instance the first information received... came from associates, or from pornographic literature".²² In a survey taken by Belford of 3400 couples and 750 unmarried young people, it was revealed that only twenty-nine percent

¹⁸Lester A. Kirkendall and Deryck Calderwood, "The Family, The School, and Peer Groups; Sources of Information about Sex", Journal of School Health, Vol. XXXV, No. 7 (September, 1965), p. 291.

¹⁹Glen V. Ramsey, "The Sex Information of Younger Boys", The American Journal of Orthopsychiatry, Vol. XIII, April, 1943, pp. 349-52.

²⁰John H. Gagnon, "Sexuality and Sexual Learning in the Child", Psychiatry; Journal for the Study of Interpersonal Processes, Vol. XXVIII, No. 3 (August, 1965), p. 223, cites Ramsey's study.

²¹Rockwood and Ford, op. cit., p. 28.

²²Kirkendall, op. cit., p. 23.

had received some formal sex education, either at home or at school. Their chief source of information was books.²³ Most stated that they talked freely to friends of the same sex, but only one-half to their fiancés or fiancées before marriage. Other children and books were also found by Bell, Bromley and Britten, Landis and Terman to be the chief sources of sex information.²⁴

In Canada, Dr. Kinch found in a survey of 1126 Grade X, XI and XII students in London, Ontario, that the most constant source of sexual information was "boy friends or girl friends".²⁵ Many were convinced that parents are neither competent nor comfortable in this role. Results of a questionnaire given to parents and teachers in British Columbia indicated that 182 out of 197 favoured sex education in the schools.²⁶

A revealing study done in 1965 by Gebhard et al indicated that peers were the primary source of information for ninety one percent of 477 lower-class men, eighty-nine percent of 888 incarcerated criminals, and eighty-nine percent of 1356 convicted sex offenders. By age fourteen, ninety-two percent had learned about pregnancy, intercourse and masturbation, but not

²³Lee A. Belford, "Protestantism and Sex Education", Advances in Sex Research, ed. Hugo G. Beigel (New York: Harper and Row, Publishers, Inc., 1963), p. 63.

²⁴Rockwood and Ford, op. cit., pp. 244-245.

²⁵Kinch, op. cit., p. 4.

²⁶Anne P. McCreary, "Sex Instruction for B.C. Schools???" The B.C. Teacher, Vol. XLIII, No. 4 (January, 1964), p. 165.

in an integrated manner, and much was misinformation.²⁷ Thus, the most fertile source of sex information of youth seems to be the education which they give each other.

Dr. Kinch found that by age sixteen, even without special guidance, a high proportion of young people have a fairly sophisticated, but mainly inaccurate knowledge of sex in all its phases. He also found, in a survey of student nurses, that "practically every one of these girls was under the impression that her classmate was more experienced than she was".²⁸ This surely illustrates the need for improved instruction and discussion. As Kirkendall has said:

In the matter of sex education, institutions which should assist youth are like the village volunteer fire department. If they come at all, they dash gallantly up after the house has burned down.²⁹

From another viewpoint, one could say that young people do not get enough information to resist the desire to conform, and so get into trouble.³⁰

Taking all these studies into consideration, it does not come as a surprise that Merrill found a significant difference in attitudes between boys who had had a formal course in "Human Relations" and those who had not. The latter group had received most of their information about sex from friends.³¹

²⁷Gagnon, op. cit., p. 224.

²⁸Kinch, op. cit., p. 5.

²⁹Kirkendall, op. cit., p. 23.

³⁰"Sex Data Urged for Young", The Montreal Star, April 30, 1966, p. 6.

³¹Merrill, op. cit., p. 85.

The need, it appears, is to supplement home instruction. If, as Merrill has pointed out³² (supported by Kirkendall³³), the family is accepted as the social and child-rearing institution, then much still remains to be done to strengthen it as such.

Harlow, in his study of Rhesus monkeys with surrogate mothers, and Spitz' on mother-deprived infants, have shown that without proper mother-child relations, the offspring are not capable of "normal adult heterosexual contacts, and exhibit symptoms which look very much like human mental disease".³⁴ Thus, early experience is all-important in setting the capacity of the organism to respond to information that comes later on.

Therefore, the child in the first early years of life does not develop a fully articulated sexual structure, but rather there are limits and parameters set, within and around which the growing child will operate.³⁵

Healthy sexuality, then, should "begin at home and be perfected at school and college".³⁶ Patricia Minuchin, in a study of 105 Grade IV middle-class children, found that while the home influenced personality organization, it was the schools which influenced attitudinal levels. That is, children were affected not only by direct attitudes toward sex-role development,

³²Ibid., p. 23.

³³Lester A. Kirkendall, "Emerging Concepts in Family Life Education", School Review, Vol. LVI, No. 8 (October, 1948), p. 458.

³⁴Gagnon, op. cit., p. 216.

³⁵Ibid., p. 218.

³⁶Curtis E. Avery, "Sex Education Through Rose-Coloured Glasses", The Education Digest, Vol. XXX, No. 4 (December, 1964), p. 11.

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³²Ibid., p. 23.

³³Lester A. Kirkendall, "Emerging Concepts in Family Life Education", School Review, Vol. LVI, No. 8 (October, 1948), p. 458.

³⁴Gagnon, op. cit., p. 216.

³⁵Ibid., p. 218.

³⁶Curtis E. Avery, "Sex Education Through Rose-Coloured Glasses", The Education Digest, Vol. XXX, No. 4 (December, 1964), p. 11.

but also by attitudes toward the formation of thought and opinion, and the value of exploratory reactions.³⁷ Terman and Miles³⁸ found, as Margaret Mead had also discovered in her study of three primitive tribes in New Guinea,³⁹ that cultural influences are greater than heredity in masculinity and femininity. Terman observed that masculinity-femininity was definitely associated with amount of schooling, age, occupation, interests and domestic milieu, and that the next closest association was with heredity and cross-parent fixation.⁴⁰

Unfortunately, as Dr. Calderone points out,⁴¹ the difficulty young people have today is that adults have not given them a clear picture of what maleness and femaleness mean. "Adults have often downgraded or limited the concept of sexuality to the genital act."⁴² Perhaps then, part of the answer lies in educating the parents,⁴³ not only so that they may be effective in the sex education of their children, but

³⁷Patricia Minuchin, "Sex-Role Concepts and Sex Typing in Childhood as a Function of School and Home Environment", Child Development, Vol. XXXVI, (December, 1965), pp. 1033-47.

³⁸Lewis M. Terman and Catherine C. Miles, Sex and Personality (New York: McGraw-Hill Book Company, Inc., 1936), pp. 460-61.

³⁹Margaret Mead, Sex and Temperament in Three Primitive Societies (New York: Morrow and Co., 1935), p. 452.

⁴⁰Terman and Miles, op. cit., p. 463.

⁴¹Yeomans, op. cit., p. 5.

⁴²Ibid.

⁴³Kirkendall and Calderwood, op. cit., p. 294.

also for their own feeling of self-confidence, sense of well-being and personal adjustment, and so that they might work co-operatively in improving society's attitudes towards sex. "The sexual crippling of the adult portion of the population almost automatically and inevitably passes itself on as a crippling force to the growing young."⁴⁴

Considering, then, every child's right to this body of knowledge, as asserted by the Reverend Eric Caulfield of Arvida, Quebec, and the opportunity to internalize it in a sound manner so that "his sexuality becomes an integral part of his total personality",⁴⁵ one cannot fail to agree that the school must play a definite role. This must take the form of parent education, child education, or preferably both. As Rubin points out, this may also help sexual deviants to better understand themselves, and the community to free itself of its punitive attitudes toward all sexuality.⁴⁶ The researcher will now consider how this is presently being done.

⁴⁴Mary S. Calderone, "The Development of Healthy Sexuality", Journal of Health, Physical Education, and Recreation, Vol. XXXVII, No. 7 (September, 1966), p. 25.

⁴⁵Eric Caulfield, "Seminar on Sex Education - Responsibility of the Home? The Church? Or the School?" 21st Annual Meeting and Conference of QFPH & SA, October 22-23, 1965, p. 4. (Mimeographed)

⁴⁶Isadore Rubin, "Homosexuality", SIECUS Discussion Guide Number 2 (New York: SIECUS, October, 1965), p. 7.

C. The Programs

1. Introduction

Warren Johnson sets forth seven theories of sex education,⁴⁷ most of which are being practiced somewhere today. These theories range from no sex education at all - the why-create-problems-approach - found in many parts of Canada and Australia, to toleration found in many parts of the United States, through to complete frankness almost to the point of bluntness, known as the "shock treatment". This latter is perhaps best exemplified by A. S. Neill, principal of Summerhill school in England. Taken together, there seem to be almost as many approaches to the subject as there are opinions on it. One area, however, which most educators seem to agree upon is best expressed by Kirkendall:

The only possibility is to give objective, accurate education ahead of unwholesome, harmful misinformation...The choice of being there first, or later if at all, is the only choice which educators have.⁴⁸

Of the fifty-five city school systems in Canada reporting in a Canadian Education Association survey, fifty-four offered no special course. Greater Victoria operated the sole program at that time. Reasons cited - no demand, no textbooks, no time, no authorization, etc.,⁴⁹ - were as varied as the positive

⁴⁷Warren R. Johnson, Human Sex and Sex Education (Philadelphia: Lea and Febinger, 1963), pp. 160-179.

⁴⁸Kirkendall, Sex Education as Human Relations, p. 39.

⁴⁹Canadian Education Association, op. cit., p. 12.

suggestions for implementing a course.

One of the first problems encountered when planning for sex education seems to be the need for a decision on the form of the program; whether it should be integrated with other courses or be given as a separate course. This is sometimes expressed as the indirect or direct approach. Concepts of family life used to be integrated with various subjects, but the present trend seems to be to offer courses on the family, preparation for marriage, and personal adjustment, particularly in the later years of high school. However, far from rejecting integration, the foundations of these concepts can be soundly laid in subjects such as biology, home economics, and social studies.

The major disadvantages of the indirect method, or integration, as the sole approach are: lack of co-ordination with other subjects, incomplete pupil coverage for all topics (especially under subject as opposed to grade promotion), and academic rather than functional teachers such as guidance workers, counsellors, or family-life workers would be.⁵⁰ A Scottish experiment reported that this approach lacked reality and completeness, and thus the simple, direct approach is favoured.⁵¹ On the other hand, the integrated approach was favoured by Kirkendall until 1945,⁵² and is still advocated by

⁵⁰Kirkendall, School Review, LVI, 8, p. 450.

⁵¹"Sex Education - III: Instruction for Boys", The Scottish Educational Journal, Vol. VLI, No. 49 (December 5, 1958), p. 760.

⁵²Kirkendall, Sex Education as Human Relations, p. xiv.

Benjamin Gruenberg,⁵³ the reason being best expressed by Mrs. M. McIntosh, President Emeritus of Barnard College:

We must face the fact that sex really runs through all our subject matter. It can't be sifted out and put in a separate period. It must be the concern of the entire faculty.⁵⁴

This attitude has been put into practice by the head of a Scottish girls' school, where the integrated approach is being supplemented by units in hygiene and advice from the school medical and nursing staffs.⁵⁵

Kirkendall, in 1945, realized that perhaps the most promising approach was one which made sex education incidental to, yet an integral part of, a broader educational objective. That is, design a functional course which will meet genuine and existing pupil needs; a course which would bring together mental hygiene, personal guidance, functional health, family living, and sex instruction.⁵⁶ Ideally, however, instruction in other subjects still must be co-ordinated in order to provide a fully developed program. Such a program, then, would be a natural outgrowth of the guidance department, as in Illinois.⁵⁷ The Fifeshire experiment was designed along these lines, but the only conclusion drawn was that such a program

⁵³Benjamin C. Gruenberg, High Schools and Sex Education (Washington, D.C.: U.S. Public Health Service, 1950).

⁵⁴Yeomans, op. cit., p. 16.

⁵⁵"Sex Education - II: Instruction for Girls," The Scottish Educational Journal, Vol. VLI, No. 48 (November 28, 1958), p. 743.

⁵⁶Kirkendall, Sex Education as Human Relations, p. xiv.

⁵⁷Ibid.

should have been introduced earlier in elementary school.⁵⁸

Many schools now, as a result of experimentation, have introduced not an entire course, but have integrated units on the topic into a health course or other subject. This has been done with the hope of being able to offer a course in "Effective Living" or "Family Life Education" in the near future to certain age groups, preferably at the senior high school level. This was revealed in a poll by The Nation's Schools⁵⁹ where ninety-six percent of those polled favoured such an arrangement. It was also preferred by 121 out of 197 teachers and parents surveyed in British Columbia,⁶⁰ as well as by most parents polled recently in Chomedey, Quebec.⁶¹

There seems to be room, then, for both approaches, for as N. Rae Spiers points out, "to teach biology without teaching family life is positively immoral".⁶² On the other hand, Mary Keatley, Headmistress of Perrycroft Secondary Girls' School, Tamworth, Staffordshire, holds that time must be allocated in the weekly program for consideration of the art of living and

⁵⁸"Sex Education - I: A Fifeshire Experiment", The Scottish Educational Journal, Vol. VLI, No. 47 (November 21, 1958), p. 725.

⁵⁹Kirkendall, Sex Education as Human Relations, p. 45. cites this study.

⁶⁰McCreary, op. cit., p. 165.

⁶¹"Parents Approve...", op. cit., p. 2.

⁶²N. Rae Spiers, "Sex Education: Beyond the Biological", The Education Digest, Vol. XXXI, No. 3 (November, 1965), p. 24.

the importance of relationships, since learning to live is as important as academic attainment.⁶³

Following is a discussion of current programs in the United States, Canada, Sweden and West Germany.

2. United States

All levels, from elementary school through college, need appropriate units for study of the sexual development of human beings to bring understanding as well as an appreciation of the responsibilities and values related to that development.⁶⁴

This statement, stemming from the success of many of the programs found in the United States, reflects the present-day attitudes of many educators involved in the planning of such programs.

In Flint, Michigan, the pre-adolescent program (Grades IV, V and VI) consists of three sessions, one hour each, with the sexes segregated for two of these. The aim of this course is to help the child understand the growth and reproductive facts of life in a positive manner and to therefore understand and accept new changes in his body. Films such as It's Wonderful Being A Girl and Human Beginnings for girls and boys respectively are shown.⁶⁵

⁶³Mary E. Keatley, "Letter to the Editor", The Times Educational Supplement, No. 2591 (January 15, 1965), p. 109.

⁶⁴Wilbur J. Cohen, "Family Planning: One Aspect of Freedom to Choose", cited in SIECUS Newsletter, Vol. II, No. 2 (Summer, 1966), p. 1.

⁶⁵George C. Chamis, Sex Education Guide for Teachers (Flint, Michigan: Flint Community Schools, 1966) p. 16.

Students in the junior high schools in Flint receive four sessions, the sexes being separated for two also. The aims here are to interpret pubertal development, reproduction, foetal development and birth, as well as prepare boys and girls for healthy heterosexual relationships. Films shown to both sexes include Boy to Man and Girl to Woman.⁶⁶

In Grade XI, the key concepts to be explored are love, human sexuality, equality, and responsibility. Eight or more one hour sessions are offered to co-educational classes, with time being made available for individual counselling. In order to help students understand the adjustment necessary for successful adulthood, marriage and parenthood, films such as Phoebe, How Do I Love Thee, and Worth Waiting For are shown.⁶⁷ Some further study is done of those topics covered in Grade VIII, the amount depending on the needs of the students.

This exemplifies the spiral approach, found in many different subjects in the United States. Thus, reproduction education in Flint is taught early, gradually leading into the whole realm of sex education, then family life education during adolescence. George C. Chamis, co-ordinator of the Family Life Education Program illustrates this relationship by means of the following table.

⁶⁶Ibid., p. 23.

⁶⁷Ibid., p. 28.

TABLE 3
FAMILY LIFE EDUCATION IN FLINT, MICHIGAN

Family Life Education: sociology, psychology, anthropology,
biology, social work, home economics,
education, psychiatry, medicine.

The Family: institution, interaction, structure-function,
situation, development.

Sex Education:

Human sexuality - attitudes, emotions, values
Sex Roles - Male, Female
Birth to Death

Reproduction Education:

Biology
Anatomy
Physiology

from Chamis, Sex Education Guide for Teachers, p. 4.

Discussing the purpose of such a program, he says: "It is necessary to provide enough guidance to help the parent while at the same time provide a meaningful experience for the child".⁶⁸

In Washington, D.C. the course "Personal and Family Living" is offered to all children and at all levels. Here,

⁶⁸Ibid., p. 13.

again the spiral effect is seen, the same topics being included in each grade but with successively more detail. In elementary school the first semester is entitled "What about me? - My Health, Feelings, How I Grow" while the second semester is devoted to "My Family and Friends - I Share, Take Care, and Believe".⁶⁹ The program in junior high school would add such topics as grooming, disease, adjusting, personality, emotions, drugs, and first aid.⁷⁰ Students in Grade X receive the basic junior high curriculum, but in more detail, while Grade XI students devote most of their time to mental health, marriage and family living, dating and engagements. In Grade XII, with the sexes separated, the boys receive one semester of community health and one of physical education. The girls, in turn, receive home nursing during the first semester, then one semester of community health.⁷¹ Throughout all grades, the course consists of three or more periods per week. Mrs. Elizabeth Force has said of the Washington program:

The forthright attack on social problems through education for personal and family living is

⁶⁹as outlined in the Curriculum Resource Bulletin: Personal and Family Living for the Elementary School (Washington, D.C., 1963)

⁷⁰as outlined in the Curriculum Resource Bulletin: Health and Family Life Education for Junior High Schools (Washington, D.C., 1964)

⁷¹as outlined in the Curriculum Resource Bulletin: Health and Family Life Education for Senior High Schools (Washington, D.C., 1963), p. 11.

bringing results and will continue to do so, so long as the leaders and the teachers respond to the difficult challenge of this project effort.⁷²

The program at the Germantown Friends' School in Philadelphia is planned for flexibility and, like that in Washington, extends over a period of the child's time in school.⁷³ One of the aims of this program is to encourage the children to develop a moral code of their own; they are given information as a guide, not as a prescription. The formal course consists of one session in Grade VI health for the teaching of anatomical information, four sessions in Grade VIII social studies where population, sexuality, moral and cultural aspects are discussed. In Grades X and XII, eight sessions are devoted to discussion of dating and marriage preparation, using Evelyn Millis Duvall's Facts of Life and Love for Teenagers (N.Y.: Association Press, 1956) as a discussion guide. Apart from these formal sessions, much is done in the way of integrating the topic with other academic subjects.

In San Diego, California, five anatomical lessons are given to children, segregated by sex, at the end of Grade VI.⁷⁴ Then, from Grade VII through Grade XII, each pupil takes part

⁷²Washington Board of Education, Brief of the Curriculum in Health and Family Life Education (Washington, D.C., 1963), p. 11.

⁷³Eric W. Johnson, "The Home, The School, and Sex Education", reprint from the Germantown Friends' School Bulletin for Alumni and Parents, Vol. IV, No. 3 (Spring, 1966).

⁷⁴Guest, op. cit., p. 22.

in six group counselling sessions each year; one each week for six weeks. Students may be taken from either science or physical education in groups of twenty-five for this period of six weeks. There is no outline for these Social Health classes, for it simply meets the needs of the group members as they arise. Hence, it has been found that discussions in Grades VII to IX center around dating while Grades X to XII prefer to discuss courtship and marriage preparation.⁷⁵ Even though individual counselling is available, most problems are discussed in the group atmosphere. Concurrently, the broader aspects of family life education are being taught in home-making and social studies.⁷⁶ It is reported to be a very popular and successful arrangement.

Many other school boards have introduced courses similar to those described, consisting of one to three sessions in Grade VI or VII for anatomical information with the sexes segregated, followed by up to eight sessions in junior high school for loosely structured discussion on either facts or problems. These sessions are generally led by the school nurse (for girls), physical education teacher (for boys), or doctors. In senior high school, however, the emphasis shifts to preparation for marriage, with either the guidance department or outside family counsellors supervising co-educational sessions.

⁷⁵G. Gage Wetherill, "A Community Social-Hygiene Education Program", The Journal of Educational Sociology, Vol. XXII, No. 7 (March, 1949), p. 470.

⁷⁶Guest, op. cit., p. 23.

The sessions may number anywhere from four per year to one per week. This type of program is currently being offered in certain Connecticut schools,⁷⁷ at Park School, in Baltimore, Birch-Wathen School in New York City,⁷⁸ North Shore Country Day School in Winnetka, Illinois,⁷⁹ in University City, Missouri,⁸⁰ and in Adams Center, New York.⁸¹ Worcester, Massachusetts is presently in the process of setting up such a program.⁸² The programs in Roanoke, Virginia⁸³ and Worthington, Ohio⁸⁴ are similar in content but differ in that they are integrated directly into the health program and spiral in that subject from kindergarten through Grade XII. The program in the primary grades consists mainly of raising pets in the class, with the health teacher answering questions posed by the children.

⁷⁷S. P. Marland, "Placing Sex Education in the Curriculum", Phi Delta Kappan, Vol. XLIII, No. 3 (December, 1961), p. 132.

⁷⁸Letter from Dr. Alan F. Guttmacher, President of Planned Parenthood-World Population, to the National Association of Independent Schools (NAIS), September, 1966. (reprint)

⁷⁹Letter from the Winnetka School Board, Winnetka, Illinois, to NAIS, September 19, 1966. (reprint)

⁸⁰Guest, op. cit., pp. 25-26.

⁸¹Letter from Dr. Carl Alden, school physician, to SIECUS, cited by Guest, op. cit., p. 15.

⁸²Editorial, The Evening Gazette, Worcester, Massachusetts, October 18, 1966, p. 6.

⁸³Guest, op. cit., p. 19.

⁸⁴Ibid., p. 28.

The remaining programs to be mentioned are those which are planned for a specific grade or level in school. Although they do not carry on through school with the child the content at any level is similar to those programs previously described. There is, however, one major difference. Programs such as those in Washington, Flint, and San Diego were planned by a committee of the respective school boards, with the help of parents and professionals, then implemented by the whole system concerned.

The following programs were set up under the capable efforts of one individual or small informal committee, who then received authorization from the school board in question to implement the course in a particular school. Thus, in most of the following cases, one individual, one level, or one school only is involved.

a. Elementary School Programs

H. W. Tame speaks for most educators when he says that the right time for specific instruction in sex is during the last years of elementary school⁸⁵ (ages ten to twelve), just prior to the onset of puberty.⁸⁶ It is at this level that misinformation is most easily squelched, objective information can be given before the shock of puberty (made worse through-ignorance), and the foundation for sound attitudes can be built.

⁸⁵H. W. Tame, "Sex Instruction in the Elementary School", P.A.P.T. Teachers' Magazine, Vol. XLII, No. 209 (December, 1961), p. 30.

⁸⁶see Merrill, op. cit., for a full discussion of this fact.

Miller and Blaydes concur, saying that:

The time when this is most successfully taught is in the first stages of puberty while the child is thoroughly aroused in his curiosity about sex and before he has acquired a degree of sophistication concerning his supposed knowledge of the subject.⁸⁷

Hence, most schools do offer some type of information to children in Grade VI or VII. Generally, this is given as a part of the health course, with boys and girls separated for the presentation of anatomical and physiological facts.⁸⁸

The detail covered and time spent may vary in schools from simply showing The Story of Menstruation in one session with no discussion (as is done in many schools in Montreal) to a course such as that taught by Dr. Morris Wessel, pediatrician in New Haven, Connecticut.⁸⁹ Dr. Wessel services the Katherine Brennan School in that city, and in 1965 began to give weekly lessons to one Grade VI class which grew in length from ten to fifty minutes as the children trusted him more.⁹⁰ The course was primarily one in health but by April, introduced by films such as Human Growth and Development, The Story of Menstruation, and As Boys Grow, discussion groups

⁸⁷David F. Miller and Glenn W. Blaydes, Methods and Materials for Teaching the Biological Sciences (New York: McGraw-Hill Book Company, Inc., 1962), p. 415.

⁸⁸A. H. Steinhaus, "Teaching the Role of Sex in Life", Journal of School Health, Vol. XXXV, No. 8 (October, 1965), p. 359.

⁸⁹Barry E. Herman, "A Pediatrician Teaches Sixth Grade", Elementary School Journal, Vol. LXVI, No. 8 (May, 1966), p. 417.

⁹⁰Ibid., p. 418.

arose within the class,⁹¹ guided by Dr. Wessel. As a result of its success, the course is now continuing in the two Grade VI's on a weekly basis.

V. N. Kolbanovskii, studying possibilities for sex education in the elementary schools of Russia,⁹² feels that moral instruction as well as sex or reproduction instruction should also be given at this level, but by the elementary teacher rather than an outside physician. The duty of the latter is simply to give facts, while the teacher is closer to the children and can supplement the parents' teachings. Kirkendall agrees,⁹³ saying that the elementary school does have a function in the building of objective and wholesome attitudes in the child. He recommends that the class keep on hand such books as his own Understanding Sex, (Chicago: Science Research Associates, 1947) and A Baby is Born (M. I. Levine and J. H. Seligmann, New York: Simon and Shuster, 1949).

b. Junior High School Programs

Kirkendall makes mention of the fact that any course in family living at the junior high school level should include not only the anatomical and physiological facts in more detail, but also units on personality, emotions, adjustment and attitudes, inter-personal relations, and the

⁹¹Ibid., p. 419.

⁹²V. N. Kolbanovskii, "The Sex Upbringing of the Rising Generation", Soviet Education, Vol. VI, No. 11 (September, 1964), p. 14.

⁹³Kirkendall, Sex Education as Human Relations, p. 193.

establishment of values.⁹⁴ Since many of these topics will carry over to the senior high school level, it is important that the teachers have some background in psychology here as well as anatomy.

Hawaii Preparatory Academy in Kamuela, Hawaii, offers a program for four intensive days to all Grade VII boys and boys from other grades new to the school. James M. Taylor, Headmaster and teacher of the course, feels that this concentrated course avoids the postponement of answering questions posed by the students.⁹⁵ The course consists of lectures, the showing of Human Reproduction, and discussion periods.

The program in Kansas City, Missouri, also a short and intensive one for Grade VII pupils (six sessions), uses televised films as a jumping-off point for discussion.⁹⁶ In Grade VIII, pupils receive five televised lessons, each followed by a class discussion. Schools here feel that better results are achieved with the use of qualified people and the best aids available; something that each school on its own would be unable to do.

Belmont Hill School in Belmont, Massachusetts includes in its curriculum a course in ethics for all Grade VIII pupils

⁹⁴Ibid., p. 58.

⁹⁵Letter from James M. Taylor to NAIS, September, 1966 (reprint).

⁹⁶Helen M. Cox, "Sex Education Via Instructional T.V.", Journal of Health, Physical Education and Recreation, Vol. XXXVII, No. 4 (April, 1966), p. 71.

and all pupils new to the school.⁹⁷ Group discussion is the primary method used here. The first semester topics include ego and emotions in order to involve pupils in discussion, then human relations; the family, social relations and anatomical facts are covered in the second semester. The last unit is devoted to a study of the characteristics of man, as well as manners and etiquette.

The continued attempt at offering a minimum of sex facts and a maximum of attitude-development concepts at this level is seen also in the Personal Development course offered in Columbus, Georgia. Units here include: reproduction of living forms, relations with people of the opposite sex, and family and community life. The latter includes a section on moral and spiritual values.⁹⁸

Hinsdale, Illinois offers a variation of the Georgia course. The topics in this semester course are: maturity, adolescence, child development, and the family. It is of interest to note that this course was inaugurated in 1948.⁹⁹ Discussion and films such as Human Growth and Human Reproduction are now the main tools used.

⁹⁷Letter from John H. Funk to NAIS, September, 1966 (reprint).

⁹⁸Guest, op. cit., p. 16.

⁹⁹Kirkendall, Sex Education as Human Relations, p. 54.

c. Senior High School Programs

A study done by Gribbons and Lohnes¹⁰⁰ in 1965 indicated that values and attitudes of adolescents tend to shift from "idealism" in Grade VIII to "realism" in Grade XII. Thus, the emphasis in senior high school seems to be on courtship, marriage, and family life rather than on personal goals and social activity. Most schools offering such a course make use of the group discussion method primarily, making the presence of a qualified group leader here essential; someone preferably with a psychology background. Dr. Calderone herself gives talks to various groups at this level, such as that given last year to the students of Blair Academy, Blairstown, New Jersey.¹⁰¹ The atmosphere is then set for small discussion groups.

Calderone would also advocate, at this level, a consideration of man in relation to his environment as well as the dynamics of population growth in relation to family and social planning.¹⁰² Needless to say, Margaret Mead also favours that such an area be included in a course on marriage.¹⁰³

¹⁰⁰Warren D. Gribbons and Paul R. Lohnes, "Shifts in Adolescents' Vocational Values", The Personnel and Guidance Journal, Vol. XLIV, No. 3 (November, 1965), p. 251.

¹⁰¹Letter from James Howard, of Blair Academy, to NAIS, September, 1966 (reprint).

¹⁰²Calderone, Journal of Health, Physical Education, and Recreation, XXXVII, 7, p. 27.

¹⁰³Winston Ehrmann, Premarital Dating Behavior (New York: Henry Holt and Co., 1959), p. xvii.

Evelyn Duvall would add the term "marital integrity".¹⁰⁴ She says that "education for marriage cannot work, but it can make a difference, and it does".¹⁰⁵ Bardis found that a group having a marriage course registered much higher on the Sex Knowledge Inventory-Form Y-Vocabulary and Anatomy (Durham, South Carolina: Family Life Publications) than did a group not having had the course.¹⁰⁶ Both groups had been pre-tested and achieved almost equal mean scores. As further support, 81.1 percent of the unmarried males surveyed at the University of Georgia said that the school curriculum should include courses to better prepare the female for her role in the home.¹⁰⁷

The most publicized course in family living at the senior high school level is that offered by the Toms River Schools in Toms River, New Jersey, taught by Elizabeth Force since it began in 1940.¹⁰⁸ The course redirects what has been learned in other subjects, building upon that knowledge in order to study personal relationships and the family in terms of cultures of the past and present. Students must learn to assimilate the experience of the course, analyzing it in order to find out what is acceptable now, what is useful, and what

¹⁰⁴Evelyn M. Duvall, "How Effective are Marriage Courses?" Journal of Marriage and the Family, Vol. XXVII, No. 2 (May, 1965), p. 178.

¹⁰⁵Ibid., p. 183.

¹⁰⁶Ibid., p. 181.

¹⁰⁷Fred Schab, "Some Attitudes of the Male Undergraduate Concerning The Female Undergraduate", Journal of Home Economics, Vol. LVIII, No. 3 (March, 1966), p. 204.

¹⁰⁸John J. Donald, Family Living - Course of Study (Toms River, New Jersey: Toms River Schools, 1962), p. 3.

is to be stored until later. Family Living I includes personality, emotions, attitudes and values, leading up to each student's forming his own philosophy of life.¹⁰⁹ Family Living II studies the home, marriage, roles of the family members, divorce, and its causes.¹¹⁰ The textbook and accompanying workbook were written by Force; "Your Family Today and Tomorrow".

Similar courses are offered in Kansas City, Missouri,¹¹¹ Hayward,¹¹² Bloomfield Hills, Michigan,¹¹³ University Lake School in Hartland, Wisconsin,¹¹⁴ and in San Antonio, Texas.¹¹⁵ The latter two are led by people in psychology; San Antonio uses a family life counsellor from within the school and Hartland, a psychiatrist from outside.

Variations are seen at two other schools. Northfield School in East Northfield, Massachusetts, teaches the family in an elective senior ethics course which, hopefully, will now become more popular.¹¹⁶ In Toledo, Ohio, high school students

¹⁰⁹Ibid., pp. 9-13.

¹¹⁰Ibid., pp. 15-17.

¹¹¹Guest, op. cit., p. 18.

¹¹²Ibid.

¹¹³Letter from Marion Goodale, Headmistress and teacher of the course, to NAIS, September, 1966, (reprint).

¹¹⁴Letter from Joseph B. de Peyster, Headmaster, to NAIS, September, 1966, (reprint).

¹¹⁵Guest, op. cit., p. 20.

¹¹⁶Letter from Edmond S. Meany, Headmaster, to NAIS, August 26, 1966 (reprint).

study the family through observation of nursery school children and child-adult relationships, all of which is followed by group discussion.¹¹⁷ The teacher utilizes these observations to point up the principles she wishes to discuss with the students. The students gain insight into the factors involved in personality development, as well as the responsibilities and opportunities of parenthood.¹¹⁸

It is not only a course in marriage preparation, then, that these educators are striving for, but a course to make students aware of the values and attitudes of themselves and others. Warren Johnson has said:

They have been led to believe that a certain age and some kind of ceremony have qualified them to live happily ever after in an essentially delightful state of loving bliss. Little has been said to them about the endless obligations of marriage...We are very likely to forget that we ourselves, their parents and others of an older generation, are the only models that these young people have to go by in their marriages.¹¹⁹

Similarly, Mrs. Dorothy Barrier of the Marriage Counselling Center in Montreal has said: "One only has to work with the many couples who are having problems in their marriages to recognize the importance of information on sex and family life prior to marriage".¹²⁰

¹¹⁷Ruth M. Rustad and Pauline B. Reulein, "Child Study in High School", Journal of Home Economics, Vol. XXXVII, No. 6 (June, 1945), p. 322.

¹¹⁸Ibid., p. 323.

¹¹⁹Warren Johnson, op. cit., p. 118.

¹²⁰Dorothy Barrier, "Seminar on Sex Education - Responsibility of the Home, The Church, Or the School?" 21st Annual Meeting and Conference of QFPH & SA, October 22-23, 1965 (Mimeographed).

3. Canada

In Canada, for the most part, very little is presently done in the area of sex education. A survey taken of all ten provincial systems by the Canadian Education Association in 1964¹²¹ revealed the following results:

British Columbia offers some extra-curricular sessions, such as the program in operation in Victoria.

Alberta offers units on the family, personality, and relationships as an integral part of health, sociology, home economics and psychology.

Saskatchewan has planned a family life course, but most schools do not offer it.

Manitoba presently offers units on the family in guidance and home economics.

Ontario offers elective units in guidance and health, entitled "growing up". All evidence of sex education is avoided, apart from those efforts of individual boards such as London and parts of Toronto. Recently, however, the Ontario Federation of Home and School Associations unanimously recommended compulsory family life education courses at the elementary level, and in teacher training institutions.¹²²

Quebec did not report.

New Brunswick offers nothing.

¹²¹Canadian Education Association, op. cit., p. 5.

¹²²"Ontario Group Urges Compulsory Family Life Education Courses", The Gazette, (Montreal), March 27, 1967, p. 12.

Nova Scotia offers nothing, apart from a film shown after school by a few institutions.

Prince Edward Island offers nothing.

Newfoundland offers nothing.

Most "courses" which are authorized by individual city or town boards in some provinces consist of simply a few lectures, or films, given by a progressive teacher or outside speaker. They are usually offered after school and on a voluntary basis. This is the case in Chicoutimi, Quebec; Leaside, Ontario; Nanaimo, British Columbia; Ottawa¹²³ and Toronto,¹²⁴ Ontario; Victoria¹²⁵ and Vancouver¹²⁶, British Columbia. Prince Albert, Saskatchewan, through courses for parents, has been attempting to outline a course for students.¹²⁷ North York, Ontario, offers a course entitled "Family Living" to students in the Grade XII general course of study and for Grade X practical girls.¹²⁸

In London, Ontario, students in Grade XI receive lectures during school time. The groups are separated by sex and led by a qualified physician. The course is based almost solely on

¹²³Canadian Education Association, op. cit., p. 10.

¹²⁴Callwood, op. cit., p. 3.

¹²⁵Greater Victoria School District, op. cit., p. 5.

¹²⁶Interview with Mrs. Runa Woolgar of the Family Life Education Council, Montreal, on September 1, 1966.

¹²⁷Canadian Education Association, op. cit., p. 11.

¹²⁸Ibid., p. 16.

questions asked by the students.¹²⁹ It encompasses the anatomy and physiology of sex and the psychology of sexuality as an integral part of the regular health course.¹³⁰

In St. Catherines, Ontario, a course at the Grade IX level was launched in 1965-66, under the direction of the physical education department. Six doctors are used as guest speakers.¹³¹

The Winnipeg schools are currently working towards the setting up of a family life course, under the direction of Harry H. Guest, Director of Guidance.¹³² At the present time, individual school counsellors give family life units in guidance (a subject for credit in Manitoba) and engage speakers. The School Board also sponsors a course for engaged couples.¹³³

Quebec City announced recently that the health department would be showing a film on venereal disease to schoolchildren, in order to better "educate children to the dangers and importance of a medical examination",¹³⁴ - a beginning.

¹²⁹Kinch, op. cit., p. 6.

¹³⁰Ibid., p. 13.

¹³¹E. T. Peer, Report of the Committee re Sex Education in the Schools, as submitted to the Board of Education for the City of St. Catherines, Ontario, May 3, 1966, p. 1.

¹³²Interim Report to the Winnipeg School Board of the Interprofessional Study Committee on Family Life Education, May 3, 1966, p. 2 (reprint).

¹³³Guest, op. cit., p. 37.

¹³⁴"Schools to Show VD Film", The Montreal Star, September 27, 1966, p. 20.

Arnold Chapman, President of the Quebec Federation of (English) Catholic Home and School Associations, recently reported that family life education and human relations is becoming integrated with religion, which more and more is taking the form of a course in moral ethics in these schools.¹³⁵ This course has received almost full parental affirmation.¹³⁶

The only formal course presently offered in the Montreal area is taught by Geoffrey H. Merrill at Lower Canada College to boys in Grade VII. The boys receive one forty-minute period per week in "Human Relations", when they are taught anatomical and physiological facts and may ask questions. There is no specific text; a list of topics is followed for which verbal and visual explanations are given.¹³⁷ The aim of this course is "to impart and develop sound attitudes toward sex and life in general".¹³⁸ At this age, however, the course is more one of sex instruction than family life education.

Generally speaking, Canada must be found to be lacking in a comprehensive family life education program.

4. Sweden

The course of study in Sweden is designed first, to complement that instruction given in the home; second, to

¹³⁵"Leave it to the Kids' No Bigotry", The Montreal Star, October 24, 1966, p. 27.

¹³⁶Conversation with Mr. Chapman, October 11, 1966.

¹³⁷Merrill, op. cit., p. 44.

¹³⁸Ibid., p. 48.

incorporate society's demands on the life of the individual; and third, to provide for the best development of the individual himself.¹³⁹ It is a compulsory program in the nine-year Comprehensive school,¹⁴⁰ traditionally taught by the class teacher since students generally have the same teacher for three years.

In the lower department, students aged six to ten discuss how and from where children come, how the sexes differ, and the family. Middle department students to age thirteen study plant and animal reproduction in nature study, human reproduction in detail, puberty changes, and some of the moral implications. The moral element is further emphasized in the upper department through discussion, films, and questions, along with topics such as venereal disease, abortion, sexual aberration, and contraceptives. Problems of heredity, sterility, and the menopause are discussed in the elective higher secondary school.¹⁴¹

It is evident, then, that the family, dating, courtship, and marriage are not emphasized as much as in North America. Although it is said that psychological, sociological, and moral aspects are dealt with, no actual moral code is prescribed

¹³⁹Anne P. McCreary, "Sex Education in Swedish Schools", Canadian Education and Research Digest, Vol. IV, No. 3 (September, 1964), p. 228.

¹⁴⁰Letter from Amanuens Jonasson of the National Swedish Board of Education, September 26, 1966.

¹⁴¹As outlined by the Royal Board of Education, Handbook on Sex Instruction in Swedish Schools (Stockholm, Sweden: Royal Board of Education, 1964).

apart from abstinence of adolescent sexual relations.¹⁴² Students say that instead of this, the teachers should be acknowledging the fact that relations happen and present a relevant moral code.¹⁴³ Consequently, along with others,¹⁴⁴ Professor Joachim Israel of the University of Stockholm believes that problems are arising due to the lack of teaching in the area of responsibility and attitudes.¹⁴⁵ The Caroline Institute in Stockholm has now begun a major attitude study.¹⁴⁶ Also, since the course teaches that no contraceptive is fail-safe, adolescents are frightened of them; a fact which has added to the recent rise in illegitimacy and venereal disease in Sweden. Teachers pose yet another major problem in that many are still too embarrassed to teach the subject. Hence, many children may receive none for three years or more of their school lives. The Royal Board of Education in Stockholm is presently planning a program whereby specialists would travel among the schools and provide skillful sex teaching.¹⁴⁷

Thus, Sweden is not without its problems. As Mary Calderone has said, "the young have confounded instruction in method with

¹⁴²McCreary, Canadian Education and Research Digest, IV, 3, p. 229.

¹⁴³J. Robert Moskin, "Sweden's New Battle over Sex", Look Magazine, Vol. XXX, No. 23 (November 15, 1966), p. 42.

¹⁴⁴Jonasson, op. cit.

¹⁴⁵Moskin, op. cit., p. 41.

¹⁴⁶Ibid., p. 40.

¹⁴⁷Ibid., p. 39.

encouragement to practice".¹⁴⁸ However, Amanuens Jonasson of the National Swedish Board of Education has indicated that attempts are now being made to revise the course and fit the sex information into a framework of real morality and ethics.¹⁴⁹ A beginning has already been made in this area with the incorporation of a new textbook, Road to Maturity (Asklund and Wickbom),¹⁵⁰ which deals with sexual questions from both psychological and physiological viewpoints. Until now, students have followed only the teachers' Handbook on Sex Instruction in Swedish Schools.¹⁵¹ This book, an excellent resource for teachers, is perhaps the most complete book for teachers which has been printed on the topic. However, it relies solely on the teacher's presentation; the students had no text of their own until this year. Revisions, then, are not just being "discussed" in Sweden, as one finds in many other systems.

5. West Germany

West German schools, generally speaking, ignore sex instruction, the exception being the schools of Berlin. Since October 1, 1959, the Berlin schools have given the topic a thorough treatment.¹⁵²

¹⁴⁸Mary S. Calderone, "Sex-Health or Disease?" Journal of School Health, Vol. XXXV, No. 6 (June, 1965), p. 254.

¹⁴⁹Jonasson, op. cit.

¹⁵⁰"Sex Textbook for Youth", The Times Educational Supplement, no. 2649 (February 25, 1966), p. 549.

¹⁵¹Royal Board of Education, op. cit.

¹⁵²Theodore Huebener, The Schools of West Germany (New York: New York University Press, 1962), p. 154.

In the Grundschule, family life (Grades I and II) the relation and roles of family members (Grades III and IV), and reproduction based on living plants and animals (Grades V and VI) are discussed. The Oberschule treats a different area during each year: Grade VII students learn sexual and asexual reproduction through the breeding of chicks, Grade VIII students are taught the reproduction of man, and students in Grade IX, maturity (menstruation, pregnancy, venereal disease, etc.). In Grades X and XI, more is learned about venereal disease and birth control, while heredity and eugenics are discussed in Grade XII.¹⁵³ If a child attends a terminal vocational school for the last three grades, more time is spent on maturity in Grade X, problems of the adolescent in Grade XI, and marriage preparation in Grade XII.¹⁵⁴

All topics are integrated with the programs in biology and hygiene, thus the moral aspect is left to the discretion of the teacher. One of the aims, however, unlike Sweden, is "to build up in the adolescent a sense of responsibility toward himself and future progeny."¹⁵⁵ One may assume, then, that perhaps more of the moral aspect is included here.

Hornick points out that the tasks of an adolescent are:
(1) separation from one's parents, (2) definition of one's

¹⁵³Ibid.

¹⁵⁴Ibid., p. 155.

¹⁵⁵Ibid.

sexual role, (3) creation of a value system, and (4) selection of a vocation.¹⁵⁶ All but the last are bound up with sexual and emotional behavior, attitudes, and feelings, but all are necessary for maturity. The only one which the schools seem to be even vaguely concerned with is the last.

Mindful of this, various people and groups have proposed programs in the area of sex education. The Canadian Medical Association in 1964 recommended three-stage sex education in the schools.¹⁵⁷ Elementary pupils (Grades IV, V and VI) were to receive anatomy and physiology, Grades VIII and IX puberty, and Grades X, XI and XII pregnancy. Dr. R. A. H. Kinch of the University of Western Ontario has suggested that biological facts be taught by the physical education teacher in elementary school, while the high school offers a more detailed study presented by a physician, followed by discussion groups on marriage and family life in the terminal year led by someone in psychology; a counsellor or psychiatrist.¹⁵⁸ He says that one must appeal to the teen-ager's "fierce, inherent idealism. Place the information before them, point out the alternatives and problems and we must hope that in his own environment this young person will make the right decision."¹⁵⁹ In order to demonstrate the real needs of adolescents, he presents a list

¹⁵⁶Calderone, Journal of School Health, XXXV, 6, p. 255.

¹⁵⁷Callwood, op. cit., p. 4.

¹⁵⁸Kinch, op. cit., p. 13.

¹⁵⁹Ibid., p. 14.

of questions which were submitted to him by girls in Grades X and XI.

TABLE 4
QUESTIONS SUBMITTED BY GIRLS IN GRADES X AND XI

Topic	Number of Questions
Obstetrical and Gynaecological	90
Sex attractions and personal	82
Contraception	30
Sex Technique	29
Venereal Disease	15
Male Anatomy	7
Tampax	5
Masturbation	3
TOTAL	261

from Kinch, op. cit., p. 16.

A survey was also done along these lines at a mid-western high school in the United States, where questions asked by both boys and girls in a senior high family-living course were tabulated. (See Table 5). It is of interest to note that in this study it was found that twice as many questions were asked by the girls as by the boys, indicating either a greater need of understanding or a greater curiosity among the girls.

TABLE 5

AREAS TROUBLING TEENS AS INDICATED BY QUESTIONS
ASKED DURING A COURSE ON FAMILY LIVING

Topic	Proportion Questioning	
	Boys (%)	Girls (%)
Interpersonal relationships	21.4	21.2
Dating problems	19.5	17.3
Marriage problems (budget, etc.)	3.8	11.8
Sexual information	13.2	10.7
Petting and kissing	7.6	10.6
Ethical sex problems	19.5	6.8
Role of parents (in personal affairs)	1.9	9.2
Lack of factual information	4.4	5.0
Lack of interest in opposite sex	2.5	0.3

from D. S. Arbuckle, Pupil Personnel Services in American Schools (Boston: Allyn and Bacon, Inc., 1962), p. 69.

The figures on these tables would seem to indicate the need by students for discussion, not only of purely sexual matters, but matters concerning the whole realm of sexuality. One can clearly see, then, why those proposals of courses previously mentioned have been made. The outline proposed by Helen Manley¹⁶⁰ follows the pattern set by Kinch and others, with the exception that she would begin such education in the junior elementary grades, stressing cleanliness, wholesome attitudes, and differences between the sexes. She would also include here visits

¹⁶⁰Helen Manley, "Sex Education: Where, When, and How Should It be Taught?" Journal of Health, Physical Education, and REcreation, Vol. XXXV, No. 3 (March, 1964), pp. 23-24.

to zoos, animals in the class, and easy access to reference books.

These proposals have arisen from, and have been followed in, many successful programs. Perhaps in the near future more will be heard of programs, both successful and unsuccessful, as we learn to adapt to the needs of the community and the children within it.

D. The Methods

Closely correlated with the variation in programs is the variety of methods used to effect instruction of this nature. Kirkendall aptly expresses this problem.

No single method is best for every situation, nor should one method be used exclusively. Variations and adaptations will be determined by the needs, personnel, and unique characteristics of each school and community.¹⁶¹

He suggests that the most common approaches are the use of outside lectures, the provision of films or reading materials with or without accompanying instruction, individual instruction and counselling, and group discussion based on questions and answers.¹⁶² Kirkendall, along with Deryck Calderwood, is clearly in favour of small group conferences or discussions at the high school level.¹⁶³ Calderwood later says that books may

¹⁶¹Kirkendall, Sex Education as Human Relations, p. 149.

¹⁶²Ibid., p. 150.

¹⁶³Lester A. Kirkendall and Deryck Calderwood, "Changing Sex Mores and Moral Instruction", Phi Delta Kappan, Vol. XLVI, No. 2 (October, 1964), p. 68.

provide a basis for these discussions. "Internalization of the facts and viewpoints comes through relationships and discussion with their peers."¹⁶⁴ Further, he states that:

The kind of group experience described serves as a sounding board for the participants' ideas and plays an important part in the testing of their tentative viewpoints, the sharing of convictions, and in the hammering out of personal codes of ethics. We need to give attention to multiplying opportunities for young people which enable them to have meaningful and significant relationships with their peers.¹⁶⁵

Arbuckle¹⁶⁶ is of the opinion that no school program is complete without some form of group guidance classes where children can discuss personal problems, including those of a sexual nature. Kirkendall would add that these discussions must cut across age and sex lines and should be approached in much the same manner as are other subjects.¹⁶⁷ Teen-agers themselves also favour this method.¹⁶⁸

Other adherents of the group discussion method are Merrill,¹⁶⁹

¹⁶⁴Deryck Calderwood, "The Next Generation", The Humanist (Special Issue), June, 1965, p. 92.

¹⁶⁵Ibid.

¹⁶⁶Arbuckle, op. cit., p. 67.

¹⁶⁷Lester A. Kirkendall, Premarital Intercourse and Interpersonal Relationships: A Research Study (New York: The Julian Press, Inc., 1961), p. 252.

¹⁶⁸Deryck Calderwood, "Adolescents Views on Sex Education", Journal of Marriage and the Family, Vol. XXVII, No. 2 (May, 1965), p. 7 (reprint).

¹⁶⁹Merrill, op. cit., p. 48.

Rubin,¹⁷⁰ Avery and Weinzirl,¹⁷¹ the latter advocating some previous use of visual aids as a basis for discussion. Mrs. Runa Woolgar,¹⁷² along with Dr. A. A. Adkins,¹⁷³ feel that discussions should be used, but as long as the leader is an experienced counsellor or other person trained in group leadership. Physicians or teachers of biology, physical education or science may be called in for special lectures if needed, they add, but not to take the responsibility of the whole course. This would perhaps suggest a team teaching effort. Mrs. Woolgar would further recommend the series by Gage, entitled Health and Personality Development as a basis for all grades.¹⁷⁴ The series is authorized in Protestant Quebec, but is as yet unused, and would mean integration with the present health program in the junior high schools (now defunct in many schools due to subject promotion). A similar approach has been suggested by

¹⁷⁰Rubin, Journal of Marriage and the Family, XXVII, 2, p. 189.

¹⁷¹A. Weinzirl and Curtis E. Avery, "Social-Hygiene Education in Oregon", The Journal of Educational Sociology, Vol. XXII, No. 7 (March, 1949), p. 433.

¹⁷²Interview with Mrs. Runa Woolgar of the Family Life Education Council, Montreal, September 1, 1966.

¹⁷³Interview with Dr. A. A. Adkins, Chairman, Department of Guidance and Counselling, Faculty of Education, Macdonald College, September 26, 1966.

¹⁷⁴Runa Woolgar, "Brief to the Royal Commission of Inquiry on Education", 1961, p. 3 (copy from her files).

the Quebec Federation of Protestant Home and School Associations.¹⁷⁵

At the senior high school level, Landis would advocate similar methods, but integrated with biology or another science course.¹⁷⁶ Reverend Caulfield would use philosophy or ethics as the basic course.¹⁷⁷ Most educators, it seems, favour co-educational group discussion along with one or another of the conventional methods in high school,¹⁷⁸ such as films, speakers, questions, projects, or checklists (e.g. Mooney Problems Checklist or the Sex Knowledge Inventories - Form X or Y).¹⁷⁹

The use of outside or guest speakers appears to be the method found most beneficial in the elementary schools, with the sexes segregated.¹⁸⁰ At this age the facts are usually most important, for few opinions will have been developed. Thus, the speaker may be a physician, physical education teacher, or other teacher with a biology or anatomy background. Baruch would include for this age a comparison of the facts with the

¹⁷⁵as outlined by Mary Kucharsky, Report of the Family Life Committee (Q.F.P.H. & S.A., November, 1965).

¹⁷⁶Carney Landis, Sex in Development (New York: Paul B. Hoeber, 1940), p. 228.

¹⁷⁷Caulfield, op. cit., p. 6.

¹⁷⁸L. H. Glass and Charles E. Campbell, "V.D. Education: A Comparison of Programmed and Conventional Instruction", Journal of School Health, Vol. XXXV, No. 7 (September, 1965), p. 327.

¹⁷⁹Kirkendall, Sex Education as Human Relations, p..198.

¹⁸⁰Lester A. Kirkendall, "Principles Basic to Education for Marriage and Family Life", Marriage and Family Living (now the Journal of Marriage and the Family), Vol. IX, Fall, 1949, p. 132.

fantasies,¹⁸¹ so that misinformation may be more easily dispelled. "Bring out the old. Set it beside the new."¹⁸²

Thus, it appears that the speaker remains central in elementary schools, questions being the only form of student participation. In high school, however, the students seem to become progressively more involved, with the leader (teacher, counsellor, or psychiatrist) assuming a more indirect role.

E. The Teachers

Although there are many opinions as to who should teach a course in sex education, most educators agree on certain basic qualities which are needed by the teacher. These qualities are expressed by Kirkendall as the ability to talk freely and frankly with children,¹⁸³ a genuine liking for and belief in children, a fund of good judgment and common sense, a sense of humour, emotional stability in one's own living, a wholesome home and family life, a wholesome attitude about sex and sex education, and a balanced viewpoint with respect to sex behavior.¹⁸⁴ As well, he would add that the teacher must be professionally prepared, preferably in psychology-guidance with some biology, sociology, and knowledge of religious and cultural beliefs of the neighbourhood.¹⁸⁵ Havighurst says that a program

¹⁸¹Baruch, op. cit., p. 93.

¹⁸²Ibid., p. 95.

¹⁸³Lester A. Kirkendall, "Should We be Frank with Teen-agers?" reprint through Sexology Corporation, 1962, p. 1.

¹⁸⁴Kirkendall, Sex Education as Human Relations, pp. 181-185.

¹⁸⁵Kirkendall, Marriage and Family Living, IX, Fall, 1949,

would then take the form of a counselling relationship, with the teacher freely available to the students.¹⁸⁶ Altogether, this would indicate that the course should be under the direction of someone within the school, preferably in the guidance department, who can draw upon outside specialists as resources; people such as physicians, psychiatrists, health or welfare workers, clergymen, and social scientists. Kirkendall flatly states that "in no case should the program be turned over to such persons. Sometimes they can assist in teacher preparation (but)...the resources they offer should be used as an integral part of the school program."¹⁸⁷ Calderone,¹⁸⁸ Tame,¹⁸⁹ Strain,¹⁹⁰ and Woolgar,¹⁹¹ also express this view.

Certain programs, as previously mentioned, do advocate the sole use of outside specialists. These, however, seem to be few and far between. Still others, according to Helen Manley, say that the course should not be under the direction of a specific department, but instead should be presented by anyone, either in the school or outside, who is qualified.¹⁹² This view

¹⁸⁶Kirkendall, Sex Education as Human Relations, p. v (Introduction).

¹⁸⁷Ibid., p. 143.

¹⁸⁸Calderone, reprint from the PTA Magazine, October, 1965, p. 4.

¹⁸⁹Tame, P.A.P.T. Teachers' Magazine, XLII, 209, p. 32.

¹⁹⁰Frances Bruce Strain, Sex Guidance in Family Life Education (New York: The Macmillan Company, 1942), from p. 1 on.

¹⁹¹Interview with Mrs. Woolgar, September 1, 1966.

¹⁹²Manley, op. cit., p. 24.

is also held by the Reverend Father Stanley Drummond of Loyola College, Montreal, expressed when speaking this year at the Provincial Association of Catholic Teachers' Annual Convention,¹⁹³ by Walter R. Stokes, a teacher of sex education in the United States,¹⁹⁴ and by the Quebec Federation of Protestant Home and School Associations.¹⁹⁵

In 1949 Warren Johnson¹⁹⁶ was quoted as stating that a physician should present this material since the anatomical aspect seems to be needed by this age. This position is later supported by Paul Woodring.¹⁹⁷ On the other hand, the survey taken in British Columbia indicates that this should still be the responsibility of the class teacher or even the school nurse: preference again to resources within the school, as recommended by 151 out of 182 replies.¹⁹⁸ This would agree with the findings of Warren Johnson and Margaret Schutt¹⁹⁹ from their Maryland questionnaire, and also with the results of the poll of the

¹⁹³"Teach Sex Well or Not At All", The Montreal Star, October 29, 1966, p. 17.

¹⁹⁴Walter R. Stokes, "Sex Education of Children", Advances in Sex Research, p. 59.

¹⁹⁵Kucharsky, op. cit., p. 2 of recommendations.

¹⁹⁶Johnson (Warren), op. cit., p. 148 cites "Russia Takes A New Line on Sex", U.S. News and World Report, July 22, 1949.

¹⁹⁷Paul Woodring, "What is Sex Education?" The Education Digest, Vol. XXXI, No. 7 (March, 1966), p. 4.

¹⁹⁸McCreary, The B.C. Teacher, XLIII, 4, p. 165.

¹⁹⁹Warren R. Johnson and Margaret Schutt, "Sex Education Attitudes of School Administrators and School Board Members", Journal Of School Health, Vol. XXXVI, No. 2, (February, 1966), p. 67.

National Congress of Parents and Teachers in 1960.²⁰⁰ Upon implementation, however, a definite problem arises; teacher preparation. The program begun in Vancouver failed due to the lack of qualified teachers and has now returned, but under the direction of physicians.²⁰¹

It seems, then, that the most important factor to be considered by anyone planning a program of this nature is who shall teach it. A few states have commenced teacher training programs, but these are only a beginning. The University of Utah, Salt Lake City public schools, and the Mormon Church are co-operating in an all-out effort to prepare young people for constructive marriage and homemaking, and teachers for an integrated program in the schools, in church, and in community activities.²⁰² As early as 1934, Temple University in Pennsylvania began a formal in-service training course in social-hygiene education for nurses, teachers, and other interested persons.²⁰³ In 1939, Rutgers began this type of course, along with State Teachers Colleges in Trenton, Paterson, and Newark, New Jersey.²⁰⁴ Since then, others have begun, but it is next

²⁰⁰"Sex Education Has a Place in Junior, Senior High Schools", The Nation's Schools, Vol. LXV, March, 1960, p. 94.

²⁰¹Interview with Mrs. Woolgar, September 1, 1966.

²⁰²Mabel G. Leshner, "Editorial", The Journal of Educational Sociology, Vol. XXII, No. 7 (March, 1949), p. 429.

²⁰³Mabel G. Leshner, "Education for Family Life", The Journal of Educational Sociology, Vol. XXII, No. 7 (March, 1949), p. 441.

²⁰⁴Ibid.

to impossible to calculate what their effect has been, or how many teachers are actually putting their learning to the test.

As Mabel Leshner has said:

Many young graduates from teacher-training institutions today are familiar with content materials for a program of education for family living, but they are totally unacquainted with essential methods, procedures, and cautions for practical application in the classroom or in individual conferences.²⁰⁵

Yet Arbuckle adds that:

No teacher is doing a professional job if he does not do something to help the child to solve these problems. The day of the teacher as an isolate from the realities of life, if ever there was such a day, has long since passed.²⁰⁶

F. The Plan

"Planning is that phenomenon that anticipates, proposes, and projects those activities that should result in the exploration of educational frontiers."²⁰⁷

A curriculum, then, as defined by Hilda Taba, is a "plan for learning"²⁰⁸ where both the learning process and the development of the individual have bearing. Generally speaking, a curriculum encompasses all the learning opportunities provided

²⁰⁵Leshner, The Journal of Educational Sociology, XXII, 7, p. 430.

²⁰⁶Arbuckle, op. cit., p. 70.

²⁰⁷Raymond H. Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 38.

²⁰⁸Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962) p. 11.

by the school; "it is the actual experiences provided pupils by the school for the realization of goals".²⁰⁹

Hatch and Stefflre hold that several factors in logical sequence must go together to constitute the planning process: the presence of a need, an analysis of the situation, a review of alternate possibilities, and finally, the choice of a course of action.²¹⁰ The need may arise from any of the numerous situations or factors, but the source may influence the urgency for action. The need in the area of family life education has been previously discussed. In analyzing the situation, the stated need must first be clarified, all pertinent data available must be reviewed, objectives must be established and appropriate staff involved. There must be maximum involvement of the appropriate personnel to insure that the best thinking will be brought to bear on the analysis and that alternatives are explored in detail. Once chosen, the plan must be followed by all concerned in order to be effective.²¹¹

The above would indicate, then, that some preplanning is essential, in the way of suggestions, ideas, illustrative plans and examples. However, there should not be rigid prescription in the form of detailed outlines, rigid time allotments, specified lectures, required experiments, and uniform tests; at

²⁰⁹J. Galen Saylor and Wm. M. Alexander, Curriculum Planning for Modern Schools (New York: Holt, Rinehard, and Winston, Inc., 1966), p. 273.

²¹⁰Hatch and Stefflre, op. cit., p. 36.

²¹¹Ibid., p. 37.

least not until some experimentation of the plan has been done. Thus, one must first determine what the objectives are, then plan the learning activities. In some cases, once the learning activities are explored the objectives may become redefined or more clearly focussed. This is usually accomplished with the aid of the pupils themselves while being permitted to choose from among alternative kinds of experiences approved or offered by the teacher. The scope of these experiences, activities, the purposes and policies of the curriculum and the evaluation of the program should be compiled by the efforts, as appropriate, of all groups concerned; community, faculty, and pupils.²¹²

Taba states that the elements of all curricula consist of: a statement of aims and of specific objectives, some selection and organization of content, implications of certain patterns of learning and teaching ("either because objectives demand them or content organization requires them")²¹³ and a program of evaluation of the outcomes, Saylor and Alexander would add that a curriculum must also reflect adequately and maintain balance among the aims of the school itself. They further hold that the curriculum must promote continuity of experience while at the same time remaining flexible enough for adaptation to particular situations and individuals.²¹⁴

In order to incorporate these elements, Taba has developed

²¹²Saylor and Alexander, op. cit., p. 244.

²¹³Taba, op. cit., p. 10.

²¹⁴Saylor and Alexander, op. cit., pp. 254-256.

certain criteria to be used in the design of a curriculum plan:

1. Diagnosis of needs - e.g. gaps, deficiencies, and variations in background,
2. Formulation of objectives - e.g. concepts to be learned, attitudes and ways of thinking to be developed or strengthened, habits and skills to be mastered,
3. Selection of content - i.e. specific facts, ideas, and overarching concepts,
4. Organization of content,
5. Selection of learning experiences,
6. Organization of learning experiences,
7. Determination of what to evaluate and of the ways and means of doing it,²¹⁵ and,
8. Check for balance and sequence of content and activities for internalization of content.²¹⁶

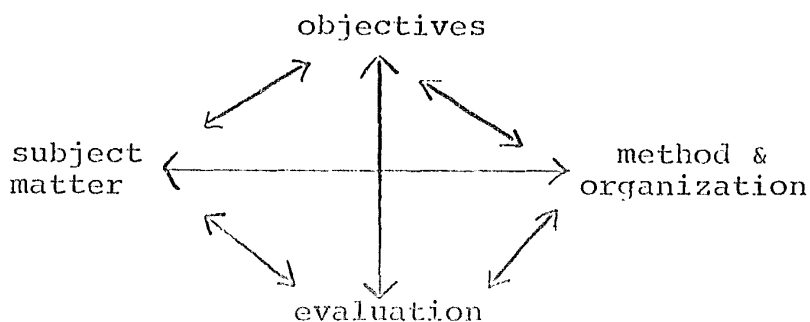
These criteria will be implemented by the researcher.

It appears that many of these steps are interdependent. Specific objectives will, in many cases, be derived from the larger objectives of the school. The objectives will then dictate the content to some extent, and will be implemented on the basis of the selection and organization of learning experiences. Selection and organization of content will involve

²¹⁵Taba, op. cit., p. 12.

²¹⁶Ibid., p. 378.

some consideration of sequences in learning, which is made more difficult by the continuing conflicts about learning theories, goals of culture, and the role of the individual in that culture.²¹⁷ This interdependence is illustrated by Taba in the following manner:²¹⁸



Interrelationships such as these are indicative of certain balances. For example, analysis of objectives must balance with the planning of the units. An increment in content must also be accompanied by an increment in powers of comprehension and skills, values and ideas being learned. Content must also be balanced by the psychological and physiological demands of the students.²¹⁹ That is, a design must not be wholly child- or subject-centered. Some content must be dictated while some arises from the needs of the students.

Arising from these elements and criteria as stated is a conceptual framework, or a way of organized thinking. Any such design must include: what the curriculum consists of, what its

²¹⁷Ibid., p. 7.

²¹⁸Ibid., p. 425.

²¹⁹Ibid., p. 414.

important elements are, how they are chosen or organized, what the sources of curriculum decisions are; and how criteria and information from sources are translated into curriculum decisions.²²⁰ This design or plan should be such that it can, be readily translated into a workable curriculum guide. Hence, each design must be planned with one subject, one core, or one level in mind. In choosing such a unit, the character of the content must be considered. Certain subjects lend themselves to broad fields, social process, or the activity approach,²²¹ but other factors must also be considered, such as scheduling, instructional materials, and staff talents. Family living, now a compartmentalized subject in many areas because of these factors, is an excellent example.²²² It is not taught in order that students may meet life demands. It fails to teach for transfer of thought and for active connection between ideas and facts in different fields; a function of a good core curriculum.²²³

The lack of prepared teachers and the attitudes of the community and society appear to be the prime reasons for the apparent scarcity of sex education programs. Of those

²²⁰Ibid., p. 420.

²²¹see Taba, op. cit., pp. 389-408, for a full discussion of these curricula.

²²²Ibid., p. 390.

²²³ibid., p. 441.

schools which do offer such courses, the main weakness, aptly expressed by Kirkendall, is that most are not giving sex education in its broadest terms; the program could be more accurately labelled either "reproduction education" or "moral instruction".²²⁴ They are mainly "telling" or "giving" courses, with very little chance for the students to learn about interpersonal associations through discussion and exchange of ideas. Thus, their primary aim is not the furthering of healthy interpersonal relationships, but to insure against moral "disaster".²²⁵ Kirkendall feels that "the essence of morality lies in the quality of inter-relationships which can be established among people".²²⁶ The scope of a sex education program, he says, should include the biological, social and health aspects as well as personal adjustments and attitudes, sex in interpersonal associations, and the establishment of values.²²⁷ Dr. Herbert Bauer also recommends this, and would add etiquette as a further topic in senior high school.²²⁸

In planning a program, then, one must keep in mind certain basic criteria, as expressed by Elizabeth Force. There must

²²⁴Lester A. Kirkendall, "Sex Education", SIECUS, Discussion Guide No. 1 (New York: SIECUS, October, 1965), p. 2.

²²⁵Ibid., p. 3.

²²⁶Lester A. Kirkendall, "Searching for the Roots of Moral Judgements", reprint of a paper written for SIECUS, 1966, p. 1.

²²⁷Kirkendall, SIECUS Discussion Guide No. 1, p. 6.

²²⁸Herbert Bauer, "Teen-Age, Who is Misbehaving?" Journal of School Health, Vol. XXXIV, No. 8 (October, 1964), p. 356.

first be a feeling of responsibility and acceptance by the school authorities, coupled with parental interest and co-operation. There must also be well-prepared and able family life teachers as well as understanding and co-operation among other faculty members. Lastly, there must be an hospitable climate within the school, such as one finds in the family relationships room in the Toms River High School in New Jersey.²²⁹

...if we are able to free some individuals from neurotic guilt feelings about sex and if we can utilize scientific research to stabilize even a few apparently unsuccessful marriages, some good has been served. None of these admirable designs is achieved through ignorance.²³⁰

Certain schools in the Greater Montreal area have begun to take notice of this line of thinking and the vast amount of literature on the subject. Recently, parents have been informed of trial programs in the Town of Mount Royal, Willingdon area, and St. Lambert²³¹ through local Home and School Associations. No parent as yet has refused permission for his child to take part in the programs. Usually, the program consists of a series of lectures and films given by the school doctor and nurse to boys and girls respectively at the Grade VI level. It is a beginning.

No one can say that this is the answer for many paradoxes remain yet to be solved. The question arises as to why Sweden

²²⁹Guest, op. cit., p. 25.

²³⁰"Editorial", Journal of the American Medical Association, Vol. CXCVII, No. 3 (July 18, 1966), p. 214.

²³¹"Parents See Sex Films", The Montreal Star, November 30, 1966, p. 16.

should now begin to guide their children away from permissiveness and later marriages, while the United States guides children towards later marriages. Both trends seem to be based on some sound observations of contemporary society. Also, venereal disease instruction in Sweden has not decreased the rate of V.D. in that country.

Paradoxes such as these indicate that there is still much confusion and sharp differences of opinion among both experts and lay people regarding the goals, scope, methods, materials, and evaluative procedures that should be included in sex education for modern youth.²³²

The above statements seem to indicate that any program must be planned around the needs of the community and its children. Following is a proposal for the schools of Montreal, recommended after a careful analysis of their needs and wishes.

²³²Howard S. Hoyman, "Impressions of Sex Education in Sweden", Journal of School Health, Vol. XXXIV, No. 5 (May, 1964), p. 216.

CHAPTER III

RESEARCH PROCEDURE

Research Design and Methodology

The design consisted of the administration of a questionnaire to parents whose children attend the Protestant schools of Montreal. The questionnaire was mailed to a random group of parents having children enrolled in grades VI to IX inclusive, since these parents, the most affected by the results, were presumably the most responsive.

Although a follow-up was attempted, response was not expected to be one hundred percent. This was perhaps a minor source of error, unless one entire group of people failed to respond whose answers might have affected the results. In this case, a more major non-response bias¹ could be evident.

Since no statistical techniques were employed, the format of this study is more one of descriptive research ("what is"²) rather than a pure statistical study. According to Borg, uses of descriptive research include questionnaire or interview studies, preliminary surveys to the use of more

¹M. A. El-Badry, "A Sampling Procedure for Mailed Questionnaires", Journal of the American Statistical Association, Vol. LI, No. 274 (June, 1956), p. 209.

²Walter R. Borg, Educational Research: An Introduction, (New York: David McKay Company, Inc., 1963), pp. 202-203.

objective research, observational studies, educational curriculum planning, and evaluation and improvement studies such as follow-ups.³ This is similar to uses outlined by Festinger and Katz,⁴ throughout their book.

A proposed program for the Protestant schools in the Montreal area was developed, based on the results of the questionnaire, recommendations made by educators in the field, experience from existing programs, and proposals presently being made by the Family Life Committee of the Quebec Federation of Protestant Home and School Associations. It also included the researcher's recommendations for certain films and books which seem to be among the most highly regarded, judging by their use in current programs.

The researcher did not intend to plan a curriculum, but simply to propose a curriculum plan or to provide the "advance arrangement of learning opportunities for a particular population of learners".⁵ Developing from this, a curriculum guide or written curriculum plan was outlined in order to aid others in the "development of the curriculum in the learning situation".⁶

Following is the researcher's conceptual design, upon which a program of family life education in the Protestant schools of Montreal was based.

³Ibid., p. 203.

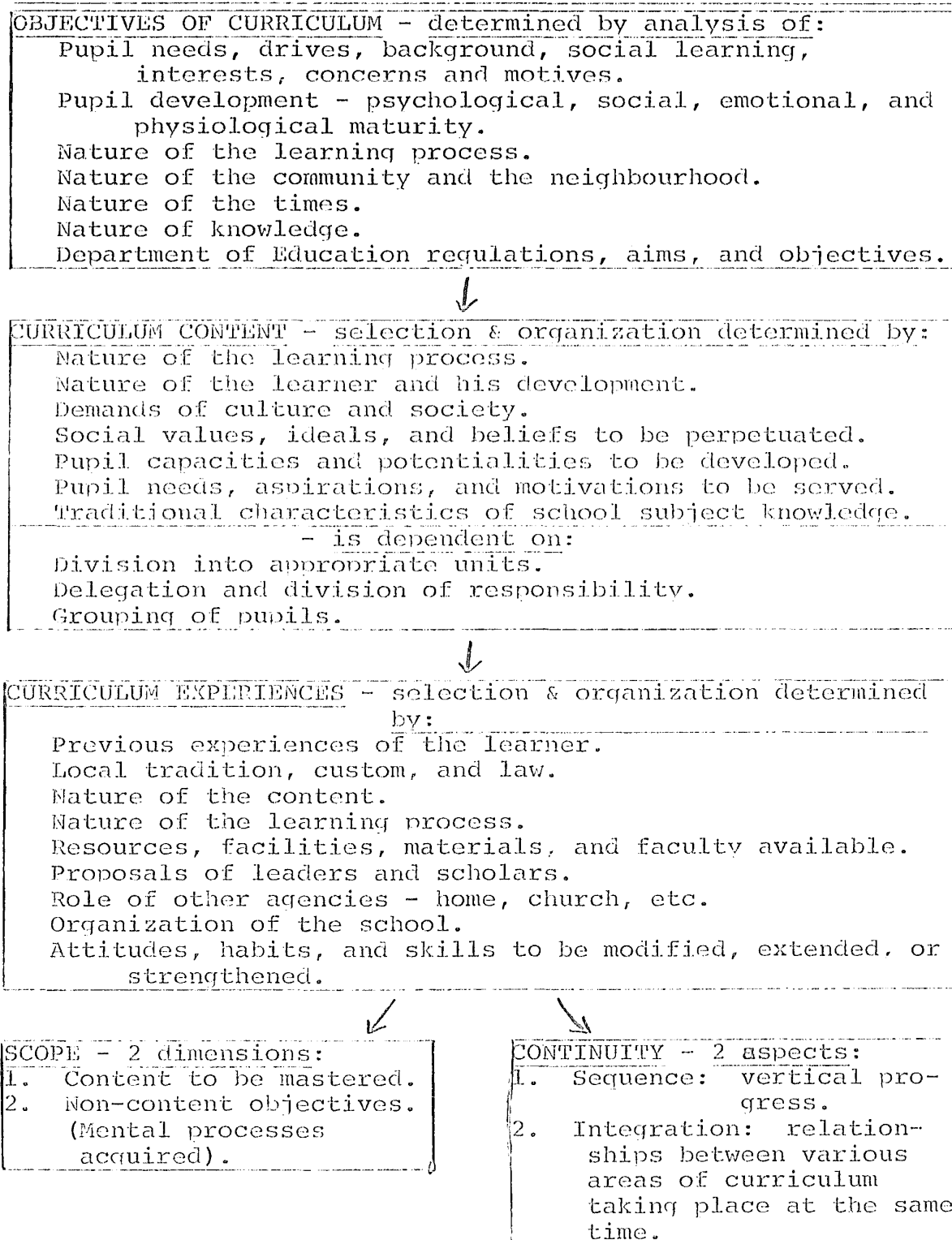
⁴Leon Festinger and Daniel Katz (eds.), Research Methods in the Behavioral Sciences (New York: The Dryden Press, 1953).

⁵Saylor and Alexander, op. cit., p. 5.

⁶Ibid., p. 6.

TABLE 6

RESEARCHER'S CONCEPTUAL DESIGN FOR A PROGRAM
OF FAMILY LIFE EDUCATION



In developing a curriculum, Taba recommends that one must draw from each of three areas: (1) analyses of society and culture, (2) analyses of the nature of knowledge, and (3) studies of the learner and the learning process.⁷ That is, the learner, the learning process, cultural demands, and the content of the discipline are the factors which are involved. These factors, along with others - psychological, physiological, logical, and philosophical⁸ - must all be considered before decisions are made as to which grade levels will be introduced to certain units of work. This is extremely important here, as the pupil is learning about his development as he develops. This brings into focus the fact that the scope and continuity (cumulative) of the curriculum must be kept in balance at all times. Similarly, they must remain in balance each within themselves; content and non-content, and sequence and integration of learning.

The researcher planned a program of family life education within the framework of the conceptual design, by drawing from each of the three aforementioned areas.

1. In order to analyze "society", a questionnaire was sent to a sample of the society involved; parents having adolescent children in the Protestant schools of Montreal.
2. Since the nature of the content is such that

⁷Taba, op. cit., p. 10.

⁸see Saylor and Alexander, op. cit., pp. 278-279, for a full discussion of these factors.

its teaching has been thought to be primarily a parental responsibility, parents should be encouraged to express their views on the subject and its content before any program is undertaken. This was the second purpose of the questionnaire.

3. Many studies have revealed information regarding the development of the learner and the learning process. It was from the conclusions of leaders and scholars in the fields of anatomy, physiology, education, and psychology, as well as from the opinions of parents, that the curriculum content and experiences for different age levels were selected.

The experiences of existing programs in this area, as reviewed in Chapter II, were considered primarily for scope and continuity.

Selection of the Sample

The co-operation of the Protestant School Board of Greater Montreal was sought with regard to selection of the sample. The researcher was authorized to make use of the files of ten schools under their jurisdiction (five elementary and five high schools), randomly chosen from a total of ninety-six schools in order to select, again randomly, a list of fifty parents from each.⁹ Hence, five hundred (500) families received the

⁹see Appendix A for a copy of the letter from Mr. John Perrie, Deputy Director of Education, PSBGM, sent to each of the ten principals of schools involved.

questionnaire by mail, or a possible 1,000 people assuming two responding parents in each family. Enclosed was a stamped, addressed return envelope.

It was hoped that the covering letter (see Appendix B) would provide motivation enough for both parents to complete and return the questionnaire. However, in almost all cases, only one parent per family responded.

A follow-up letter was sent to all parents who had not responded after a period of two weeks from the original date of mailing (see Appendix D).

Measuring Instrument

The measuring instrument was a questionnaire designed by the researcher (see Appendix C) and prepared after studying parts of similar questionnaires used in both the United States and Canada. Results of some of these have previously been discussed with the related literature.

The questionnaire in its first draft was tested on a group of fourth year physical education students, some of whom are parents. Upon receiving their answers and comments, a revised form was tested on a group of twenty parents and teachers associated with the researcher. These teachers were all parents as well, many having children enrolled in Grades VI to IX. The instrument was then revised with special consideration being given to choice of answers, keeping in mind the possibility of tabulation by computer or mechanical sorter. It was then presented to the Protestant School Board of Greater

Montreal, where slight modifications were suggested and incorporated.

The instrument used, then, had each question checked for validity twice, and has been revised four times. It was this form, along with the covering letter, which was sent to the selected sample of parents.

Analysis of Data

Since most of the questions required an objective reply, results were tabulated numerically, with the use of the mechanical sorter. In addition, some of the comments from the questionnaires were quoted and some summarized, since many of the respondents had obviously given much thought to their answers. The results were analyzed and interpreted both question by question and using some cross-comparisons. Following this, some conclusions regarding the hypotheses postulated in Chapter I were set forth.

An attempt was made to determine whether the opinions of parents regarding the sex education of their children bore any relation to such factors as religion (other than Roman Catholic¹⁰), sex of the child, sex of the parent, number of children in the family, socio-economic level, and awareness of existing programs in the area of sex education.

Some comparison with the results of other questionnaires was made; one in British Columbia which has been mentioned in

¹⁰ Roman Catholics in Quebec attend their own schools exclusively, whereas children of any other religion attend schools in the Protestant system. In Montreal, the two systems have parity.

Chapter II, and one recently completed in St. Lambert, Quebec.

Utilizing the results of this questionnaire a course of study was then proposed for a program of family life education in the Protestant schools of Montreal.

CHAPTER IV

ANALYSIS OF THE DATAResponse to the Questionnaire

Of the questionnaires mailed to 500 homes, 155 replies were received altogether; two of these being unanswered. Religion of the parents involved was noted as being Jehovah Witness on one of the two which were returned blank. The following analysis, then, is based on 153 responses.

Following the first mailing, 136 parents replied, or 27.2 percent. A follow-up letter was sent to the remaining 364 parents (see Appendix D) resulting in the return of nineteen more questionnaires. This brought the total response to 31.0 percent.

Since the majority of responses were favourable to some form of family life education, one must consider the possibility of a non-response bias.¹ That is, it is possible that many of those parents who failed to answer do not wish such a program. However, because of the extremely enthusiastic comments of parents (114 commented in some detail to one or more questions) of varying socio-economic status, it is the feeling of the researcher that those who failed to respond are not against

¹M. H. Hansen and W. N. Hurwitz, "The Problem of Non-Response in Sample Surveys", Journal of the American Statistical Association, Vol. XLI, 1946, pp. 517-529.

such a program, but instead are those who are undecided or disinterested. This can be further supported by the fact that some who responded were emphatically against sex education, in the schools or anywhere. One must assume that the parents returning the two unanswered questionnaires were also against a program of sex education.

The nature of the topic itself, and the fact that many people still insist that sexuality does not exist, might account for some of the non-response. Also to be considered, is resentment of interference. This was indicated by the comments: "None of this is necessary for healthy, mentally normal children. Perhaps parents need help", "Leave well enough alone" and

No special emphasis on sex during formative years - all children seem well adjusted...The subject of sex seemed a natural and uneventful part of the process of growing up -can think of no crisis in this area. The whole subject is overrated and spooky at present.

It is the belief of the researcher, too, that since only eleven replies were received from low income families, perhaps there was some degree of falsification to the income question, but no means of determining how much. It must also be pointed out here that the researcher was told by three of the ten principals of schools involved in the mailing list compilation, that many of their residents falling into this low income category could not speak English, since many had recently arrived in Canada.

Some of the more practical problems relating to the non-response would have to include the condition of many Kardex files in the schools. While collecting names and addresses,

the researcher came across numerous incomplete cards in the files. Many of the cards failed to note whether a parent was deceased, and some were actually lacking addresses. Several lacked the mother's Christian name, and a few, that of the father. That many of the addresses were outdated was also noted, by the fact that twelve replies included a new address. These facts together raise the question of how many questionnaires were never received.

Although the questionnaire was anonymous, 107 of the 155 were returned with name and address, requesting a summary of results.

Regarding the follow-up, it was observed that if a second copy of the questionnaire had been included with the letter, response would perhaps have been more favourable. This was not financially possible, due to the size of the questionnaire and the expense incurred with the initial mailing.

The aforementioned factors are seen as the major ones contributing to a low percentage of response.

Status of the Respondents

The questionnaire was completed by 85 mothers and 68 fathers. The majority of those answering had two or three children in the family.

<u>Number of Children</u>	<u>Number of Respondents</u>
one	17
two	48
three	58
four	17
more than four	13

It was found that the response among parents was almost equally distributed through grades VI to IX, the adolescents who would be primarily involved in such a program.

<u>Grade -</u>	<u>6</u>	<u>7</u>	<u>E1 (8)</u>	<u>E2 (9)²</u>
Boy	34	20	16	17
Girl	13	23	12	18

Question 4 asked about the status of the parents. The results follow.

<u>Status of Parents</u>	<u>Number of Respondents</u>
1) Both are living	143
2) Only father is living & has not remarried	3
3) Only mother is living & has not remarried	6
4) Widowed father has remarried	1
5) Widowed mother has remarried	0

Some of the responses of those in the second and third categories are discussed with reference to later questions.

Questions 5 and 6 required the parent to check his place of birth and religion respectively.

<u>Country of Birth</u>	<u>Mothers</u>	<u>Fathers</u>
Canada	58	42
United States	4	3
Outside North America	23	23

<u>Religion</u>	<u>Respondents</u>
Protestant	101
Jewish	43
Other	9

Responses here are dealt with in the next section.

²E1 and E2 represent a new classification of Grades VIII and IX under subject promotion in the Montreal Protestant schools - whether the child is enrolled in English 1 or 2.

Responses to question 7, level of education of each parent, were considered throughout the entire analysis so that the researcher was able to form an opinion as to how a parent's own schooling affected his or her attitudes. Generally speaking, more consistency of answers and attitudes was found among those respondents with a higher level of education, although no single attitude was found to be more prevalent.

In order to place each respondent into one of three income categories - high, middle, and low - the responses to question 8 were analyzed with respect to the income of both parents, where given. Responses to the actual question are as follows:

<u>Annual Income of:</u>	<u>Respondents</u>
Mother: under \$1,000	20
\$1,000-\$4,000	16
\$4,000-\$10,000	33
over \$10,000	2
Father: under \$4,000	7
\$4,000-\$10,000	110
\$10,000-\$20,000	29
over \$20,000	11

It is to be noted that in many families both parents contribute to the income, thus the figures exceed the response of 153. For example, in many cases where the mother responded, she noted the income of both parents. Considering this, then, as well as the marital status of the respondent (many mothers mentioned separation on the questionnaire if this was the case), each was placed in one of the three aforementioned categories.

<u>Income</u>	<u>Respondents</u>
Low (approx. under \$4,000)	11
Middle (approx. \$4,000-\$10,000)	100
High (approx. over \$10,000)	42

There were no unanswered questions on this point. However, according to statistics on Canadian earnings, more people should fall into the first category; earnings below \$4,000. Some respondents, then, may have placed themselves in a category above their actual position.

Regardless of the problems of falsification, language, and outdated files, the researcher feels that the people responding do represent a fairly accurate cross-section and random selection of Montreal parents. It is further felt that this was the type of sample needed, since it is not only to be the "White Anglo-Saxon Protestant" who will take part in a program of sex education, but all those children attending Montreal's Protestant schools. That this group is cosmopolitan was further demonstrated by the replies which were written in poor, broken English.

Opinions of Respondents

Question 4 in Part II of the questionnaire asked: "Do you feel that a program of sex education in the schools is a) necessary? b) desirable?"

<u>Is a program:</u>	<u>Yes</u>	<u>No</u>	<u>Unanswered</u>
a) necessary?	117	12	24
b) desirable?	115	4	34

Upon analysis by religion, sex, and place of birth, it was found that no particular type of person thought that such a program was unnecessary or undesirable. One may assume that those not responding to this question were undecided; a fact

pointed out by some of the comments, a few of which follow:

Provided the teacher or lecturer is well prepared and competent.

It depends on the mental health of the teacher.

If the program were very carefully conducted and supervised.

Many of the comments simply supported the view that it is necessary and desirable:

Hopefully to take away the disrespect and vulgar attitudes toward sex.

It would straighten out the confusion between love and sex - the Hollywood symbol.

Yes, in order to stop children resorting to undesirable means of learning about sex.

Because the parents are, on the whole, unwilling to discuss sex with their children.

It gives an equal opportunity to all children - some may be too shy to ask parents.

When analyzed on the basis of income, again no particular pattern was seen. However, it should be noted that no one in the low income category thought such a program was unnecessary or undesirable. No conclusions can be drawn, though, because of the number of responses ($N = 11$).

Question 5 asked: "If a program was to be implemented in the Protestant schools, would you want your children to take part?"

<u>Permission to Attend</u>	<u>Number of Respondents</u>
yes	149
no	1
unanswered	3

Clearly this indicates a desire for such a program, or at least

a desire by the parents for the schools to do something in this area, and suggests that co-operation by the parents could be anticipated.

Of the three classed as "unanswered", two simply stated "take it or leave it". This could not be categorized as a clear "yes" or "no". Two of these three were from high income parents, and one from a low income parent. The one "no" response was from a parent in the middle income category.

Returning to question 1, one can see that its purpose was to have respondents recall from their own early life sources of sex information. The question asked: "Where did you get most of your information about sex and family life? (Check one, or more if you wish, which represent major sources of sex information.)"

<u>Source</u>	<u>Number of Respondents</u>
Parent of the same sex	41
Parent of the opposite sex	12
Other relative of the same sex	22
Other relative of the opposite sex	4
Friend of the same sex	81
Friend of the opposite sex	20
Doctor, or unrelated older person	16
School class, or teacher	13
Books and pamphlets	71
None of these	12
Unanswered	2

N = 294

Clearly "friend of the same sex" and "books and pamphlets" seem to be the major source for most people, occurring almost twice as often as "parent of the same sex". One notes that "friend of the opposite sex" occurs almost twice as often as

"parent of the opposite sex". Also, the former does not occur more often in the answers of those people born outside North America (N = 46). Seven of the twenty who gave "friend of the opposite sex" as a major source were born outside North America, or about one-third, while "foreigners" made up about one-third of the total response. Only two of the eight respondents whose religion is other than Protestant or Hebrew were among the twenty. "School class or teacher" appears to be of little importance as a major source, as does "doctor, or other unrelated older person". One husband commented to the latter that his wife had gone to a doctor before they were married, requesting information, and was given relatively little. Thus, she entered marriage "ignorant of these matters", and he was not prepared to let his children "fend for themselves in this manner".

Regarding the response "none of these", some comments appeared which indicated that the respondent learned on his own.

Most respondents checked two categories, and some three in answer to this question. However, when asked in question 2a what their first source was, only one answer was to be checked.

<u>Source</u>	<u>Number of Respondents</u>
Parent of the same sex	24
Parent of the opposite sex	10
Other relative of the same sex	14
Other relative of the opposite sex	1
Friend of the same sex	61
Friend of the opposite sex	7
Doctor, or unrelated older person	6
School class, or teacher	6
Books and pamphlets	14
None of these	7
Unanswered	3

More than one-third of the respondents stated that a friend of the same sex was the first as well as the major source. This has been supported in studies by Rockwood and Ford, Schofield, Kirkendall, Calderwood, and Ramsey.³ The category "books and pamphlets" does not rank as a major first source. It seems, then, that only after some information is acquired do books and pamphlets become popular. "Parent of the same sex" ranks as the second most popular first source, but clearly, as indicated by question 1, not as a major source among many.

When asked in part (b) of this question how present attitudes toward sex were influenced by the first source of information, results are as follows:

<u>Attitudes Influenced:</u>	<u>Number of Respondents</u>	
Favourably	76	(49.6%)
Unfavourably	24	(15.6%)
I do not know	53	(34.8%)
	N = 153 (100.0%)	

As expected from results on other similar questionnaires previously mentioned,⁴ of the twenty-four who replied "unfavourably" twelve listed "friend of the same sex" as that first source. "Parent of the same sex" was named by five, "parent of the opposite sex" by two, "other relative of the same sex" by two, "Friend of the opposite sex" by one, "school class or teacher" by one, and "none of these" by one. Thus,

³see Chapter II, pp. 11-14, for a full discussion of these studies.

⁴Rockwood and Ford, *op. cit.*, p. 36, found 40.8% influenced favourably, 17.8% unfavourably, and the rest did not know.

there is a need for the kind of sex education which is concerned with attitudes as well as information.

Based on thoughts of their own sex education, parents were then asked in question 3 who should be the main source of sex information for their own boy and/or girl. The aforementioned twenty-four respondents answered as follows: of the twelve listing "friend of the same sex" as an unfavourable source, seven stated that the main source should be the parent, one the doctor, and two the teacher. Two were unanswered. Of the five listing "parent of the same sex" as the unfavourable source, three still listed this person as the preferred major source for their own children; two were unanswered. Of the five listing "parent of the opposite sex", "other relative of the same sex", and "friend of the opposite sex", all said that the major source should be the parent of the same sex. The total responses to this question are as follows:

<u>Preferred Source of Sex Information</u>	<u>Number of Respondents</u>	
	<u>For Boys</u>	<u>For Girls</u>
Father	93	3
Mother	7	97
Other children	0	0
Doctor	5	5
Teacher	20	14
Minister	0	0
Agencies (YM/YWCA, camps, clubs)	3	1
None of these	1	1
Unanswered	24	32
	N = 153	N = 153

Many people answered with respect to their own child only, so that if the child was a boy they failed to mark anything in the column for girls, and vice versa.

Although figures for "unanswered" seem high, all respondents answered in one column or the other, and many answered one category in both. The parent of the same sex is favoured as the major source by most, but "teacher" ranked above parent in many cases, especially as a source for boys. Moreover, of those listing a parent of the same sex, fifty also said, by checkmark or comment, that teachers and/or audio-visual aids should rank as a major source along with the parents; that information supplied by the parents should be supplemented by school facilities. Information received from other children and from ministers appear to rank very low indeed as major sources, even though the former was a major source, and a favourable one in many cases, among the parents. Some of the comments here may be of interest.

Parents may sometimes find it embarrassing to tell their children about the facts of life. There should be an impartial outsider to go into greater depth on the subject after parents have told their children the basic facts.

Parent of the same sex is best: less embarrassment to the child. The parent, however, should be qualified enough to pass the information or knowledge.

If parents are not willing to instruct their children, in such a case agencies, etc. are in order.

The school should supplement parents but only if qualified teachers are available.

Of course, parents should be themselves educated in the subject.

Main source should be a suitable text supplemented by discussion with mother or father.

A combination of many sources is desirable. An aware and educated parent can contribute a great

deal to the sex knowledge of children of either sex. To verify this information a good book written at an adolescent level would be beneficial. An explanation on the profounder points by the family doctor at this stage is recommended. Not until then do I feel that group confrontations are advisable, such as those carried on in school or "Y" groups.

I think mothers should tell their sons about sex and fathers their daughters. Then I have no objection to teaching them a little more by a competent teacher. Children need to know as much as they can.

The many audio-visual aids to teaching the subject are more readily available and presented by the school authorities who have the necessary resources to do the task efficiently.

The health department distributes literature which would be helpful to parents in providing information to children.

Recommended printed material or educational movies to be combined with parental discussion.

This should be explained by the parents only. If it was in the schools, Okay, but I certainly would not stress it.

At least a superficial discussion on sex should be carried out at an early age at school, since children may be misled by friends, particularly at camp. Parents, however, should be the main source of such information.

A doctor or teacher in the classroom would help parents in explaining sex to their children.

The following breakdown was done regarding this question, in order to see if either parent differed in responses.

<u>Source</u>	<u>Mothers of:</u>			
	<u>Boys (N=54)</u>		<u>Girls (N=31)</u>	
	<u>For Boys</u>	<u>For Girls</u>	<u>Boys</u>	<u>Girls</u>
Father	33	1	12	0
Mother	1	38	3	23
Other children	0	0	0	0
Doctor	3	2	0	2

<u>Source</u>	<u>Mothers of:</u>			
	<u>Boys (N=54)</u>		<u>Girls (N=31)</u>	
	<u>For Boys</u>	<u>For Girls</u>	<u>Boys</u>	<u>Girls</u>
Teacher	6	2	4	4
Minister	0	0	0	0
Agencies	0	0	1	0
None of these	1	1	0	0
Unanswered	10	10	11	2

<u>Source</u>	<u>Fathers of:</u>			
	<u>Boys (N=35)</u>		<u>Girls (N=33)</u>	
	<u>For Boys</u>	<u>For Girls</u>	<u>Boys</u>	<u>Girls</u>
Father	25	1	23	1
Mother	3	17	0	19
Other children	0	0	0	0
Doctor	0	0	2	1
Teacher	7	3	3	5
Minister	0	0	0	0
Agencies	0	0	2	1
None of these	0	0	0	0
Unanswered	0	14	3	6

It appears that parents, especially fathers, of boys see the teacher as a major source more than parents of girls. This might raise the question of the controversial "double standard"; the fact that boys may be taught this information (or may seek it) outside the home, but girls must seek it within the home.

The researcher found that in families where only one parent was living and had not remarried (N = 9), the remaining parent related the sex of the child to his or her own situation. For example, if it was a mother with girls, the answer would be "parent of the same sex" or "mother"; with boys, "parent of the opposite sex" or "mother". This was also found to be the case with fathers who had not remarried, although two of the three widowed fathers did comment that friends could or

should be a main source as well as themselves. None of the widowed mothers so commented.

Question 6 asked the parents: "If a program was given in school, which one of the following would you prefer? A program which:

<u>Type of Program</u>	<u>Number of Respondents</u>
1) was offered later in school life and aimed at only supplementing previous instruction by parents.	50
2) was superficial and introductory to the information to be later provided by parents themselves.	20
3) provided detailed guidance for parents, showing them how to deal effectively with the topic in order to teach their own children.	43
4) is described here as my own preference."	40
	N = 153

Some of the comments to the last category were:

A program which taught the child from beginning to end, leaving no instruction by parents.

Detailed information given before the child becomes involved with the other sex - health precautions, statistics, clear view of money involved in caring for offspring, moral obligations, and the old adage that 'goods that are handled go on the counter for half price'. Also, all information should be well digested before the child becomes sexually mature. He or she should be well and securely armed to deal with the first 'situation'.

A program begun at about Grade VIII, in conjunction with programs to provide guidance for parents to fill in the gaps.

If teachers could be found who would talk about copulation without dying of embarrassment, I think it should be discussed as soon as any biology is discussed. After all, one's own birth is the most significant bit of biological understanding a person has a right to.

A program in Grade VIII, then a follow-up after the child has had a chance to mature a little; mid-teens.

A continuing course as the child develops.

Honest, healthy answers regardless of what age. Child's interest and questions should remain dominant in planning a program.

Should be started as soon as possible as a grade subject and carried right through until the end of secondary school.

Both detailed guidance to parents and direct instruction to children, with teaching techniques and instructional aids provided at the schools.

A program which is part of the school curriculum commencing in the very early grades and progressively covering the entire biological function in detail, starting perhaps with animal life and nature study, and the birth of various other animals, leading up to man.

I would prefer it carefully but casually integrated with health and nature studies for younger classes.

In a subtle way, the program could begin at the Grade I level, preparing for a more complete course in the higher grades.

It should begin in Grade VI and be carried through high school, since the older a child is, the more he will understand.

A program from Grade VI to the end of high school, with special emphasis on what sex is, rather than to have young adults feel guilty about such matters.

It should be taught in Grade VI for girls and VII for boys, when the budding teenagers would get the most benefit. It should then be carried on all through high school, for reinforcement.

Program should start early, at the second or third grade level, and at the child's own developmental level, with periodic, consistent guidance and co-ordination with parents' awareness of child's development.

Complete instruction commencing in primary grades and progressing with high school grades, as many do not receive any instruction from parents. The moral aspects of this subject should therefore be stressed, as freedom of sex is becoming alarming.

The income of those parents preferring that the school provide detailed guidance for parents (3) rather than a formal program in school was noted.

<u>Income</u>	<u>Number of Respondents Preferring (3)</u>
Low income (N = 11)	6
Middle income (N = 100)	30
High income (N = 42)	9

More than one-half of the low income respondents preferred this category. This raises the question of whether this is due to more interest in their children, or less interest in interference from outside agencies such as the school. The researcher would tend to support the latter, having previously mentioned what could be called greater apathy among these people. Almost one-third of the middle income group, while less than one-quarter of the high income group of respondents support this alternative. This latter group, a well-educated one, would fully realize the resources available through the schools. A few parents also mentioned other uses for these parental guidance sessions:

Courses should be available for parents, so that after having been taught the fundamentals in school the children would receive specific guidance from

their parents at home, as each child is a different personality.

As a parent, I feel that I need guidance here - discussion with other parents to help clarify my own thoughts.

In conjunction with a course in school, the parents could be informed by meeting, letter, or pamphlets what phase of the course is being taught each term. The parents could then be prepared to hold discussions and give individual guidance to their children.

Some inconsistency of answers was noted with regard to questions 6 and 7. After commenting on the type of program preferred in question 6, parents were then asked: "At what level do you think a program of sex education should begin?"

<u>Grade</u>	<u>Number of Respondents</u>
4 (age 9)	37
5 (age 10)	30
6 (age 11)	29
7 (age 12)	30
8 (age 13)	17
9 (age 14)	4
above Grade 9	4
not at all	2
	N = 153

Clearly, the majority (126 respondents) see such a program beginning sometime during elementary school, yet fifty respondents (one-third) had previously answered that they would prefer a program to begin later in school life, after some parental instruction. This would mean, presumably, instruction just before puberty, ages eleven and twelve, would be a parental responsibility. The schools, then, would not begin until Grade VIII or the first year of high school. It is assumed that because of the nature of the response, "later" to most parents meant later in elementary school, or anytime after Grade III.

Many parents preferred the "later" category in question 6, yet commented "the sooner, the better". This may simply have referred to the implementation of a program.

Respondents commenting that "Grade IV or earlier" was ideal for a program also mentioned that there should not be a formal program at this stage, but rather activities in the classroom which would contribute to the healthy growth of the children; activities such as raising and breeding animals and plants. However, many also stated that the nature and age of introduction into this program would depend entirely on the capabilities of the classroom teacher. This type of program is set forth in many American curriculum guides,⁵ but it is difficult to discover how many teachers are actually making use of these guides. With this informal training in the middle elementary grades, many parents then felt that a "formal" program could be carried out at the Grade VI and V II levels, using films, simple books, and perhaps discussion which would be separate as to sex.

One hundred and thirty-six respondents felt that once begun, the program should be carried through to the end of high school. Only fifteen disagreed and two did not respond to this question (question 8). Most of the comments supported the idea that problems of dating, emotions, etc. should be included at the junior high school level, while marriage preparation should be emphasized at the senior high school level. Many of

⁵see Chapter II, pp. 23-30, for a full discussion of these programs.

the parents so commenting had not heard of courses of this type elsewhere, thus had not been influenced by them.

Since elementary and high school education are administered differently, and because the children themselves change so rapidly from one year to the next, it was thought that questions on separation of the sexes, content, method, and teachers could not be generalized to include both levels. Instead, respondents were asked to answer questions 9 to 13 with respect to both elementary and high school levels. Again, some inconsistencies were evident. Parents who commented that a program should not begin until high school should not have answered anything regarding the elementary school, although some did. Similarly, many parents feeling that the program, once begun, should not be carried through to the end of high school answered the sections concerned with the high school, while some of these parents failed to do so.

Most people felt that boys and girls should be given the program separately at both elementary and high school levels. When asked: "Should boys and girls be given the program separately?", the response was as follows:

<u>Separation of Sexes</u>	<u>In Elementary</u>	<u>In High</u>
Yes	100	89
No	46	62
Unanswered	7	2
	N = 153	N = 153

Some of the comments here explained why:

If you give it separately, you already support the gutter notion that it is dirty, secret, vile, immoral, etc. I think it should be together -

provided that the teacher can carry it off gracefully.

All children together so as not to lead one, one way and the other, another way.

It should be done separately and also together at both elementary and high school levels.

Both should be used at both levels.

Separate at the elementary level, being presented in Grade VI for girls and Grade VII for boys.

A few more respondents did feel that the sexes could be integrated in high school. This becomes more evident when analyzed by religion and income groups. In all groups, it seemed that the wish was to keep boys and girls separate in elementary school. Some commented that this would facilitate freer discussion and conversation. However, most Protestant and middle income respondents were willing to integrate the sexes in high school. This could be left to the discretion of the school, or perhaps some sessions could be mixed while others, for more open discussion, could be separate as to sex.

All who gave "friend of the opposite sex" as a major source of sex information (N = 20) also said that classes should not be separated as to sex. It is to be remembered that of the seven respondents who stated this as their first source, only one mentioned it as an unfavourable influence.

When asked what instructional methods should be used (question 10), most people checked more than one. Although asked to rank if this was the case, most commented that they did not wish to; rather, they preferred a combination of the

methods checked. The total results are as follows:

<u>Instructional Methods</u>	<u>In Elementary</u>	<u>In High</u>
Lectures	58	75
Group discussions	45	64
Films with discussion	100	103
Films without discussion	11	8
Books with discussion	62	80
Books without discussion	6	6
Class discussion	44	56

It appears that "films with discussion" seemed to be the most popular method, or discussion based on books ("simple books" in elementary school, it was frequently pointed out). In any case, some form of discussion was definitely preferred, for when both "group discussion" and "class discussion" were taken together, they occurred 89 times in elementary school and 110 in high school columns. However, if discussion was desired, then discussion leaders would be needed. Some of the comments here supported this fact, and also illustrated the variety preferred by most parents.

A series of lectures by fully qualified lecturers, followed by discussion groups led by fully qualified leaders.

Being shown a good film explained by a doctor or nurse with a discussion group following between adolescents of the same sex is to me the best method. Of course the group leader must also be fully prepared.

Lectures, films or books should be used to provide the stimulus for discussion as well as providing information.

All methods mentioned should be explored. I have the impression that none of them have been, here.
(from a parent recently moved from New York)

There should be room for individual guidance or counselling and personal discussion of problems.

Simple films, books and discussion at the elementary and high school levels, but discussion being 'class' and not mixed in elementary and 'group' (mixed or not) in high school. Lectures should also be added in high school.

Teach them in as many ways as possible.

I would like to see a complete follow-through into high school, supported by very good films of a high calibre and geared to the different age groups - psychologically and biologically - stressing the very practical subject of sex education.

Regular class instruction with discussion at the elementary level, then the use of lectures, films and books at the high school level.

Impossible to rank - combine films and books with class and group discussions at both levels.

Fifty respondents chose to rank their responses in the elementary column; most for no more than three items, but seven ranked up to four. Films with discussion ranked first with more than one-half the respondents. Lectures appears to be the second most popular method in this category. Books with discussion ranked second with the majority, while the third-ranking choice was discussion, either class or group. These would also be the most popular methods with children at the elementary level.

Of the sixty respondents who ranked in the high school column, most chose lectures and films with discussion, followed by books with discussion and class discussion as the second- and third-ranking methods respectively. It appears that discussion leaders, then, will be needed here, as well as capable people to present the lectures. The background of such a lecturer must depend on the material to be presented.

In question 11, parents were asked to choose the type of material to be included in the program. They were also asked to rank if more than one category was chosen. Some did, but many stated that they preferred a combination of those checked. The response was as follows:

<u>Subject Matter</u>	<u>In Elementary</u>	<u>In High</u>
Biological information	103	100
Sociological information	74	89
Psychological information	60	112
Moral information	52	103

Biological information was favoured at the elementary level. In high school, psychological and moral information (the problems, feelings, and emotions of the adolescent, as well as the attitudes, values, and standards set up by society) become more important. Biological and sociological information were not felt to be quite as important at this level as the other two, as indicated by some of the comments:

I cannot rank such complementary material. At the elementary level, there should be a combination of biological information and psychological concomitants of the biological processes. In high school, the program should include a combination of more advanced biological information and psychological information, and the introduction of sociological and moral responsibilities. The program in the later years of high school should be designed around the preparation for marriage and family life, and the understanding and raising of children.

Human sex as a biological subject can quite properly be taught by a trained individual. Moral attitudes are the responsibility of the parents.

I believe that moral information should be taught at home, but after hearing of so many children with the best of upbringings committing wrong acts, perhaps this is where a school program should begin; with moral information.

Moral information should be provided, providing it is comparative and not dogmatic.

This should lead to pre-marriage group discussions in senior high school.

Impossible to rank; all four types - biological, sociological, psychological, and moral - must be included and integrated at elementary and high school levels.

Forty-four parents ranked some or all of the four types of information at the elementary level. Biological information clearly ranked as first choice, with sociological as the second most important type of information. At the high school level, fifty-seven parents ranked the categories, with biological again ranking first, moral second, and psychological third.

The total response was broken down in order to see to what degree income and/or religion had bearing. According to the ratio between the four categories as set up by the total response, sociological information appeared more frequently as desired content in the high schools by Protestants and by both high and low income groups. This might indicate some fear for the family as a unit by these groups, and a need for their children to be made more aware of its importance in society. In contrast, moral information was not seen as quite as important as biological information by both middle and low income groups. The response of these groups seems to imply that the necessary moral information is supplied at home, or simply that they feel it is not that important, or at least not as important as biological information.

Some inconsistencies were seen regarding the response to

question 12. For example, group discussion was seen as one of the more popular methods in question 10, yet many people, when asked who should teach the course, failed to mention a person capable of leading a group; a person trained in group leadership or, for that matter, psychology. The total response was as follows:

<u>Teacher</u>	<u>In Elementary</u>	<u>In High</u>
Regular class/subject	57	27
Guidance counsellor	17	27
Physical education (& Health)	30	21
Outside specialists	65	111
	N = 169	N = 186

It can be seen from the total figures that although parents were asked to check one only at each of the elementary and high school levels, some respondents checked more. In most of these cases a comment followed to the effect that a combination of two or more of these people was preferred. Many chose to let the classroom teacher give the program with assistance from outside speakers such as nurses (for girls) and doctors (for boys) at the elementary level. On the other hand, most respondents preferred to leave the whole program in the hands of specialists at the high school level, because of the detailed information which would be necessary and their experience at putting across such ideas.

Comments following this question were numerous and varied. Included were:

It should be taught by guidance counsellors in high school, since classroom teachers are too familiar with the pupils and specialists are too remote for discussions.

Specialized training is necessary when dealing with groups of children in sex instruction.

Someone who really knows the kids and what they need.

Guidance counsellors, since they are more capable of handling the situation.

Specialists, because they are specialists.

A combination of regular class and subject teachers and specialists, since there will be more than one viewpoint offered to the children.

Specialists, because I believe they would be closer to the subject through daily contact with some of the miseries caused by the lack of sex knowledge.

Kids want things from the 'horse's mouth'. All children respect doctors and experience. Psychologists are important here, too.

Maybe doctors should give the course; they seem to be the only professionals who can talk about sex with objectivity.

Regular class teachers, since elementary students require basic information and preparation. High school students, however, often need guidance with the above, thus guidance counsellors should give the program at this level.

Specialists, since most people who are specially qualified to deal with all the ramifications of the subject would be more flexible in their presentation, more adaptable to changing interests during a presentation, and could offer examples from case histories. Also, there is less probability of embarrassment or association, and therefore more relaxed and frank discussion without creating problems of attachment of information to instructors on a personal level.

I believe it may take a specialist to emphasize the serious and special attitude required by the student.

Sex is not, and should not be, considered a 'school subject', 'prepared' by a teacher; nor a pastime. It is and should be spoken about by people who can add a scientific and practical view - from professional experience.

I think the choice depends on finding qualified, capable adults who are willing to give a program. A good 'teacher' can develop good 'attitudes'.

The physical education teacher in elementary school, since only the foundation is laid and he or she has some background here (from teacher training). However, in high school, the talks are deeper and an authority or specialist is needed.

The teacher in elementary school; she has a close relationship with the children. The specialist in high school; he has advanced knowledge necessary for adolescents.

Psychologists, since they have experience in dealing with people and groups.

At elementary and high school levels by specialists permanently employed at school, as French and physical education teachers are; a family life counsellor. (N.B. the similarity to the program in Toms River, N.J. as outlined in Chapter II.) Class and subject teachers are not, nor intended to be equipped.

Guidance counsellors and specialists, because teenagers feel that coming from a professional they do not need to feel embarrassed, and they more or less respect their attitudes and ideas.

When analyzed once again with respect to religion and income groups⁶ it was found that the Protestant and high income groups seemed to place less confidence in the guidance counsellor than shown by the ratio set by the total response at the high school level. However, Hebrew, middle and low income groups appeared to place more confidence here than the total would suggest. Middle income respondents would also favour the regular classroom teacher over the outside specialist at the elementary level, while high and low income groups definitely favour the

⁶It should be noted that no relationship was found between religion and income or between religion and education.

latter at this level. The Protestant and middle income groups gave the majority of the replies in favour of the physical education teacher at the elementary level.

In summary, it would seem that the majority would be satisfied to have a program taught by the regular class teacher, in conjunction with outside specialists, at the elementary level, and by guidance counsellors and outside specialists at the high school level.

Question 13, the final question pertaining to the program itself, asked:

<u>Should Such A Program Be:</u>	<u>In Elementary</u>	<u>In High</u>
1) Integrated with subjects such as general science, health, household science, biology, etc.	100	39
2) A separate course, correlating all aspects of the topic (biological, social, psychological, etc.)	37	109
Unanswered	$\frac{16}{N = 153}$	$\frac{5}{N = 153}$

Integration of the topics with other subjects is obviously the preference at the elementary level. This would aid in giving the subject continuity and a natural rather than an artificial background. A separate course seems to be preferred at the high school level.

A few inconsistencies occurred here also, mostly among the lower educated group. Some stated, for example, that the course should be integrated into all subjects, yet had previously stated that it should be taught by the guidance counsellor

rather than the regular subject teachers. Integration would almost assume teaching by the regular teacher, with perhaps a few guest lectures. Answers, on the whole, did seem to be more consistent among those with a better education.

In order to correspond with the present Protestant curriculum in Montreal, integration of the major topics with health would appear to be the most popular and practical solution at the elementary level, while development of a new course seems inevitable for the high schools, at both junior and senior levels, if parental opinion is employed as an indicator. Granted, some integration of principles will take place in other courses in the high schools (home economics, industrial arts, biology, etc.) as was mentioned by some respondents, but these have proven to be so indirect that students rarely have time to grasp their implications before a new chapter or unit is begun.

The last question was included partly in order to satisfy the curiosity of the researcher, but also so that in analysis, one might have some idea of how many respondents were already aware of such programs elsewhere. When asked if the parent knew anything about programs offered elsewhere, the results were as follows:

<u>Existing Programs</u>	<u>Number of Respondents Aware of Program</u>
Winnipeg, Manitoba	3
B.C. (Victoria or Vancouver)	2
Ontario (London or Toronto)	3
Lower Canada College, P.Q.	6
Elsewhere	<u>11</u>
	N = 25

It must be noted that many of these people, if aware of one program, were generally aware of more. Thus, the total is deceiving since at least four people were able to answer "yes" to programs in three different areas.

"Elsewhere" was explained by many of the eleven as being Sweden, the Armed Forces, and the United States (the latter only being noted by American-born respondents). One parent noted a course taught in a high school in England. The subject was included in biology, classes were not mixed, and discussion was encouraged.

It is to be hoped, although close to ninety percent of the respondents had never heard of any such program, successful or not, that very few used this as a basis for non-response or uneducated responses. Some, in fact, commented that they knew of none, but would be very interested to know something about other programs, or to be supplied with a source of information. Some mentioned that if they knew more, perhaps they would agree to a program.

When asked if there were any further comments regarding a program, a few extremely interesting thoughts were set forth by some:

I feel that whereas some teachers may be well qualified to teach history, geography, etc., the state of their own marital life would indicate and emphasize that this field is highly specialized and should only be handled by the right people. Parents may not be teachers by training, but at least they know their children and should be responsible for their sex education. I admit that if I knew what a course would be like, I may change some of my answers one way or the other. (From a teacher.)

This sure makes me realize there are areas I haven't given any thought to - and know nothing about.

Sex Education begins practically at birth and at each stage of development and more questions asked, the appropriate answers should be given. Although I feel the school should not take the full responsibility for sex education, I feel qualified guidance can make the parents role easier.

Such training is long overdue.

I would like very much to see this program take root as a part of the school curriculum.

Before starting any course I would like to be able to review it as a parent, and perhaps discuss or help with some areas. Since you people are competent, most areas I would leave to your discretion.

Sex education is necessary as a syllabus subject in both elementary and high schools as long as in the younger age groups it is handled effectively and with good taste.

Glad to see this quiz; it is high time somebody took some action and stopped hiding everyday common sense from the people we love best.

If such a program is put into effect in the Protestant schools, I would hope that it would include coverage on V.D. as this seems to be one area which is sadly neglected in sex education.

I believe this phase of education should be covered, especially as it concerns the love of married persons, one for the other, in a happy family life. Frank discussions at the junior and senior high school levels should remove many of the taboos that have surrounded this phase of living.

I think this project is a worthwhile one and deserves the support of the parents.

We presently teach math, science, languages, and other subjects that are soon forgotten about when a student leaves school. We only remember what we have to remember for our position in regards to earning a living. However, sex lives with us all our life, and means happiness in marriage or not. Thus, we teach in our schools all the important things other

than sex, and it is about time Canada has seen fit to introduce sex teaching in schools along with the teaching of government and our country's history.

This survey will not consider the knowledge, the participation of the child in family and sex life, nor the realities of the child's life. The gap between desire of parents and activities of child ought to be considered. The child is not inactive while the parent, educator, consider desire. For example, recently at a conference in New York, parents, educators, and others discussed the desire of parents and form of program. While doing so, 15, 16, and 17 year olds were following and participating in a program of their own.

The last comment would indicate that perhaps the pupils themselves should be more involved in the planning of such a program. This is not a factor to be overlooked, since the children are learning about themselves. More than one parent commented that his children had helped to fill out the questionnaire.

Ideally, then, a framework should be set up by educators, but it must be one which is flexible enough to allow for the immediate needs of the students as they arise.

Most of the studies outlined in Chapter II refer to questionnaires given to the pupils themselves to answer, and thus indicate their needs. These, of course, must also be considered here, and are best summed up by the editor of the Purple 'n' White, official newspaper of Westmount High School.

Non-segregated sex-education courses, taught by specially trained teachers - not those who would be as restrained as the students - should be introduced as late as grade seven. Thus fast-forming barriers - later to be broken too quickly - would be checked. These courses should deal in detail with the psychological and physical aspects of sex relations. Classes should be conducted as open discussions.⁷

Two other studies have recently been carried out, using the opinions of parents on the subject (similar to that of the researcher). It will be seen that the results of these studies do not vary a great deal from these findings.

In British Columbia, a questionnaire was answered by 197 parents and teachers. One hundred and eighty-two felt that sex instruction should be given in the schools; 149 specified introduction at the elementary level. Preference by 121 was for integration with the course "Health and Personal Development" at this level and a separate curriculum in the intermediate grades. The general opinion was split between specialists and class teachers for the presentation of information. Although the majority felt that some sessions should be mixed and some segregated by sex, 120 of the 182 respondents declared that both sexes must receive the same information. Most respondents (130) were of the opinion that biological, sociological, psychological, and moral information should be given, and 82 said that preventative advice and guidance should also be included.⁸

Recently, in St. Lambert, Quebec, 98 percent of the parents replying to a questionnaire said that the home had some responsibility for sex education, but 82 percent said that it was also a function of the school. After reviewing some of the movies proposed for such a course, 86 percent said that more sex education movies should be shown to their children, and 57

⁸McCreary, The B.C. Teacher, XLIII, 4, p. 165.

percent said that it was not necessary for them, as parents, to preview the movies. Another 9 percent stated that it was "preferable" to preview them, but not "necessary".⁹ The majority felt that the sexes should remain separate at the elementary level.

After careful consideration of the data analyzed from this questionnaire, it is the conviction of the researcher that a program of family life and sex education does have a place in the Protestant schools of Montreal. These data will be considered, along with other factors, in the formulation of a plan for family life education.

⁹"St. Lambert Parents: Major Role by School Seen in Sex Education", The Montreal Star, December 6, 1966, p. 30.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONSConclusions

The basis for responsible membership in our society is founded upon a sound understanding and knowledge that the family is the fundamental unit of that society. While parents have the primary responsibility for family life and sex education, the school cannot ignore its responsibility for education in this area.¹

The statements of authorities in the field of family life education as cited in Chapter II and the opinions of parents responding to the questionnaire lead this investigator to conclude that in order to provide children with a sound basis for making rational judgments regarding human relations, a step-by-step, co-ordinated program from kindergarten through the eleventh grade is necessary. This must include not only the biological process of maturation and reproduction, but also the sociological, psychological, and moral aspects. However, since so much of the material, especially up to the sixth grade, is of an informal nature, evaluation will be difficult. It is for this reason, as well as the fact that it is primarily a parental responsibility, that parents and the community must be actively involved in such a program. The educators must not only prepare themselves for leadership of this program,

¹Duane J. Mattheis (Commissioner of Education, State of Minnesota), SIECUS Newsletter, Vol. II, No. 4 (Winter, 1967), p. 2.

but also prepare the community for whatever program is developed and keep the parents constantly informed, if not actively engaged, in the plans and their implementation.

Due to the sensitivity of the topic and the nature of the times, it is this last area which may prove most difficult, as was evidenced by the response to the questionnaire. The majority of parents are in favour of a program of sex education; some wholeheartedly, but others conditionally. The conditions range anywhere from the qualifications of the teachers to the content of the program itself and the methods employed. However, the leaders of the schools cannot wait until all the citizens of a district are ready; they must initiate the development of a curriculum which will result in community acceptance. This will be partly accomplished by inviting parents to view the films, read the books, and meet those persons responsible for the teaching, while hearing exactly what is involved in the program. Fears and doubts can be alleviated by actively involving parents in making suggestions, asking questions, and observing how such a program can actually be correlated with their own teaching at home.

It is the type of leadership which seems to cause many of the doubts. This factor will probably prove to be the most significant one in the success of a program of sex education. Therefore, instruction should probably not be aligned with any particular subject area, but rather given to those most capable of handling open, frank discussion and giving the opportunity to all to express divergent views. The teacher must be one

who is respected by the children and one who can empathize with them, while encouraging them to feel free to raise and react to problems. The parents should have some representation in the choice of the teachers. There must, of course, also be qualified resource people on hand to aid with the program; doctors, nurses, psychologists, etc. It would be entirely impractical, however, to suggest that psychologists be brought in to lead every group discussion in each of the four high school grades. Instead, people trained in psychology and group methods from within the school could direct such discussions with the lecturing being done by guest speakers, each a specialist in his field. The responsibility should rest with a Department of Family Life Education within the school which could co-ordinate all classes, activities, and people involved in the program. Failing this (and for the present), it is the opinion of the researcher that the guidance department should be responsible, for three reasons:

1. This department has always been responsible for the dissemination of "social information" which includes information on dating, emotions, problems of adolescence, sex, etiquette, grooming, etc.
 2. The topic and its implications can only properly be understood by a person who has some background in psychology and sociology. Without this, any attempt to teach sex will provide a very narrow presentation.
- It must be remembered that the purpose of such a
-

program is the creation of mental health and thought processes within the student.

3. The training of guidance counsellors is now such that their own personality and mental health is screened, and this constitutes a large factor in their final certification, as does the manner in which they deal with people and their problems. This is the only body of educators for which this can be said. Therefore, it is from this department that a teacher with the necessary qualifications will most probably arise.

Of course, the possibility of using other individuals should not be overlooked, and some of the more interested teachers may actually initiate programs as has been the case in many of the American schools outlined in Chapter II. In any event, the head of the guidance department should serve as chief co-ordinator and director of the program until such time as a separate department can be instituted. Such a department should also be set up at teacher training institutions so that those displaying the required characteristics may be screened and chosen for such training. "Inservice education of teachers must parallel any curriculum development in this area."²

Finally, it must be noted that:

...having a program of sex education will not be a

²Ibid., p. 3.

panacea for all social ills. Nor will facts necessarily be a motivation for improved behavior; they will, however, become meaningful following motivation. The school is the place where children are and thus it has a shared responsibility for helping boys and girls to make reasonable choices among competing moral codes, to assume their sex roles and to crystallize their ideals, standards, and attitudes toward the family in which they were born and the one which they will establish.³

A Proposed Program

1. Diagnosis of Needs

There are two foci (in education), one of which is the child, the other is the culture and the society in which the child lives.⁴

The Parent Report⁵ has been responsible for making the people of Quebec aware of the necessity for recognition of individual differences among children. For this reason, education is now being tailored to more nearly meet the needs of each child. In no area is the diagnosis of these needs as important as in family life education, for in order to achieve success, every learner needs a feeling of being at home and secure in his group. A student will lose this sense of belonging if there is too great a difference in backgrounds or abilities among the members of the group. Therefore, it is necessary to find out not only the needs of the child, but his drives, background, previous social learning, interests, concerns, and

³Ibid.

⁴Gladys M. Harrison, "Re-designing a Curriculum for the Jamaican Schools" (unpublished Master's thesis, Columbia University, 1948), p. 44.

⁵Quebec, Report of the Royal Commission of Inquiry on Education in the Province of Quebec, Vol. III (Quebec: Queen's Printer, 1963).

motives. One must also be aware of the gaps, deficiencies, and variations in the background of each pupil, so that groupings of similar students can be made.

The aforementioned factors become especially important when planning a program of sex education for schools in a large cosmopolitan city. For example, one cannot hope to stress the same themes in a school in a high socio-economic area as in a school serving children of a lower one. Granted, both schools will have some similarity among the pupils, but for the most part, the former represents a predominantly English, high income family whereas the latter, a non-English speaking, middle to low income family. It must be said that the social learning and backgrounds of these pupils will be quite different, although many of their needs will be similar.

Before developing a curriculum, then, the needs of the pupils in question must be studied, through answers on Henman-Nelson I.Q. tests, Kardex files, guidance files, as well as a study of the general environment in which they live. It may also be necessary, if the area is predominantly of one nationality (e.g. Chinese, Greek, Italian), to study the traditions of that nationality. If such is the case, the guidance department should serve as an excellent resource, as this is one of their primary functions in any community.

Although it is recommended here that no written tests or exams of any nature be given to students during a course in family life education, it will be necessary, in order to pinpoint these deficiencies and needs, to administer a test

before initiating the course in high school. (It is expected that the course in elementary school will consist of fairly standard fact-giving, with little discussion.) The Sex Knowledge Inventory: Vocabulary and Anatomy - Form Y (Durham, North Carolina: Family Life Publications, Inc., 1955) is recommended in order to measure what is already known by the pupils about sex upon their entry into high school. Students are asked to answer all forty-eight questions; if no answer is known, to guess, and to circle any about which more information is wanted. In this way, deficiencies from elementary school lessons can be discovered and pupil needs in this area identified. Along the same line is the Dating Problems Checklist (Family Life Publications, 1961), which would serve to identify needs and problems in the area of dating and family life. Both these aids would serve as excellent sources of information from which to base a course in sex education. Both are anonymous and would therefore be answered quite truthfully. Reliability of the Sex Knowledge Inventory - Form Y is reported as .92.⁶

At the senior high school level, the researcher recommends, for diagnostic purposes, the Sex Knowledge Inventory - Form X (developed by Gelolo McHugh, Durham, N.C.: Family Life Publications, 1950). It consists of eighty questions, including some on superstitions and misconceptions, causes of poor sexual

⁶As stated in Instructions for the Sex Knowledge Inventory - Form Y (Durham, N.C.: Family Life Publications).

adjustments, birth control, conception, pregnancy, childbirth, and menopause. The question booklet includes a two-page word list at the back so that students may find definitions of any unfamiliar words which appear in the questions. Instructions are the same as for Form Y, thus problem areas may be easily discovered by checking for the circled questions. If thought to be beneficial by the teacher, the Dating Problems Checklist might also be administered again at this level, since many new problems will most probably have arisen. A Courtship Analysis and A Marriage Prediction Schedule (both Family Life Publications, 1961) should also be used at the senior high school level, in order to understand better the meaning of marriage, readiness for marriage, and the various feelings and attitudes which are involved, or which are presently held by the respondent.

Sample questions from all these aids can be found in Appendix E.

Therefore, although a program can be outlined with respect to its objectives, content, methods, and evaluation, it is necessary first to discover the needs and desires, not to mention the background of the individuals involved, before deciding on the amount of time to be spent on a certain area, or the detail needed. It is here that parents and school records will prove valuable, but the students themselves and their answers to the aforementioned inventories and checklists will be even more so.

2. Formulation of Objectives

The objectives of a program must include some specification of concepts to be learned, attitudes and ways of thinking to be developed or strengthened, and habits and skills to be mastered. Furthermore, these non-content objectives or mental processes to be acquired must, in a major way, relate to the content which is to be mastered. They must be determined by analysis of pupil needs, pupil development, the nature of the learning process, the nature of the community and of the times, and the Department of Education regulations, aims, and objectives as outlined in the Handbook for Teachers in the Protestant Schools of the Province of Quebec (Quebec: Queen's Printer, 1965). The latter sets forth four concerns of the school which would be relevant to a program of family life education in Quebec.

The school must be concerned with:

- 1) maintaining the physical health of children, by giving the child information regarding personal hygiene, nutrition, and public health.
- 2) maintaining the mental health of all children, and healthy attitudes to self, to one's peers, and to responsibilities.
- 3) sharing the responsibility for developing the ethical behavior of children.

The young child's ideas of right and wrong, of honesty and fair play are important concerns of the school. Instruction in the basic rules of morality must be given in the classrooms. Each

teacher must also take the opportunities which continually present themselves in the group life of the school to make explicit the rules that govern proper behavior and to make the child aware of moral obligations and ethical standards.⁷

4) playing a special part in helping the child to develop as a happy and useful member of a community.

"The social aspect of school life can be made a very important part of education...because of its relation to mental health and moral behavior."⁸

Also relevant are some of the Department's objectives for the home economics course for girls and the industrial arts course for boys. The aim of home economics is to "teach skills and develop a sense of responsibility for the home and the welfare of the family".⁹ Its objectives are:

- 1) to help the pupil gain more knowledge and appreciation of factors which contribute to health and happiness in family and personal life.
- 2) to help the pupil gain experience in, and an understanding of, the principles involved in the basic skills of homemaking.
- 3) to help the pupil acquire an appreciation of beauty and a working knowledge of art as applied to the home and to personal appearance.

⁷Department of Education, Handbook for Teachers in the Protestant Schools of the Province of Quebec (Quebec: Queen's Printer, 1965), p. 9.

⁸Ibid., p. 10.

⁹Ibid., p. 129.

- 4) to help the pupil to meet the problems of living by learning to manage her resources and to make desirable choices.¹⁰

Industrial arts aims for the similar qualities needed for the male role, in preparation for family life. It aims to develop:

- 1) a feeling of pride in the ability to do useful things.
- 2) worthy leisure-time interests.
- 3) the habit of orderly, complete and efficient performance of any task.
- 4) an interest in industry, self-discipline and initiative, co-operative attitudes, the ability to select, care for, and use industrial products wisely.¹¹

One of the objectives of the Provincial biology course in the senior high grades must also be considered here: to provide biological information essential to an intelligent understanding of individual and social problems.¹²

These three courses have always presented and will continue to present these principles to the students. However, reinforcement of many of these objectives is needed, and should be included in a family life education program because of their importance. Basically, industrial arts and home economics are presenting the sexual roles to pupils, or much of the

¹⁰Ibid.

¹¹Ibid., pp. 130-131.

¹²Ibid., p. 183.

sociological information which they will need. A small amount of the necessary biological information is taught in biology, but a complete and separate course is needed to bring these two areas, along with psychological and moral information, together for all students. Home economics, industrial arts, and biology are presently elective courses, and presently reach very few students, especially in the college preparatory stream. Many, also, will choose home economics over biology, for in many schools the three subjects are offered during the same time block, so it is possible to only choose one.

Pupil development is another consideration in the formulation of objectives. The content is such that pupil readiness is extremely important here. For example, in elementary school it would be necessary to state as an objective: to provide for the individual an adequate knowledge of his own physical maturation processes as related to sex. However, at the high school level, more than "physical" processes are needed; one must also provide knowledge of mental and emotional processes since it is at this age that the child first becomes aware of such things, and problems arise from within him.

The nature of the learning process is such that pupil readiness must be considered before the success of any content presentation is assured. In this case, puberty in girls is known to be, for most, between the ages of twelve and thirteen, and in boys, between thirteen and fifteen years of age.¹³ It

¹³J. M. Stephens, Educational Psychology (New York: Holt, Rinehart, and Winston, 1960), p. 79.

is important, then, that they know what they are going to experience before it is experienced, thus Grade VI for girls and Grade VII for boys has proven to be the time when the biological facts can be taught with success. Since emotional changes are usually a result of puberty, the junior high school grades (VIII and IX in Quebec) seem to be the best time to study the psychological implications as well as the sociological and moral. This information, if presented before this period, will not be accepted, and if presented much later, will have to compete with the pre-formed ideas of the pupils. Knowledge of physical maturation, then, must be gained before the end of the elementary grades, while emotional and mental processes should be studied at the high school level.

The aforementioned was found by the researcher to apply upon analysis of the opinions of the community in question. Many of the comments stressed that a course should aim at helping pupils to acquire healthy attitudes toward sex and family life. As stated by Kirkendall, this objective would be: "to provide an appreciation of the positive satisfaction that wholesome human relations can bring in both individual and family living".¹⁴ The community, as a whole, is open to suggestions concerning a program of family life education, but the nature of the topic and of the times is such that some education of the public is still needed before such a program will have the full approval of society. We cannot wait, however, for full approval;

¹⁴Kirkendall, SIECUS Discussion Guide No. 1, p. 5.

action must be taken immediately. Therefore, perhaps the program must aim at educating the pupils for the education of their parents and others, as well as for themselves. Kirkendall aptly phrases this as providing "an incentive to work for a society in which such evils as prostitution and illegitimacy, archaic sex laws, irrational fears of sex and sexual exploitation, are non-existent".¹⁵ Similarly, we must "provide the understanding and conditioning that will enable each individual to utilize his sexuality effectively and creatively in his several roles, e.g. as spouse, parent, community member and citizen".¹⁶

The researcher, keeping in mind all the previously mentioned objectives which must also be considered in planning such a program, would put forth four objectives, in summary, to represent the four areas composing the course:

Biological - to provide for the individual an adequate knowledge of the anatomical and physiological processes related to sex, thereby improving physical health through knowledge and self-direction.

Sociological - to give an individual insight concerning his relationships to members of both sexes and to help him understand his obligations and responsibilities to others.

Psychological - to create an awareness of the mental attitudes existing in society and thereby help to eliminate fears and anxieties relative to individual sexual development and adjustments.

¹⁵Ibid.

Moral - to build an understanding of the need for the moral values that are required to provide rational bases for making decisions.

3. Selection of Content

Content selection will be done on the basis of the best existing programs of sex education, existing health programs in Montreal, parental opinion as expressed in the questionnaire, and widely held views on the needs, aspirations, and motivations of adolescents. Another factor to be considered in the selection of content, which has bearing on pupil needs, will be the results of any inventories or checklists filled out by the students at the beginning of the course. This is not to say that these results must dictate the content of the course, but they will aid in giving the teacher some direction and scope in certain areas. Indeed, it will be the duty of the teacher or leader to see that students do not dictate the content. However, their needs must be considered.

As outlined in Chapter II, existing programs vary considerably in their content. It can be seen from most, however, that certain areas are included in all as essential; others are only included in some and can be labelled peripheral. The latter areas are those which will vary with the community due to differences in environment and the wishes of parents.

The essential areas to be covered in elementary school are the physical (and emotional) changes which are, or will be, taking place. The peripheral areas, as seen in the Flint,

Michigan program, consist of a very detailed study of the development of the embryo, while in Washington, D.C., the sociological implications are stressed. Included in both programs are sexual differences, puberty, menstruation, reproduction, anatomy of female and male, conception, birth, and the emotional changes associated with puberty. These would all be considered essential.¹⁷ On the questionnaire, most of the parents responding also regarded biological information as essential at this level.

It is the opinion of the researcher, after analysis of the questionnaire data¹⁸ and of the findings of the Sex Education Committee of the Quebec Federation of Protestant Home and School Associations,¹⁹ that the peripheral areas should stress health and physical well-being. Included would be hygiene, the family, some study of the other body systems, grooming, and some general facts about emotions and feelings in order to aid with adjustment to adolescence. Psychological information must be presented in such a manner as to help them understand themselves at their present developmental level. It does not need to go beyond this at their age, for it would be of very little help since they are not ready. Psychological problems are, in many cases, a result of the biological changes,

¹⁷see Chapter II, pp. 23-30.

¹⁸see results of Question 11, p. 98..

¹⁹Mary Kucharsky, Report of the Sex Education Committee (as submitted to the Q.F.P.H. & S.A., January 11, 1967), p. 2.

thus junior high school is time enough for any depth in this area. The elementary course could relate directly to the texts already in use in the Protestant schools for Grades VI and VII.

The text presently used in Grade VI, You and Others (Helen Schacter and W. W. Bauer, Toronto: W. J. Gage and Co. Ltd., n.d.) identifies the units as:

- I You and Your Friends - a study of the body systems.
- II You and Your Family - a study of family roles and of food.
- III You and School - a study of safety, posture, grooming, teeth, eyes, ears.
- IV You and Your Community - a study of the health department, sewage, water supply, and garbage disposal.

The text used in Grade VII, by Schacter, Bauer, and Gladys Jenkins, is similar in many areas, but includes more detail. You're Growing Up (Toronto: W. J. Gage and Co. Ltd., n.d.) consists of six units:

- I Growing Up - a study of anatomy.
 - II Understanding Yourself - a study of needs, emotions, and feelings.
 - III Getting Along with Others - a study of the qualities needed to make friends.
 - IV Growing Up Healthfully - a study of weight gain and loss, alcohol, tobacco, etc.
-

V Growing Up Safely - a study of safety at home,
first aid, etc.

VI Growing Up in a Safe, Healthful Community - a
study of safe water, milk, meat.

The reproductive system is not mentioned in either, apart from some reference in Grade VII to growth and the hormones which regulate it.

The Handbook for Teachers states the objective for Grade VI health as "understanding how to ensure mental and emotional health"²⁰ and for Grade VII as "learning new ways of improving personal relationships" and "getting along with others".²¹ Clearly, more is needed at this level if these aims are to be accomplished.

At the junior high school level, the course previously known as "Health" no longer exists in Montreal. Under subject promotion, it may be combined with science and/or music in some schools, or simply not taught at all. However, according to the Handbook for Teachers, a course is set forth. The authorized text is Your Health and Safety (Lawrence et al, New York: Harcourt, Brace and World, Inc., n.d.), with pages 1 to 239 being covered in Grade VIII and the rest of the book in Grade IX. This means that circulation, hormones, digestion, and grooming are covered in Grade VIII, while the nervous system, personality, prevention of disease, and accident prevention make up the Grade IX course. Again, it seems that essential

²⁰Department of Education, op. cit., p.118.

²¹Ibid., p. 119.

material is omitted.

Upon studying various existing programs, the response to the questionnaire, and widely held views on pupil needs at this age, it is the opinion of the researcher that adjustment to physical and emotional change is essential here, as are family relationships, attitudes, feelings, problems, and some frame of reference for decision-making, with emphasis on mores, ethics, and values. The Handbook for Teachers points out that such a program must be closely linked with the physical education and counselling programs.²² As emphasized in the Report of the Sex Education Committee: "These adolescents are searching for a sense of identity, a sense of purpose, and to establish for themselves attainable levels of aspiration".²³ This does not mean a rigid set of rules must be laid down; rather that different ideas be set forth followed by open discussion. Hopefully, the child himself is or will become capable of choosing the right path. The existing health course, then, is almost entirely peripheral.

The use of inventories and checklists here will be valuable in ascertaining what has been acquired in elementary school and what further detail is needed. This will vary considerably from school to school. The aids can also be administered at the beginning of senior high school, as many similar problems will arise here.

Presently, there is nothing in this area being taught at

²²Ibid., p. 120.

²³Kucharsky, op. cit., p. 2.

the senior high school level in Greater Montreal, apart from the optional courses in home economics, industrial arts, and biology where some of the essential principles may be picked up along the way. Yet, the Handbook for Teachers stresses that the health program in junior high school must be followed in Grades X and XI by some systematic provision for continuing the emphasis on healthful living.²⁴ This is impossible in many schools, for they no longer have a program even in junior high school.

Again, after careful study of the various factors involved, it was found that the emphasis in senior high school should shift back to family relationships, from relationships with friends. Sociological information should take a new direction here, as in the Flint and Washington programs. It now becomes an intense study of the family, with the pupils regarding themselves as the major family members of the future, not simply minor ones as in elementary school. Essential areas here are the distinction between love and infatuation, courtship, responsibilities of marriage and parenthood, the understanding of interpersonal relationships - especially those of husband and wife, and other moral or sociological information felt to be needed by the students, none of which is to be prescriptive; it must simply be truthful and impartial. Peripheral areas could include renting versus buying, financial matters involved

²⁴Department of Education, op. cit., p. 120.

in marriage, the working wife, divorce, the marriage contract in Quebec and community property, especially with terminal students. The Parent Report would add that both sexes, at this level, should have some basic psychology, family budgeting, and units on wise buying of food and clothing. Boys should also be taught something of housework, as they might have to use it sometime.²⁵ Banking, borrowing, the instalment plan, and hospital insurance should also be included, as well as legal rights and information on existing protective organizations, such as the Better Business Bureau. These topics, as well, are recommended by the Parent Report.²⁶ Something of the culinary arts and interior decorating could also be introduced at this level, for home maintenance. Presently, none of this is taught in Quebec.

4. Organization of Content

Since the individual, himself, forms the content of the program, organization of the subject matter must be continuous with his own development. For this reason, readiness and motivation hardly need to be considered. The first changes are seen at puberty, hence the individual should be aware of what is happening, and why, at that time. The elementary program should consist of the physical changes associated with puberty. From this point, the changes are emotional, thus mental development - emotions, conflicts, problems - should

²⁵Quebec, op. cit., p. 228.

²⁶Ibid., p. 229.

be studied in the junior high school grades. Stemming from this will be thoughts of the future, first of career, as mentioned in Chapter II, followed by more realistic concern of self, courtship, and marriage. Therefore the senior high school course must consist of marriage preparation. It is in this way that young people will become aware of the responsibilities and implications involved in this great step.

At the elementary level, the investigator would recommend continuation of the health course as it stands, but with some very weighty additions. This might mean omission of several of the existing units, such as "You and Your Family", which would be taught earlier than the sixth grade, and "Growing up Healthfully", which could be included with the same topic in Grade VI, rather than being repeated in Grade VII. Otherwise, the time allotment must be extended. It is recommended that the biological material on the reproductive system be included with work on the other systems in Grade VI, but with the classes segregated by sex. If classes are already separate, it is recommended that this material be presented to boys in Grade VII.. It could be included with Unit I in Grade VII. More emphasis must be placed in Grade VII on Units II and III ("Understanding Yourself" and "Getting Along with Others"), as these will form the basis for the course in junior high school. The class teacher should be able to teach this herself. However, there should be available to her the physical education teacher and school nurse and/or doctor if she wishes

to use them for one or two periods, or merely to consult with them for her own information.

Although only the formal course at this level has been dealt with, it is to be understood that some informal teaching or discussion has preceded this work in the lower grades. Children in Grade VI should already be aware of reproduction as a process, having seen it occur in plants, mice, frogs, or whatever has been bred in the classrooms. In order that this be done in good taste, the Parent Report recommends that it be organized by a committee of psychologists, biologists, and parents.²⁷ If this is not possible, then a travelling team composed of these people should be responsible for a certain number of elementary schools, since many elementary teachers will not wish to follow this through.

It is recommended that the sexes be separated at the elementary level because of the different rates of development and the emotional and psychological differences between boys and girls.

In the junior high grades, it is recommended that the present health course, where it exists, along with further material, be incorporated into an "Effective Living" course, to be offered to all students two periods per week for each of the two grades. The basic outline of the present health course would serve as a basis for this course, as would the present text, Your Health and Safety. However, in Grade VIII,

²⁷Quebec, op. cit., p. 229.

the material presented would focus on "The Physical You", and would include the study of all the body systems; their anatomy and physiology, with a little more time (but not necessarily more emphasis) being spent on the reproductive and endocrine systems in order that pupils may understand them clearly as simply other systems of the body. In Grade IX, the emphasis would be on "The Psychological You", which would begin with the anatomy and physiology of the nervous system, leading into areas such as how it affects your thoughts, personality, mental health, emotions, behavior, and relations with others including dating, etiquette and the like. Near the end of the course, it might even be feasible for students to study something of group dynamics, or at least attempt an analysis of the way in which their own group functions.

Here, also, there is variation between the sexes with regard to rate of development, thus some of the classes should remain separate as to sex. However, partly on the basis of the response to this question, it is recommended that one of the two periods each week should be integrated; sessions which call for little discussion but which will serve to pave the way for the mixed discussions in the senior high school grades.

In Grades X and XI, a similarly scheduled course is proposed, entitled "Family Living". All classes here (two per week) in both grades should be mixed as to sex, yet composed of groups or classes of ten to fifteen in number where possible. The content here should begin with a review of interpersonal

relationships, qualities liked or disliked in a person, leading into infatuation, courtship, love and marriage. There should be some time spent on the roles of husband and wife, as seen by both sexes, and the responsibilities of each. In Grade XI, the more practical areas should be stressed, as the course will be terminal for many of the pupils. Thus, topics such as budgeting, buyer versus consumer, appraising food qualitatively and quantitatively, home buying versus renting, investing, types of insurance (auto, life, hospital), choosing clothing, appliances, etc. It is also extremely important that all young people know their legal rights with respect to marriage, divorce, and rape, not to mention the importance of a marriage contract in Quebec versus community property. These are areas which too few young people know anything about, as this information is presently offered only to the small number of students enrolled in college law courses.

As mentioned earlier, the length of time spent on each topic at this level, and the detail covered, will depend more on the needs and wishes of the students in each class. Thus, the content will vary from class to class, but must be kept in perspective by the counsellor or group leader. This will be made easier if some previous study of group interaction has been done by the students.

The fact that two periods per week must now be set aside for "Effective/Family Living" in high school presents a new problem. Because of the increase in extra-curricular activities,

in student participation in school functions, and in counseling, more demands are being made on valuable class time. Hence, it will soon be necessary to add one more period to each school day so that students may fit in activities such as choir and drama rehearsals, work on the school annual and newspaper, decorations for balls, and possibly even counselling; group and/or individual. Students not so occupied will be required to attend organized study sessions during this period, or later, perhaps forms of enrichment through films and television programs will be available to a student in those subjects he prefers or wishes to understand better. This non-lesson period would be blocked into a student's regular timetable and so would shift with his other subjects to a new time slot each day, as all subjects do under subject promotion. It would then be possible to regulate the movements of all students, for there would never be too large a group free in any one period. One teacher only would be required to sit with the study group each period, or perhaps even a prefect on his "off" period. This investigator recommends the use of two periods per week for all students for participation in "Effective/Family Living" where in many cases they will serve as group guidance sessions. The remaining three periods, staggered, in each student's timetable would then be planned according to the student's interests, with some time for individual counseling interviews. Presently, these occur during class time. This system of non-lesson (not "spare") periods is used successfully in many American high schools.

The other alternative, and probably the one which must be used at least temporarily, is to fit the two periods of "Effective/Family Living" into a block with some other subject, as the four periods of history are blocked with the one period of physical education at the present time. It will then be the function of the school board or the individual high schools to determine which of the subjects presently offered can be successfully taught in three periods per week. Science, as previously mentioned, consists of four periods in some schools; health uses the remaining period. Perhaps, this subject could be taught in three periods over two years, as was previously done. This would cause little disruption, since students matriculate under subject promotion with eleven subjects (that is, with "one to spare", provided none are carried over from year to year). Would it not be more beneficial to finish high school with the required ten subjects plus some knowledge of human relationships and preparation for entry into marriage; probably the most important step they will take during their lifetime?

5. Selection and Organization of Learning Experiences

The actual learning experiences to be utilized in a program of family life education are determined primarily by what is available in the way of facilities, materials, and faculty. Consideration must be given to the experiences which are widely held as most effective, those presently being used in existing programs, and the preferences of the community. To

a lesser degree, the timetabling of the program and the size of the classes will have some bearing on the selection of experiences; one can do things in small classes which are not at all effective in larger classes. Also, a program held after school is bound to be more informal than one offered during school time. One must keep in mind, along with these factors, the attitudes, habits, and skills which are to be modified, extended, or strengthened during the course. These, to some extent, will also determine the type of experience which should be provided. A good educational experience is one which provides for individual differences and which allows the learners to co-operate, to some degree, in the developing and planning of the work.²⁸ Needless to say, it must also be directed by purposes real to the learner as well as to the teacher.

i) Elementary School

In elementary school, as mentioned earlier, it is presentation of the facts that is clearly needed. If this is done by the class teacher or physical education teacher, films will be used extensively as teachers have been trained to take full advantage of audio-visual aids and can plan a presentation around what is available at the time. If a doctor (for boys) or school nurse (for girls) is used, the lecture method, with diagrams, pictures, and perhaps films is the most

²⁸Harrison, op. cit., p. 62.

widely used and recommended, with some discussion following. This was also the feeling of parents responding to the questionnaire, as seen by the comments. Along this line, one of the recommendations arising after the teaching of such a program in St. Catharines, Ontario, was that the physical education teachers should teach the basic anatomy and physiology first, in order to use the doctor's time to better advantage.²⁹ Some discussion should be expected at this level, because attitudes as to morality, emotions, and problems have yet to be fully formed. Therefore, it will more than likely take the form of question and answer sessions, based on a lecture or a movie, and will be simply to clarify points which have been presented. Separation of classes by sex, as recommended, may have some bearing on the amount of discussion; it will be more free among groups of the same sex.

For Grade VI, films which are widely recommended by other programs and by the researcher for use are:

Story of Menstruation (Walt Disney Production, released by Kimberly-Clark Canada, Ltd.)

It's Wonderful Being A Girl (Personal Products)

A Brother for Susan (Educational Foundation for Visual Aids)

These are primarily films for girls because of their earlier puberty, but boys should also have access to the showings, if possible. In Grade VII, both sexes should see:

Human Beginnings (Association Films)

²⁹Peer, op. cit., p. 2.

From Generation to Generation (McGraw-Hill)

Molly Grows Up (Medical Arts)

Human Growth (Eddie Albert Production)

The latter shows a Grade VII class discussing anatomy and pregnancy and is excellent for stimulating discussion.

If books are used apart from the health book, all should be kept quite simple and in good taste. The booklets published by Kimberly-Clark (You're a Young Lady Now and Very Personally Yours) are highly recommended for girls. Others, published by the American Medical Association, which have been found to be helpful are A Story About You and Finding Yourself. Little discussion will arise from these, but, as shown by the results of courses given by the Family Life Education Council in Montreal, the facts will be learned.

ii) Junior High School

In the junior high school grades, VIII and IX, more emphasis should be placed on discussion, but as previously mentioned, the pupils should be segregated by sex. Again, lectures and movies are important here, as they have been found to be most successful in other programs,³⁰ and because they are popular with the parents in Montreal. Thus, because of staffing problems inevitable at this level, it is recommended that one of the two lessons per week be devoted to lectures and movies with the sexes mixed, and little discussion

³⁰Dr. E. T. Peer, of St. Catharines, Ontario, recommends greater use of audio-visual aids, op. cit., p. 2.

because of the necessary size of the class. It will be found, again, that any discussion will take the form of questions and answers. Since more detail is expected by the students here, a fully qualified person must be called upon to present the lectures, that is one who not only has knowledge of the material but one who is capable of an adequate presentation of this material. This may take the form of a doctor (in Grade VIII), psychologist (in Grade IX), or some other specialist, but it is very likely that a teacher within the school can be adequately prepared since their training has included presentations; that of a doctor has not. Thus, because of the value of their time, it will probably be necessary to hold each session to include all students regularly scheduled for the course in a particular period, or, depending on the number involved, include all students with a non-lesson period, whether regularly scheduled for "Effective Living" in this period or not. Naturally, the second period that week would consist of small group sessions of ten or fifteen to twenty persons, led by a counsellor or qualified leader, separate as to sex, to discuss the implications of the lecture or movie and anything else which might arise. Groups must be small enough so that each learner will have the opportunity to participate actively and cooperatively, and to receive some measure of individual guidance. Because of the number of these small groups, chances are that a boys group would run concurrently with a girls group. Therefore, it would be possible to mix two for some sessions,

combining the resources of two counsellors, or leaving one free for individual counselling of group members. The entire program, then, must be co-ordinated by the guidance department (or the previously mentioned Family Life Department), who would be responsible for organizing the lectures by outside specialists or by biology and physical education teachers within the school. Some movies and lectures may be of more benefit in the smaller, segregated group sessions. This should be left to the discretion of the counsellor, after studying the needs and deficiencies of the respective groups.

Recommended in order to supplement the text, Your Health and Safety, are: Duvall's Love and the Facts of Life (New York: Association Press, 1965),³¹ Eric Johnson's Love and Sex in Plain Language (Lippincott),³² and the two books by Kirkendall mentioned in Chapter II - Understanding Sex and Understanding the Other Sex (Chicago: Science Research Associates, n.d.). One other, On Becoming a Woman, by M. M. Williams and Irene Kane, appears as a Dell pocketbook and could thus be purchased reasonably. All these books were written expressly for this age level and not only set forth the facts, but also begin to treat the psychological and moral issues involved in preparation for discussion at the senior high school level.

Films which should be viewed by both sexes in junior high

³¹replacing her Facts of Life and Love for Teen-Agers (New York: Association Press, 1957).

³²used in St. Catharines, Ontario.

school include:³³

A Quarter Million Teenagers - on venereal disease (Churchill Films).

Who is Sylvia? - on adolescent emotions (National Film Board).

The Innocent Party - on syphilis (Calvin Company).

Human Reproduction (E. C. Brown Trust).

Howard - teenage conflicts with parents (National Film Board).

Bennies and Goofballs (U.S. Bureau of Drug Abuse Control).

Hooked (Producer unknown).

Narcotics, Why Not? (Producer unknown).

Boy to Man (Churchill Films).

Girl to Woman (Churchill Films).

The Ontario Department of Education recently approved the use of the last two mentioned for Grade IX classes. Following this, North York, Ontario approved their showing to any Grade VIII or IX class at the discretion of the teacher.³⁴ Hooked and Narcotics, Why Not? are presently being shown throughout American high schools. One other, LSD 25 (David Parker Production), is in the making, with excellent reviews to date.

iii) Senior High School

In the senior high school grades, X and XI, it is recommended that all sessions be in the form of small, mixed

³³ Many of these are recommended by the Flint, Michigan schools, and others by the Family Life Education Council, Montreal.

³⁴ "Children to See Films about Sex", The Gazette (Montreal), February 3, 1967, p. 35.

group discussions. Lectures, films, and books should be widely used as a basis for discussion, but all within the discussion group, if possible. It may be necessary, however, for groups to come together for certain lectures or films, depending on their availability. Only in small groups where all students are known to each other, will each member be liable to express his needs and deficiencies. For this reason, the progress of each group will vary somewhat. Discussion leaders should be doctors, psychologists, and psychiatrists, with economists and lawyers being invited later in Grade XI for the areas of buying and legal rights respectively.

There will be no basic textbook used in this part of the program, but sufficient use should be made of Duvall's Why Wait Till Marriage? (New York: Association Press, 1965). This book gives the reasons for permarital chastity, frank and specific for today's youth.³⁵ Two other booklets may also be used as references here: So You Think It's Love by Ralph G. Eckert (New York: Public Affairs Pamphlet) and Kirkendall's Too Young To Marry (New York: Public Affairs Pamphlet). The latter gives an excellent presentation of the facts, as do most of this author's writings.

Films recommended for this level should be viewed by both sexes, preferably together. Most are extremely thought-provoking and form a basis for some excellent discussions among the teenagers:

³⁵All Duvall's books are widely used and recommended in the United States.

Joe and Roxy - deals with growing tenderness and some petting (National Film Board).

Phoebe - deals with a pregnant teenager's conflicts about how to break the news to parents and boy-friend (National Film Board).

Social Sex Attitudes in Adolescence - a flashback on an entire relationship of a couple about to be married (McGraw-Hill).

Worth Waiting For - regarding early marriage (Brigham Young University).

Many other films and books exist for all levels and more are being produced all the time. Those mentioned above have been set forth because they are known to be effective and most are recommended by many American programs and Canadian agencies. Some, such as Phoebe, have had a very successful reception in some of the off-Island schools, such as Chomedy Protestant High, thus will more than likely be well received within Greater Montreal.

Little has been said to this point regarding aid available through other agencies. The Family Life Education Council in Montreal is extremely useful and co-operative as a resource, as are the facilities of many churches in this city, since they are the ones responsible, to date, for the only existing premarital courses. One book, written by Frank E. Weir,³⁶ a Methodist minister, gives teenagers some direction up to the time of marriage, but although well-presented, tends to give a Methodist viewpoint throughout.

³⁶Weir, Sex and the Whole Person: A Christian View (New York: Abingdon Press, 1962).

Parents, it is assumed, will be prepared to fill the gaps and to give the children information which they require. Children should be encouraged by the school to ask questions of their parents. Therefore, in order to provide parents with an adequate background, many books have been written. Among the most widely used and recommended are:

James L. Hymes, How to Tell Your Child About Sex (New York: Public Affairs Committee, Inc., 1949).

C. S. Ford and F. A. Beach, Patterns of Sexual Behavior (Scranton, Penn.: Harper & Brothers, 1952).

H. Clair Amstutz, Growing Up to Love (Scottdale, Penn.: Herald Press, 1956).

Dorothy Baruch, New Ways in Sex Education (New York: McGraw-Hill Book Co., Inc., 1959).

W. Clark Ellzey, Preparing Your Children For Marriage (New York: Association Press, 1964).

The last two books mentioned are the researcher's own choices for parents, since the attitude throughout both is one that cannot help but become contagious. Both are very positive contributions toward the healthy growth of sex education, and all parents should read at least one of these books. Their newly-formed attitudes will then serve to benefit their children as well as any program implemented by the schools. A program offered in school would consequently become supplemental in the real sense, and serve only as a reinforcement of the parents' ideas, through the discussions of informed students with their peers. This is their most important learning experience in the area of sex education and it is the function of the school to provide the facilities for such discussions.

Following is a summary of the recommendations set forth regarding content and learning experiences for a program of family life education, by grade level.

TABLE 7

SUMMARY OF SUGGESTED CONTENT AND EXPERIENCES

Grade Level	Periods	Main Topics	Instructors	Grouping	Aids
6	Integrated with health	Biological: Male anatomy Female anatomy Emotional changes with puberty	Class and Physical Education Teachers OR Class teacher and Doctor or Nurse	All classes segregated by sex	Films Health text Supplementary reading
7	Integrated with health	Sociological: Understanding self & others in order to get along			
8	2 periods per week (1 lecture, 1 group session)	Biological: Detailed anatomy and physiology of reproduction	Guest speakers (doctors) for lectures & counsellors	Lectures mixed as to sex Groups separate as to sex	Films Health text Supplementary reading
9	2 periods per week (1 lecture, 1 group session)	Psychological: Emotions, attitudes, personality, behavior Sociological: Relations with others, dating etiquette	Guest speakers (psychology & counsellors, for lectures and groups respectively)	Lectures mixed and groups separate	
10	2 periods per week	Psychological: Continuation Moral: No prescription Sociological: Roles of wife & husband, courtship & marriage	Counsellor with Guest speakers when desired	All in small groups, integrated by sex	Films Supplementary reading
11	2 periods per week	Sociological: Buying, renting, legal rights			

6. Evaluation

The nature of the subject matter is such that the determination of what to evaluate and the ways and means of doing it become very abstract and subjective. This subjectivity is compounded by the type of methods which is recommended in such a program: discussion, question and answer, etc.

In many cases, especially at the senior high school level, the content will, to some extent, be determined by the students themselves, according to their needs and wishes. Therefore, some (subjective) evaluation may be acquired through any obvious personality changes, changes in self concept, or even an awareness of the self concept and the formation of positive attitudes toward life. Of course, something will also be gained by considering the student's interest, or lack of it, in the program, and his desire for further information.

The Sex Education Committee of the Quebec Federation of Protestant Home and School Associations tends to disqualify any written task: "never examinations, tests, or written tasks".³⁷ It is the opinion of the researcher, however, that some form of objective evaluation must, at least in the beginning, be attempted. It is only in this way that definite modifications can be made. One way in which this could be accomplished is to again make use of the inventories and checklists made available through Family Life Publications in Durham, N.C., since these have been tested for validity and reliability. It would then

³⁷ Kucharsky, op. cit., p. 2.

be possible to see how much improvement in vocabulary, problems, skills to be mastered, and general knowledge has been made by the students since first writing the inventory two years before. By writing the same inventories as were recommended for diagnosis at the beginning of Grade VI (optional), Grade VIII, and Grade X, evaluation would be made after Grade VII, Grade IX, and Grade XI. Weak areas which become apparent could be planned in more detail, or revised, for the next session. All inventories and checklists should be anonymous, so that results would not be used for individual marking and grading. Any individual progress of students must be subjectively evaluated, by the teacher or group leader in most cases.

Upon administration of the inventories, it must be made clear by the teacher that students are in no way being "marked" on the basis of their answers, for no marks, as such, are possible. The "tests" are simply indicators of problem areas which can then be discussed or learned, as the case may be. It is extremely important that there be no mark assigned for Family life education, since no student can be permitted to feel that the success of his future family life rests with the grade he received in school. Tests breed tenseness, and it is only by the creation of a "relaxed and informal atmosphere, free from anxiety",³⁸ that self-consciousness will disappear and an attempt can be made to learn those attitudes and virtues so necessary for a successful family life.

³⁸ibid.

7. Scope and Continuity

When planning any program, a major consideration must be to check for the balance and sequence of content and activities for internalization of content, as well as of content and non-content objectives.

Since the overall aim of the program is to make students aware of certain values, attitudes, and ideas so that they will be capable of later making their own decisions, the content and learning experiences must be presented in order that this aim is furthered. That is, the films, books, and lectures used in the program must be such that no rigid prescriptions are given or even implied. The facts must simply be presented with the use of these aids, followed by discussion in order that all views may be brought forth. It will then be entirely up to the student to make up his own mind with respect to the issues involved. The experiences encountered by the student in assimilating the content will be the major factor responsible for his acquiring the necessary mental processes. Granted, some guidance will be needed here. This is why it is important that it be of a non-directive nature, in order that the student, with the help of a counsellor, may become aware of possible alternatives open to him. Masters and Johnson have said of this:

The facts about human reproduction should be known to children in the sixth grade, but somewhere between the ages of twelve and sixteen a youngster needs to know more. He needs to know that there are ways in which men and women exploit each other's sexuality, and ways in which they honor it. At every stage, a child needs the acknowledgement of his interest, his impulses, his perplexity - at the

) same time that he has...guidance as to the behavior that is socially acceptable for his age.³⁹

Since there are various stages involved - three, in this program - it is important that there be sequence in the vertical progress of the course. This does not present a major problem here, for as mentioned earlier, there is sequence in the development of the child and because this forms the subject matter, sequence is almost inevitable.

Integration, however, another aspect of continuity, is more difficult to determine. Basically, this consists of the relationships between various areas of curriculum taking place at the same time. Thus, even though a separate course is recommended at the high school level, it is still a matter of great importance that certain principles and non-content objectives be stressed in other courses such as home economics, industrial arts, and biology. Granted, because of the present optional system, not all students will have access to this reinforcement, but it will be of value to those who do. It will be necessary for all teachers, especially those of the subjects mentioned, to be aware of the aims and objectives of the family life program (as in Toms River, New Jersey), in order that continuity and not incongruity be established. In the elementary school program, it will only be necessary to fit the subject matter into the health course in such a way as to make it appear most natural and normal; not as something separate from

³⁹ Wm. H. Masters and Virginia E. Johnson, "Sex and Sexuality: The Crucial Difference", The Reader's Digest, Vol. XC, No. 538 (February, 1967), p. 28.

the other bodily functions. This was frequently pointed out by parents responding to the questionnaire, and has been mentioned in numerous curriculum guides of existing programs. Integration, as such, is not a major consideration at this level; sequence becomes more important for continuity, and the teacher should follow the development of a child through puberty in order to plan the sequence of a program at the elementary level.

CHAPTER VI

IMPLICATIONS FOR FURTHER STUDY

It is the belief of the writer that the program outlined in Chapter V should be put into effect as soon as possible. Only after the program has been taught can any significant evaluation and follow-up as to carry-over effect be made. This in itself would provide a major study; to test the proposed program for validity, and recommend changes and/or variations. Merrill's study¹ provides a basis for carry-over from a Grade VII program, but is based on the fact that no new information is presented in the high school grades. The program presented here uses the sixth and seventh grade program as an introduction to what will be the major part of "Family Life" in the high school grades. Thus, any follow-up must be done during the university or early working years.

Since the teacher is such a major factor in this type of a program, it is important that the preparation for teachers who will teach family life education include certain subjects. Apart from this, the teacher must possess certain characteristics, most of which have been mentioned at some point in this study. It would be of significance, then, for a program of training for these teachers to be immediately studied and set forth. A

¹Merrill, op. cit.

course in family life education in the schools cannot begin without someone qualified to teach it.

Other than these implications for further educational studies, this study has uncovered many interesting sociological phenomena, some of which were mentioned in Chapter IV.

1. The fact that the "double standard" exists among boys and girls, and that parents are willing to allow other agencies to influence their sons more than their daughters.

2. The question of moral teaching as related to income, and the fact that middle and low income groups do not find this to be as important as do the high income group, yet found sociological information more important than did the latter group.

3. The question of low response among those having a relatively low income, and the causes for it; the amount caused by factors such as language difficulty, disinterest, illiteracy, and that caused by intentionally placing themselves in a higher income group when responding.

Finally, the proposed program is in no way the only possible one for the Montreal schools, but has been set forth by this researcher after careful consideration of the factors believed important to such a study. Other factors and other programs may well arise from this one, or in opposition to it. The program presented here is, at least, a beginning, and other studies should hopefully follow in this area of family life education.

APPENDICES

THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL

OFFICES OF THE BOARD

Telephone

482-6000

6000 Fielding Avenue,

MONTREAL 29

You will shortly be hearing from Mrs. Judith Bannerman who has been given authorization to do research through a selected number of schools, her project being part of a thesis towards a M.A. degree in education at McGill University and having to do with sex and family life education.

Mrs. Bannerman is a member of this Board's staff presently on Leave of Absence for post-graduate work.

Mrs. Bannerman resides at 65 Stream Avenue, Dorval, where the telephone number is 631-6835.

Mrs. Bannerman has prepared under the supervision of McGill University a questionnaire for distribution to a random sampling of parents and would appreciate your help and assistance in making the names and addresses of approximately fifty parents available to her.

In high schools she wishes to sample the opinion of parents who have children enrolled in the First and Second Years of the high school programme. The grades in which she is interested at the elementary school level are VI and VII.

The questionnaire which Mrs. Bannerman intends to use has been screened and officially approved. If Mrs. Bannerman can furnish me with copies of this questionnaire sufficiently early for me to let you have one before Mrs. Bannerman's visit I shall be pleased to put one in the mail for you.

According to her present plans Mrs. Bannerman expects to approach the Principals of the schools concerned during the week of February 6th.

For your information I am attaching hereto a list of the schools included in this research project.

I recognize the fact that this adds substantially to your work at a time when you have many other preoccupations but I can assure you that we have discussed this aspect of the project with Mrs. Bannerman, who is sympathetic to the problem also, and have reduced the demand to the absolute minimum consistent with the conducting of a research project that would have any validity.

As the interest of teachers in post-graduate education increases it is inevitable that they turn to schools and the communities they serve for subject matter in research programmes. Your cooperation in assisting Mrs. Bannerman to make a success of her project will be appreciated.

Yours sincerely,

John Perrie,
Deputy Director of Education.

JP/NAH
Att.

THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL

1966 - 1967

High Schools

Baron Byng
Dorval
Dunton
High School of Montreal
John Grant
Lachine
Malcolm Campbell
Monklands
Montreal West
Mount Royal
Northmount
Outremont
Riverdale
Rosemount
St. Laurent
Sir Winston Churchill
Verdun
Wagar
West Hill
Westmount

4251 St. Urbain St., Mtl. 18
1350 Carson Ave., Dorval
5555 Montée St. Léonard, Mtl. 5
3449 University St., Mtl. 2
275 - 36th Ave., Lachine
5050 Sherbrooke St., Lachine
3400 Nadon St., Mtl. 9
4400 West Hill Ave., Mtl. 28
189 Easton Ave., Mtl. 28
50 Montgomery Ave., Mtl. 16
6755 Lavoie St., Mtl. 26
500 Dollard Blvd., Mtl. 8
5059 Woodland Drive, Pierrefonds
3737 Beaubien St. E., Mtl. 36
880 Cardinal St., Mtl. 9
2505 Cote Vertu Rd., Mtl. 9
1201 Argyle Ave., Mtl. 19
5785 Parkhaven Ave., Mtl. 29
5851 Somerset Ave., Mtl. 29
4350 St. Catherine St. W., Mtl. 6

M. R. E. Fox
C. P. Batt
R. C. Oulton
H. E. Wright
K. R. Gemmell
G. L. Drysdale
R. F. Rivard
Dr. H. de Groot
C. V. Sadko
W. A. Wilkinson
N. J. Kneeland
R. G. Anderson
M. H. Stanley
W. S. Trenholm
J. R. LeRoy
D. T. Trenholm
J. H. Patrick
J. F. Stewart
W. D. McVie
N. W. Wood

Elementary Schools

Ahuntsic
Alfred Joyce
Algonquin
Bancroft
Bannantyne
Barclay
Bedford
Beechwood
Bronx Park
Carlyle
Cartierville
Cecil Newman
Cedarcrest
Central Park
Connaught
Coronation
Courtland Park
Crawford Park
Dalkeith
Devonshire
Dorval Gardens
Drummond
Dunrae Gardens
Edinburgh
Edward VII
Elizabeth Ballantyne
Elmgrove

10615 St. Lawrence Blvd., Mtl. 12
5210 Durocher Ave., Mtl. 8
555 Mitchell Ave., Mtl. 16
4563 St. Urbain St., Mtl. 14
4222 Bannantyne Ave., Mtl. 19
7941 Wiseman Ave., Mtl. 15
3131 Goyer St., Mtl. 26
13155 Shelborne Ave., Pierrefonds
7676 Central Ave., LaSalle
109 Carlyle Ave., Mtl. 16
6520 Gouin Blvd. W., Mtl. 9
171 Orchard St., LaSalle
1505 Muir St., Mtl. 9
725 - 10th Ave., Lachine
1741 de Biencourt St., Mtl. 20
4860 Vezina St., Mtl. 26
1750 Carson Ave., Dorval
1310 Lloyd George Ave., Mtl. 19
6201 Goncourt St., Mtl. 5
3835 Sewell St., Mtl. 18
825 Dawson Ave., Dorval
5755 - 13th Ave., Mtl. 36
235 Dunrae Ave., Mtl. 16
500 Hudson Ave., Mtl. 29
6080 Esplanade Ave., Mtl. 14
315 Northview Ave., Mtl. 28
1150 Deguire St., Mtl. 9

E. M. Kogut
W. M. Kydd
Miss M. Morley
E. H. Hall
V. S. Carr
C. H. Bradford
R. C. B. Garrity
R. M. Jones
G. L. Wood
W. H. Nickels
Mrs. D. E. Boothroyd
D. S. Martin
Miss G. D. Findlay
B. Ash
E. W. V. Deathe
B. F. Campbell
F. W. MacRae
Mrs. E. A. Nelder
J. J. Sims
M. T. Craig
Miss J. E. Woodley
Miss D. G. Welham
G. E. W. Shearman
Mrs. M. O. F. Kinsley
E. G. Lessard
Miss E. M. Shea
Mrs. M. F. Lewthwaite

Elementary Schools (continued)

Gardenview
Glencoe
Guy Drummond
Hampstead
Herbert Purcell
Herbert Symonds
Iona Avenue
Kensington
Lachine Rapids
Laurentide
Logan
Lorne
Maisonneuve
Maple Hill
McLearn
Meadowbrook
Merton
Millar
Montreal East
Morison
Mountrose
Nesbitt
Ogilvie
Parkdale
Peace Centennial
Riverside
Riverview
Rosedale
Roslyn
Roxboro
Royal Arthur
Royal Vale
Russell
Sarah Maxwell
Sinclair Laird
Sir Arthur Currie
Somerled
Stonecroft
Strathcona Academy
Strathearn
Summerlea
Surrey Gardens
Tetreaultville
Van Horne
Victoria
Westbrook
Westminster
Westmount Park
Westpark
William Trenholme
Willingdon
Willowdale
Woodland

700 Brunet St., Mtl. 9
11400 de Poutrincourt Ave., Mtl. 9
1475 Lajoie Ave., Mtl. 8
83 Thurlow Road, Mtl. 29
13350 Purcell St., Pierrefonds
4041 Old Orchard Ave., Mtl. 28
5000 Iona Ave., Mtl. 29
4119 Madison Ave., Mtl. 28
845 - 39th Ave., LaSalle
465 Cardinal Ave., Mtl. 9
6055 Darlington Ave., Mtl. 26
2387 Coleraine St., Mtl. 22
1680 Morgan Blvd., Mtl. 4
11241 Drapeau Ave., Mtl. 39
555 - 19th Ave., Mtl. 5
740 - 52nd Ave., Lachine
5554 Robinson Ave., Mtl. 29
275 Houde St., Mtl. 9
127 St. Cyr Ave., Mtl. 5
11880 Michel-Sarrazin St., Mtl. 9
6405 - 30th Ave., Mtl. 36
3001 Rosemount Blvd., Mtl. 36
7630 - 22nd Ave., Mtl. 38
1475 Deguire St., Mtl. 9
931 Jean Talon St. E., Mtl. 10
1920 Favard St., Mtl. 22
1039 Riverview Ave., Mtl. 19
4575 Mariette Ave., Mtl. 28
4699 Westmount Ave., Mtl. 6
11 - 11th Street, Roxboro
570 Canning St., Mtl. 3
5530 Dupuis Ave., Mtl. 29
35 Russell Ave., Mtl. 16
10339 Park George Blvd., Mtl. 39
8380 Wigeman Ave., Mtl. 15
5350 Rosedale Ave., Mtl. 29
6310 Somerled Ave., Mtl. 29
9580 Gouin Blvd. W., Pierrefonds
520 Cote St. Catherine Rd., Mtl. 8
3680 Jeanne Mance St., Mtl. 18
250 - 48th Ave., Lachine
235 Brookdale Ave., Dorval
3077 Lebrun St., Mtl. 5
4810 Van Horne Ave., Mtl. 26
1822 St. Luke St., Mtl. 25
1750 Deguire St., Mtl. 9
5621 McMurray Ave., Mtl. 29
20 Academy Road, Mtl. 6
6 Howard St., Dollard-des-Ormeaux
183 Maple Ave., Ville St. Pierre
5870 Terrebonne Ave., Mtl. 28
5080 Savoie St., Pierrefonds
610 Desmarchais Blvd., Mtl. 19

A. P. Stewart
N. McGregor
W. M. Kydd
Miss A. M. Stephens
A. E. Gamble
W. H. Ford
W. L. Roberts
E. R. Norman
C. E. Stirling
C. W. Locke
Mrs. D. E. Martin
J. N. Parker
W. G. S. Stafford
G. R. Robinson
H. D. Stratton
A. D. Bent
G. C. Bennett
Miss G. P. MacLean
J. W. Russell
Miss M. G. Mathews
E. G. Cochrane
H. J. Purdie
Miss M. A. S. Macnab
W. F. Barrie
J. H. Fransham
J. N. Parker
Miss M. P. Maybury
E. Newsome
S. F. Kneeland
J. M. Black
B. Campbell
Miss J. R. Mackenzie
Miss M. I. Johnston
R. M. Kouri
K. F. Campbell
H. N. Hamilton
Miss M. Thomas
N. Ellis
M. D. Gile
H. E. Wright
R. J. Morton
Miss M. A. Steele
Miss J. H. Emerson
L. D. Jack
J. H. C. Duclos
L. W. Blane
F. H. Owen
D. N. McRae
A. M. Pitcairn
Mrs. B. A. Hendry
R. C. Saunders
A. L. Tedford
T. Stewart

- 3 -

SCHOOLS INCLUDED IN RESEARCH PROJECT

High School of Montreal

Monklands High School

Outremont High School

Sir Winston Churchill High School

Westmount High School

Coronation School

Herbert Purcell School

Mountrose School

Somerset School

Woodland School

APPENDIX B

LETTER TO PARENTS

65 Stream Ave.
Dorval, Quebec

March 1st, 1967

Dear Parents:

The enclosed questionnaire concerned with the need for family life and sex education in the Protestant schools is part of a city-wide study being carried out by me, a graduate student in Education at McGill University, after having obtained permission from the Protestant School Board of Greater Montreal. This project is concerned specifically with determining whether or not parents desire such a program and, if so, what form would be most suitable for this school system. The purpose of a program in this area would be simply to aid parents in this difficult and sometimes uninitiated task.

The topic is one which you, as parents of an adolescent, must be most aware of at this time, thus, your views are most vital.

It will be appreciated if you would each complete your respective sections of the questionnaire, independently, prior to March 12 and return the questionnaire in the enclosed stamped envelope.

I would welcome any comments that you may have concerning any aspect not covered in the questionnaire, and I will be pleased to send you a summary of the questionnaire results if you desire.

Thank you for your cooperation.

Yours very truly,

(Mrs.) Judith Bannerman

Encl.

APPENDIX C

THE QUESTIONNAIRE

All information received will remain confidential. Your answers to the following questions will not be identifiable with your name in any way whatsoever.

I. Personal Information: please check only one answer to each question unless otherwise indicated.

1. This questionnaire is being completed by:

- (1) _____ mother
 (2) _____ father
 (3) _____ female guardian
 (4) _____ male guardian
 (5) _____ both parents

2. Total number of children in the family:

- (1) _____ one
 (2) _____ two
 (3) _____ three
 (4) _____ four
 (5) _____ more than four

3. Grades in which your children are presently enrolled, by sex (check one, or more if more than one child is involved here.)

Grade	6	7	E1 (8)	E2 (9)
Boy	(1)	(2)	(3)	(4)
Girl	(5)	(6)	(7)	(8)

4. Check one of these:

- (1) _____ both parents are living
- (2) _____ only father is living and has not remarried
- (3) _____ only mother is living and has not remarried
- (4) _____ only father is living and has remarried
- (5) _____ only mother is living and has remarried

5. In which country were you born?

- (1) Canada
- (2) United States
- (3) Outside North America

A. Mother	B. Father

6. Religion

- (1) Protestant
- (2) Hebrew
- (3) Other

A. Mother	B. Father

7. Education: (check one, indicating level completed)

- (1) grade school
- (2) junior high school

A. Mother	B. Father

7. Education: continued

	A. Mother	B. Father
(3) senior high school		
(4) attended college or university		
(5) completed college (Bachelor or equivalent)		
(6) attended/completed other post-high school institution (business, trade, teachers or technical school, etc.)		
(7) attended/completed post-graduate school (Master, Doctor degree, etc.)		
(8) apprenticeship or on-the-job training rather than attendance at a formal institution of learning		

8. Annual income of: (check one in each section)

- (a) Mother
- (1) _____ under \$1,000
- (2) _____ \$1,000 - \$4,000
- (3) _____ \$4,000 - \$10,000
- (4) _____ over \$10,000
- (b) Father
- (1) _____ under \$4,000
- (2) _____ \$4,000 - \$10,000
- (3) _____ \$10,000 - \$20,000
- (4) _____ over \$20,000

II. Opinions on Sex Education (check as indicated)

1. Where did you get most of your information about sex and family life? (check one, or more if you wish, which represent major sources of sex information)

- (0) parent of the same sex
- (1) parent of the opposite sex
- (2) other relative of the same sex
(e.g. sister, brother, aunt,
etc.)
- (3) other relative of the opposite
sex
- (4) friend of the same sex
- (5) friend of the opposite sex
- (6) doctor, or other unrelated
older person
- (7) school class, or teacher
- (8) books and pamphlets
- (9) none of these

To be completed by

A. Mother	B. Father

2. (A) Which of the above represents your first source of such information? Place one of the above numbers in the space provided.

A. Mother	B. Father

(B) How do you think your present attitudes toward sex were influenced by your first source of information? (check one)

- (1) favourably
- (2) unfavourably
- (3) I do not know

To be completed by	
A. Mother	B. Father

3. Write "M" in one of the following boxes to show which one should be the main sources of sex information for your own boy and/or girl.

- (1) Father
- (2) Mother
- (3) Other children (siblings or friends)
- (4) Doctor
- (5) Teacher
- (6) Minister
- (7) Agencies ("Y", camps, clubs, etc)
- (8) None of these

To be completed by			
A. Mother		B. Father	
Boy	Girl	Boy	Girl

Comment if you wish _____

4. Do you feel that a program of sex education in the schools is: (check one in both A and B)

A. Necessary

B. Desirable?

To be completed by	
Mother	Father
(1) yes__ (2) no__	(3) yes__ (4) no__
(1) yes__ (2) no__	(3) yes__ (4) no__

5. If a program was to be implemented in the Protestant schools, would you want your children to take part? (check one)

(1) yes

(2) no

To be completed by	
A. Mother	B. Father

6. If a program was given in school, which one of the following would you prefer:

A program which:

(1) was offered later in school life and aimed at only supplementing previous instruction by parents

(2) was superficial and introductory to the information to be later provided by parents themselves

To be completed by	
A. Mother	B. Father

6. If a program was given in school, which one of the following would you prefer: (continued)

(3) provided detailed guidance for parents, showing them how to deal effectively with the topic in order to teach their own children

(4) is described here as my own preference:

[illegible]

To be completed by	
A. Mother	B. Father

7. At what level do you think a program of sex education should begin? (check one)

- (1) 4 (age 9)
- (2) 5 (age 10)
- (3) 6 (age 11)
- (4) 7 (age 12)
- (5) 8 (age 13)
- (6) 9 (age 14)
- (7) above grade 9
- (8) not at all

[illegible]

8. Once begun, should the program be carried through to the end of high school?

(1) Yes

(2) No

To be completed by	
A. Mother	B. Father

Comments _____

Please answer questions 9, 10, 11, 12, and 13 with regard to both the elementary and high school levels.

9. Should boys and girls be given the program separately?

(1) Yes

(2) No

To be completed by			
A. Mother		B. Father	
In Elem. School	In High School	In Elem. School	In High School

10. What methods should be used? (If more than one checked at either level, please rank, e.g. 1st, 2nd, 3rd, etc.)

		To be completed by			
		A. Mother		B. Father	
		In Elem. School	In High School	In Elem. School	In High School
(1)	Lectures				
(2)	Group discussion				
(3)	Films with discussion				
(4)	Films without discussion				
(5)	Books with discussion				
(6)	Books without discussion				
(7)	Class discussion				
(8)	Other, or a combination				

If your choice is No. 8, please specify _____

11. What should be included in the program? (If more than one checked at either level, please rank)

		To be completed by			
		A. Mother		B. Father	
		In Elem. School	In High School	In Elem. School	In High School
(1)	Biological information (anatomical & Physiological)				
(2)	Sociological (roles of the sexes, of family members, etc.)				
(3)	Psychological (problems, feelings, emotions, etc.)				
(4)	Moral (attitudes, values, standards, etc.)				
(5)	Other				

If the latter, please specify _____

12. Who should give the program? (Check one of each level)

	To be completed by			
	A. Mother		B. Father	
	In Elem. School	In High School	In Elem. School	In High School
(1) Regular class/ subject teachers (if carefully prepared)				
(2) Guidance counsellor				
(3) Physical education (and health teachers)				
(4) Outside specialists (doctors, nurses, psychologists)				
(5) Others (or a combination)				

Why? _____

If your choice is No. 5, please specify: _____

13. Do you feel that such a program should be (check one at each level)

(1) Integrated with subjects such as general science, health, household science, biology, etc.

(2) A separate course, correlating all aspects of the topic (biological, social, psychological, etc.)

To be completed by			
A. Mother		B. Father	
In Elem. School	In High School	In Elem. School	In High School

14. Do you know anything about the program presently offered in: (check each of the 5 categories)

- (1) Winnipeg, Manitoba
- (2) B.C. (Victoria or Vancouver)
- (3) Ontario (London or Toronto)
- (4) Lower Canada College (Montreal)
- (5) Elsewhere

To be completed by			
A. Mother		B. Father	
Yes	No	Yes	No

Comments _____

15. Any other comments in general:

16. If (and only if) you wish to receive a summary of the questionnaire results, to whom should it be sent?

NAME _____ (print)

ADDRESS _____ (print)

March 1st, 1967

APPENDIX D

FOLLOW-UP LETTER

65 Stream Avenue
Dorval, Quebec

March 15th, 1967

Dear Parents:

Early this month I sent a questionnaire to a sample of parents in the Montreal area. Perhaps, through faulty mailing procedures you have not received yours. Or, if you have received it, possibly it was mislaid or forgotten.

In any case, if it can be found, I hope that you might be able to also find a few moments to fill in and mail this questionnaire back to me as soon as possible.

By doing so, you will be making a tremendous contribution in assisting me to gage the need in the area of sex and family life education. I shall be looking forward to receiving your reply.

Yours sincerely,

(Mrs.) Judith Bannerman

APPENDIX E

SAMPLE ITEMS FROM THE SEX KNOWLEDGE INVENTORY
FORM Y

- | | | |
|---------------|----------------|---------------|
| 1. climax | 5. ejaculation | 9. orgasm |
| 2. coccyx | 6. erection | 10. ovulation |
| 3. copulation | 7. fervent | 11. ovum |
| 4. coitus | 8. intercourse | 12. sperm |

_____ The separation of the female egg from the gland where it forms.

_____) The highest point of sexual excitement in male or female
 _____) (write two numbers).

_____ The reproductive cells of the male.

_____)
 _____) Sex relations (write three numbers).
 _____)

_____ Discharge of fluid by the male at the highest point of sexual excitement.

_____ The enlarged and firm condition of the male sex organ during sexual excitement.

_____ The reproductive cell of the female.

(Also included are numbered diagrams of the reproductive systems of both sexes and a corresponding list of labels with spaces for the proper number to be inserted.)

SAMPLE ITEMS FROM THE DATING PROBLEMS CHECKLIST

Place an "X" by any statement which describes a dating problem that you now have.

- ___ 1. There are too few places to go on dates.
- ___ 5. I have too many dates.
- ___ 10. When my date drinks or smokes, I worry.
- ___ 15. I want to date someone who does not want to date me.
- ___ 20. My date is too dependent on his or her parents.
- ___ 25. I'm not allowed to date people who do not go to our church.
- ___ 30. I go with someone whose family won't accept me.
- ___ 35. My family teases me about my dates.
- ___ 40. I do not want to bring my dates home.
- ___ 45. There is no place in my home to entertain my date.
- ___ 50. Having a date sometimes excites me so much I get sick.
- ___ 55. I lose friends easily and I don't know why.
- ___ 60. I can't tell when a date is sincere.
- ___ 65. I wonder whether it's right to kiss goodnight.
- ___ 70. Is it right to have sex relations before marriage?
- ___ 75. I don't know what to do if my date insists that we neck or pet.
- ___ 80. My date insists that I prove my love.
- ___ 85. It upsets me when my date is not going just right.
- ___ 90. My dates don't listen to what I have to say.
- ___ 95. I am very conscious of my physical appearance.
- ___ 100. Being overweight is a real dating problem for me.
- ___ 105. My steady lives in another town.
- ___ 110. I don't know whether to go steady.

SAMPLE ITEMS FROM THE SEX KNOWLEDGE INVENTORY
FORM X

1. What is the relation between sex attraction and love?
 - A. Sex satisfies a physical need only.
 - B. Love always plays a part in sex attraction.
 - C. Sex attraction is more important than love.
 - D. Sex attraction is a normal part of love.
 - E. Sex attraction ends when there is no more love.
10. What position should be used for sex relations?
 - A. A side position in which neither partner plays a dominant role.
 - B. The man should be on top with the woman facing him.
 - C. The man should be on top with the woman facing away.
 - D. Any position in which the woman can move away if relations are uncomfortable.
 - E. Any position that allows pleasant sex relations.
20. If a wife usually finds sex relations painful, what is the most probable reason?
 - A. Her vagina is too small.
 - B. She is nervous or afraid.
 - C. Her husband's sex technique is bad.
 - D. She and her husband are not well mated.
 - E. She has a venereal disease.
30. On the average, how often do women have dreams that release sex tensions?
 - A. Never.
 - B. Almost never.
 - C. Occasionally.
 - D. Frequently.
 - E. Almost every night.
40. What is menstruation?
 - A. Clearing the body of impure blood.
 - B. Bringing ova down to the womb.
 - C. Clearing unfertilized ova out of the womb.
 - D. Clearing the womb to prepare again for possible pregnancy.
 - E. Nature's way of reducing sex desire in women.
50. What is the usual relation between pain during menstruation and ease of childbirth?
 - A. Any pain foretells some trouble with childbirth.
 - B. Only severe pain foretells trouble with childbirth.
 - C. No pain usually means childbirth will be easy.
 - D. There is no relation between menstrual pain and childbirth.
 - E. Severe pain often means childbirth will be easy.

FORM X - continued:

60. How does being unresponsive in sex relation affect a woman's ability to become pregnant?
- A. Makes pregnancy impossible.
 - B. Greatly reduces ability.
 - C. Has no effect on ability.
 - D. Makes pregnancy more likely.
 - E. The effect depends on the kind of man she marries.
70. How can one get a cream or lotion that will increase ability to have sex relations?
- A. Buy it from some druggist.
 - B. Buy any cream containing hormones.
 - C. Buy it from certain dope peddlers.
 - D. Secure a doctor's prescription.
 - E. There are no such creams or lotions.
80. How does the menopause usually affect a woman's sex desire?
- A. The effect depends on the amount of sex desire before menopause.
 - B. Sex desire continues but there can be no sexual climax.
 - C. Sex desire is about the same as before or somewhat increased.
 - D. Sex desire decreases at the beginning of menopause.
 - E. Women require much more stimulation before they reach a climax.

SAMPLE ITEMS FROM A COURTSHIP ANALYSIS

<u>My Courtship Partner:</u>		<u>This</u>	<u>Sometimes</u>	<u>This</u>	<u>I don't</u>
		<u>makes</u>	<u>I worry</u>	<u>bothers</u>	<u>know</u>
		<u>me</u>	<u>about</u>	<u>me</u>	<u>about</u>
		<u>happy</u>	<u>this</u>	<u>a lot</u>	<u>this</u>
1.	has good taste in choice of clothes.	_____	_____	_____	_____
10.	has standards of honesty I admire.	_____	_____	_____	_____
20.	believes and feels as I do about religion.	_____	_____	_____	_____
30.	has close relatives who are deformed or retarded.	_____	_____	_____	_____
40.	prefers a quiet evening with me to parties.	_____	_____	_____	_____
50.	must excel in an activity to enjoy it.	_____	_____	_____	_____
60.	Our families have about the same income.	_____	_____	_____	_____
70.	His or her mother likes and accepts me.	_____	_____	_____	_____
80.	enjoys crude and offensive jokes and stories.	_____	_____	_____	_____
90.	lives only for professional and/or social success.	_____	_____	_____	_____
100.	enjoys spending money to make others happy.	_____	_____	_____	_____
110.	takes advantage of me and uses me.	_____	_____	_____	_____
120.	avoids making definite plans for marriage.	_____	_____	_____	_____

SAMPLE ITEMS FROM A MARRIAGE PREDICTION SCHEDULE

PART THREE

1. What is the attitude of your closest friend or friends to your fiancé(e)?
 - ☐ approve highly
 - ☐ approve with qualification
 - ☐ are resigned
 - ☐ disapprove mildly
 - ☐ disapprove seriously

5. With how many of the opposite sex, other than your fiancé(e), have you gone steadily?
 - ☐ none
 - ☐ one
 - ☐ two
 - ☐ three or more

9. Give the attitude of your father and mother toward your marriage:
 - ☐ both approve
 - ☐ both disapprove
 - ☐ mother disapproves
 - ☐ father disapproves

14. Has your steady relationship with your fiancé(e) ever been broken off temporarily?
 - ☐ never
 - ☐ once
 - ☐ twice
 - ☐ three or more times

PART FOUR

1. Do you and your fiancé(e) engage in interests and activities together?
 - ☐ all of them
 - ☐ most of them
 - ☐ some of them
 - ☐ a few of them
 - ☐ none of them

5. What is the frequency of demonstration of affection you show your fiancé(e) (kissing, embracing, etc.)?
 - ☐ occupies practically all of the time you are alone together
 - ☐ very frequent
 - ☐ occasional
 - ☐ rare
 - ☐ almost never

MARRAIGE PREDICTION - continued:

9. In leisure-time activities:

- ☐ we both prefer to stay at home
- ☐ we both prefer to be "on the go"
- ☐ one prefers to stay at home and the other to be "on the go"

11. When disagreements arise between you and your fiance(e) they usually result in:

- ☐ agreement by mutual give and take
- ☐ your giving in
- ☐ your fiance(e) giving in
- ☐ neither giving in

(Other parts of this schedule include tables for the rating of personality traits of both partners and for the approximate amount of agreement or disagreement on various matters, including religion, money, manners, friends, etc.)

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