INITIATING AND DEVELOPING A SEX EDUCATION
PROGRAM IN THE DALLAS COMMUNITY SCHOOL

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Percy L. Kvitne
June 1968
INITIATING AND DEVELOPING A SEX EDUCATION 
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CHAPTER I

INTRODUCTION

I. STATEMENT OF PROBLEM

The Dallas Community School District, with attendance centers at Dallas Center, Iowa, and Grimes, Iowa, had not offered a planned and coordinated sex education program in the past. It was the purpose of this field report to give the details of how the sex education program in the Dallas Community School District was initiated and developed in the elementary and secondary grades beginning with the 1967-68 school year.

II. PRESENT STATUS

Chapter II of this report will deal with the status of the sex education program in the Dallas Community School District at the time this study was initiated.

III. PROCEDURES

Review of literature. A review of recent literature in the field of sex education was made in order to form a basis for understanding the procedures followed in schools which had developed sex education programs and had published an account of their experiences. The views of
authorities in sex education were reviewed in order to obtain guidelines in the formulation of the sex education program in the Dallas Community District.

Much material has been published by professional organizations such as Planned Parenthood, The American School Health Association, and the Sex Education and Information Council in the United States. The writer of this report has used information from these professional organizations as well as articles published by leading educators in the field of sex education.

Survey of schools. A survey of schools was conducted by the use of a questionnaire in order to ascertain what other schools in Iowa were doing in sex education.¹ The questionnaire was sent to all schools with a high school enrollment of 200 to 299 students as listed by the Iowa Department of Public Instruction.² The questionnaire was mailed to this group because the enrollment in the high school of the Dallas Community District was 250 students in

¹Appendix A.

²Data on Iowa Schools 1966 (Des Moines, Iowa: Iowa Department of Public Instruction). (This was the latest edition available when the survey was made in April, 1967.)
April and May, 1967, when the survey was conducted.

There were sixty-five schools with a high school enrollment of 200 to 249 students and forty-three schools with a high school enrollment of 250 to 299 students. This writer has listed the results of the survey in reference to the above categories in order that the survey might show any differences between the programs of the smaller schools versus the larger schools. In addition to the above schools, it was thought advisable to ascertain what the larger school systems in the state were offering in sex education in order to have a guideline for plans for growth in the Dallas Community District. In order to obtain this information the questionnaire was sent to a 25 per cent sampling of all schools with a high school enrollment of 300 or more students as listed by the Iowa Department of Public Instruction. This was done by selecting every fourth school in this enrollment category. This method of selection resulted in thirty-four schools in this group.

A total of 142 questionnaires were sent in the initial mailing which included the questionnaire and a cover letter explaining the project. The first mailing resulted in a 64.1 per cent return. Two weeks later than

1Appendix B. 2Appendix A.
the first mailing a second letter was sent to those who had not replied.¹ This resulted in a 77.4 per cent return. Ten days later than the second mailing, a third letter² was sent to those who had not responded, together with a copy of the questionnaire which was sent in the first mailing. This resulted in a total of 130 questionnaires returned, to yield a total rate of 91.5 per cent return. There were forty-nine questionnaires returned in the first group (200 to 249 high school enrollment). This gave a rate of 75.3 per cent return in this group. There were thirty-seven questionnaires returned in the second group (250 to 299 high school enrollment). This gave a rate of 86.0 per cent for this group. There were forty-four questionnaires returned in the third group (300 and over, high school enrollment). This was ten more than had been listed in this group by the Iowa Department of Public Instruction.³ This was due to consolidations of schools and larger enrollments that had not yet been published.

Visitation of schools. The writer of this report conducted personal interviews with the personnel directly connected with sex education programs in each of three neighboring school districts which had begun sex education

¹Appendix C. ²Appendix D. ³Data on Iowa Schools 1966, op. cit.
programs in past years. These districts were: Central Dallas at Minburn, Iowa; Perry Community District at Perry, Iowa; and Woodward-Granger District at Woodward, Iowa. This report contains information concerning these visits.

Community committee. A community committee was formed after the project had been approved by the Board of Education of the Dallas Community School District. The community committee had representatives from the clergy, medical profession, school board and parents. This committee met five times in six months in order to formulate the basic guidelines for the administration in the organization of the sex education program. The writer of this report was a member of this community committee. The committee met to discuss the survey and approve its use, review the literature available and to view the films that would be selected for use. The work of this committee is given in more detail in "Committee Development of the Sex Education Program" later in this report.

IV. THE QUESTIONNAIRE

The first draft of the questionnaire was formulated by the writer of this report on the basis of (1) review of literature concerning sex education programs, (2) suggestions by the superintendent of the Dallas Community School, and
(3) suggestions by the community committee. The writer listed the basic ideas which he felt should be embodied in the questionnaire on the basis of the review of literature. This was submitted to Mr. Orville Dunkin, Superintendent of the Dallas Community School District, and to Dr. Stuart Tiedeman, Professor of Education at Drake University. These gentlemen made some suggestions and revisions which resulted in questions 1 through 23 and questions 28 and 29 of the questionnaire.\(^1\) At this point the writer submitted the questionnaire to the superintendents of schools at Adel, Minburn, Marshalltown, Redfield and Woodward. This was done in order that these educators might offer their suggestions and revisions for validation of the questionnaire. The questionnaire was also submitted to the community committee at this point. As a result of the suggestions by the community committee and the five superintendents, questions 24, 25, 26, 27, and 30 were added to the questionnaire.\(^2\) The five superintendents made a few minor suggestions. The community committee felt that questions regarding the positive or negative results of a program should be added. The committee wanted a question concerning the responsibilities of teaching the moral aspects of a sex education program. The committee also favored a question concerning the title of a sex education program which would omit the word "sex."

\(^1\)Appendix B. \(^2\)Ibid.
The question about the desire for a summary of the study was suggested by one of the superintendents who reviewed the questionnaire. He felt that the results would be better if such a summary were promised to those who desired it. The superintendents to whom the questionnaire was sent for validation answered the questionnaire and all comments which they made were very favorable. Dr. Stuart Tiedeman of the College of Education, Drake University, also approved the questionnaire.

V. CONCLUSIONS AND PROPOSALS

On the basis of the findings that will be presented in the report of the survey, the review of the literature, the visitations to other schools and recommendations of the community committee, the proposals for the Dallas Community School District in the area of sex education will be given in this report.
CHAPTER II

PRESENT STATUS OF SEX EDUCATION IN THE
DALLAS COMMUNITY SCHOOL DISTRICT

There had been no attempt to coordinate the teaching of any aspect of sex education in the district prior to the 1967-68 school year.

The district has two attendance centers. The eastern portion of the district uses the building at Grimes for the children in grades K through six who reside in that section of the district. The Junior High School, (grades seven and eight) for the entire district also uses the building at Grimes. The western portion of the district uses the building at Dallas Center for the children in grades K through six who reside in that area. The entire Senior High School (grades 9-12) is located at Dallas Center which is also the location of the office of the superintendent of the district.

The services of one of the school nurses from Polk County have been available to the attendance center at Grimes, since Grimes is located in Polk County. (Dallas Center is in Dallas County.) No nurse has been available from the Dallas County office for the Dallas Center attendance center. However, a nurse from the community has
been invited to come to school for discussion of sex education, particularly concerning menstruation with the fifth grade girls.

In order to obtain a comprehensive view of what was actually being done in sex education in the district, the superintendent asked the principals of the elementary grades, the Junior and Senior High Schools and the nurse who had worked in Grimes, to list what actually had been done in sex education in the district prior to the 1967-68 school year. The following information was available from this report.¹

**Grimes - kindergarten through fourth grade.** Occasionally a film such as "Three Little Kittens" was shown for the purpose of teaching the children an awareness of growing up. No set schedule of showing the films was followed.

**Grimes - fifth and sixth grade girls.** The film, "From Girl to Woman" was shown to acquaint the girls with the physical and mental changes of adolescence. The nurse has usually had a discussion of the physiology of menstruation after the film. If the films have been available, such films as "It's Wonderful Being a Girl," or "Molly Grows Up"

¹"Faculty Report on Sex Education in the Dallas Community School District 1967" compiled by Principals and Nurse at Dallas Community School District, Dallas Center, Iowa, p. 1.
have been shown. These films were used as a sequel to the film, "From Girl to Woman."

**Grimes - fifth and sixth grade boys.** "Personal Hygiene for Boys" was listed as the film shown. It emphasized the physical changes which the boys of this age will soon experience.

**Grimes - seventh and eighth grade girls.** The same films were listed for this group as were listed for the fifth and sixth grade girls with the additional notation that the selection of the film to be used would depend upon the maturity of the group.

**Grimes - seventh and eighth grade boys.** The film, "From Boy to Man" was shown to the Junior High boys. This film deals with the physical and emotional problems in the maturation process of boys.

**Dallas Center - elementary grades.** Sex education in the elementary grades in Dallas Center had consisted of the showing of the film, "The Story of Menstruation" and sometimes an additional film, "It's Wonderful Being a Girl" to any girl in fifth grade whose mother would give permission for the girl to see the film. This film was shown in March or April by the fifth grade health teacher. Mothers were invited to see the film with their daughters. After the
film, mothers and teacher left the room to allow the girls to ask questions of a registered nurse who had been invited for the occasion. Booklets were distributed with information pertaining to the film. A demonstration kit was used to acquaint the girls with sanitary products available and they were informed about a source of supplies of these products in the school building. The mothers were given a booklet, "How Shall I Tell My Daughter" to take home and read and use for further instruction at home. This booklet was made available from the source of the demonstration kit.

**Dallas Center - grades 9-12.** In the high school, the principal asked the teachers who would teach sex education in any form to describe their curriculum in this area. The following was taken from their report:


**Home Economics.** Filmstrip, "Confidence Because You Understand Menstruation," was shown to the seventh grade. In ninth grade a discussion of family relations and dating was conducted for at least one or possibly two class sessions.

**Psychology.** Units in mental health which include the following:

---


(1) Emotional Problems of High School Students
   A. Dating
   B. Thoughts about Sex
   C. Family Conflicts and Emancipation

(2) Love and Marriage
   A. Stages in the Development of Friendship and Love
   B. Love between Children and Parents
   C. Non-romantic Love
   D. Romantic Love
   E. Marriage and the Family with Its Usual Problems

The film, "Ellis and Lyle" which deals with venereal disease had been shown to the class in the last few years. This film was obtained from the State Health Department.

Biology. Although many students approach biology with the thought that this is the place where they learn about reproduction, this has not been one of the principal objectives of the course.

Single celled organisms are studied and reproduction of cells leads to the study of reproduction of higher forms of life. As organisms become more complex in nature, their reproduction necessary for the continuation of the species is also more complex. The higher organisms carry on sexual reproduction involving two separate organisms. At the same time that complexity of reproductive systems is being studied, structural terms that will be applied to humans are being introduced. Nothing has been taught in the past concerning the actual structure of human reproduction.

The major emphasis on sex education in biology has been that it is for the continuation of life. Emphasis is placed on the number of eggs produced in simple forms as compared to higher forms such as man.

Other areas of interest have been: (1) Rh factor and its effect in humans, (2) heredity and its effect in humans, (3) meiosis, (4) mitosis, (5) environmental traits, (6) twins-fraternal, identical and siamese, (7) diseases caused by intermarriage such as syphilis and hemophilia, (8) sex limited and sex linked characteristics, (9) sex influenced characteristics.
Nothing has been done concerning human pregnancy, menstruation, dating, puberty, control of impulses or terminology associated with human anatomy in relationship to human reproduction.¹

The biology instructor recommended at the conclusion of his report that a new text should be considered for future use. He felt that a text should be purchased which would deal more with the subject of human reproduction.

Guidance. A series of filmstrips concerning values and ethics has been used with small groups in guidance. A few references to sexual ethics have been made in these sessions, but the subject has not been discussed to any great extent. There have been discussions of value judgments in the matter of sexual conduct, smoking, cheating and general good citizenship.²

Previous to the 1967-68 school year there was no effort to coordinate any of the instruction related by the above report.

¹Ibid., pp. 3-4. ²Ibid., p. 4.
CHAPTER III

REVIEW OF THE LITERATURE

Much has been written in regard to sex education. This writer has attempted to use three criteria for guidance in selecting passages from articles in professional periodicals, books, pamphlets, and other written sources. The three criteria used were: (1) recency of writing, (2) relevancy to the subject of this study, and (3) reliability of the author.

I. DEFINITIONS

In order to establish a basis for understanding of the subject with which this report is concerned, it is well that the term "sex education" should be defined.

Good gave this rather comprehensive definition:

(1) Education dealing with the process and problems of reproduction, (2) Education designed to provide the individual with understanding and control of his sex impulses and behavior, (3) Education dealing with the principles of individual and group problems stemming from the biological fact that there are two basic types of human beings, male and female.¹

To elaborate further in this matter in terms of this study, sex education was meant to be:

Instruction centered around the biological and emotional factors of growth which would enable children and adolescents to better understand their own growth in their role as male or female. This instruction must be presented in a life situation context which relates to society. If sex education is taught only from a biological point of view, sex education will fail.¹

Housch emphasized three distinct aspects of sex education. "Sex education includes the biological, social and emotional facets of growth. Each of these three must be explored in a sex education program."²

The committee on Health Guidance in Sex Education of the American School Health Association has prepared a curriculum guide in which they stated:

Sex education is to be distinguished from sex information and can best be described as character education. It consists of instruction to develop understanding of the physical, mental, emotional, social, economic and psychological phases of human relations as they are affected by male and female relationships. It includes more than anatomical and reproductive information and emphasizes attitude development and guidance related to associations between the sexes.³

It is clearly evident from the above statements that a well planned program in sex education must include the

¹Robert Webber, Director of Planned Parenthood, Des Moines, Iowa, as quoted by Karen Housch, "A Suggested Program for Sex Education at the Junior High School Level" (unpublished Master's field report, Drake University, Des Moines, Iowa, 1966), p. 5.

²Ibid.

emotional and the psychological aspects of life in addition to the mere biological facts which describe the method by which human reproduction takes place.

II. NATURE AND PURPOSE OF SEX EDUCATION

A well founded understanding of the philosophy which undergirds a sex education program is necessary in order for a program to be successful. Avery emphasized responsible decision making as an important aspect of understanding sex education.

Mere information about human reproduction, sexual processes, the perils of pregnancy and venereal disease does not provide a basis for decision, although it does provide a basis for choice.

True decisions are based on contemplative thought, much accurate information, real understanding resulting from training and experience in problem solving and in long established values which are part of decision making.

Decisions precede and ultimately control choice. What are the decisions in the sexual act? (1) A basic decision about children; (2) A basic decision about one's place as a male or female with relation to society; (3) A decision about the function and role of the family in our world; (4) A decision about the nature of love; (5) A decision on the relative status of males and females and the importance of their roles in society.

Sex education must rest in a solid basis of long term inter-disciplinary cooperation because sex education is human education.¹

¹Curtis E. Avery, "Sex Education through Rose Colored Glasses," Education Digest, XXX (December, 1964), 10-12.
Strain emphasized the achievement of maturity as one of the goals of sex education:

An adolescent achieves maturity through understanding one's self and by facing and solving problems. Self-realization is attained through the satisfactions gained in this working out of nature-driven impulses in the several avenues that contribute to personal achievement: (1) the egotistic, which leads to personal competitive and economic independence and ability to make a living; (2) the social, which leads to ability to make friends and establish a place for one's self in the community and (3) the sexual, which leads to sexual fulfillment, the ability to fall in love, marry and rear a family.

Calderone, who is director of the recently established Sex Education and Information Council of the United States contended that educators have been doing a very poor job of sex education in most of the attempts that have been made thus far. She stated:

We do a uniformly poor job of sex education in our society. Our all too feeble attempts are not true sex education but reproductive education. What being a man or woman means, how people use their sexual powers against each other, how they can use them for each other in an ever growing monogamous relationship, how homosexuality develops, the deepening sexual experience of the aging person, man's use of his own sexuality as a creative or recreational force - this is true sex education and we don't give it. Most particularly we never answer the desperate cry of the young, 'What do I do about these powerful sexual urges while I complete my education and become self-supporting?'


Kirkendall and Calderwood stated:

It would appear that a major objective of sex education is to provide everyone, regardless of age, with the knowledge and insights needed for successful decision making and the responsible management of the sexual impulses. The educational concern would be the integration of sex into a balanced and purposeful pattern of living, rather than denying its existence on the one hand or making it the crux of all meaning on the other.¹

It can easily be seen from what these authorities have written that any effort in sex education should include a philosophy and an understanding of oneself and one's own sex in relation to the opposite sex as well as the relationship each one has to society as a whole.

III. MORAL RESPONSIBILITIES IN SEX EDUCATION

If the philosophy of sex education which has been cited in the preceding paragraphs is to be accepted, it becomes necessary to understand that sex education has a definite moral responsibility for all who teach or study this subject.

Schmidt of the Wartburg College faculty wrote:

What is the biblical view of sex? The first assertion is that it is given with creation and therefore it is 'good.' (Genesis 1:27 and Mark 10:6). It should be noted that coitus is not seen in isolation from the rest of man as an individual matter. It relates to the whole man; his life, his relationships. 'It is not

good that man should be alone; I will make him a helper fit for him.' (Genesis 2:18). Viewed biblically, sex or sexuality is indissolubly related to marriage, to the fulfillment of a man's and a woman's life in the most intimate union and companionship on earth - physical, social, intellectual and spiritual. . . . If sex is a 'thing' then obviously who one's partner is in coitus does not matter, but if viewed as Scripture views it and as, we are convinced, human experience bears out, as an ultimately deeply personal experience and inter-relationship, it cannot be dealt with lightly and promiscuously.¹

Burtness of Luther Seminary wrote of various essays and books being published today which deal with the subject of sex. For many people the word sex has had only one meaning - sexual intercourse. He emphasized that the Christian must interpret the word in a context of what it means to be a male or female with each playing his or her role in the great plan of life, each responsible to God for his or her actions.²

Johnson, of the University of Minnesota, listed various meanings attached to the word sex by present day writers but emphasized that for him the most meaningful was sex as an encounter and revelation with deep spiritual truths given by God.³


Here sex is seen as a total intimacy - to know and be fully known, giving and receiving as one flesh. This is a progressive unfolding of one's own nature and that of the other sex in a complementary union where we meet most intimately.¹

The president of Notre Dame University was quoted by Henricks:

Whether sex instruction be given in family, church or school, it would seem that the broader moral values should always be respected if youngsters are to learn that sex is a human reality, not just biological or physiological.²

Calderone wrote of the need for proper perspective in regard to sexual matters in these words:

Sexual experience is not a right to be claimed, as soon as puberty sets in, but is a privilege to be earned only by the achievement of a certain amount of emotional maturity and a minimal amount of chronological maturity.³

In another article the same author emphasized the need for ethical and moral training:

The gap in sex education is not just the biological side. Probably no previous generation of adolescents has had such an enormous wealth of scientific information made available to them, yet probably none has been left so ignorant and undisciplined in the ethical essentials.⁴

¹Ibid.
³Mary S. Calderone, "Sex: Health or Disease?" Journal of School Health, XXXV, No. 6 (June, 1965), 253.
In a collection of essays written under the direction of the Family Life Committee of the Lutheran Church, Missouri Synod, Feucht wrote, "Seldom has a word in our language describing something good and beautiful in itself become associated with so much disillusionment, evil and impurity as the word sex."  

From the same collection, an article written by DeJong emphasized that modern society is "sex sodden and sex starved."  

There is an abundance of literature concerning sexual techniques, but little has been written to help the young people understand that sex was meant to be a divine blessing from God and that it is truly a blessing when properly used and within the limitations that God has placed upon men and women.

IV. THE NEED FOR SEX EDUCATION

There are many ways by which one could analyze the need for sex education which is based upon the proper moral understanding and interpretations.

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The venereal disease rate. The venereal disease rates have been on the increase in the United States for several years and while no one would contend that simple possession of factual knowledge will guarantee the eradication of disease, it certainly can be expected that possession of facts which are properly used and intelligently interpreted would be of some value in this battle against venereal disease.

Schwartz stated:

Venereal disease is one of the greatest health problems, if not the greatest, facing the people of the United States today. Together, syphilis and gonorrhea are attacking 95,000 persons in this country every 30 days. Fifteen hundred who contract these diseases each day are under the age of twenty-four. Syphilis alone probably contributes to as many as one thousand deaths per month.

Fifty million dollars per year is being spent to keep syphilitic insane people hospitalized in our country.

Syphilis occurs 75 times as often as typhoid, plague, polio, smallpox, yellow fever and cholera combined and causes one hundred times as many deaths, yet we give more education and information about the others than we do for venereal disease because of our fear to discuss these matters.1

It was reported in the same article that fewer than 5 per cent of the young people who should be educated about

venereal diseases were being educated. ¹

Between 1956 and 1964, the United States Department of Health, Education and Welfare reported an increase of 9.8 cases of syphilis per 100,000 population and an increase of 23.1 cases of gonorrhea per 100,000 population. ²

Since 1956 the rate of increase for infectious syphilis has risen 24.9 per cent. Each week ten thousand new cases are contracted. Some of these cases might be prevented if there were more widespread education on the subject so that young people would either avoid casual sex relations or at least seek medical aid at signs of the disease. One half of the reported patients were under twenty-four years of age. ³

A statement from the United States Department of Health, Education and Welfare was quoted, "If we can get adequate information to the public we will prevent some cases of venereal disease. There is ample evidence that its rate is lower as sex education programs increase." ⁴

It can be readily observed from the above statements that there was a genuine belief that education will help to lower the rate of venereal disease.

¹Ibid.


⁴Ibid., p. 84.
Illegitimate pregnancies and early marriages. Pollock reported that there are an estimated three hundred thousand mothers of illegitimate children each year and only 6 percent of them are being cared for in maternity homes.¹

Ignorance was blamed as one of the causes of this high rate of illegitimate births.

Sex ignorance and confusion shocks many medical and educational experts. A recent survey of fifteen hundred mothers of first babies reported by the maternity center of New York disclosed that nearly one in three knew nothing about the birth and growth of a baby before they became pregnant. Obviously sex education in earlier stages in schools and elsewhere would help reduce these needless teenage pregnancies authorities agree.²

Many of the young brides today who marry because they are pregnant are from the middle class or upper class of society. They are not necessarily the girls who are out looking for a man. They are girls who did not know all the facts and became pregnant because they were unable to manage their own actions in the face of a powerful emotional stimulus. This was the opinion of Goodhue, when she said of teenage girls who became pregnant, "These girls aren't bad; they are confused children who made a mistake."³

Two out of five brides today are teenagers and the divorce rate of brides under twenty is three times that of

²Ibid.
the total divorce rate.¹

Dr. Walter Lehman of Wilton, Connecticut, a specialist in adolescent medicine, was quoted by Irwin:

Too many young girls are being thrust into motherhood when they are too young psychologically, and physiologically unprepared for pregnancy and raising a baby. Largely because of sex relations which teenagers look upon as a 'fun thing' - they get married too soon.²

In a study made at Iowa State University at Ames, it was reported that three out of five girls believed their sexual information to be inadequate for success in marital relations.³

The Iowa Department of Health has recorded a tremendous increase in illegitimate births in Iowa in recent years and predicted a steady increase in the years to come. In 1966, there were two thousand illegitimate births in Iowa. The Department predicted that this will increase to three thousand five hundred by the year 1975. Nationally, the figures are expected to increase from the two hundred seventh-three thousand recorded in 1966 to three hundred fifty-three thousand by 1975.⁴

Polk County had an illegitimate birth rate of 5.8

¹Theodore Irwin, "What Kind of Mates Will Our Teenagers Be?" Today's Health, XLV, No. 9 (September, 1967), 21.
²Ibid., p. 22. ³Ibid.
per cent in 1963. This percentage increased to 7.5 per cent in 1966 and to 8.5 per cent during the first seven months of 1967.¹

It was interesting to note that records have been kept at Keokuk of the difference in the rate of illegitimate children born to girls who have attended Keokuk Senior High School in the last twenty years. Keokuk has had a "Family Living" course as an elective since 1947. During this period about 60 per cent of the girls in high school were enrolled in the course. The results of a recent study showed that only 8.4 per cent of the illegitimate children born to previous women students were born to the group which had enrolled in the course, while 91.6 per cent of the illegitimate children were born to the 40 per cent who had not taken the course.²

Other indications of need. Strommen found in his survey of church youth that more help and understanding about sex differences, dating and marriage were desired by those who responded. One of every two youths was troubled to some degree about dating behavior. Two of every three

²Lockett, loc. cit.
youths were troubled about dating problems and three of every four youths were troubled by questions concerning marriage.¹

Darden voiced some of the same concerns in his statement:

In the current rush to extend the frontiers of knowledge in the natural and physical science fields, science teachers are forgetting that students are faced with problems that are so pressing that quite a bit of our teaching is not getting through to our supposed listeners.

Although these persistent problems are not all sexual in nature, yet a good number of them evolve out of boy-girl relationships which seem to grow more numerous and more complex as the adolescent matures.²

Darden cited a study of college freshmen. It was the opinion of the majority of these students that many of their problems would not have arisen if they had had adequate sex education in previous years.³

Reik had a scathing indictment of sex education in the United States as compared to that of some of the Scandinavian countries when he stated:

The Scandinavian system is far from the final answer but at least it is systematic and detailed. What has so far been offered in the way of sex education in the United States is pitiful. Present

¹Marton P. Strommen, Profiles of Church Youth (St. Louis, Missouri: Concordia Publishing House, 1963), p. 115.
²J. S. Darden, Jr., "Sex Education and Biology," Science Education, LI, No. 3 (April, 1967), 278.
³Ibid., p. 279.
pretense that things are otherwise reminds me of
the comedian who put on an empty spectacle frame
and said, 'This is better than nothing.'\textsuperscript{1}

It was quite evident from the above statements that
both young people and educators felt there was a definite
need for sex education. Young people desired sex education
because they felt a need for more knowledge and guidance in
sexual conduct. Professional people expressed a need for
sex education because they had observed positive results
from well planned programs designed to give the young
people the guidance they desired and needed.

The need for sex education in public school. Sex
education has not been a common part of most public school
instruction in the history of education. There have been a
few schools throughout the country that have perhaps
included this as a part of the usual instruction in such
courses as biology, but there has been very little effort
on the part of most educators to include sex education in
any formal listing of course content in any subject. Sex
education has been a topic of great concern to most edu­
cators only in the last few years. There have been various
opinions as to whether the public school was the place for
instruction in sex education. There were those who felt
that the home or the church should be the source of instruc­
tion, rather than the public school.

\textsuperscript{1}Theodore Reik, "American Sex Education, An Empty
No. 2667, July 1, 1936, p. 24.
Kirkendall and Calderwood wrote:

Adolescents get the majority of their insights about sex from each other. What they learn from each other is very little so far as accurate, factual information is concerned, but a confusing morass when attitudes and expectations are involved.

When sex information is obtained from appropriate sources such as the home, it is very limited in scope, meager in content and almost always too late in coming. ¹

In an opinion poll conducted by one of the leading educational journals in the country, 31 per cent of the school administrators said the public school had a responsibility to teach sex education in the elementary grades, 58 per cent felt there was a responsibility to teach sex education in junior high school and 72 per cent felt there was a responsibility to teach the subject in senior high school. ²

Some typical comments were:

If the educational system of this land is to prepare its subjects for complete adult life, there is no way to circumvent sex education.

We are forced to teach sex education today because adults are prone to either pass it up or impart pornography. ³


²Editorial Staff, "Sex Education Has a Place in the Junior-Senior High Schools," The Nations Schools, LXV, No. 3 (March, 1960), 94.

³Ibid.
While some parents and educators insist that the home is the only place for sex education, it has become evident that parents are not always able to assume their responsibilities in this area of education.¹

Wake stated:

There are parents who cannot easily communicate their thoughts about sex. Some have learned emotional attitudes in their childhood that are hard to change.

Ideally parents would be the child's best sex educator, but this is not the reality that we face. Hence, since the school is the place where all children presumably can be reached, the school should make room for the basic information about sex. We will reach more children in this way.²

In another article published recently, the question was asked, "Why is sex education, traditionally considered a function of the home and church, now becoming a responsibility of the school?"³ The article cited the answer given to this question by the American Association for Health, Physical Education and Recreation:


²R. R. Wake, "Are Parents the Best Sex Educators?" The PTA Magazine, LXI, No. 3 (November, 1966), 9.

³"Sex Education: How It Is Taught in Elementary Classrooms," Grade Teacher, LXXIV, No. 9 (May, 1967), 122. (Feature Article)
Because all the evidence shows that most children are not receiving adequate sex education at home. The schools can provide accurate knowledge that most parents seem unwilling to give their children. Skilled teachers can handle the subject with the help of up-to-date teaching aids such as films, charts and books.\(^1\)

It can be clearly seen from the statements of the above educators that there is much support for the inclusion of sex education in the public school curriculum because children and young people are not receiving proper instruction from any other source in the majority of cases.

V. ORGANIZING THE SEX EDUCATION PROGRAM

**Community cooperation needed.** Since sex education programs were relatively new in most school districts and even quite controversial in some districts, all material this writer reviewed concerning this matter urged that one of the first steps needed for success of a sex education program was the support of the community.

The director of instructional services in the Anaheim, California, School District recently wrote of the procedures which were used in that district.

Recognizing the vital need for sex education in the public schools, Superintendent Paul Cook asked the board of trustees to select a citizens committee to study all aspects of the problem and to recommend a course of action.\(^2\)

\(^1\)Ibid.

The committee spent a year interviewing psychiatrists, psychologists, teachers and parents. The committee recommended that an outside organization should conduct an opinion poll in order to obtain the views of the citizens on the matter of sex education in the public school. The survey showed that 97 per cent of those who had been given some form of instruction in sex education in their formal schooling favored an expanded program at Anaheim.¹

In a recent statement issued by a committee from a well known health organization, it was emphasized that, "one of the fundamental foundations for a good sex education program was the support of such community groups as the Parent-Teacher Associations."²

In Longview, Washington, a sex education program in the school was preceded by a series of public meetings to explain the program, as well as several radio and television programs on the subject. A mass meeting was planned for a certain day when a nationally known medical expert in the field of sex education was present to speak and have conferences with parents. The result of such well planned preparation was a well informed and enthusiastic public

¹Ibid.

²"Needed Improvement in Elementary School Health Programs," Journal of Health, Physical Education and Recreation, XXXVIII, No. 2 (February, 1967), 29. (Committee Report)
that whole heartedly endorsed sex education in the public school system.\textsuperscript{1} It was interesting to note that after four months of intensive preparation and public relations in the Longview program, some of those who had been a bit skeptical in the beginning were some of the most enthusiastic supporters of the program.\textsuperscript{2}

In Greenwich, Connecticut, two biology teachers were asked by their students to include something in the course concerning sex education. The two teachers developed an outline of their proposed unit of instruction and presented it to their superintendent. He approved it and sent it to the curriculum committee of the faculty. When this committee had acted favorably the proposal was presented to the Parent-Teacher Association and the Greenwich director of health. When all of these various groups had given their approval, the entire community had in reality given its approval because of the representation which had constituted the committees and groups which had reviewed the proposal. As a result of this democratic process, the unit was placed in the course and all comments from people in the community were favorable.\textsuperscript{3}


\textsuperscript{2}Ibid.

\textsuperscript{3}Richard Konicek and Thomas Tinsley, "They Need to Know: A Sex Education Program in the Junior High School," \textit{The Science Teacher}, XXXIV, No. 3 (March, 1967), 49.
One of the concerns which many school administrators have concerning sex education is that of the community reaction to the program. If the proper community approval has been given before the unit or course is offered to the students the school will not be adversely criticized. However, it does become the responsibility of the school administrators to see that the proper methods of instruction are followed and the best teachers are recruited to present the subject.

Sex education as units of other courses. The word "sex" in one's language has been given a somewhat perverted meaning by some people who have not correctly understood the correct usage of the word. For these people the word has had a connotation of something bad or evil. While some educators will use the title "Sex Education," others will refer to this instruction as "Family Life" or "Marriage and Family Living." Good examples of this were the courses which were given at Anaheim, California, and Keokuk, Iowa.

The procedure which was advocated by the majority of writers in this area of instruction was what may be called "integrated instruction." This means that the material pertaining to sex education was an integral part of such a

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1Jones, op. cit., p. 33.

2Lockett, loc. cit.
course as biology, home economics, health, social studies or physical education. The unit would then have its own appropriate title, such as "Human Reproduction" in biology or "Family Living" in health or other courses wherein the subject would be related to the total course.

In a recent survey of over four hundred schools in Pennsylvania, home economics, physical education, and social studies, in that order, were the courses in which sex education was most frequently taught.¹

Henricks and Kaplan stated, "Sex education not only should be integrated with related subjects, particularly in the lower grades, but it should be treated as an important and useful topic for health education."²

In an article dealing with some of the objectives which have been raised against sex education, the argument that there was not time for an additional subject was answered in the following manner by the supervisor of health education in Los Angeles:

Contrary to popular opinion, there is no subject as sex education as such because sound educational practice dictates against setting aside a specific lesson or unit in sex. Sex education is best taught through a sequence of courses in health science.³


²Henricks and Kaplan, op. cit., p. 66.

Sex education should be taught in as natural and a relaxed manner as any other factual material in the course of which it is a part. This will help the students to approach the material in the same way that they approach the other sections of the course wherein sex education is presented. In this way they will not be given the idea that this is something sensational or that the school is in some fashion launching out in a daring manner in an area where there is much controversy.

**Teachers of sex education.** The question of who should teach or who is qualified to teach sex education is of concern to every administrator who is concerned that the best instruction possible should be given in all subjects.¹ The need for well trained and capable teachers is very real. Wake stated:

Some teachers do not wish to teach sex education. A teacher forced to teach sex education may do more harm to the sexual development of his charges than may the reluctant math teacher, to progress in his subject.²

Calderone's reply to the question of where to find teachers was, "You have them right there with you."³ It

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³Grade Teacher, *loc. cit.*
was the opinion of Calderone that the regular classroom teachers should be utilized as much as possible in the actual teaching and presentation of sex education materials.

Harper and Harper emphasized that "teachers should be recruited from the most mature and best adjusted teachers in the school." They felt that the teachers who would teach sex education should be able to approach the subject matter in an objective manner and be encouraged to progress fearlessly.

While the use of resource people such as doctors, nurses and ministers is useful in planning the program and for some technical aspects of presentation, such as venereal disease, most of the teaching should be done by regular teachers from the school system. It was the opinion of school administrators in Maryland that the feeling that sex education should be a normal part of the instruction in a class would best be attained by the students if the regular teachers in the system were the instructors, rather


2Ibid.
than people who would be called in from outside the school system.  

Grade placement of sex education. Almost all articles which this writer read concerning grade placement of sex education were in agreement that sex education should begin in the elementary grades. The student would thus have a better background and have established more objective feelings about the subject before he reached the years of adolescence when his emotional life will become more involved with any instruction in sex education. Kirkendall and Calderwood found that the inhibition curve rose in a constant ascendency from elementary grades to adult life. Foster commented concerning this in terms of the value of sex education at an early age:

If responsible sex education is not given at or before the elementary grade level, personal inhibitions preventing frank discussion and questions about sex increase until, at the secondary level, they are firmly fixed in the total personality; then it is too late to influence or formulate attitudes.

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2 Kirkendall and Calderwood, op. cit., p. 293.

School also emphasized the need for beginning in the elementary grades in discussing the place of the school nurse in the program.

The trend is to teach sex education in the context of the family, starting at the elementary level. Many new programs are based on a K-12 sequential curriculum. These emphasize personal health and family life education in the early grades and present factual information on human reproduction and growth in the fifth and sixth grades. Proponents point out that this early start builds a firm foundation of understanding and attitude before complex emotional problems confront the youngster in the teens.¹

In 1960 the White House Conference on Children and Youth recommended that preparation for marriage and parenthood be an integral part of education from the elementary grades through high school.²

Coeducation is recommended in sex education. There are people in communities that feel that all instruction in sex education should be in classes where boys and girls are separated, but this was not the opinion of the experts in the field. While separation may be advisable for some aspects of sex education such as instruction in care during menstruation, it is not advisable to limit all instruction


²Grade Teacher, loc. cit.
to separate classes. If the instruction is done in classes in which the boys and girls are normally separated, such as physical education or home economics, there are no real problems involved, but if a biology class were purposely separated for instruction in sex education the students would have a questioning attitude and an air of secrecy would prevail which would lead to the defeat of the frankness which is one of the goals advocated by those who favor coeducation.¹

Jones listed such noted experts in the field of sex education as Dr. Lester Kirkendall, Professor of Family Life, Oregon State University; Dr. Carl Broderick, Assistant Professor of Home Economics, Pennsylvania State University; Barry Calderwood, Graduate Assistant at Oregon State University and Dr. Esther Schulz, Assistant Professor of Nursing at Columbia University. Jones emphasized that all of these experts favored classes where boys and girls would receive sex education in a coeducational setting.²

The director of secondary education at Hayward, California, had this comment about coeducation:

Coeducation can be accomplished at all levels if the teacher has sufficient training, adequate materials and the capacity to set a positive and healthy tone for instruction.

¹Henrieks and Caplan, op. cit., p. 64.
²Jones, loc. cit.
To separate an integrated classroom in the intermediate grades through junior high school is to confirm the distorted inferences gleaned from behind-the-shed conversations.¹

Milor and Ketterer stated: "Separating boys from girls and creating an aura of mystery defeats the very program which is to teach the truth in an open way, just as any scientific fact is taught."²

Parental permission for sex education. While all possible precautions to avoid undue criticisms may be taken, such as good teacher selection, community participation in planning and good curriculum materials, there may be those parents who will object to their children being exposed to any material with reference to sex education. This situation would indeed be deplorable, but it could be true in some isolated cases. The only position for the school administrators would then be to permit the children to be excluded from class periods in which instruction in sex education would take place.

School made this comment:

¹Oakes, op. cit., pp. 16-19.

If sex education is made a phase of the total curriculum, no letter of permission may be needed for a child to participate; however, if children are asked to be excused in the early phases of the program this excuse should be granted.\textsuperscript{1}

The requests for excuses from instruction will not be numerous if the sex education is included as an integrated part of instruction in other related courses. It is when undue emphasis is placed upon sex education as a separate course that these problems will arise.

Objectives of a sex education program. In order to establish some fundamental objectives of sex education at the various age levels this writer has chosen to quote those listed by Schoel:

A. In the Elementary Grades
1. To develop the individual's fullest capacity to love and respect - help positive feelings grow.
2. To build a wholesome attitude toward sex.
3. To understand sex differences in boys and girls.
4. To use correct terminology in reference to the body.
5. To respect all physiological parts of the body.
6. To help the child overcome unnecessary fondling of parts of the body.
7. To understand the meaning of the family complex.
8. To discuss, without embarrassment the problems or growing sexually.
9. To teach good toilet habits.

B. In the Intermediate Grades
1. To further develop healthy attitudes.
2. To develop scientific vocabulary of the natural processes.
3. To encourage frank discussion of sex questions.
4. To assist students in finding answers to questions.

\textsuperscript{1}Schoel, op. cit., p. 200.
5. To help the pre-adolescent assume his sex role and better understand the role of the opposite sex.

6. To help the pre-adolescent understand the psychological and physiological changes which are taking place in his body.

7. To develop further responsibility for his social role.

8. To respect and appreciate life.

C. In the Secondary Grades - Early Adolescence (Junior High Level)

1. To develop mature and realistic attitudes toward sex.

2. To develop a respect within the adolescent for interpersonal relations, social mores and authority.

3. To encourage youth to discuss sex in a scientific and dignified fashion.

4. To encourage youth to assume their role as male or female and develop high ideals for their future families.

5. To help adolescents overcome their fears about sex.

6. To help the student become a better future parent by perceiving his self-image.

D. In the Secondary Grades - Late Adolescence (Senior High School)

1. To help the student have a thorough knowledge of the effect of sex glands on behavior.

2. To help the student understand that biological sexuality is only one phase of total maturity.

3. To help the student appreciate relationships between boys and girls, children and parents.

4. To help the student prepare for marriage.

5. To convey the message of the responsibility the adolescent has to the family.

6. To help the student understand his value system.

7. To help the student toward greater self-realization and happiness.

8. To help the student understand the scientific use of problem solving as a means toward greater self-realization.1

1Ibid., pp. 201-204.
The preceding objectives were kept in mind when the curriculum material was selected in the development of the project for the Dallas Community District. Curriculum materials will be listed in the section of this paper which deals with the development of the project and in Appendix F.
CHAPTER IV

DATA OBTAINED FROM THE SURVEY OF SCHOOLS

This chapter presents the results that were received from the questionnaire which was described in Chapter I of this report and given in Appendix B. The tables deal with the schools in three groups and a total of all schools. Group I consisted of all schools with a high school enrollment of 200 to 249 students. Group II consisted of all schools with a high school enrollment of 250 to 299 students, and Group III consisted of a 25 per cent sampling of those schools with a high school enrollment of three hundred or more students. The number of schools which responded were listed according to enrollment categories. The per cent of responses for each item was listed and the total number and total percentage were given.

It is observed from Table I, page 46, that the greatest number of replies came from schools whose administrative offices were located in towns with population ranges between 500 and 2,500. A total of 67.0 per cent of the replies came from towns in this population range. It was the intent of this writer to obtain most of the replies from this group in order to have results which would come from schools located
in towns similar in size to Dallas Center and Grimes. The population of Dallas Center was 1,083 and the population of Grimes was 697.

I. PRESENTATION OF DATA

### Table I

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>GROUP I</th>
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<th>GROUP III</th>
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The data in Table II, page 47, and Table III, page 48, show that the Dallas Community School was in the enrollment.

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range which was basically that of Group II as defined in this study. The enrollment at Dallas Community School for the 1966-67 school year was: 398 students in the elementary grades, 121 students in the seventh and eighth (junior high) grades, and 250 students in the ninth through the twelfth (senior high) grades.

**TABLE II**

STUDENT ENROLLMENT OF SELECTED IOWA SCHOOL DISTRICTS WHICH RESPONDED TO THE SEX EDUCATION QUESTIONNAIRE IN MAY, 1967*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of</th>
<th>Total Enrollment</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>193</td>
<td>197</td>
<td>390</td>
</tr>
<tr>
<td>Jr. High 7-8</td>
<td>58</td>
<td>35</td>
<td>93</td>
</tr>
<tr>
<td>Jr. High 7-9</td>
<td>105</td>
<td>97</td>
<td>202</td>
</tr>
<tr>
<td>Sr. High 9-12</td>
<td>109</td>
<td>105</td>
<td>214</td>
</tr>
<tr>
<td>Sr. High 10-12</td>
<td>109</td>
<td>100</td>
<td>209</td>
</tr>
</tbody>
</table>

**Group II**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of</th>
<th>Total Enrollment</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>244</td>
<td>241</td>
<td>485</td>
</tr>
<tr>
<td>Jr. High 7-8</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>Jr. High 7-9</td>
<td>154</td>
<td>153</td>
<td>307</td>
</tr>
<tr>
<td>Sr. High 9-12</td>
<td>136</td>
<td>131</td>
<td>267</td>
</tr>
<tr>
<td>Sr. High 10-12</td>
<td>134</td>
<td>132</td>
<td>266</td>
</tr>
</tbody>
</table>

**Group III**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of</th>
<th>Total Enrollment</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>947</td>
<td>902</td>
<td>1,849</td>
</tr>
<tr>
<td>Jr. High 7-8</td>
<td>118</td>
<td>117</td>
<td>235</td>
</tr>
<tr>
<td>Jr. High 7-9</td>
<td>600</td>
<td>793</td>
<td>1,593</td>
</tr>
<tr>
<td>Sr. High 9-12</td>
<td>218</td>
<td>214</td>
<td>432</td>
</tr>
<tr>
<td>Sr. High 10-12</td>
<td>800</td>
<td>795</td>
<td>1,595</td>
</tr>
</tbody>
</table>

*Indicates the average number in each group.*
TABLE III

STUDENT ENROLLMENT OF THE DALLAS COMMUNITY SCHOOL DISTRICT WHEN THE SEX EDUCATION QUESTIONNAIRE WAS USED IN MAY, 1967

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>198</td>
<td>200</td>
<td>398</td>
</tr>
<tr>
<td>Jr. High 7-8</td>
<td>65</td>
<td>56</td>
<td>121</td>
</tr>
<tr>
<td>Sr. High 9-12</td>
<td>146</td>
<td>104</td>
<td>250</td>
</tr>
</tbody>
</table>

It is evident from Table IV, page 49, Table V, page 50, and Table VI, page 51, that the majority of all schools which responded to the questionnaire had sex education as an integrated part of other courses, if they had any form of sex education. There was no significant deviation from this matter between the various groups of schools in relationship to size of enrollment. Of the 130 schools which replied, 90.7 per cent said they did not have sex education identified as such, but 36.9 per cent reported that they had some form of sex education integrated in other courses. The curriculum materials which pertained to sex education were evidently thought of as parts of other courses such as: physical education, biology, health, home economics, sociology or psychology, because 90.8 per cent reported that they did not have any special units in sex education.
TABLE IV

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU HAVE A SEX EDUCATION PROGRAM IDENTIFIED AS SUCH IN YOUR SCHOOL?"

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>4.1</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>No</td>
<td>47</td>
<td>95.9</td>
<td>35</td>
<td>94.6</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE V

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DOES YOUR SCHOOL HAVE MATERIALS AND COURSE CONTENT WHICH PERTAIN TO SEX EDUCATION INTEGRATED INTO OTHER COURSES SUCH AS THE BIOLOGICAL SCIENCES, PHYSICAL EDUCATION AND HYGIENE?"

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td>Yes</td>
<td>42 85.7</td>
<td>34 91.3</td>
<td>37 84.1</td>
<td>113 86.9</td>
</tr>
<tr>
<td>No</td>
<td>7 14.3</td>
<td>2 5.5</td>
<td>4 9.1</td>
<td>13 10.0</td>
</tr>
<tr>
<td>No Response</td>
<td>0 0.0</td>
<td>1 2.7</td>
<td>3 6.8</td>
<td>4 3.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49 100.0</td>
<td>37 100.0</td>
<td>44 100.0</td>
<td>130 100.0</td>
</tr>
</tbody>
</table>
TABLE VI

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DOES YOUR SCHOOL HAVE A COMPLETE UNIT (OR UNITS) IN SEX EDUCATION?"

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>0 0.0</td>
<td>2 5.4</td>
<td>5 11.4</td>
<td>7 5.4</td>
</tr>
<tr>
<td>No</td>
<td>49 100.0</td>
<td>34 91.9</td>
<td>37 84.1</td>
<td>118 90.8</td>
</tr>
<tr>
<td>No Response</td>
<td>0 0.0</td>
<td>1 2.7</td>
<td>2 4.5</td>
<td>5 3.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49 100.0</td>
<td>37 100.0</td>
<td>44 100.0</td>
<td>130 100.0</td>
</tr>
</tbody>
</table>

It is evident from Table VII, page 52, that biological science teacher, administrators, home economics teachers, nurses, physical education and hygiene teachers, guidance counselors, and classroom teachers, in that order of importance, were the staff members who were included in planning the sex education program. There was no significant deviation from this pattern in relation to the size of the enrollment of the schools. These findings would correspond with the responses which indicated that sex education was an integrated part of other courses.
TABLE VII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING WHICH STAFF MEMBERS WERE INCLUDED IN PLANNING THE SEX EDUCATION PROGRAMS*

<table>
<thead>
<tr>
<th>TYPE OF STAFF MEMBER</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Administrators</td>
<td>27</td>
<td>55.1</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>Biological Science</td>
<td>30</td>
<td>61.2</td>
<td>20</td>
<td>54.1</td>
</tr>
<tr>
<td>Boys' Advisors</td>
<td>1</td>
<td>2.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Class Advisors</td>
<td>1</td>
<td>2.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
<td>26.5</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Girls' Advisors</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>19</td>
<td>38.7</td>
<td>11</td>
<td>29.7</td>
</tr>
<tr>
<td>Home Economics Teachers</td>
<td>29</td>
<td>59.2</td>
<td>20</td>
<td>54.1</td>
</tr>
<tr>
<td>Nurses</td>
<td>20</td>
<td>40.8</td>
<td>22</td>
<td>59.5</td>
</tr>
<tr>
<td>Physical Education and/or Hygiene Teachers</td>
<td>23</td>
<td>46.9</td>
<td>14</td>
<td>37.8</td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
<td>8.2</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>Others - Identify</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>1</td>
<td>2.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ministers</td>
<td>1</td>
<td>2.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>None</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>14.2</td>
<td>7</td>
<td>13.9</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.*
Table VIII, page 54, indicates that community participation in planning sex education programs was solicited in some of the districts which replied to the questionnaire. Doctors, nurses, parents, representatives of the board of education, clergymen, and representatives of the Parent Teacher Associations all shared in the planning of sex education programs. All of these people shared about equally in this matter, except the representatives of the Parent Teacher Associations who were consulted only about one-half as frequently as the others.

There were no significant differences in the number of schools in each size category which consulted with the community representatives. However, it is significant to note that forty-two schools of the 130 schools did report that they consulted "none" of the community representatives. This constituted 32.3 per cent of the 130 respondents. It is also significant to note that thirty-eight schools did not reply in any fashion to this question. This constituted 29.2 per cent of the 130 schools which replied to the questionnaire.

In the total compilation, nurses and clergymen were most often consulted; then, doctors and representatives of the board of education, followed by parents.
TABLE VIII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING WHICH MEMBERS OF THE COMMUNITY WERE INCLUDED IN PLANNING THE SEX EDUCATION PROGRAMS:

<table>
<thead>
<tr>
<th>TYPE OF MEMBER</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent:ber</td>
<td>ber</td>
<td>Cent:ber</td>
</tr>
<tr>
<td>Doctors</td>
<td>9 18.3</td>
<td>8 21.6</td>
<td>8 18.2</td>
<td>25 19.2</td>
</tr>
<tr>
<td>Nurses</td>
<td>7 14.3</td>
<td>8 21.6</td>
<td>12 27.3</td>
<td>27 20.8</td>
</tr>
<tr>
<td>Parents</td>
<td>7 14.3</td>
<td>6 16.2</td>
<td>11 25.0</td>
<td>24 18.5</td>
</tr>
<tr>
<td>Board of Education</td>
<td>10 20.4</td>
<td>6 16.2</td>
<td>9 20.4</td>
<td>25 19.2</td>
</tr>
<tr>
<td>Clergy</td>
<td>9 18.3</td>
<td>8 21.6</td>
<td>10 22.7</td>
<td>27 20.8</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>7 14.3</td>
<td>0 0.0</td>
<td>5 11.4</td>
<td>12 9.2</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>- -</td>
<td>- -</td>
<td>1 2.3</td>
<td>1 .8</td>
</tr>
<tr>
<td>Scout Leaders</td>
<td>- -</td>
<td>- -</td>
<td>1 2.3</td>
<td>1 .8</td>
</tr>
<tr>
<td>None</td>
<td>20 40.8</td>
<td>10 27.0</td>
<td>12 27.3</td>
<td>42 32.3</td>
</tr>
<tr>
<td>No Response</td>
<td>11 22.4</td>
<td>13 35.1</td>
<td>14 31.3</td>
<td>38 29.2</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.*
Table IX shows the responses of schools relative to invitation to parents to preview the sex education materials before the children see these materials. There were no great differences between the responses of small or large schools. Of the 130 schools which responded to the questionnaire, 42.3 per cent, or fifty-five schools said they invited parents to preview the materials. There were twenty-six schools which did not respond to this question; this was 20 per cent of the 130 respondents. There were forty-nine schools, or 37.7 per cent of the total which said they did not invite parents to preview sex education materials.

**TABLE IX**

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU INVITE PARENTS TO VIEW FILMS OR OTHER SEX EDUCATION MATERIALS BEFORE THE STUDENTS SEE THESE MATERIALS?"

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>14</td>
<td>19</td>
<td>43.2</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>34.1</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>6</td>
<td>10</td>
<td>22.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>37</td>
<td>44</td>
<td>130</td>
</tr>
</tbody>
</table>
Table X shows that 40.8 per cent of the 130 schools permitted parents to exclude their children from sex education while 31.5 per cent did not permit such exclusion. There were no significant differences between the three groups. However, 27.7 per cent did not respond to this question.

**TABLE X**

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU PERMIT PARENTS TO EXCLUDE THEIR CHILDREN FROM THE SEX EDUCATION PROGRAM?"

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>38.8</td>
<td>15</td>
<td>40.6</td>
<td>19</td>
<td>43.2</td>
<td>53</td>
<td>40.8</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>34.7</td>
<td>11</td>
<td>29.7</td>
<td>13</td>
<td>29.5</td>
<td>41</td>
<td>31.5</td>
</tr>
<tr>
<td>No Response</td>
<td>13</td>
<td>26.5</td>
<td>11</td>
<td>29.7</td>
<td>12</td>
<td>27.3</td>
<td>36</td>
<td>27.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
<td>44</td>
<td>100.0</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table XI, page 57, shows that the smaller schools invited parents to be with their children more often than the larger schools did, when sex education materials were being presented. A range of 13 per cent was found between
Group I and Group III in this item. Of the 130 schools, twenty-eight (21.5 per cent) did not answer this question.

### TABLE XI

**RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU INVITE PARENTS TO BE WITH THEIR CHILDREN WHEN SEX EDUCATION FILMS OR OTHER MATERIALS PERTAINING TO SEX EDUCATION ARE PRESENTED AT THE SCHOOL?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num- ber</td>
<td>Per Cent</td>
<td>Num- ber</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>26</td>
<td>53.1</td>
<td>18</td>
<td>48.7</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>32.6</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>14.3</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table XII, page 58, shows that objections to some aspect of sex education were recorded in twenty-four schools. There was no objection in eighty-seven schools, and nineteen schools did not answer the question concerning objections.

It is interesting to note that the highest percentage of objections occurred in the larger schools. The smaller schools recorded the greater percentage of no objections. Approximately two-thirds of all schools recorded no objections, while 13.5 per cent of all schools reported objection in some form.
### TABLE XII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "HAVE YOU HAD OBJECTIONS TO THE SEX EDUCATION PROGRAM IN YOUR SCHOOL?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III: ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Cent.</td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>18.2</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>73.5</td>
<td>25</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>8.3</td>
<td>7</td>
</tr>
</tbody>
</table>

| TOTAL            | 49 100.0 | 37 100.0 | 44 100.0 | 130 100.0 |

Table XIII, page 59, lists the sources from which objections to sex education have originated in those communities which replied that there had been objections. Of the 130 respondents there were fifteen schools which reported parents who had objected. This was the largest group of objectors listed. Other individuals and a few objections from clergymen and churches accounted for the remainder of the objections. However, it must be noted that those who reported parents had objected to the sex education program constituted only 11.5 per cent of the total group.
TABLE XIII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING THOSE INDIVIDUALS OR ORGANIZATIONS WHICH HAD OBJECTED TO SEX EDUCATION*

<table>
<thead>
<tr>
<th>ORGANIZATIONS</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td>Boys' Clubs or Scouts</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Churches</td>
<td>1</td>
<td>2.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Clergymen</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>Girls' Clubs or Scouts</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Individuals</td>
<td>1</td>
<td>2.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Lodges</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Faculty or Staff</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Parents</td>
<td>4</td>
<td>8.2</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Board</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctors</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.
Table XIV lists the objectives which were most often given by those who had objected to some aspect of sex education in the public school. The objections most often listed were: (1) parents should teach sex education in the home, and (2) teachers were not properly trained to teach sex education. It must be noted that these objections were relatively few. Of the 130 respondents, 105 did not respond to this question. The largest percentage of objections came from the larger schools.

**TABLE XIV**

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING THE NATURE OF OBJECTIONS TO SEX EDUCATION IN THE PUBLIC SCHOOL

<table>
<thead>
<tr>
<th>NATURE OF OBJECTIONS</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num: Per:</td>
<td>Num: Per:</td>
<td>Num: Per:</td>
<td>Num: Per:</td>
</tr>
<tr>
<td></td>
<td>ber Cent:</td>
<td>ber Cent:</td>
<td>ber Cent:</td>
<td>ber Cent:</td>
</tr>
<tr>
<td>Teachers not trained</td>
<td>5 10.2</td>
<td>1 2.7</td>
<td>4 9.1</td>
<td>10 7.6</td>
</tr>
<tr>
<td>Parents should give sex education</td>
<td>6 12.2</td>
<td>3 8.1</td>
<td>8 18.2</td>
<td>17 13.5</td>
</tr>
<tr>
<td>Churches should give sex education</td>
<td>1 2.0</td>
<td>1 2.7</td>
<td>2 4.5</td>
<td>4 3.1</td>
</tr>
<tr>
<td>Sex education embarrasses students</td>
<td>3 6.1</td>
<td>0 0.0</td>
<td>2 4.5</td>
<td>5 3.8</td>
</tr>
<tr>
<td>Sex education classes should not be coeducational</td>
<td>1 2.1</td>
<td>1 2.7</td>
<td>3 6.3</td>
<td>5 3.8</td>
</tr>
</tbody>
</table>
Sex education is taught to students who are too young | 2 | 4.0 | 1 | 2.7 | 1 | 2.3 | 4 | 3.1
Sex education is not taught soon enough | 0 | 0.0 | 1 | 2.7 | 1 | 2.3 | 2 | 1.5
Special teachers are needed | 1 | 2.0 | 1 | 2.7 | 4 | 9.1 | 6 | 4.6
Others
Wrong interpretation given | 1 | 2.0 | - | - | 1 | 2.3 | 2 | 1.5
Teacher criticized | 1 | 2.0 | - | - | 1 | 2.3 | 2 | 1.5
No response | 40 | 83.3 | 33 | 89.2 | 32 | 72.7 | 105 | 80.8

*Columns are not totaled because more than one response could be checked by each school.*
Table XV, and Table XVI, page 63, show that favorable comments concerning sex education programs were heard by almost one-half of the respondents. Doctors, nurses and school personnel have made these comments but the largest group reported to have made favorable comments was parents. Of the sixty-two respondents, or 47.7 per cent who had heard favorable comments, parents had made these comments in fifty-five cases (42.3 per cent). There were no significant deviations between the various groups.

TABLE XV

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION "DO YOU KNOW OF FAVORABLE COMMENTS THAT HAVE BEEN MADE ABOUT THE SEX EDUCATION PROGRAM IN YOUR SCHOOL?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>38.8</td>
<td>19</td>
<td>51.4</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>30.6</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>No Response</td>
<td>15</td>
<td>30.6</td>
<td>11</td>
<td>29.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE XVI

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING THE SOURCES OF FAVORABLE COMMENTS FOR SEX EDUCATION IN PUBLIC SCHOOLS*

| SOURCES OF FAVORABLE COMMENTS | GROUP I | | GROUP II | | GROUP III | | ALL SCHOOLS |
|-------------------------------|---------|----------|---------|----------|----------|----------|
|                                | Num. | Per Cent | Num. | Per Cent | Num. | Per Cent | Num. | Per Cent |
| Clergymen                      | 3    | 6.1      | 5    | 13.5     | 6    | 13.6     | 4    | 10.8     |
| County Superintendents         | 0    | 0.0      | 2    | 5.4      | 1    | 2.3      | 3    | 2.3      |
| Doctors                        | 4    | 8.2      | 4    | 10.8     | 10   | 22.7     | 18   | 13.8      |
| Faculty                        | 6    | 12.2     | 8    | 21.6     | 8    | 19.2     | 22   | 16.9      |
| Nurses                         | 7    | 14.3     | 10   | 27.0     | 12   | 27.3     | 19   | 14.6      |
| Parents                        | 17   | 34.7     | 15   | 40.5     | 23   | 52.3     | 55   | 42.3      |
| Students                       | 12   | 24.5     | 10   | 27.0     | 13   | 29.5     | 35   | 26.9      |
| No Response                    | 15   | 30.6     | 13   | 35.1     | 15   | 34.1     | 41   | 31.5      |

*Columns are not totaled because more than one response could be checked by each school.

Tables XVII, page 64, XVIII, page 65, XIX, page 66, and XX, page 67, show that there was great variation in the amount of time given to instruction in sex education as reported by the various schools in the survey. However, there was no particular pattern which was apparent in relation to the size of the schools. Some schools of all groups offered very little instruction and some schools of all sizes
offered as much as twenty to thirty hours of instruction. Of the 130 schools, seventy-three responded in some way to this item. This was 56.2 per cent of the schools.

**TABLE XVII**

RESPONSES OF IOWA SCHOOLS WITH HIGH SCHOOL ENROLLMENTS FROM 200 TO 249 STUDENTS INDICATING THE AMOUNT OF TIME GIVEN TO SEX EDUCATION AT EACH GRADE LEVEL IN MAY, 1967

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOLS REPORTING</th>
<th>HOURS OF INSTRUCTION PER SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>: Number : Per Cent</td>
<td>: Least : Most : Average</td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>12.2</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>32.6</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>36.7</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>33.8</td>
</tr>
<tr>
<td>8</td>
<td>19</td>
<td>33.8</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>36.2</td>
</tr>
<tr>
<td>10</td>
<td>22</td>
<td>44.9</td>
</tr>
<tr>
<td>11</td>
<td>19</td>
<td>38.8</td>
</tr>
<tr>
<td>12</td>
<td>22</td>
<td>44.9</td>
</tr>
<tr>
<td>No Response</td>
<td>21</td>
<td>42.9</td>
</tr>
</tbody>
</table>
TABLE XVIII

RESPONSES OF IOWA SCHOOLS WITH HIGH SCHOOL ENROLLMENT FROM 250 TO 299 STUDENTS, INDICATING THE AMOUNT OF TIME GIVEN TO SEX EDUCATION AT EACH GRADE LEVEL IN MAY, 1967

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOLS REPORTING</th>
<th>HOURS OF INSTRUCTION PER SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>K</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>29.7</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>35.1</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>37.9</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>35.1</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>No Response</td>
<td>19</td>
<td>51.4</td>
</tr>
</tbody>
</table>
TABLE XIX

RESPONSES OF SELECTED IOWA SCHOOLS WITH HIGH SCHOOL ENROLLMENTS OF 300 OR MORE STUDENTS, INDICATING THE AMOUNT OF TIME GIVEN TO SEX EDUCATION AT EACH GRADE LEVEL IN MAY, 1967

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOLS REPORTING</th>
<th>HOURS OF INSTRUCTION PER SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>K</td>
<td>3</td>
<td>6.8</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>4.5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4.5</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6.8</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>6.8</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>31.8</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>40.9</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>43.2</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
<td>38.6</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
<td>45.5</td>
</tr>
<tr>
<td>10</td>
<td>19</td>
<td>43.2</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
<td>43.1</td>
</tr>
<tr>
<td>12</td>
<td>21</td>
<td>47.7</td>
</tr>
</tbody>
</table>

No Response 17 38.6
TABLE XX

SUMMARY OF RESPONSES OF SELECTED IOWA SCHOOLS INDICATING THE AMOUNT OF TIME GIVEN TO SEX EDUCATION IN MAY, 1967

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOLS REPORTING</th>
<th>HOURS OF INSTRUCTION PER SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>K</td>
<td>10</td>
<td>7.7</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>7.7</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>10.0</td>
</tr>
<tr>
<td>5</td>
<td>39</td>
<td>30.0</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
<td>32.3</td>
</tr>
<tr>
<td>7</td>
<td>49</td>
<td>37.7</td>
</tr>
<tr>
<td>8</td>
<td>49</td>
<td>37.7</td>
</tr>
<tr>
<td>9</td>
<td>53</td>
<td>40.8</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>42.3</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>38.5</td>
</tr>
<tr>
<td>12</td>
<td>58</td>
<td>44.6</td>
</tr>
<tr>
<td>No Response</td>
<td>57</td>
<td>43.8</td>
</tr>
</tbody>
</table>
Table XXI gives the positive responses and Table XXII, page 69, gives the negative responses to the question concerning the separation of the sexes for instruction in sex education according to grade levels. It is shown that about 34 to 40 per cent of the schools separated the sexes at some grade levels. There was no particular deviation which was observed between the larger and the smaller schools.

**Table XXI**

**POSITIVE RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DOES YOUR SCHOOL GENERALLY SEPARATE THE BOYS AND GIRLS FOR INSTRUCTION IN MATTERS PERTAINING TO SEX?"**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>K-6</td>
<td>17 34.7</td>
<td>10 27.0</td>
<td>18 41.0</td>
<td>45 34.6</td>
</tr>
<tr>
<td>7</td>
<td>21 42.9</td>
<td>17 45.9</td>
<td>17 36.6</td>
<td>45 34.6</td>
</tr>
<tr>
<td>8</td>
<td>21 42.9</td>
<td>15 40.5</td>
<td>16 36.4</td>
<td>52 40.0</td>
</tr>
<tr>
<td>9</td>
<td>19 38.8</td>
<td>16 43.2</td>
<td>18 40.9</td>
<td>53 40.8</td>
</tr>
<tr>
<td>10</td>
<td>15 30.6</td>
<td>14 37.9</td>
<td>16 36.4</td>
<td>34 26.2</td>
</tr>
<tr>
<td>11</td>
<td>16 36.7</td>
<td>14 37.9</td>
<td>17 38.6</td>
<td>49 37.7</td>
</tr>
<tr>
<td>12</td>
<td>19 38.8</td>
<td>16 43.7</td>
<td>17 36.6</td>
<td>52 40.0</td>
</tr>
<tr>
<td>No Response</td>
<td>8 16.3</td>
<td>10 27.0</td>
<td>12 27.6</td>
<td>22 16.9</td>
</tr>
</tbody>
</table>
TABLE XXII

NEGATIVE RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DOES YOUR SCHOOL GENERALLY SEPARATE THE BOYS AND GIRLS FOR INSTRUCTION IN MATTERS PERTAINING TO SEX?"

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-ber</td>
<td>Per Cent</td>
<td>Num-ber</td>
<td>Per Cent</td>
</tr>
<tr>
<td>K-6</td>
<td>9</td>
<td>18.3</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>14.3</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>14.3</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>18.3</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>30.6</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>22.4</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>20.4</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>16.3</td>
<td>10</td>
<td>27.0</td>
</tr>
</tbody>
</table>

Table XXIII, page 70, shows that about 65 per cent of all schools separate the sexes for at least some part of the sex education program. The smaller schools separate the sexes about 15 per cent more often than the larger schools for sex education.
Table XXIII, page 71, shows that the following people were most often utilized as teachers of sex education: biological science teachers, home economics teachers, nurses, and physical education teachers. This finding is in direct positive relationship to the finding that most schools reported sex education as an integral part of courses in biological science, home economics and physical education. There was no significant difference in this item in relationship to the size of the school.
TABLE XXIV

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967,
INDICATING WHICH MEMBERS OF THE SCHOOL STAFF
WERE TEACHERS OF SEX EDUCATION

<table>
<thead>
<tr>
<th>TYPE OF STAFF MEMBER</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num.</td>
<td>Per Cent</td>
<td>Num.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Administrators</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Biological Science Teachers</td>
<td>31</td>
<td>63.5</td>
<td>21</td>
<td>56.8</td>
</tr>
<tr>
<td>Boys' Advisors</td>
<td>1</td>
<td>2.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Class Advisors</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Girls' Advisors</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>11</td>
<td>22.4</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Home Economics Teachers</td>
<td>31</td>
<td>63.5</td>
<td>22</td>
<td>59.5</td>
</tr>
<tr>
<td>Nurses</td>
<td>25</td>
<td>51.0</td>
<td>19</td>
<td>51.4</td>
</tr>
<tr>
<td>Physical Education and Hygiene Teachers</td>
<td>20</td>
<td>40.3</td>
<td>10</td>
<td>48.6</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.
TABLE XXIV (Continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Teachers</td>
<td>5 10.2</td>
<td>1 2.7</td>
<td>2 4.5</td>
<td>8 6.2</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Teachers</td>
<td>1 2.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>General Science Teachers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>4 8.2</td>
<td>8 21.6</td>
<td>9 20.4</td>
<td>21 16.2</td>
</tr>
</tbody>
</table>

Table XXV shows that of those schools which replied to the question concerning participation of community personnel in the teaching of sex education about one-half of the respondents said they did use such assistance. This table appears on page 73.
TABLE XXV

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU HAVE PEOPLE IN YOUR COMMUNITY WHO ASSIST AS RESOURCE PERSONNEL IN THE TEACHING OF SEX EDUCATION?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-ber</td>
<td>Num-ber</td>
<td>Num-ber</td>
<td>Num-ber</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>13</td>
<td>18</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>36.7</td>
<td>35.2</td>
<td>41.0</td>
<td>39.2</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>16</td>
<td>13</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>44.9</td>
<td>43.2</td>
<td>29.5</td>
<td>23.1</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>8</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>18.4</td>
<td>21.6</td>
<td>29.5</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL          49      37      44      130          100.0

Table XXVI, page 74, lists those professional people who were used only as consultants for the sex education program, while Table XXVII, page 75, lists those professional people in the community who were actually in the classroom for some phase of the instruction.
**TABLE XXVI**

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING WHICH COMMUNITY PERSONNEL WERE USED AS CONSULTANTS IN THE SEX EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>TYPE OF PERSONNEL</th>
<th>GROUP I</th>
<th></th>
<th>GROUP II</th>
<th></th>
<th>GROUP III</th>
<th></th>
<th>ALL SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td></td>
<td>ber</td>
<td></td>
<td>ber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td></td>
<td>Cent</td>
<td></td>
<td>Cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clergymen</td>
<td>6</td>
<td>12.2</td>
<td>5</td>
<td>13.5</td>
<td>5</td>
<td>11.4</td>
<td>16</td>
<td>12.3</td>
</tr>
<tr>
<td>Doctors</td>
<td>10</td>
<td>20.4</td>
<td>7</td>
<td>18.9</td>
<td>13</td>
<td>29.6</td>
<td>20</td>
<td>15.3</td>
</tr>
<tr>
<td>Nurses</td>
<td>7</td>
<td>14.3</td>
<td>5</td>
<td>13.5</td>
<td>13</td>
<td>29.6</td>
<td>25</td>
<td>19.2</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>County Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>County Welfare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.3</td>
<td>1</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>18.3</td>
<td>8</td>
<td>21.6</td>
<td>13</td>
<td>29.6</td>
<td>30</td>
<td>23.1</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.*
TABLE XXVII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING WHICH COMMUNITY PERSONNEL WERE USED AS PARTICIPANTS IN CLASSROOM TEACHING OF SEX EDUCATION*

<table>
<thead>
<tr>
<th>TYPE OF PERSONNEL</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num.</td>
<td>Per Cent</td>
<td>Num.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Clergymen</td>
<td>1</td>
<td>2.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Doctors</td>
<td>7</td>
<td>14.3</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Nurses</td>
<td>4</td>
<td>8.2</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>18.3</td>
<td>8</td>
<td>21.6</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.

Table XXVIII, page 76, gives the methods and types of resource materials which were listed as preferred by the various schools which responded to the request for this information. Classroom discussion, lectures, films and filmstrips, pamphlets and textbooks, and use of resource personnel were those methods which were listed most frequently as the preferred methods. These methods would be the usual methods of instruction in most classroom situations and this would correlate with the finding that sex education
TABLE XXVIII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING PREFERRED METHODS OF TEACHING SEX EDUCATION

<table>
<thead>
<tr>
<th>PREFERRED METHODS</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Discussion</td>
<td>29</td>
<td>59.2</td>
<td>19</td>
<td>51.4</td>
</tr>
<tr>
<td>Classroom Lectures</td>
<td>26</td>
<td>53.3</td>
<td>19</td>
<td>51.4</td>
</tr>
<tr>
<td>Films</td>
<td>39</td>
<td>79.6</td>
<td>24</td>
<td>64.9</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>11</td>
<td>22.4</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>Individual Research</td>
<td>5</td>
<td>10.2</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Magazine Articles</td>
<td>6</td>
<td>12.2</td>
<td>6</td>
<td>12.2</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>15</td>
<td>30.6</td>
<td>13</td>
<td>35.1</td>
</tr>
<tr>
<td>Recordings</td>
<td>3</td>
<td>6.1</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Resource Personnel</td>
<td>22</td>
<td>44.9</td>
<td>13</td>
<td>35.1</td>
</tr>
<tr>
<td>Slides</td>
<td>1</td>
<td>2.0</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Textbooks</td>
<td>24</td>
<td>49.0</td>
<td>8</td>
<td>21.6</td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.
was taught as an integrated part of other courses. The methods of instruction were not changed to any great extent. One-fifth of all respondents did not answer this item. No significant variation in responses of larger versus smaller schools was observed.

Curriculum materials. In response to the request for curriculum materials and sources from which these materials were obtained, forty-two schools gave some information about these items. The number of responses in each group were as follows: Group I, 18 schools (36.5 per cent); Group II, 11 schools (29.3 per cent); Group III, 13 schools (29.5 per cent). This gave a total response of 32.3 per cent. The

### TABLE XXVIII (Continued)

<table>
<thead>
<tr>
<th>Preferred Methods of Teaching</th>
<th>Group I</th>
<th></th>
<th>Group II</th>
<th></th>
<th>Group III</th>
<th></th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Charts and Diagrams</td>
<td>15</td>
<td>30.6</td>
<td>11</td>
<td>29.7</td>
<td>12</td>
<td>27.3</td>
<td>32</td>
</tr>
<tr>
<td>Wall Charts</td>
<td>6</td>
<td>12.2</td>
<td>5</td>
<td>13.5</td>
<td>4</td>
<td>9.1</td>
<td>15</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Guidance</td>
<td>1</td>
<td>2.0</td>
<td>1</td>
<td>2.7</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>12.2</td>
<td>9</td>
<td>24.3</td>
<td>11</td>
<td>25.0</td>
<td>26</td>
</tr>
</tbody>
</table>
request for curriculum materials (Item 20 on the questionnaire) was probably one which many schools felt involved too lengthy an answer as the item asked for several listings and provided room on the questionnaire for ten items. None of the respondents listed ten items but many listed five to eight items. There were no significant differences in the lists of curriculum materials from the smaller schools as compared to those of the larger schools.

In the listing of sources from which the curriculum materials were obtained, the Iowa State Health Department ranked as the most important source. Companies which supply sanitary products, such as Personal Products Company, Milltown, New Jersey, and Kimberly Clark Company, Neenah, Wisconsin, ranked second in importance as sources of sex education materials. Publishing companies ranked in third place as sources for curriculum materials for sex education.

The following is a compilation of the curriculum materials and sources which were most often listed by the schools which replied to Item 20 on the questionnaire.

**FILMS**

"A More Attractive You"
"As Boys Grow"
"Boy to Man"
"Dance Little Children"
"From Generation to Generation"
"Girl to Woman"

**SOURCE**

Knox Gelatine Company, Johnstown, New York
Iowa State Health Department
Iowa State Health Department
Augsburg Publishing Company, Minneapolis
Iowa State Health Department
The Story of Menstruation

V.D. -- See Your Doctor

World of a Girl

FILMSTRIPS

"Confidence Because"

"Especially for Boys" (6th Grade)

Filmstrip Series - Dr. L. C. Murray

"I Never Looked at It That Way Before"

"Sex: A Moral Dilemma for Teenagers" (with record)

BOOKS

Building A Successful Marriage

On Becoming A Woman

On Becoming A Man

Personal Adjustment and Family Living

When You Marry

Why Wait Till Marriage

Your Marriage and Family Living

SOURCE

Iowa State Health Department

Iowa State Health Department

Personal Products, Milltown, New Jersey

Iowa State Health Department

Kimberly Clark, Neenah, Wisconsin

Bell Telephone Company

Education Resource, Sergeant Bluff, Iowa

Personal Products, Milltown, New Jersey

SOURCE

Personal Products, Milltown, New Jersey

Wester Films, Hank Newenhous8, Inc., Northbrook, Illinois

Iowa State Health Department

Guidance Association, Pleasantville, New York

Guidance Association, Pleasantville, New York

SOURCE

Prentice Hall

Louise Bates Ames

Louise Bates Ames

Landis and Landis

D. C. Heath

Association Press, New York

Landis and Landis
PAMPHLETS

"A Story About You"
"Approaching Adulthood"
"Facts Aren't Enough"
"Finding Yourself"
"Growing Up and Liking It"
"How Life Goes On"
"How Shall I Tell My Daughter"
"Parents' Responsibility"
"Human Reproduction"
"Human Story"
"Some Questions? - Answers About V.D."
"Strictly For Teenagers"
Various Teaching Guides and Charts in a Teaching Portfolio from either
"Very Personally Yours"
"You're A Young Lady Now"

SOURCE
American Medical Association, 535 N. Dearborn, Chicago, Illinois
American Medical Association (see above)
American Medical Association (see above)
American Medical Association (see above)
Personal Products, Milltown, New Jersey
Prentice Hall, Inc., Englewood Cliffs, New Jersey
Personal Products, Milltown, New Jersey
American Medical Association (see above)
Laidlaw Company, River Forest, Illinois
Scott Foresman Company, Glenview, Illinois
American Social Health Association, 1790 Broadway, New York, New York
United States Department of Health, Education and Welfare
Personal Products or Kimberly Clark
Kimberly Clark, Neenah, Wisconsin
Kimberly Clark, Neenah, Wisconsin

Table XXIX, on page 81, shows that thirty-six respondents (27.7 per cent) indicated that they anticipated an expansion or revision of their sex education program in the near future. The consensus of respondents who replied in the affirmative was that a more carefully planned sequence of films and lectures would be advisable. It was stated that there was a need for more correlation within the framework of
courses in which sex education materials were presented. Many of those who replied in the affirmative indicated that they were in the process of studying this matter in their curriculum and they were, in several cases, relying upon resource personnel in the community to help reorganize their sex education programs.

**TABLE XXIX**

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU ANTICIPATE AN EXPANSION OR REVISION OF YOUR SEX EDUCATION PROGRAM IN THE NEAR FUTURE?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III: ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>num</td>
<td>cent</td>
<td>num</td>
</tr>
<tr>
<td>Yes</td>
<td>17</td>
<td>34.7</td>
<td>6</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>51.0</td>
<td>19</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>14.3</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
</tr>
</tbody>
</table>
Reasons for sex education in the public school. Item 22 on the questionnaire requested the respondent to list the most important reasons why he believed sex education should be a part of the public school curriculum. The number of responses in each group were as follows: Group I, 30 schools (61.2 per cent); Group II, 15 schools (40.5 per cent); Group III, 24 schools (54.5 per cent). This gave a total response of 69 schools (53.1 per cent). Most of the responses were very similar in content. No basic differences were observed in the answers of the smaller schools as compared to the larger schools. The writer of this report has summarized the statements made by the respondents and has listed them in the order of the frequency with which they were given. The reasons given for sex education in the public school were:

1. To give needed information in an area of education which was neglected by both home and church.

2. To give the student a wholesome attitude toward sex in human life. The student must be taught to understand and believe that sex is a proper part of life and that it is to be used rightly as a part of marriage, parenthood and the family. The student must be given proper guidance in order to understand that he may seek the help of parents, teachers, doctors and ministers when he desires such help.
3. To help the student to understand venereal disease.
   The student should understand how venereal disease is transmitted, how it progresses, and what it does to the human body.

Outline of sex education courses. Item 23 in the questionnaire requested a brief outline of the course of study for sex education. The number of responses in each group were as follows: Group I, 24 schools (49 per cent); Group II, 8 schools (21.6 per cent); Group III, 16 schools (36.4 per cent). This gave a total of forty-eight schools which responded to this item (36.9 per cent).

The following is a summary of what was reported:

At the primary level, sex education was mostly in the form of stories and films of baby animals and the care that the mother gave them. Proper toilet training was also included by some respondents as a part of sex education in the primary grades.

At the intermediate level there was very little sex education for boys but many of the respondents indicated the sixth grade as the point where instruction was begun for girls in the understanding of menstruation. Those who did not begin at the sixth grade level had this instruction at the seventh grade level.
At the seventh and eighth grade level, material which discussed the maturation process was introduced to both boys and girls. Such films as, "Boy to Man," and "Girl to Woman," were shown.

The material and films dealing with human reproduction and the birth process were usually shown in the biology and home economics classes in the senior high school years. Dating and the problems of boy-girl relationships were a part of the home economics and sociology classes.

Films and materials concerning venereal disease were introduced by some schools in the junior high school grades but most schools introduced this material in grades nine through twelve.

None of the schools gave a detailed outline of the contents of their courses. The outlines consisted of from two to five paragraphs of written material, usually giving the titles of films, books, and pamphlets that were used at each level of instruction. In four cases a personal letter accompanied the reply. The contents of these letters gave the brief outline of the materials which were being used and expressed the concerns of the writer regarding the need to include the proper moral understanding of sex as a part of sex education.

Table XXX, page 95, shows that the greatest benefits of sex education which schools reported were (in order of
importance: (1) more factual knowledge in matters pertaining to sex, (2) more wholesome attitudes toward sex, and (3) greater understanding of morals regarding sex. About one-half of the schools replied to this item. There were no significant differences in the replies of the smaller schools as compared to the larger schools.

TABLE XXX

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING POSITIVE RESULTS FROM SEX EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>Ber</td>
<td>Ber</td>
<td>Ber</td>
<td>Ber</td>
</tr>
<tr>
<td>Increase in illegitimacy</td>
<td>3 6.1</td>
<td>4 10.8</td>
<td>1 2.3</td>
<td>8 6.2</td>
</tr>
<tr>
<td>Decrease in venereal</td>
<td>2 4.0</td>
<td>1 2.7</td>
<td>0 0.0</td>
<td>3 2.3</td>
</tr>
<tr>
<td>disease</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater understanding of</td>
<td>10 20.4</td>
<td>7 18.9</td>
<td>9 20.4</td>
<td>26 20.0</td>
</tr>
<tr>
<td>morals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More factual knowledge</td>
<td>18 36.2</td>
<td>15 40.5</td>
<td>17 38.6</td>
<td>50 30.8</td>
</tr>
<tr>
<td>about sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More wholesome attitude</td>
<td>17 34.7</td>
<td>10 27.0</td>
<td>16 36.4</td>
<td>33 25.4</td>
</tr>
<tr>
<td>toward sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Columns are not totaled because more than one response could be checked by each school.
Table XXXI, page 87, shows that only two schools reported any negative results from a sex education program. One school said that a wrong interpretation of subject matter had been made by a student and the other school reported one refusal by parents to have their children participate in the program. There were seventy-two schools which reported they had experienced no negative results and fifty-six schools did not reply to this item.
TABLE XXXI

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "HAVE YOU OBSERVED ANY NEGATIVE RESULTS FROM YOUR SEX EDUCATION PROGRAM?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.0</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>59.2</td>
<td>20</td>
<td>54.1</td>
</tr>
<tr>
<td>No Response</td>
<td>19</td>
<td>38.8</td>
<td>16</td>
<td>43.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table XXXII, page 88, shows that fifty-nine of the 130 schools reported that they believed the public school should assume responsibility for teaching moral aspects of sex education. This was 45.4 per cent of the total. Group I (smaller schools) had the largest percentage of affirmative replies but there were no great differences between schools. One-third of all respondents did not answer this item.
TABLE XXXII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION "DO YOU FEEL THAT A PUBLIC SCHOOL SHOULD ASSUME THE RESPONSIBILITY OF TEACHING THE MORAL ASPECTS OF SEX EDUCATION?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>55.1</td>
<td>13</td>
<td>35.2</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>18.4</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>No Response</td>
<td>13</td>
<td>26.5</td>
<td>12</td>
<td>32.4</td>
</tr>
</tbody>
</table>

| TOTAL            | 49      | 100.0    | 37        | 100.0      | 44        | 100.0    | 130       | 100.0      |

Table XXXIII, page 89, shows 47 per cent of all respondents favored a title for sex education which omitted the word "sex." No significant differences were noted between the various sizes of schools. Thirty-one per cent did not respond to this item.
Table XXXIII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU FAVOR SOME OTHER TITLE WHICH OOMTS THE WORD 'SEX' FOR A UNIT IN SEX EDUCATION?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>49.0</td>
<td>13</td>
<td>35.2</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>22.4</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>28.6</td>
<td>14</td>
<td>37.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table XXXIV, page 90, shows that the title "Family Life Education" was the most favored of titles among those respondents who wished to omit the word "sex" from the title of any instruction in sex education. A total of thirty-eight schools favored this title which was 29.2 per cent of the total. "Human Development" was favored by twenty-four of the schools or 18.5 per cent. A total of fifty-four schools, or 41.5 per cent, did not reply to this item. The schools in Group III (larger schools) gave most of the responses to this item.
### TABLE XXXIV

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING THEIR PREFERENCES FOR TITLES OF UNITS IN SEX EDUCATION

<table>
<thead>
<tr>
<th>PREFERENCES FOR TITLES</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Life Education</td>
<td>13</td>
<td>26.5</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Child and Adolescent Development</td>
<td>2</td>
<td>4.1</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Human Development</td>
<td>10</td>
<td>20.4</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Relations</td>
<td>1</td>
<td>2.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reproduction</td>
<td>1</td>
<td>2.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>22</td>
<td>45.0</td>
<td>22</td>
<td>59.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table XXXV, page 91, shows that there were few cases of illegitimate pregnancies reported. The table shows that the greatest amount reported was 2 per cent of the enrollment from grades seven through twelve and the average for all schools was .7 per cent of the enrollment for the same grades.
The number of responses from each group were as follows: Group I, 32 schools (65.3 per cent); Group II, 20 schools (54.1 per cent); Group III, 21 schools (47.7 per cent). This was a total response of seventy-three schools (56.2 per cent).

TABLE XXXV

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING THE PERCENTAGE OF ILLEGITIMATE PREGNANCIES FROM GRADES SEVEN THROUGH TWELVE

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least Percentage</td>
<td>0.2</td>
<td>1.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Greatest Percentage</td>
<td>2.0</td>
<td>2.0</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Average Percentage</td>
<td>1.0</td>
<td>0.6</td>
<td>0.5</td>
<td>0.7</td>
</tr>
</tbody>
</table>

There were seventy-four schools which replied to the question concerning the percentage of incidence of venereal disease which had been reported in their student population. However, from the seventy-four schools which replied, there were only two schools in Group I, two schools in Group II, and one school in Group III which reported any cases. Each of the two schools in Group I reported 2 per cent. One
school in Group II reported 1 per cent and the other school reported .4 per cent. The one school in Group III reported .8 per cent. Sixty-two schools reported no cases. Table XXXVI, page 93, shows the least, greatest, and average percentage of cases reported by each group of schools.

The responses from each group were as follows:
Group I, 33 schools (67.3 per cent); Group II, 21 schools (56.8 per cent); Group III, 20 schools (45.5 per cent). This gave a total response of 56.8 per cent.

**TABLE XXXVI**

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, INDICATING THE PERCENTAGE OF CASES OF VENEREAL DISEASES REPORTED IN THEIR TOTAL ENROLLMENT

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least Percentage</td>
<td>2.0</td>
<td>0.4</td>
<td>0.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Greatest Percentage</td>
<td>2.0</td>
<td>1.0</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>Average Percentage</td>
<td>2.0</td>
<td>0.7</td>
<td>0.8</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Table XXXVII, page 93, shows that one-half of the 130 respondents desired a summary of the responses to the questionnaire. The greatest number of requests for the summary came from the larger schools (Group III).
TABLE XXXVII

RESPONSES OF SELECTED IOWA SCHOOLS IN MAY, 1967, TO THE QUESTION, "DO YOU DESIRE A SUMMARY OF THIS STUDY?"

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>GROUP I</th>
<th>GROUP II</th>
<th>GROUP III</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
<td>61.2</td>
<td>14</td>
<td>37.9</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>14.3</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>No Response</td>
<td>12</td>
<td>24.5</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

II. SUMMARY OF DATA

As a result of the detailed tabulations which have been made in this chapter, the following items are stated in summary:

1. There was a genuine interest in the subject of sex education, as there was a total response of 91.5 per cent to the questionnaire. One-half of the 130 respondents indicated that they would appreciate a summary of the study.

2. There was no definite pattern of difference observed between the three groups of schools which had been grouped according to size of high school enrollment.
3. Sex education was taught as an integral part of other courses, rather than as a subject or unit by itself.

4. Planning and teaching of sex education was the responsibility of administrators, nurses, and teachers of physical education, health, biological sciences, and home economics because it was in these subject areas that instruction in sex education was given.

5. Parents, together with representatives of various community groups, such as clergymen, doctors, nurses, and members of the board of education were consulted in the planning of sex education but were very rarely used as teachers in the classroom.

6. Sex education received very little criticism and many compliments from students, parents and professional people in the community, if the instruction were given by competent teachers.

7. There was a wide variation in the amount of time given to sex education, as shown by the following facts:

a. In the elementary grades the average number of hours of instruction per year began at 1.8 and rose to 3.4 by the sixth grade. There
were schools which offered no instruction at all in the elementary grades and there were schools which offered as much as twelve hours of instruction per year in the sixth grade.

b. In grades seven and eight, the greatest amount of time was twenty-five hours of instruction per year and the least was no instruction. The average amount of time ranged between 5.5 hours and 6.4 hours in the seventh and eighth grades.

c. In grades nine through twelve the average amount of instruction per year ranged between 6.2 hours and 6.9 hours, with the greatest amount of time thirty hours and the least amount of time being none.

8. Boys and girls were separated for at least some phase of sex education during their school years, most of this separation being in the junior and senior high grades.

9. Classroom discussion and lectures with much emphasis on visual aids were the methods of instruction most commonly used. Booklets and pamphlets were emphasized as important resource materials for both students and parents.
10. Public schools should teach sex education because the home and the church have not been able to do an adequate job, judging from comments made by students.

11. Sex education should have some other title which omits the word "sex" because people have become accustomed to misinterpretation of this word. The use of the title "Family Life" was preferred.
CHAPTER V

VISITATION OF SCHOOLS

The writer of this report asked for and received permission to visit three school districts which were geographically close to the Dallas Community School District and which had some instruction in the field of sex education. These visits were made by the writer of this report in May, 1967. The following material is a summary of those visits.

I. CENTRAL DALLAS SCHOOL DISTRICT, MINBURN, IOWA

The writer of this report interviewed the school nurse in the Central Dallas School District. The school nurse was directly responsible for the sex education program in the district and the superintendent recommended that the nurse should be the person to contact concerning this interview.

The Central Dallas District had 172 children in grades K-5, 111 children in grades 6-7-8 (Junior High), and 103 in grades 9-12 (Senior High).

The Central Dallas District had a combination of integrated and special instructional materials in sex education.
The program had been in operation only one school year when this interview was conducted and would be changed according to needs as greater experience was gained. The formation of the program was begun by a planning committee composed of school administrators, teachers, nurses, parents, clergymen and a representative of Planned Parenthood, Des Moines, Iowa. This committee had reviewed materials and visual aids and had recommended the basic guidelines for the program.

The parents were always invited to view films before the films or other audio-visual materials were presented to the children in school. There had been two mothers who objected to the program because they felt that the home and the church should teach sex education. However, there had been several favorable comments from other parents and students who felt that the instruction had been of much help to them.

There was approximately one hour of instruction time given per year in grades one through four. In the fifth grade there were two hours of instruction and in the sixth grades two hours of instruction were given to the girls. All other grades received one hour per year, except twelfth, which had from two to three hours of instruction.

The sexes were separated from the fifth through the twelfth grade except in those classes where instruction is normally coeducational, such as biology.
Films, filmstrips, class discussions and resources such as pamphlets and booklets were used as the principal curriculum materials. There were no resident doctors in Minburn.

The nurse felt that the school should be involved in teaching the moral aspects of sex education because of the responsibility for conduct which evolves from factual knowledge in sex education. She felt that a more wholesome attitude and proper understanding of morals had resulted from the sex education program.

The nurse reported that there had been no known illegitimate pregnancies or cases of venereal disease in the last ten years.

The following was the list of films used for the basis of instruction in sex education during the first year of the program. A discussion period followed the showing of each film.

<table>
<thead>
<tr>
<th>Film</th>
<th>Grade</th>
<th>Sexes Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Human and Animal Beginnings&quot;</td>
<td>1-5</td>
<td>No</td>
</tr>
<tr>
<td>&quot;Story of Menstruation&quot;</td>
<td>5-6</td>
<td>Yes</td>
</tr>
<tr>
<td>&quot;Human Growth&quot;</td>
<td>6-12</td>
<td>Yes</td>
</tr>
<tr>
<td>&quot;Boy to Man&quot;</td>
<td>6-8</td>
<td>Yes</td>
</tr>
<tr>
<td>&quot;Girl to Woman&quot;</td>
<td>6-8</td>
<td>Yes</td>
</tr>
</tbody>
</table>
II. PERRY COMMUNITY SCHOOL DISTRICT, PERRY, IOWA

The writer of this report interviewed the school nurse and the boys' counselor at Perry. These two individuals were directly responsible for the sex education program and did the teaching and showing of films.

Perry Community District had 924 students in grades K-5, 425 students in grades 6-8 (Junior High), and 658 students in grades 9-12 (Senior High).

Perry had both integrated and special curriculum materials in sex education.

The sex education program had been in operation in Perry for about ten years. It was begun by the formation of a community committee with representatives from the clergy, medical profession, school administrators, teachers, board of education, counselors and parents.

There had been no objection to the sex education program in Perry that either the nurse or the counselor could remember. There had been many appreciative comments made through the years by students and parents. No student had
ever asked to be excused from the instruction because of parental objection.

Instruction began in the fifth grade and culminated in the ninth grade. The fifth grade had about one and one-half hours of instruction. The sixth, seventh and eighth grades had one hour per year. The ninth grade had about six hours of instruction per year.

There was separate instruction for boys and girls except in those cases where classes were usually coeducational.

Films, charts, lectures, classroom discussions, booklets, pamphlets and magazine articles were utilized as curriculum materials.

The nurse and counselor felt that the students had benefited much by the sex education program because parents were evidently not teaching all aspects of sex education which the students wanted to know. This fact had been mentioned by some of the students. There had been about one-half of one per cent of the students in grades seven through twelve who had become pregnant in the past few years. Very few cases of venereal disease had been reported but no exact number was given.

Both the nurse and the counselor agreed that a more comprehensive program for the senior high school grades should be developed.
The emphasis of more instruction in the ninth grade was made because it was the opinion of the nurse and the counselor that this was a crucial age for presentation of sex education. The ninth grade classes were held for six weeks on an alternating class period which meant that one week the first period would be used, the second week the second period would be utilized for sex education and so on through the six week period. The classes were very large with as many as 120 students in a class. This was not good because very little discussion could be carried on in so large a group.

It was agreed by the nurse and the counselor that the moral aspects of sex education should be taught because with the increased factual knowledge of sex came a responsibility to use these facts intelligently.

The boys' counselor gave the following outline of his part of the instruction with the boys:

1. Understanding the Male Body
2. Understanding the Female Body
3. Dating and Mating
4. Human Reproduction

The nurse gave the following outline of her work with both boys and girls:
I. Early Adolescence

A. Meeting with fifth grade girls.

Mother - Daughter Tea and the showing of the film "Story of Menstruation." A short talk was given by the nurse concerning body changes and the process of maturation which would now take place. The booklet "Very Personally Yours" was distributed.

B. Meeting with sixth grade girls in physical education classes.

The booklet, "You're a Young Lady Now" was distributed and the film "It's Wonderful Being A Girl" was shown. Discussion periods were held and the opportunity for questions was made available.

C. Meeting with the seventh and eighth grade boys in physical education classes.

The film, "As Boys Grow" was shown and opportunity for discussion and questions was made available.

II. Later Adolescence

A. Six one hour classes were held in the ninth grade; boys and girls met separately. Films with charts, booklets and discussion were the principal means of instruction. The biology of adolescent development and biological material on the reproduction system were introduced.

Films used were:

"A Quarter Million Teenagers"
"Human Growth"
"Human Reproduction"
"As Boys Grow"
"Labor and Delivery"
"From Generation to Generation"
III. WOODWARD-GRANGER COMMUNITY SCHOOL DISTRICT, 
WOODWARD, IOWA

The writer of this report visited with the superintendent, the high school principal and the junior high school principal of the Woodward-Granger District. The junior high school principal was also the elementary principal. These three men constituted the entire administrative staff of the school.

The Woodward-Granger District had 390 students in grades K-6, 100 students in grades 7-8 (Junior High), and 190 students in grades 9-12 (Senior High).

The Woodward District had a combination of integrated materials and some special material in sex education. Sex education was part of such courses as biology insofar as reproduction was part of the study of both animal and human biology. Sex education was given some attention in the home economics class in the discussion of the maturation process of the female body. Sex education entered the sociology class in the study of the home and the family relationships.

A minister had been invited to the sociology class to give a lecture on the home and the family.

In the eighth grade there was a special course entitled, "Personality Growth." This was taught by a
classroom teacher. The course was given for one quarter of the school year, five periods per week. Such items as manners, dress, poise and behavior are a part of this course. Sex education entered the course in the form of discussions of boy - girl relationships.

In the view of the administrators, the sex education program consisted almost entirely of the use of films or filmstrips with discussion of these films after each session. The program began in the fifth grade and continued through the twelfth grade for one hour per year. The selection of the series of films used or any other plans for the program were made by a committee consisting of administrators, teachers and representatives from the community, such as doctors, nurses and parents.

Resource personnel were sometimes invited to be present such as speakers from the State Department of Health or ministers from the community. They had conducted a discussion of the film after it was seen by the students.

Boys and girls were separated for the viewing of the films and for discussion of the film or other materials unless the film had been used in a coeducational class.

The administrators pointed out that most materials with which they were familiar offered a good factual presentation of the physical aspects of sex education but they were
concerned about the teaching of proper moral and ethical understanding. They felt that the presentation of the physical and scientific facts of reproduction made them responsible to teach the moral values concerned and they felt that they were somewhat at a loss to know how to properly convey the proper message of morality simply by showing the films and having some discussion after the film. This became the most difficult aspect of the program because of differences of opinions in the community on morals involved with sex education.

There had been no known objections to the program which had been in operation for the past three years. Parents had been invited to view films which were to be used and there had been some parents who had come to these meetings but the administrators felt that more interest by the parents would be helpful. They had received a considerable amount of favorable comments from parents and students concerning the sex education program.

The administrators felt that sex education was needed in the public schools and in their experience with it they said their program had been responsible for a decrease in the illegitimate pregnancies in their school from a high point of ten cases per year to three per year.

A title which omitted the word "sex" was favored when any reference was made to the program because the
administrators felt that many students had been given a
perverted view of the word "sex." They favored the title
"Family Life Education."

There had been no known cases of venereal disease
in their school for the past six years.

The administrators felt that their program should be
enlarged in order to offer more time for discussion and
teaching of ethics.

The following films were used in the sex education
program:

<table>
<thead>
<tr>
<th>Film</th>
<th>Grade</th>
<th>Sexes</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Story of Menstruation&quot;</td>
<td>5-6 girls</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>&quot;Human Growth&quot;</td>
<td>5-6 and parents</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>&quot;Boy to Man&quot;</td>
<td>7-8 boys</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>&quot;Human Heredity&quot;</td>
<td>7-8 boys and girls</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>&quot;Girl to Woman&quot;</td>
<td>7-8 girls</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>&quot;Innocent Party&quot;</td>
<td>8 boys and girls</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>&quot;Quarter Million Teenagers,&quot; plus lecturer</td>
<td>9-12 boys and girls</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>&quot;Life's Creation and You,&quot; filmstrip and lecture guide</td>
<td>9-12 boys and girls</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
IV. SUMMARY OF SCHOOL VISITATIONS

The three schools which this writer visited had sex education programs which consisted basically of a series of films or filmstrips. The program at Perry had done more in depth study because the individuals directing the program had been able to develop more detailed directives and guides for themselves over a period of ten years' experience with the program. However, the program did not attempt to cover the last three years of the students' life in the school. The programs at Central Dallas District and Woodward-Granger District attempted to cover a greater span of years but were not really going into any great depth study at any one level such as was done at the ninth grade level at Perry. All districts stated that the area of sex education must be studied and new materials constantly adopted in view of the best and most advanced method and materials of teaching.
CHAPTER VI

DEVELOPMENT OF THE SEX EDUCATION PROGRAM IN
THE DALLAS COMMUNITY SCHOOL DISTRICT

I. EARLY BEGINNING

The subject of sex education in the Dallas Community School District was brought to the attention of the superintendent when he attended a meeting of the school administrators in Dallas County in the fall of 1966. He found there were other schools in the county which had some form of sex education while Dallas Community School had no formal program. The superintendent had not, at the time, given much thought to the subject, but as he gave the matter considerable thought he decided to call a meeting of the ministers in the school district in order to ask them their opinion of the matter of sex education in the public school and more specifically, in the Dallas Community District. The meeting with the ministers was held in the superintendent's office in November, 1966. The consensus at this meeting was that the administrators of the school should proceed to bring the matter before the board of education. If the board of education would approve further study of the matter, then a community committee should be formed which
would have representatives from the medical profession, clergy, board of education, school club, teachers and parents. This committee would then study the matter and bring recommendations to the administration and the board of education based upon their findings and community opinion which they would seek by personal contacts and conversations, as well as public meetings.

The matter was brought to the attention of the board of education in March, 1967. The board approved the formation of a community committee to study the subject of sex education in the district and report its findings and recommendations to the school administrators who would report to the board of education.

II. FORMATION OF COMMUNITY COMMITTEE

When the board of education had given its initial approval for the formation of a community committee, the superintendent sent a letter of invitation to fourteen people in the district who would be representatives of various groups in the community.\(^1\) Clergymen, medical doctors, nurses, school administrators, members of the board of education, school club and parents were included in the membership of the committee. The writer of this

\(^{1}\text{Appendix E.}\)
The first meeting of the community committee was held April 3, 1967. Some of the opinions expressed at this meeting were:

1. Students need to learn both the physiology of sex and the moral issues involved in sex education.

2. The use of films, charts, and other teaching aids was recommended, but class discussion directed by the teacher must also be a part of instruction in sex education.

3. "Sex" should not be a part of the title of any course or unit because of the wrong interpretations which some people might have regarding this word.

4. The question was raised as to whether any positive proof could be produced that would show sex education had produced any beneficial results.

5. Parents should have the option to refuse to have their children participate in any instruction in sex education if the parents had a definite negative attitude against such education. However, it would be the objective of a good sex education program to try to eliminate whatever negative attitude that might be expressed.

6. The personnel within the system who would be the best teachers for sex education should be recruited to do the teaching in the system.

7. The number of hours that should be devoted to instruction in sex education should be determined.

8. The grade levels at which boys and girls should be separated for sex education should be determined.

It was the consensus of the members of the committee that it would be advisable to enlarge the committee for
study and discussion purposes. Suggestions of names were made and the members were assigned certain people to contact with invitations to become members of the committee. It was the hope of the committee that the membership could be enlarged to approximately twenty-eight members. The superintendent would send notices of the next meeting date to all present members and to all those whose names had been suggested.

Second Meeting

The second meeting of the community committee was held April 14, 1967. This was the enlarged committee which was planned in the first session. This enlarged committee was divided into three sub-committees.

The general sub-committee was to discuss objectives, need, title, separation of sexes, teachers and parental permission for student participation in the sex education program.

The curriculum sub-committee was asked to discuss objectives, general content of films and other materials to be used, ages or grades to be included, amount of time needed for sex education, sex education programs in operation in other schools, and ways and means to integrate the sex education materials into the present courses being offered in the curriculum.
The public relations sub-committee was asked to discuss objectives, ways and means to inform the public of the present plans, as well as the continuing progress of the entire committee and the sex education program in the future.

The sub-committees had their meetings and then reported to the entire group. The following material is a summary of these reports:

**General sub-committee.**

1. The objectives of the sex education program would be the development of greater understanding and appreciation of sex in its many aspects, beginning with one and two cell organisms to teach reproduction and progress through animals to humans.

2. Development of a formal sex education program for the school is needed because the area is increasingly becoming more urban. Thus, fewer examples from farm life are available for instruction in sex education. There is a need for proper vocabulary in discussion of matters pertaining to sexual physiology.

3. Because the word "sex" had received the wrong type of interpretation in some instances, we prefer the title "Health and Human Development" for any instructional effort in sex education.

4. It is believed that about the age of twelve years or the fifth and sixth grade level, boys and girls should be separated for a time until they become acquainted with the terminology so they can discuss the subjects objectively, perhaps going back to co-educational instruction at the ninth grade level.

5. Well qualified personnel from the school staff or from the community should be asked to teach. The teacher should be chosen for his or her ability to communicate with students and to hold their
respect and attention as well as for academic qualifications. The teacher should not be chosen just because he or she is "available" at a given period in the day.

6. Parents should have the option of excusing their child from the sex education program if there were serious objections but the committee recommends that a positive approach be used whereby the school should emphasize that every student should have the opportunity of attending these classes.

7. Parents should have the opportunity to preview audiovisual aids to be used in sex education and should have the opportunity to discuss any questions or problems with the school administrators which pertained to the sex education program.

8. Some members of the committee stated that reports had been read of sex education programs being responsible for a decrease in the rate of venereal disease in some areas of the country.

Curriculum sub-committee.

1. Sex education was defined by this group as all instruction which included any facet of understanding of individual sexuality, as well as all boy-girl relationships. The objectives of a sex education program would be to integrate the technical information according to the age and development of the student and to provide the parents with the knowledge and terminology being taught.

2. The committee authorized the superintendent and principals of the elementary grades and the junior-senior high school to formulate objectives for each age level of instruction and to submit them to the committee for approval or disapproval.

3. The school should have sex education in some form in the elementary grades and continue throughout the senior high school years.

4. Such items as smoking, drugs and alcohol should not be included in sex education except as they enter the discussion of their effects upon the human body and its total function. (For example, the effects of these items on pregnancy).
5. Sex education would consist to a large extent of audio-visual aids, because of the many fine items that are available; but reading material for students should be provided, especially for older students.

6. A sequential program through the various age levels should be adopted and changes made in the placement of materials according to the discretion of the teachers and administration and according to the availability of new material produced in the future.

7. The venereal diseases should be a part of sex education and should be a part of the curriculum materials at the junior high school level.

Public relations sub-committee.

1. The objectives of the sex education program should be:
   a. To give better information to parents and children concerning sex education and the moral and ethical values connected with it.
   b. To take into consideration the fact that the home training may not be adequate.
   c. To reinforce the home in its responsibility and duty to give the child a full body of knowledge and understanding concerning his or her physical development.
   d. To search out and obtain reliable resource materials for parents and children.
   e. To secure and be able to share the proper understanding of sex education in relation to its moral aspects.

2. The following things should be done now to inform the adults in the district of the work of our committee:
   a. Notify the public through newspaper media.
   b. Publish a school newsletter before the next School Club meeting at which time sex education will be the topic at the meeting.
c. Each committee member should be alert for opportunities to discuss the venture of the school into sex education with people in the community in order to bring a positive person-to-person approach in the matter.

3. The following things should be done to inform adults and students of the sex education program as it is being put into operation:

a. Consider the possibility of a public meeting to explain all aspects of the anticipated program.

b. Publish an announcement in the school newsletter in the fall of 1967 in order to inform parents and students of the anticipated scope of the program.

c. Use continued newsletter coverage when advisable.

4. The following things should be done to keep adults involved in the program and to provide for channels of communication to develop understanding after the program is put into operation:

a. Provide resource material for the parents.

b. Provide an opportunity for parents to preview films before they are shown to students.

c. Provide for some type of follow-up evaluation after one year and after several years of operation. Changes should be made in the program in the view of such follow-up studies.

Third Meeting

The third meeting of the total community committee was held April 29, 1967. This meeting was devoted to a general discussion of what had been covered thus far in the program and a summation of the previous meeting was presented in the form of objectives and goals presented by the superintendent on the basis of the various committee reports of the previous
meeting. After this had been presented, the group viewed audio-visual materials which could be used in a sex education program. Discussion and comments were made by various members of the group after viewing of the materials. The following is a report which was compiled on the basis of the various sub-committee reports:

General statement on "Health and Human Development."

To fill a responsible and constructive role in the larger family of human beings, a person must have appropriate knowledge and attitudes relative to the role of sex in life. These are best acquired or learned in the more intimate circles of the home, church, school and peer group. Each association with others contributes its impact. Parents, teachers and all others who work with youth can do much to make sure that such impacts are of a positive nature. Readiness of the child is the primary essential; timing is crucial and guidance with understanding is the most important responsibility of every adult entrusted with leadership of young people.

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

General goals.

1. To develop persons who will use their sexuality in mature and responsible ways.

2. To develop boy-girl and man-woman relationships to the end that the sexes will be able to understand and respect one another.
Specific goals.

1. To give youth the knowledge and appreciation of the place the family holds in our culture and his place in his own family.

2. To give youth the knowledge and appreciation of his responsibilities to the family he may wish to establish later.

3. To give boys and girls the scientific and physiological information for understanding sex and its relation to life and the family.

4. To develop the knowledge of the power of the sex drive, the tensions that arise and the need of control of the sex urge by will power and self-discipline.

5. To help youth acquire a background of ideals, standards and attitudes which will be of value to him in choosing a mate and building his own family.

6. To give youth a knowledge of venereal diseases.

7. To give youth a knowledge of the overpopulation problem of today.

Specific goals of "Health and Human Development" in the primary grades.

1. To explore the roles of family members, with emphasis on the child's love, loyalty and appreciation of his family.

2. To help each child develop a wholesome attitude toward sex.

3. To establish the use of proper terminology in reference to the body.

4. To help children understand that there are sex differences between boys and girls.

5. To discourage the unnecessary handling of parts of the body.
6. To give correct and understandable answers to the child's questions concerning reproduction.

Specific goals of "Health and Human Development" in the intermediate grades.

1. To deepen loyalty to, respect for, and appreciation of one's own family.
2. To continually stress a wholesome attitude toward sex.
3. To give students an understanding of the scientific vocabulary for discussion of natural processes.
4. To help pre-adolescents understand the changes that are and will be taking place in their bodies.
5. To develop respect for social customs.
6. To respect the miracle of life.

Specific goals of "Health and Human Development" in the junior high school.

1. To continue a wholesome and mature attitude toward sex.
2. To give students a scientific background and vocabulary for dignified discussion of sex.
3. To establish respect for social standards.
4. To help the student understand the reasons for proper behavior.
5. To encourage students to talk frankly and to help them find answers to their questions.
6. To develop fine family relations.

Specific goals of "Health and Human Development" in the senior high school.

1. To give youth the knowledge and appreciation of the
place the family holds in our culture and in his own family.

2. To give youth the knowledge and appreciation of his responsibilities to the family he may wish to establish later.

3. To give boys and girls the scientific and physiological information for understanding sex and its relation to life and the family.

4. To develop the knowledge of the power of the sex drive, the tensions that arise and the need of controlling the sex urge by will power and self-discipline.

5. To help youth acquire a background of ideals, standards and attitudes which will be of value to him in choosing a mate and building his own family.

6. To give youth a knowledge of venereal diseases.

7. To give youth a knowledge of the over population of the world today.

Fourth Meeting

The fourth meeting of the total community committee was held May 26, 1967. The committee heard a preliminary report by the writer of this field study on the returns of the questionnaire. These facts were given in detail in Chapter IV of this study.

The superintendent presented a preliminary outline of the audio-visual aids and other materials which would be included in the program. These matters were discussed and additional audio-visual materials were viewed by the committee with some additional recommendations.
Fifth Meeting

The fifth meeting of the community committee was held August 24, 1967. The principal item on the agenda was a complete review of the proposed sex education program and the work of the committee to date. The superintendent presented the proposed program with the revisions which had been suggested by the committee. The superintendent reported that the board of education had given formal approval for the program and had directed that the proposed program should be initiated in the 1967-68 school year. The plans developed for this year would be subject to revision as the instructors and the administration saw the need and additions or revisions would be made upon the basis of any further developments in this study.

Sixth Meeting

The sixth meeting of the community committee was held on December 18, 1967. This was after the "Health and Human Development" program had been in operation for the first three months of the school year. The meeting was called by the superintendent in order that the members of the committee might have the opportunity to discuss some negative comments that had been made in the community and in one of the public meetings which had been scheduled for public preview of audio-visual materials. There had been some
question about the advisability of showing the film, "Fertilization and Birth." Two or three mothers had been rather outspoken about their children viewing this film. After the committee had discussed the matter and heard suggestions and comments that were both positive and negative about the entire program, the committee decided to proceed with the program and materials as planned with this exception that, if necessary, films and filmstrips should be edited and those portions removed which might be objectionable. The decision as to what should be removed would be left to the judgment of the administrators and teachers.

The committee also previewed filmstrips for future use and gave their approval of the materials.

In conjunction with the committee meeting, a public meeting had also been called for this same evening in order that any objections which had been raised might be discussed in public. There were some comments made by three or four people, but of the sixty-five people who were present, the great majority seemed favorable to the program.

III. SCHOOL CLUB MEETINGS

First Meeting

In order to present the subject of sex education to the public, a program of informal discussion of the subject was scheduled for the regular school club date, April 20, 1967.
There were approximately seventy-five people present for the meeting. This was considered a satisfactory number, since there have been some programs where only thirty or forty people have been present for the school club meetings.

The general topic was briefly introduced by a medical doctor from the community committee and by a clergyman from the same committee. (The writer of this report.) It was emphasized by these men that any sex education must give the student a wholesome impression of sex and married life. Sex must be understood as a gift from God, to be used rightly, and it will be a lifetime blessing.

After the introductory remarks had been concluded, the entire group was divided into small groups of seven or eight people each for person to person discussion. Each group discussed the same question at the same time and when the discussion leader called for the report, each group was to give an oral summary of what had been said in each group.

The role of the school. The first question was, "What is the role of the public school in sex education?" The groups felt that because of the sex revolution in society, the public school had been forced into a position to teach sex education, if the school is to help the students in this area of their lives.
Sex education on a voluntary basis. The second question was, "Should sex education be on a voluntary or compulsory basis?" The groups were in agreement that one hundred per cent cooperation and participation should be urged, but that parents should have the option to request that students be excused from sex education if the parents seriously objected to the sex education program in the school.

Coeducation. The third question was, "Should sex education be coeducational and at what age levels should there be any separation of the sexes?" Most of the people felt that sex education should begin in the primary grades and at this level it was proper to have coeducation. Sex education should be carried on through the high school years, but there would be areas of instruction, especially in the sixth through the ninth or tenth grade levels, when it would be advisable to have separation of the sexes for instruction. These decisions should be left to the teacher and the administration.

Procedures. The last question for discussion was, "What is the best procedure to follow in order to begin sex education in our school?" There was agreement that the best teachers and curriculum materials should be obtained. It would be advisable for the administration to schedule a
series of public meetings when the parents would have the opportunity to view the audio-visual materials which would be used for the instruction. This would also give the parents the opportunity to hear the view of the administrators and the teachers, as well as to ask questions concerning the method of instruction.

Second Meeting

The second meeting of the school club which featured sex education was held February 15, 1968. This meeting was designed as an effort in parental education. The film, "Parent to Child, About Sex," was shown and followed by a question and answer period. The film displayed the need for sex education and the methods which could be used by parents to explain the answers to children's questions about sex. The film was narrated by two medical doctors and various illustrations of situations when children would ask questions were explained.

The question and answer period following the film was conducted by the superintendent. There were some very fine comments made about the progress of the sex education program in the school and some questions about the program for the remainder of the current school year. The general good will of the group was expressed in a statement made by a young
mother when she called for an expression of thanks from the
group for what the school was doing for their children. The
group responded by clapping their hands.

IV. THE SCHEDULE FOR SEX EDUCATION IN THE DALLAS
COMMUNITY SCHOOL DISTRICT FOR THE
1967-68 SCHOOL YEAR

Table XXXVIII gives the complete schedule of cur-
criculum materials in sex education which were used at each
grade level during the 1967-68 school year. Also given in
the same table is the information as to whether the sexes
were separated for that specific grade level of instruction
and the placement of the material according to subject or
class in which the instruction was given.

In the elementary grades (K-6) the sex education was
a part of the health studies for that particular grade and
in all cases the instruction and use of audio-visual
materials was done by the regular classroom teacher. The
teacher gave an introduction to the material and conducted
discussions and question-answer periods following the show-
ing of the film.

In the junior and senior high school the instruction
was done mostly in the physical education classes (which
included health) and in a few instances in biology and
social studies. The same procedure of introduction to the
subject and the follow-up discussion was conducted by the teacher with the assistance of the nurse as indicated in the table.

One of the greatest difficulties that has been encountered in the entire program has been the scheduling of audio-visual materials. These materials cannot always be had when they are desired and this means a complete change of time schedule for certain lessons on the part of the teacher.

It was the purpose of the administrators to space the showing of films and filmstrips at least three to four weeks apart in the grades or classes where they were presented. In this way the "Health and Human Development" program was continued throughout the school year with each student having from three to five hours of instruction in grades six through twelve, and from one to three hours of instruction in grades one through five, during the school year. The exact dates of presentation were based largely upon the date of availability of the materials.

In the 1967-68 schedule there were some instances where more than one grade was scheduled to see the same film. This was done in order that all children might have all parts of the program this first year. Proper changes will be made in the schedule for the 1968-69 school year in order to avoid duplication of the same materials for the same grade.
<table>
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<tr>
<th>Grade</th>
<th>People Involved</th>
<th>Instructor</th>
<th>Curriculum Materials</th>
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<tbody>
<tr>
<td>Pre-school</td>
<td>Students and Parents</td>
<td>(At Round-up time)</td>
<td>Pamphlet - &quot;Parents' Responsibility&quot;</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Students and Parents</td>
<td>(At Conference with Parent)</td>
<td>Pamphlet - &quot;Parents' Responsibility&quot;</td>
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<tr>
<td>1</td>
<td>Boys and Girls Together</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Human and Animal Beginnings&quot;</td>
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<td>2</td>
<td>Boys and Girls Together</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Human and Animal Beginnings&quot;</td>
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<td>Film - &quot;Fertilization and Birth&quot;</td>
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<td>3</td>
<td>Boys and Girls Together</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Human and Animal Beginnings&quot;</td>
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<td>Film - &quot;Fertilization and Birth&quot;</td>
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<td>Film - &quot;One to Grow On&quot;</td>
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<td>Slidekit - &quot;Hot Babies Are Made&quot;</td>
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<td>4</td>
<td>Boys and Girls Together</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Fertilization and Birth&quot;</td>
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<td>Film - &quot;Exploring Your Growth&quot;</td>
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<td>Slidekit - &quot;How Babies Are Made&quot;</td>
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<td>Grade</td>
<td>People Involved</td>
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<td>Curriculum Materials</td>
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<tr>
<td>5</td>
<td>Boys and Girls Together</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Fertilization and Birth&quot;</td>
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<td>Girls Only</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Story of Menstruation&quot;</td>
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<td>Girls Only</td>
<td>Classroom Teacher</td>
<td>Film - &quot;It's Wonderful Being A Girl&quot;</td>
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<td></td>
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<td>and Nurse</td>
<td>Pamphlets - for girls - &quot;Very Personally Yours&quot; - for</td>
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<td>mothers - &quot;Accent on You&quot; and &quot;How Shall I Tell My</td>
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<td>Daughter?&quot;</td>
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<td>6</td>
<td>Boys and Girls Together</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Fertilization and Birth&quot;</td>
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<td>Boys and Girls, but in Separate</td>
<td>Classroom Teacher</td>
<td>Film - &quot;Human Growth&quot;</td>
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<td>Groups</td>
<td>Filmstrip - &quot;Especially for Boys&quot;</td>
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<td>Classroom Teacher</td>
<td>Film - &quot;Molly Grows Up&quot;</td>
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<td>Classroom Teacher</td>
<td>Pamphlet - &quot;A Story About You&quot;</td>
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<td>7</td>
<td>Boys and Girls, but in Separate</td>
<td>Physical Educa-</td>
<td>Film - &quot;Human Growth&quot;</td>
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<td>Film - &quot;Boy to Man&quot;</td>
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<td>Film - &quot;Girl to Woman&quot;</td>
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<td>People Involved</td>
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| 8     | Boys and Girls, but in Separate Groups | Physical Education | Film - "Human Growth"
|       |                  |            | Film - "Girl to Woman"
|       |                  |            | Film - "Boy to Man"
|       |                  |            | Film - "Generation to Generation"
|       | Girls Only       | Physical Education | Film - "Innocent Party"
|       | Boys and Girls   | Physical Education | Pamphlet - "Finding Yourself"
| 9     | Boys and Girls, but in Separate Groups | Physical Education | Film - "Generation to Generation"
|       |                  |            | Film - "Innocent Party"
|       | Girls Only       | Physical Education | Film - "Phoebe - Story of Premarital Pregnancy"
| 10    | Boys and Girls, but in Separate Groups | Physical Education | Film - "Generation to Generation"
|       |                  |            | Film - "Phoebe - Story of Premarital Pregnancy"
|       |                  |            | Film - "Innocent Party"
|       | Boys and Girls   | Biology    | Film - "Human Reproduction"
|       | Together         | Biology    | Film - "Quarter Million Teenagers"
<p>|       |                  |            | Pamphlet - &quot;Approaching Adulthood&quot; |</p>
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<th>Curriculum Materials</th>
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<td>Boys and Girls, but in Separate Groups</td>
<td>Physical Education</td>
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<td>Film - &quot;Innocent Party&quot;</td>
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<td>12</td>
<td>Boys and Girls, but in Separate Groups</td>
<td>Physical Education</td>
<td>Film - &quot;Generation to Generation&quot;</td>
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<td>Film - &quot;Phoebe&quot;</td>
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<td>Boys and Girls Together</td>
<td>Social Studies</td>
<td>Film - &quot;Innocent Party&quot;</td>
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<td>Boys and Girls</td>
<td>Social Studies</td>
<td>Film - &quot;Our Shrinking World&quot;</td>
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<td>Film - &quot;Costly Crowd&quot;</td>
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<td>Film - &quot;Fair Chance&quot;</td>
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<td>Pamphlet - &quot;Facts Aren't Enough&quot;</td>
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The moral and ethical aspects of sex education were discussed to some extent in the junior and senior high school grades when the material being presented involved such matters, but instructors have indicated that the moral and ethical aspect of sex education was the most difficult part of the instruction to conduct. The factual and scientific material was well presented in the audio-visual material but in some instances there was little or no emphasis on the moral issues involved. The community committee and the administrators have agreed that the moral issue must be included in the instruction if one is to have the proper type of sex education program.

Public meetings were scheduled some time prior to the showing of films in the school. Parents were invited and urged to come to these meetings to see the materials and hear explanations of their use in the school. There were a few skeptical remarks at times but the great majority of the parents have expressed approval and appreciation of the program.
CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. PROBLEM AND PROCEDURE

It was the purpose of this study to give the details of the process by which the sex education program in the Dallas Community School was initiated and developed, beginning with the 1967-68 school year.

The procedure used to arrive at pertinent information concerning this problem were:

1. A review of recent literature in the field of sex education in order to establish a basis for intelligent action in the effort to initiate the sex education program at Dallas Center.

2. A survey of schools was conducted in order to ascertain the type of programs which were being used when this study was made. The survey was made by the use of a questionnaire which was sent to all schools in Iowa with a high school enrollment of 200-299 students and to a 25 per cent sampling of all schools with a high school enrollment of three hundred or more students. This resulted in 142 questionnaires which were sent and 130 of these were returned to yield a rate of 91.5 per cent return. This survey was made in May of 1967.
The information gained from the survey was very helpful in the improvement of the sex education program at Dallas Community School.

3. Visitations of three neighboring schools were conducted in order to obtain information concerning existing sex education programs. The information gained in these visitations was also helpful in developing the sex education program at Dallas Community School.

4. A community committee was formed with representatives from the medical profession, clergy, school administrators, board of education, teachers and parents. This committee determined goals and guidelines for the sex education program, reviewed curriculum materials and made recommendations to the administration. The writer of this report was a member of the committee.

5. A schedule of curriculum materials and class placement in sex education was formulated and put into operation in the Dallas Community School during the 1967-68 school year.

II. SUMMARY

Sex education has gained much recognition by leading educators throughout the country in the past ten years. Sex
education will become a part of the curriculum of more schools as parents and professional personnel of the medical and religious institutions in society accept the place of the school in the education of the child in this area which has previously been left for the home and the church.

Sex education has been neglected by the home and the church because of the inability to communicate on the part of parents and religious personnel, and a certain amount of opposition to the subject by some people. The school is the one institution in society which has all children for instructional purposes and could, with proper training of teachers, present sex education to all students in the best educational and emotional atmosphere.

The home and the church must not be omitted in future planning of sex education programs, but the cooperation of both the home and the church should be encouraged by teachers and school administrators.

Public schools should offer a sex education program which will include guidance for parents in the best methods of "follow-up" instruction in the home.

With the increased incidence of venereal disease and the increased rate of illegitimacy in society, it is imperative that the children be properly informed concerning their sexuality in order for them to make intelligent judgments in sexual matters.
III. CONCLUSIONS

On the basis of the data presented in this study, the following conclusions were reached:

1. Sex education is of real concern to educators. A 91.5 per cent return was received on the questionnaire. This was an unusually high rate of return.

2. Sex education programs have been developed in communities where parents and schools have worked together with other interested people and organizations in the community, irrespective of size, in order to help young people understand themselves and their roles as males and females.

3. Sex education should be taught as an integral part of regular courses such as the biological sciences, health and physical education, home economics, and sociology. This procedure avoids undue emphasis upon sex as a subject by itself.

4. Objections to sex education will be minimized if the proper attitudes have been developed in the community by dissemination of information and enlistment of support before the sex education program is initiated in the school.

5. The teachers of sex education should be provided with as much resource materials as possible and should have the support of professional people.
in the community, such as doctors, nurses and clergymen.

6. Instruction in sex education should be referred to by some term which omits the word "sex" because of the misinterpretation which this word has received from many sources. The positive and proper attitudes should be communicated by some title such as "Family Life Education," or "Health and Human Development."

7. The positive emphasis of the need for moral judgments and responsibilities should be a part of a well developed unit in sex education.

8. When sex education had been properly presented in school, students and parents had expressed their appreciation to the school personnel for the sex education program.

IV. RECOMMENDATIONS

1. The curriculum materials used in sex education in the Dallas Community School should be re-evaluated each year and as new materials become available, older materials should be discontinued if there are better materials available.

2. The practice of inviting parents to preview audio-visual materials and to examine reading materials should be continued in future years.
3. Teachers should be encouraged to take special courses or workshops in sex education as they are available in nearby colleges and universities.

4. Seniors, about to graduate, should be polled through the use of a brief questionnaire concerning the value of sex education which they have received in school and asked for suggestions concerning the improvement of the program.

5. Parents should be asked for their suggestions for improvements in the program when they come to the public meetings to preview the curriculum materials.

6. After the sex education program has been in operation for at least three years, a more formal follow-up study should be conducted by faculty members.

7. Professional personnel in the community such as doctors, nurses and clergymen should be invited for a few special lectures concerning special aspects of sex education. The clergymen should lecture on some of the emotional and psychological factors in marriage in psychology and sociology classes and the doctors and nurses should deal with the biological factors and venereal diseases in health classes.
8. A carefully selected list of reading materials, including books, booklets, and pamphlets for the elementary grades and junior high school should be available in the library in Grimes and for the elementary grades and the senior high school in the library in Dallas Center.
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E. NEWSPAPERS

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APPENDIXES
Dear Superintendent,

We are in the process of improving the sex education program in the Dallas Community School. This project will be used as a research study for the undersigned minister who is currently working towards his Master's degree at Drake University.

The project will be in four basic parts: (1) review of literature and recent research in the subject, (2) recommendations from a community committee which will study the subject, (3) data obtained from a questionnaire which will be sent to superintendents of school systems, (selected according to size of high school enrollment), and (4) visits to nearby schools which have sex education programs.

Enclosed you will find the questionnaire which we shall use in gathering data concerning the sex education program in other schools.

We would appreciate your assistance in this matter. Would you kindly fill out the questionnaire and return it within ten days in the enclosed stamped envelope addressed to Rev. P. L. Kvitne, Grimes, Iowa?

Your school will not be identified in the report by name or district. The report will group the schools according to size.

If you desire a summary of the results of this study, please indicate your wishes in the last item on the questionnaire. It is anticipated that this summary should be available in the fall of 1967.
Please mark "X" on the appropriate lines as you answer all questions except where a specific numeral or statement is required.

Thank you very kindly.

Yours truly,

Orville J. Dunkin, Supt.
Dallas Community School
Dallas Center, Iowa

P. L. Kvitne, Pastor
St. Peter's Lutheran Church
Grimes, Iowa
APPENDIX B

A QUESTIONNAIRE DESIGNED TO ASSIST THE DALLAS COMMUNITY SCHOOL IN THE DEVELOPMENT OF A SEX EDUCATION PROGRAM

1. The population of the town where the administrative office of your school district is located:
   - Under 500
   - 501 to 1000
   - 1001 to 2500
   - 2501 to 5000
   - Over 5000

2. The number of students in your district is approximately as follows:
   - K - grade 6
   - If you have Jr. High 7-8
   - If you have Jr. High 7-9
   - If you have Sr. High 9-12
   - If you have Sr. High 10-12

3. Do you have a program of sex education, identified as such, in your school (or schools)?
   - Yes
   - No

4. Does your school have materials and course content which pertain to the field of sex education integrated into other courses such as the biological sciences, physical education and hygiene, etc.?
   - Yes
   - No

5. Does your school have a complete unit (or units) in sex education taught apart from other courses?
   - Yes
   - No

6. Please indicate which staff members are included in planning the sex education program in your school.
   - Administrators
   - Biological Science Teachers
   - Boys' Advisors
   - Class Advisors
   - Classroom Teachers
   - Girls' Advisors
Guidance Counselors _____ Social Science Teachers _____
Home Economics Teacher _____ Others - Please identify ____________
Nurses ________
Physical Education and/or
Hygiene Teachers ________

7. The following people from the community are included in the planning of the sex education program:

Doctors _____ Representatives of Board of Education _____
Nurses _____ Representatives of Clergy _____
Parents _____ Representatives of P.T.A. _____

Name others ________________________________
None _____

8. Do you invite parents to view films or other sex education materials which you use before the students see these materials?

Yes _____ No _____

9. Do you permit parents to exclude their children from the sex education program?

Yes _____ No _____

10. Do you invite parents to be with their children when sex education films or other materials pertaining to sex education are presented at the school?

Yes _____ No _____

11. Have you had objections to the sex education program in your school?

Yes _____ No _____

If your answer is "yes," please indicate who has objected.
Boys' Clubs or Scouts _____ Lodges _____
Churches or church groups _____ Other Faculty Members or Staff Members _____
Clergymen _____ Parents _____
Girls' Clubs or Scouts _____ P.T.A. _____
Interested Individuals Acting for Themselves _____ School Board Members _____
Others - please identify ____________________________

12. If there have been objections to the sex education program offered in your school, what has been the nature of such objections?

School teachers are not properly trained for this subject. _____
Sex education should be given by parents in the home. _____
Sex education should be given by churches. _____
Sex education embarrasses students. _____
Sex education should always be taught in separate classes for boys and girls. _____
Sex education is being taught to students who are too young. _____
Sex education is not being taught early enough in the students' life. _____
Special personnel, such as doctors and nurses, are needed to teach this subject properly. _____
Other objections - describe briefly. __________________________

13. Do you know of any favorable comments that have been made about the sex education program in your school?

Yes _____ No _____
If your answer is "yes," please indicate from whom these favorable comments have come.

Clergymen ______  Nurses ______
County School Administrators ______  Parents ______
Doctors ______  Students ______
Faculty Members or Other School Personnel ______  Others - please identify ______

14. Approximately how many hours of sex education are provided each year in your school system? (Please estimate as closely as possible for each grade.)

Kindergarten ______  Fifth Grade ______  Tenth Grade ______
First Grade ______  Sixth Grade ______  Eleventh Grade ______
Second Grade ______  Seventh Grade ______  Twelfth Grade ______
Third Grade ______  Eighth Grade ______  ______
Fourth Grade ______  Ninth Grade ______

15. Does your school generally (that is, most of the time) separate the boys and girls for instruction in matters pertaining to sex?

Grades 1 through 6 Yes ______  No ______
Grade 7 Yes ______  No ______
Grade 8 Yes ______  No ______
Grade 9 Yes ______  No ______
Grade 10 Yes ______  No ______
Grade 11 Yes ______  No ______
Grade 12 Yes ______  No ______
16. Do you separate the sexes for some phases of the program, depending upon the content of the material that is being presented?

Yes ____ No ____

17. Which members of your staff teach "sex education"?

Administrators ____

Biological Science Teachers ____

Boys' Advisors ____

Class Advisors ____

Girls' Advisors ____

Guidance Counselors ____

Home Economics Teachers ____

Nurses ____

Physical Education and/or Hygiene Teachers ____

Social Science Teachers ____

Others - please identify ____________________________

18. Do you have people in the community who assist as "resource personnel" in the teaching of sex education?

Yes ____ No ____

If the above answer is "yes," please indicate in what way the "resource personnel" assist in the teaching of sex education.

People who assist As Consultants As Occasional Participants in Class Presentation

Clergymen __________ __________

Doctors __________ __________

Nurses __________ __________

Others - please identify ____________________________
19. Indicate the methods of teaching sex education that are used in your school.

Classroom Discussion _____ Recordings _____
Classroom Lectures _____ "Resource Personnel" such as Doctors, Nurses and Clergy;
Films _____
Filmstrips _____ Slides _____
Individual Library Research _____ Textbooks _____
Magazine Articles _____ Various Types of Charts and Diagrams _____
Pamphlets _____ Wall Charts _____
Others - describe briefly ________________________________

If there are some of the above methods that are preferred, or used more frequently, please place a second "X" on those lines.

20. Would you kindly list the titles and publishers of teaching aids that are most frequently used in sex education in your school? We would appreciate several listings, if possible.

Example - Type of Aid    Title                        Publisher
            35 mm. Film   "Molly Grows Up" Personal Products
                          Company, Milltown, New Jersey

1. 
2. 
3. 
4. 
5. 
6. 
7. 
21. Do you anticipate an expansion or revision of your sex education program in the near future?

Yes _____ No _____

If your answer is "yes," what do you plan to do?

22. What do you feel are the most important reasons for having a sex education program in the public school?

23. We would appreciate an outline of your course in sex education, together with a list of resource material which you use in your instruction in your school. If you do not have such an outline or list of materials, we would appreciate a few paragraphs of explanation of your course. Please use the reverse side of this questionnaire or attach your comments on a separate sheet of paper, if you wish to use more space than is possible here.
24. What positive results have you observed from your sex education program?

Decrease in illegitimate pregnancy. ___
Decrease in venereal disease. ___
Greater understanding of proper morals regarding sex. ___
More factual knowledge in matters pertaining to sex. ___
More wholesome and mature attitude toward sex. ___
Other - please identify ________________________________

25. Have you observed any negative results of your sex education program?

Yes ___ No ___

If your answer is "yes," what negative results have you observed?

26. Do you feel that a public school should assume the responsibility of teaching the moral aspects of sex education?

Yes ___ No ___

27. Do you favor some other title which omits the word "sex" for a unit in sex education?

Yes ___ No ___

Which titles do you prefer?

Family Life Education _____ Human Development _____
Child and Adolescent Development _____
Other ________________________________
(The answers to questions 28 and 29 are optional.)

28. Approximately what per cent of the girls in grades 7 through 12 in your school become pregnant before marriage? (per year) _______

29. Approximately what per cent of all students in your school are treated for venereal disease each year?

30. Do you desire a summary of this study?

Yes ____ No ____

Thank you for your time and consideration. It is sincerely appreciated. Please return this questionnaire in the self-addressed, stamped envelope included with this mailing.
Dear Superintendent:

About two weeks ago you received a letter and "Questionnaire Designed to Assist the Dallas Community School in the Development of a Sex Education Program."

We asked you if you would be willing to help us by completing the questionnaire and returning it in ten days.

According to our record we have not received your reply. We would appreciate your answers within the next week.

Please mail the reply in the stamped envelope addressed to: Rev. P. L. Kvitne, Grimes, Iowa. This envelope was included in the original mailing with the questionnaire.

Thank you very kindly.

Yours truly,

P. L. Kvitne, Pastor
St. Peter's Lutheran Church
Grimes, Iowa
Dear Superintendent:

About three weeks ago we sent you "A Questionnaire Designed to Assist the Dallas Community School in the Development of a Sex Education Program."

According to our records we have not received your reply. Perhaps your copy has been misplaced in the rush of school activities at this time of the year.

Enclosed with this letter, you will find an identical copy of the original letter and questionnaire. We would appreciate the return of this questionnaire during the coming week.

Thank you for your help at this busy time of the school year.

Sincerely yours,

P. L. Kvitne, Pastor
St. Peter's Lutheran Church
Grimes, Iowa
APPENDIX E

LETTER DIRECTED TO CITIZENS OF DALLAS COMMUNITY DISTRICT
FOR PURPOSE OF FORMATION OF COMMUNITY COMMITTEE

Dallas Center, Iowa
March, 1967

To:

From: Superintendent Orville Dunkin

For sometime now, I have felt that there was a need in the Dallas Community School for a more formal, organized "sex education program," than what we now have. I have discussed this with the board of education. The board of education and I feel that we should organize a community committee to help school personnel study sex education, in at least the following ways:

(1) Determine the needs; (2) Make recommendations for developing and promoting a sex education program in this school; and (3) Help in promoting an understanding in parents and other community patrons, of the needs of sex education in the public schools.

Consequently, the board has directed me to organize a committee.

We hope you will serve on this committee. (In the case of the school club and ministerial association, we would like to have you appoint someone to serve on the committee.)

I am setting the date for the first meeting on Monday, April 3, at 7:30 P.M. in the library at the high school in Dallas Center. If you can not attend this first meeting please call the school office at Dallas Center 337-3707.

I hope that a series of four meetings will be all that is necessary.

Sincerely,

Orville J. Dunkin
Superintendent
APPENDIX F

RESOURCE MATERIAL FOR STUDENTS AND TEACHERS

Grades Kindergarten and One

Films:


Mother Hen's Family (The Wonder of Birth). Chicago: Coronet Instructional Films, 65 E. Southwater. 10 minutes. Shows how eggs are hatched by hens.

Film Slides:


Records:


Books and Pamphlets:


How Your Child Learns about Sex. Columbus, Ohio: Ross Laboratories, Teacher


Charts:


A preschool-primary family living and sex education program consisting of charts with teaching suggestions and discussion aids printed on the reverse side.
Grades Two and Three

Films:

A Happy Family. Classroom Film Distributors, Inc., 5620 Hollywood Blvd., Los Angeles 28, California. Family relations between a 7 year old girl, her younger brother, older sister and their parents.

Kittens - Birth and Growth. Bailey Films, Inc., Hollywood, California. Robin and Billy are present when their cat Millie gives birth to four kittens. Shows the kittens nursing, crawling, playing and being weaned.

Growing Up Day By Day. Encyclopedia Brittanica Films, 1150 Wilmette Ave., Wilmette, Illinois. Explains the principles of physical, mental, social, and emotional growth to children by comparing members of a group of eight year olds at a birthday party.

Sound Filmstrips:

Miss Brown's Class Goes to the Zoo. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435. Correlated charts about reproduction in fish and mammals are available for primary grades.

The Zoo Trip "Show and Tell." Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

Books and Pamphlets:


Grades Four, Five and Six

Films:

Highstown, New Jersey 08520, 10 minutes. Color. Uses Silhouette and animated photography to observe the complicated growth of twins, Micky and Peggy.

Story of Menstruation. Kimberly-Clark Corp., Neenah, Wisconsin. 10 minutes. Color. Animated drawings and diagrams tell in a pleasant, direct and scientific way the story of this natural phenomenon.

Boy to Man. Churchill Films, 6671 Sunset Blvd., Hollywood, California. 16 minutes. Color. Shows the physical changes of the adolescent as well as complete glandular development.


It’s Wonderful Being a Girl. Personal Products, Milltown, New Jersey. 20 minutes. Color. This fine film tells the story of menstruation.

Sound Filmstrips:

Especially for Boys. By Wexler Film Productions, 601 Seward Avenue, Los Angeles, California, 90028. 1966. Animated drawings describe the pubescent growth and development of boys and girls.

Human Reproduction. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York, 11435. Correlated charts for intermediate grades: from one called being to man.

Books and Pamphlets:


You're a Young Lady Now. Neenah, Wisconsin: Kimberly-Clark Corporation.

Grades Seven and Eight

Films:

Human Heredity. E. C. Brown Trust, 220 S.W. Alder Street, Portland, Oregon. 20 minutes. Shows a class as they discuss the influence of heredity on human form.


Girl to Woman. Churchill Films, 6671 Sunset Blvd., Hollywood, California 90028. 16 minutes. Deals with human growth and development during turbulent change from childhood to womanhood. Describes male reproductive system as well as that of female.


Going Steady. Coronet Films, 65 East Southwater Street, Chicago, Illinois 60601. 11 minutes. The film raises for discussion important questions concerned with the problems and disadvantages of "going steady."

How to Say No (Moral Maturity). Coronet Films, 65 East Southwater Street, Chicago, Illinois 60601. 11 minutes.

Understanding Your Emotions. Coronet Films, 65 East Southwater Street, Chicago, Illinois. 13 minutes. Explains the process of conditioning by showing different emotional responses to the same stimulus.

Books and Pamphlets:


Levinsohn, Florence and G. Lombard Kelly. What Teenagers Want to Know. Chicago: Budlong Press, 196-~

Your Teen Years. New York: Metropolitan Life Insurance Company

Teacher

Your teen years. New York: Metropolitan Life Insurance Company

Teacher and Pupil

Grades Nine Through Twelve

Films:


From Generation to Generation. McGraw-Hill, Inc., Text-Film Division, 330 West 42nd Street, New York 36, New York. 27 minutes. Color. Illustrates the basic facts of human reproduction, showing childbirth as an emotional and spiritual experience, as well as a physical one.

When Should I Marry? McGraw-Hill, Inc., 330 West 42nd Street, New York, New York. 19 minutes. Black and white. A young couple, eager to marry but urged by their parents to delay, ask a minister's advise. Some practical points that should be of help to all young people in answering the question of when to marry.

Are You Ready for Marriage? Coronet Films, 65 East Southwater Street, Chicago, Illinois 60601. 16 minutes. Two young people who want to marry investigate their own relationship with the help of a marriage counselor.

Going Steady. Coronet Films, 65 East Southwater Street, Chicago, Illinois 60601. 11 minutes. The film raises for discussion important questions and problems of "going steady."

Marriage Is a Partnership. Coronet Films, 65 East Southwater Street, Chicago, Illinois 60601. 16 minutes. Arguments, responsibilities, decisions, loyalties, and other marital questions are raised and discussed.

Filmstrips:

It's a Date, Seeing Double, with This Ring. McGraw-Hill, 330 West 42nd Street, New York, New York. Each 28 frames. Part of five filmstrips designed to help young people understand and solve the problems of dating, courtship and family living.
Tapes:

**Worth Waiting For.** Mrs. Rose Dyck and Abram Dyck, M.D., Audio Arts, 2828 S.W. Front Avenue, Portland, Oregon 97201. Mrs. Dyck speaks to both boys and girls, helps them to establish the same sense of direction and to talk the same language.

Books and Pamphlets:


Films:

**The Innocent Party.** Calvin Productions, 1105 Truman Road, Kansas City, Missouri. Color. Sound. 17 minutes. Presents the case history of a teenager who contracts venereal disease from a casual contact and transmits it to his girlfriend.

**A Quarter Million Teenagers.** Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069. Color. Sound. 16 minutes. An important and authoritative film on the physiological aspects of VD, designed specifically for the teenage audience among whom VD has been increasing sharply.

Venereal Diseases

Books and Pamphlets:


Curriculum Guides


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