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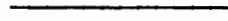
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A SURVEY OF FAMILY LIFE AND SEX EDUCATION PROGRAMS
IN WASHINGTON SECONDARY SCHOOLS



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



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



by
James Bernard Darcy
August, 1969

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APPROVED FOR THE GRADUATE FACULTY

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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

THE PROBLEM

Introduction to the Problem

The decade of the sixties is being marked by a growing concern for "personal adjustment," particularly as it relates to family living. Trends in divorce and broken homes, the "generation gap," and juvenile delinquency, have revived the ancient belief that as the family goes, so goes the nation.

We are seeing now a "sexplosion" which is changing hallowed taboos and challenging traditional rules of behavior, leaving a wake of normlessness and moral confusion. The call to return to old paths, to tighten the reins and increase parental control is "a voice crying in the wilderness." It is also hopeless counsel. The answer lies in public acceptance of educational responsibility.

In recent years an increasing number of schools have begun to accept the responsibility and to step timidly into this controversial area. In Washington State, the home economics curriculum has long included units on "the family." In practice, however, these have centered chiefly on such topics as grooming, meal planning, domestic management, and

child care, and have been oriented exclusively to the feminine role. During the past few years several communities have begun to explore such areas as dating, marital adjustment, and sex education, some including both boys and girls in their programs. However, the quality and scope of such efforts vary greatly and there appear to be neither uniform guidelines nor many qualified teachers.

Need and Justification for the Study

There is a growing concern for family life and sex education in the State of Washington, but little, if any, clear guidance in its development. At present there is no way even to "compare notes," so that "the right hand does not know what the left is doing." There is an absence of systematic understanding of what needs, practices, and opportunities exist in this state with respect to the subject at hand. It is believed that this information is essential to the development of more adequate programs in this field.

The purpose of this project was to measure the incidence of family life and sex education in Washington secondary schools; to discover what departments or academic areas include such education in the curriculum; who the teachers are, and the nature of their preparation; to gain a definitive description of what kind of education is attempted under this heading; and to evaluate needs and opportunities for expanded and improved family life and sex education in the State of Washington.

The Procedure

1. A questionnaire survey of all secondary school principals, requesting a list from them of their teachers engaged to some extent in family life and/or sex education.

2. A questionnaire survey of the teachers designated by the principals to ascertain their qualifications, their needs, fears, and concerns, and a description of what they do under this heading.

3. An on-the-spot study of four schools where there appears to be a truly creative program of family life and sex education, including interviews with school principals to gain some measure of community and staff attitude about the expansion of educational services in this area.

4. Preparation and publication of the final report.

Specifically, the information sought and its utilization may be outlined under three major headings:

1. What now occurs.

a. in which schools.

b. in which departments or academic areas.

c. the preparation and qualifications of the teachers.

d. the scope and nature of the content of units and courses.

2. Reactions to what is occurring.

a. teachers' evaluations.

b. administrative reactions.

c. parent and community response.

3. Suggestions about what should occur.
 - a. hopes and plans of teachers.
 - b. administrators' fears, concerns, and aspirations.
 - c. investigators' recommendations.

Description of Activities and Research Method

This is a normative study in the form of descriptive research. The instruments are questionnaire inventories, developed in consultation with Dr. Lester Kirkendall, Professor of Family Life at Oregon State University, and pilot tested with selected teachers and principals in Oregon. Samples of these questionnaire are included in Appendix A.

Procedure for this study was basically in four steps, with the following time schedule:

1. October-December 1968: All secondary school principals in Washington surveyed by questionnaire.
2. January-March 1969: The teachers listed by the principals surveyed by questionnaire. (Follow-up letters were sent to delinquents in both the above surveys to insure maximum return.)
3. May 1969: Four schools where it appeared that a comprehensive program of family life and sex education was being conducted were visited for the purpose of assessing program and results.
4. June 1969: Data from questionnaires analyzed and interpreted. Preparation and presentation of the thesis.

Support and Endorsement of the Study

The purpose and nature of this study have been discussed with officials of both the junior and senior high school principals' associations, as well as the Assistant Superintendent of Public Instruction for the State of Washington. All have given their encouragement and endorsement of the study.

Analysis of Data

The results of the principals' and teachers' questionnaires were analyzed to provide the information described on pages 3 and 4. The primary method of tabulation was by frequency count. Material of a subjective nature was interpreted.

Use to be Made of the Findings

The results of the survey will be used by a program action committee to guide them in the development of a family life and sex education program. Eventually, curriculum guidelines appropriate to the needs of the youngsters of the State of Washington will be developed. This will be done in cooperation with the Director of Curriculum in the State Superintendent of Public Instruction Office, the teachers of the public schools, the administrative organizations, and the Washington Council on Family Relations. This also will be related to and integrated with the graduate program in Family Life Education at Central Washington State College.

DEFINITIONS OF TERMS USED

In neither the principals' nor teachers' questionnaires were definitions of Family Life or Sex Education provided. Part of the difficulty in defining these terms is that family life educators themselves do not agree on the limit of this instruction. A great deal of discussion is now going on to phrase a more precise definition. Some of the definitions are so broad as to include almost any form of education.

Family Life Education

For this survey, family life education has been taken to include facts, attitudes, and skills relating to dating, marriage, and parenthood. It would include personality development, cultural comparisons of families, the family life cycle, marriage, parenthood, and sex education.

Sex Education

Sex Education would include the study of male and female anatomy, the physiology of reproduction, psychological differences between the sexes, and the morality of sexual behavior. It would further include social problems such as abortion, prostitution, unmarried parenthood, extra-marital relations, and the population explosion.

Chapter 2

REVIEW OF THE LITERATURE

Surveys have been made of family life education programs in Florida, Indiana, Illinois, and Iowa. In the spring of 1969 a report of sex education programs in Washington State was completed. Following is the author's review of those surveys along with a summary of an article representing criticism of sex education in the public schools.

STATE SURVEYS OF FAMILY LIFE EDUCATION

Florida

A survey was done in Florida in 1962, based on replies of 136 family life teachers (1). Most of these teachers were either home economics or social studies teachers. They were primarily married women. The courses were elective, with about twice as many girls as boys taking the courses. Course content dealt with marriage, dating, and courtship. Little sex education was provided. Approximately one-half of these courses had been introduced since 1955. About one-quarter of Florida schools offered family life courses. These schools were primarily the larger schools in the state. It was estimated that in those schools offering family life education, 38.9 per cent of the students received this instruction.

The report made a strong recommendation regarding teacher training. It was felt that 95 per cent of the teachers were untrained and that adequate training was badly needed.

Indiana

In 1960 a survey was made in Indiana by sending questionnaires to high school principals (2, 3). Information requested included the attitudes of the principals toward family life education and the names of their teachers of family life education. The preliminary report includes the principals' responses. It was found that the larger schools were offering more in family life education. Sixty per cent of the parents were favorably inclined toward having such instruction.

Where objections to family life education were found, these fell into the following categories:

31% indicated parental or community objection.

31% indicated teachers were inadequately prepared.

25% indicated time and scheduling problems.

13% indicated difficulties because of the maturity level and diversity of background of the students.

11% mentioned problems due to class composition, being mixed, or all boys or all girls.

13% indicated miscellaneous difficulties such as funding these courses.

7% indicated no difficulties.

The final report was based on the teachers' questionnaires.

Some of the problems encountered by these teachers included: confusion as to what family life education is; a lack of a basic textbook; the status of the teacher seemed to be unclear. There seemed to be confusion regarding the basic philosophy underlying family life education.

Home economics teachers taught 60.5 per cent of the family life courses; health and physical education teachers, 11.2 per cent; sociology teachers, 10 per cent.

Since the courses occur most often in home economics departments, they are taken most often by girls, with a ratio of about three girls to one boy. Seventy-four per cent of the courses are elective and 26 per cent are compulsory. It is estimated that approximately 12 per cent of Indiana students take family life courses. Compared with any other course offerings, the authors conclude this figure is low.

Since the Second World War, there has been a great increase in family life education offerings. Since 1950 such courses have about doubled. Prior to 1939, however, very little was offered in this area; therefore, the picture still is not an optimistic one. Considering that only 12 per cent of the students are receiving this instruction, it was recommended that family life education course offerings be increased.

Illinois

The Illinois survey was done in April and May of 1958 (6).

Responses were from 100 high schools outside of Chicago. In 40 per cent

of the schools, one family life course was offered. These had been taught for about six years. Approximately forty-two pupils per school were enrolled in the course, an average of 7 per cent. In 83 per cent of the schools, the course ran for two semesters. The textbook by Landis and Landis, Personal Adjustment, Marriage and Family Living, was used by 72 per cent of the classes. Four-fifths of the classes were taught by home economics teachers. Some family life education was integrated into courses other than family life courses. Half of these were home economics classes and one-quarter, social science courses.

Considering both the specific family life course and integrated courses, the surveyer estimated that about half the students received some family life instruction.

Sixteen per cent of the schools surveyed indicated no family life education. The obstacle to the initiation of such courses was a lack of trained teachers. In Illinois, the indication is that although they have come a long way in recent years, they still have a long way to go.

Iowa

A request by students for family life education led to the Iowa survey in 1957 (5). The survey was done by contacting superintendents of the state high schools. The return was only 30 per cent. Of the return, 11 per cent indicated a unit course was being taught in family life education. The courses were elective twice as often as they were compulsory.

Girls predominated with a ratio of fourteen to nine. Usually the course was a full semester.

In addition to full semester courses, family life units were also taught in home economics, sociology, social problems, biology, and psychology. These were most often six weeks or more in length, but 40 per cent of the units were five weeks or less.

It is noteworthy that in no school was there unfavorable community reaction. Two-thirds indicated favorable reaction and one-third a neutral feeling. This is important when it is recognized that 15 per cent of those in Iowa who have not initiated such programs indicate that they are fearful of unfavorable community feelings. One-third of the schools have no programs, partly because of this fear, and also because of their felt need for more qualified teachers.

This report indicates that very little is being done in family life education in Iowa schools. There is a fear of adverse community reactions, but, where courses have been taught, community attitudes have generally been most favorable. Finally, there is a strong need for well trained teachers in the field.

Washington

The survey of Washington schools by the University of Washington was completed in April of 1969 (7). The survey was made of the 333 school districts in the state, with a 42 per cent response. No definitions of

family life education or sex education were given, nor does there seem to be a great distinction between the two. The report does seem, however, to concern itself primarily with sex education.

The survey revealed that, while family life and sex education programs are found in a majority of districts, sex education is far from well established. Sex education was found in only one-third of even the larger districts. There is a positive correlation between the size of the district and the amount of instruction given.

The response was directly related to the size of the district. First class districts, with a total population in excess of 10,000, responded 57 per cent of the time, while third class districts, districts without high schools, responded only 10 per cent of the time. This would indicate that the larger districts were providing more programs in sex education.

The survey included kindergarten through twelfth grade programs. Sex education was most often taught by classroom teachers, including physical education, science and home economics teachers. Nurses are the most frequently used resource persons, and in smaller districts are in most cases the only resource used.

Whether classes were separate or coeducational also depended on the size of the district, larger districts preferring coeducational classes and smaller districts having more classes in which boys and girls were separated. Larger districts were more likely to have plans for increasing their programs.

Concerns and worries of respondents were listed. The most frequent difficulty specified was the lack of educationally and personally qualified teachers. Negative community and parental attitudes were mentioned frequently in the smaller districts. It is interesting to note that in the larger districts, where programs had already been instituted, parental attitudes did not seem to be a problem. The major concern of smaller communities is how to start sex education programs.

One frequently mentioned concern was related to the content and scope of sex education. Concerns infrequently mentioned were accommodating different levels of maturation, and finding good materials.

Opinions were also asked concerning the inclusion of a few sensitive areas such as contraception, masturbation, petting, and dating. Larger districts were in favor of including contraceptive information; smaller districts were opposed, fearing this might stimulate sexual activity. Officials who opposed including such information felt that this was a task for parents or physicians. Schools generally favored the inclusion of these other sensitive areas of sex education.

In summary, most districts were concerned about how they might provide more and better sex education.

Summary

Several recurrent themes run through these state surveys:

1. Courses are largely taught by home economics teachers.
2. Girls far outnumber boys in receiving sex education instruction.

3. There is a rapid growth in family life education, but still only a small proportion of students receive this instruction.
4. Community attitudes are almost universally favorable; however, there is initial fear of community opposition before programs are begun.
5. Adequately trained teachers are badly needed in all areas.

CRITICISM OF SEX EDUCATION

McCall's magazine published an article in its January, 1968, issue criticizing sex education in the public schools. Consideration of this article is included because of the wide circulation it received (4). The author generally took a negative attitude toward sex education in the schools. She did indicate, however, some of the valid problems in this area. SEICUS is mentioned as pushing sex education. It was admitted that this organization has provided some good material, such as study guides on homosexuality and masturbation.

The author recognized that in the past, reproduction education, which she calls plumbing courses, have been taught with wide acceptance. Physiology is not the difficulty. Rather it is when the emotional aspects of sexuality are included that this author is resistant. Inadequately trained teachers are her major concern. This includes the personal qualifications of instructors as well as their intellectual competence. Some may display a lack of taste. It was felt that although students may receive misinformation either from parents, commercial sources, or friends, school

instruction is generally viewed in a different light: here it is gospel. Unintended messages may be conveyed, such as the undesirable effects of pregnancy as shown in the film "Phoebe" (undesirable inside or outside of marriage). Sex may be dehumanized--taught like the new math. The schools may "cheat" on the students by withholding such information as contraceptive information. The school may be conservative or middle class in their teaching. In Anaheim, California, the basic content regarding premarital intercourse is "don't do it." In another school district a teacher said, "We don't lecture or give sermons. The truth is, though, we are selling middle class morality" (4:118). The article mentions the value of parents taking courses, too, both for their own information, and to know what their children are being taught.

The author felt that private schools are doing a far better job of sex education, both because they are not being stampeded into something they are not ready for, and because they have greater freedom from community pressures which restrict their teaching.

Chapter 3

THE STUDY

THE PRINCIPALS' SURVEY

The initial step in the present study was to survey by questionnaire the principals of all secondary schools in the state of Washington. A description of procedure already appears on pages 3 and 4. Questionnaires were mailed to 455 secondary school principals, including all schools having an eighth grade class or above. Replies were returned by 428 (94 per cent) of the schools. Only seventeen of these schools indicated that they had no family life or sex education at all. Assuming that non-respondents had no instruction in this area, it is estimated that approximately 90 per cent of the secondary schools are providing some instruction in family life or sex education.

The principals were asked to indicate how the instruction was given: as a full semester course, as a unit, as a non-credit session, or touched briefly. These results were tabulated according to the department in which they were taught and are presented in Table 1. Approximately one-quarter of the schools have a full semester course, two-thirds of which are in the home economics department and one-fourth in health.

Table 1

Teaching Involvement in Family Life and Sex Education
According to Academic Department

Department	Full Semester	Unit	Non- Credit	Touched Briefly
Home Economics	67	137	0	108
Health	25	107	3	61
Physical Education	0	17	1	56
Science	3	23	0	82
Social Sciences	3	15	0	24
Miscellaneous	<u>6</u>	<u>2</u>	<u>4</u>	<u>9</u>
Total	104	301	8	331

About three-quarters (301) of the schools have a unit within a course. Again the home economics department teaches the major share (45%); with health courses following (36%); then science, primarily biology (8%); physical education (6%); and psychology and sociology (5%). Very few schools offered non-credit courses.

More than three-quarters of the schools have classes in which family life material is touched briefly. The home economics department again has the major responsibility. However, here science, health, and physical education departments all have significant percentages.

The principals further indicated the names of teachers involved in family life and sex education. The results of questionnaires sent to these teachers are reported later in this study.

A second area of information requested concerned opposition to such programs. The question asked was "If an unsuccessful attempt has been made in your school to inaugurate family life or sex education, which of the following best explains the failure?"

Of schools which did offer some instruction in family life and sex education, inadequate teacher preparation ranked twice as important as parental objection. A lack of materials and time were also mentioned once each. In the seventeen schools that had no programs, similar results were found. Teacher preparation again was the chief concern. One principal also mentioned the lack of a well defined course of study. (See Table 2.)

Table 2

Reasons Given for Failure to Increase Programs in
Family Life and Sex Education

Reasons Given	Schools With Programs	Schools Without Programs
Lack of community support	4	1
Parental objection	10	3
Inadequate teacher preparation	20	5
Other	2	0

The above results are similar to those obtained from a second question asking the obstacles to family life and sex education in 1968. Again the lack of adequately prepared teachers is seen as the most significant obstacle to such programs. This item is considered more than twice as important as any other obstacle. (See Table 3, page 20). It should be noted that 54 principals felt no opposition to their program. Lack of time was considered the next most important item, followed by community opposition and parental objection. A lack of materials and resources, facilities, and proper guidelines were also mentioned.

In schools without programs, similar results were found with five citing teacher preparation and six citing parental opposition as the major obstacles.

Table 3

Present Obstacles to Family Life and Sex Education

Reasons Given	Schools With Programs	Schools Without Programs
Community	39	1
Parents	33	6
Inadequate Teachers	103	5
No objections	54	0
Time	46	0
Materials and resources	24	0
Facilities	13	0
Guidelines	7	0

The principals were then asked: "If the above difficulties could be resolved, would you desire to increase family life and sex education in your school?" The responses to this question are tabulated in Table 4.

Table 4

Attitudes Toward Increasing Family Life and Sex Education

Subject	<u>No. of Principals Desiring Increase</u>			
	<u>Schools With Programs</u>		<u>Schools Without Programs</u>	
	Yes	No	Yes	No
Family Life Education	193 (47%)	22 (5%)	8	0
Sex Education	171 (42%)	30 (7%)	4	0

In those schools where programs were offered, almost half of the principals desired an increase in family life education and 42 per cent indicated a desire to increase sex education. Only 5 per cent and 7 per cent did not desire to increase these two areas. Since almost half the principals did not respond to this question, they apparently desire to maintain their present program.

Where no programs are now being offered (17 schools), 8 indicated a desire to increase family life education and 4 indicated a desire to increase sex education. Although neither of these categories was checked as not desiring an increase, one principal did indicate that he believed this was a responsibility of the home, not a proper function of the public schools.

Several of the schools without program indicated that their school was in the process of initiating some instruction in these areas.

Summarizing the information from the principals' questionnaires, about 10 per cent of the secondary schools have no instruction in family life or sex education. Of the schools offering programs, 25 per cent offer full semester courses; three-fourths of the schools either have a unit within the course or touch this area briefly.

Home economics teachers provide the major share of instruction, followed by health teachers.

Inadequate teacher preparation is seen as the major obstacle to increasing programs. There is also some concern regarding parental and community opposition. Since the completion of this part of the survey, many communities in the state of Washington have experienced some degree of formal and organized opposition to sex education programs in the schools. As a consequence, expressed concern about parental and community opposition might be somewhat greater now. Most principals, however, desire to increase their offerings in these two areas.

THE TEACHERS' SURVEY

All secondary school principals were asked to name their teachers of family life and sex education. Approximately 1200 teachers were named and questionnaires were sent to them. Since family life courses were believed to be taught primarily in the home economics department,

questionnaires were also sent to all vocational home economics and family life instructors listed in the directory provided by the Office of Education in Olympia. Two hundred home economics teachers had not been named by their principals. Of the total number of approximately 1400 teachers contacted, 902 returned questionnaires, a response of 64 per cent. Follow-up letters were sent to insure maximum returns. Of the 902 teachers returning questionnaires, 77 were not teaching either family life or sex education, leaving 825 usable returns (59 per cent).

One or more teachers' questionnaires were returned from 389 schools, a response of 85.5 per cent of the 455 schools contacted.

Geographical Response

The state was divided into five geographical areas to compare the amount of instruction in each area. The five areas designated were:

1. Seattle
2. Metropolitan: the area from Everett to Tacoma to Bremerton, not including Seattle.
3. West: all the area west of the Cascade mountains excepting areas #1 and #2.
4. Spokane
5. East: the area east of the Cascade mountains excluding Spokane.

The returns according to geographical area are given in Table 5.

Areas #1, #2, and #3 include 64.8 per cent of the returns; that is, approximately two-thirds of the questionnaires were returned from schools west of the mountains, one-third from schools east of the mountains.

Table 5

Questionnaire Returns According to Geographical Area

Area	Number of Returns	Per Cent of Returns
1. Seattle	93	11.2
2. Metropolitan	270	32.7
3. West	173	20.9
4. Spokane	36	4.3
5. East	244	29.5

This proportion roughly approximates population density, with perhaps a slightly higher percentage of returns from east of the mountains. Approximately 75 per cent of the population was west of the mountains. The geographical distribution of returns indicates that the incidence of family life courses is not limited to a particular area of the state, but generally reflects the population distribution.

Teachers were asked whether their course was taught as a full semester course, as a unit in a course, or otherwise. The results of their reports are given in Table 6. Tabulation of the full semester courses

shows 114 courses taught in 87 different schools. These 87 schools are 22.3 per cent of the 389 schools from which there was a questionnaire response. That is, about one school in four has a full semester course in family life education. This approximates the 25 per cent of schools which principals reported as having a full semester course.

Table 6
Length of Course

Length of Course	Number of Returns	Per Cent of Returns
Full Semester	114	13.7
Unit	526	63.7
Other	173	20.9

Of the teachers responding, 63.7 per cent reported that they taught a unit within a course. This is slightly lower than the 75 per cent figure reported by the principals. "Other" was reported by 20.9 per cent of the teachers. These teachers were generally teaching only a small unit or touching the subject briefly.

Analysis was made of the geographical area of full semester courses to compare this with all teaching of family life courses. As can be seen in Table 7, full semester courses also roughly approximate the population distribution. About 75 per cent of the full semester courses are taught in schools west of the mountains. Again the conclusion is that

schools offering full semester courses reflect population distribution rather than having a higher or lower incidence in a particular area. Spokane is an exception; only two teachers reported a full semester course there.

Table 7

Geographical Distribution of Full Semester Courses

Area	Number of Returns	Per Cent of Returns
1. Seattle	17	15
2. Metropolitan	45	40
3. West	23	20
4. Spokane	2	2
5. East	27	24

Department of Instruction

Tabulation of the subject areas or departments in which family life and sex education are taught indicates that most of this instruction is given through the home economics department (43.1 per cent). Health and physical education provide 33.0 per cent of the instruction reported. Home economics and health departments therefore provide three-fourths of this instruction. Biology and science provide only 8.4 per cent. The social sciences, including psychology and sociology, have an incidence of only 4.1 per cent. These percentages are very close to those provided by the principals. Tabulation of this information is provided in Table 8.

Table 8

Department of Instruction

Department	Number of Returns	Percent of Returns
Home Economics	356	43.1
Health, Physical Education	272	33.0
Biology and Science	69	8.4
Social Sciences	34	4.1
Undesignated	94	11.4

Extent and Coverage of Instruction

The teachers' questionnaires included a comprehensive list of subject matter concerning family life and sex education. Teachers were asked to check those subjects which were studied or discussed in class. Table 9 shows the percentage of all teachers who discussed each topic, the percentage of home economics teachers who include these topics, and the percentage of health and physical education teachers who include these subjects.

In the discussion of Table 9, categories designated by letters (e.g., A. Personality Development) are called subject areas; those designated by numbers (e.g., 1. Influence of hereditary factors) are called topics. There are eleven subject areas, which included forty-two topics.

Table 9

Topics Covered By Different Teachers

Topics Covered	All Teachers	Home Econ.	Health & P.E.
A. Personality Development			
1. Influence of hereditary factors	62%	65%	56%
2. Relationship & communication with parents	73	90	72
3. Relationship with friends (peer group)	75	88	42
B. Personality Traits			
1. Masculine-feminine differences	64	65	76
2. Emotional maturity and marriage readiness	49	73	55
3. Personality traits that are helpful in marriage	43	62	31
C. Dating			
1. Courtship as preparation for marriage	59	75	57
2. Purpose and meaning of engagement	42	58	32
3. Premarital sex behavior	45	63	67
D. Courtship and Engagement			
1. Courtship as preparation for marriage	42	57	34
2. Purpose and meaning of engagement	35	53	22
3. Premarital sex behavior	42	50	43
E. Mate Selection			
1. Infatuation contrasted with love	54	66	54
2. Factors of compatability	46	61	39
3. Parental influence	41	56	31
F. Marriage			
1. Wedding procedures and costs	20	36	6
2. The honeymoon	16	27	5
3. Home management skills	25	44	6
4. Early marital adjustment	31	50	14

Table 9 (Continued)

Topics Covered	All Teachers	Home Econ.	Health & P.E.
G. Marriage Problems			
1. Problems of early marriage	45%	61%	35%
2. Lack of common interests	31	45	21
3. Personality conflicts	34	48	23
4. Religious and racial differences	36	55	20
5. In-laws	28	47	12
6. Financial difficulties	38	57	21
7. Problem-solving techniques	28	46	14
H. Children			
1. Family planning and contraception	34	38	36
2. Birth process	52	50	63
3. Child-rearing practices	47	59	12
I. Broken Homes			
1. Causes of marital discord	34	48	25
2. Separation & Divorce	30	46	17
3. Marriage and family counseling	22	33	10
J. Sex Education			
1. Anatomy of male and female	58	37	85
2. Physiology of reproduction	60	44	82
3. Psychological differences in male-female sexuality	54	50	69
4. Morality of sexual behavior	49	47	64
K. Sex in Society			
1. Prostitution	30	22	45
2. Unmarried parenthood	47	47	58
3. Abortion	42	39	51
4. Extramarital relations	28	25	33
5. Venereal diseases	62	46	88
6. Population problems	27	22	26
Average	42.6	51.2	39.3

A rating was made of topic coverage based on the percentage of teachers covering each. Over 60 percent was rated above average, 40-59 percent was rated average, and 39 percent or less was rated below average coverage. The discussion basically will include only an overview of the general subject areas covered. Additional information on the rating of each topic coverage for all teachers, home economics teachers, and health teachers can be found in Tables 10, 11, and 12, pages 60, 61, and 62.

All Teachers. Analysis of the responses of all 825 teachers shows that the average teacher covered 42.6 percent of the topics. Six topics received a rating of above average, 18 average, and 18 below average. Of the subject areas, only personality development was rated above average. Other subject areas were all rated average except marriage, marriage problems, and broken homes, which received a below average rating in coverage. This evaluation would mean that the average teacher of family life is providing only average to below average coverage in most areas.

Home Economics Teachers. Analysis of the responses of the 356 home economics teachers shows an average coverage of 51.2 percent of the topics. The most comprehensive teaching of family relations is in this department. Four subject areas were rated as above average: personality development, personality traits, dating, and mate selection. Six subject areas were rated as average: courtship and engagement, marriage, marriage problems, children, broken homes, and sex education. Only one

subject area--sex in society--received a below average rating. Individual topics were rated as follows: eleven, above average; twenty-three, average; and nine, below average. Evaluation of the total coverage of home economics teachers is an average rating.

Health and Physical Education Teachers. Questionnaires were returned by 272 health and physical education teachers. They provided 39.3 percent coverage of the topic list. Only one subject area--sex education--was rated as above average. Four areas were rated average: personality development, personality traits, dating, and sex in society. The other five subject areas were all considered below average in coverage. Individual topics studied were rated: nine, above average; nine, average; and twenty-four, below average. Health teachers, therefore, are providing instruction primarily in the area of sex education and give little attention to other areas. The most frequently taught topic is venereal disease, listed by 88 percent of the health and physical education teachers.

Science Teachers. Biology and science teachers accounted for only 69 responses. As might be expected, only a small fraction of the total list was covered by science teachers. Instead of covering an entire subject area, science teachers focused on a few particular topics. Four topics had a rating of above average: physiology of reproduction, anatomy of male and female, influence of hereditary factors, and venereal disease. Three topics were rated as average: masculine-feminine differences, population

problems, and birth process. The three most frequently mentioned subjects would be those expected in biology or science, but the frequency with which venereal disease is mentioned by science teachers seems surprising. It almost seems that these teachers, who are mostly male, are fearful that students will not receive this information unless they provide it.

Social Science Teachers. Only a small proportion of the teachers returning questionnaires (34) teach in the social sciences. Their coverage, however, is fairly extensive, particularly in sociology. More than half of the social science respondents taught the following subject areas: personality development, personality traits, dating, mate selection, marriage problems, broken homes, and sex in society. Their coverage would be comparable to the home economics teachers. Unfortunately, there are so few courses offered that there is very limited instruction available to students through this academic department.

Summary. Two factors need to be considered when the extent and coverage of instruction is appraised. First, the number of teachers providing the material, and second, the amount of material covered. For example, social science teachers cover the family life material fairly thoroughly, but only thirty-four teachers from this department responded to the survey.

The subjects most frequently covered by all teachers are personality development, personality traits, and sex education. Home economics teachers are providing the most thorough coverage of family life education, but even they cover only about half of the comprehensive list of subjects presented in the questionnaire. Considering both the number of home economics teachers and the extent of their coverage, approximately twice as much family life education is provided by home economics teachers as by health and physical education teachers. Health teaching focuses mainly on sex education with a good coverage of the physiological aspects of sexuality. Science teachers also cover anatomy and the physiology of reproduction. Venereal disease is the topic studied most frequently by health teachers.

One concern that this analysis raises is whether or not there may be overlap of subject matter among the departments. For example, both health and home economics teachers are studying personality development and personality traits. Although the overlap is most obvious in these two departments, it might also occur in other departments.

Male-Female Student Ratios

The home economics classes were analyzed by grade level and as being elective or compulsory. This information is shown in Table 13, page 63. Home economics offers 533 classes for grades seven to twelve, of which only 190 are open to boys. This is an approximate ratio of three classes available to girls to one for boys. If there were an equal number

of boys and girls in these classes, this means there would be approximately five times as many girls as boys in these classes. Actually, there are fewer boys than girls in the home economics classes, giving an even higher ratio of girls to boys, perhaps as high as eight to one. This ratio is higher than those of other state surveys which indicated fourteen to nine in Iowa, two to one in Florida, and three to one in Indiana.

It is believed that boys would be more likely to take a course entitled "Family Living" or "Family Relations" which would be a full semester course than a course entitled "Home Economics" with only a unit in family living. It has been found that only one school in four offered a full semester course in family life education. In visits to schools offering full semester courses, it was observed that approximately 40 per cent of the students in these classes were boys. This again points to the higher ratio of girls to boys receiving instruction in this area.

Distribution of Classes By Grade Level

Analysis was made of the health classes by grade level. (See Table 14, page 64.) A total of 257 classes were offered, of which only 19 were elective. Of the compulsory health classes, 56 were for boys only, 82 were for girls only, and 100 were coeducational. There is a slight tendency for health classes in the lower grades to have boys and girls separated and for those in the higher grades to be coeducational.

Twice as many health classes were offered for grades seven to nine as for grades ten to twelve. This may mean a further limitation in exposure to sex education since it would be expected that the depth of instruction would be greater in senior high school than in junior high school.

Personal Characteristics of Teachers

Personal characteristics of family life and sex education teachers were tabulated and are shown in Appendix B. Of the 825 respondents, 582 (70.6 per cent) were female. It was shown that 44 per cent of the questionnaires were returned by home economics teachers. All but one of the home economics teachers is female. Health and physical education teachers, who accounted for one-third of the respondents, were almost evenly divided between male and female. (See Table 15, page 65.)

Tabulation by age (Table 16, page 65) showed 40 per cent of the teachers were between twenty and twenty-nine years of age; 45 per cent were between thirty and forty-nine years of age; 12 per cent were over fifty. The younger age group had a higher proportion of female respondents than the overall male-female ratio.

Tabulation by marital status (Table 17, page 65) shows approximately one-quarter of the female teachers are single, but only one of eighteen males is single. The single females are not primarily from one academic department.

Teachers were also asked to indicate their undergraduate majors. As might be expected, the majority were teaching in the same area as their training, but there were some differences. (See Table 18, page 66.)

Almost three-fourths of the teachers have taken one to three post-graduate courses. One-quarter of them had taken more than three courses. One in eight had taken no post-graduate training in the area of family life and sex education. (See Table 19, page 66.)

More than half of the teachers have been teaching family relations for less than five years; of these, almost half have taught for one year or less. (See Table 20, page 66.) Experience in teaching sex education follows a similar pattern, indicating few years of teaching experience in this area. (See Table 21, page 67.)

Two related questions were asked of teachers: whether or not they desired additional training, such as summer workshops, and whether or not they felt their training was adequate. The responses to these two questions were similar. Teachers strongly desire additional training, with a three-to-one ratio of positive response for male teachers and a five-to-one ratio for female teachers. (See Table 22, page 67.) Two-thirds of the teachers, both for male and female, felt their training was inadequate. (See Table 23, page 67.)

The questionnaire included a checklist of difficulties teachers face in teaching family life and sex education, with the opportunity of checking as many items of difficulty as they experienced. Uncertainty

about how to teach the subject was ranked as the most important difficulty. This was followed by insufficient knowledge of the subject and fear of parental disapproval. It should be noted that 98 of the respondents apparently felt no difficulty in teaching the subject. (See Table 24, page 68.)

Resources Used By Teachers

Teachers were asked to list the professional journals or other resources they read in their continuing education in family life and sex education. A subjective evaluation was made of the periodicals listed as used by the teachers. Such periodicals as The Journal of Marriage and the Family, Child Psychology, and Family Life were considered as professional journals. Such periodicals as Forecast, What's New in Home Economics, and popular magazines such as Redbook and McCall's were categorized as non-professional. The category "limited" was used to designate little or no reading in the field. Most teachers are reading in non-professional sources; only 7 per cent cited professional journals. (See Table 25, page 69.)

Teachers were asked to list the major textbooks used in their classes. A subjective evaluation was made of these textbooks, giving a rating of "good" to books such as Paul Landis' Making the Most of Marriage and Smart and Smart Living in Families. A rating of "fair" was given to books similar to Judson Landis' Personal Adjustment, Marriage and Family

Living and Evelyn Duvall's Family Living. Books by Judson Landis and Evelyn Duvall were the most commonly used. A rating of "limited" was given for few if any textbooks listed.

Only 35 of the 591 teachers listed textbooks which were rated as good. The greater majority of teachers (515) listed textbooks rated only as fair; 41 teachers listed textbooks rated as limited. Books with a "limited" rating, such as Evelyn Duvall's Facts of Life and Love for Teenagers and Ann Landers Talks to Teen Ager's About Sex were used by many teachers. A list of the most commonly used books appears in Appendix C, page 70.

Films and other audio-visual materials used by teachers were tabulated by the number of teachers using them. Films on venereal disease such as Quarter Million Teenagers are frequently used. Phoebe--Story of Premarital Pregnancy is widely used to show the attitudes of an unmarried girl facing pregnancy. Girl to Woman and Boy to Man are used extensively. These films deal with physiological and psychological changes in growing up. Human Reproduction is shown in many schools.

More than 80 per cent of the teachers responding are using films and half of these use three or more. The extent of use of films reported by teachers follows:

<u>Number of Films</u>	<u>Teachers</u>
None	83
1-2 Films	243
3 or more Films	239

A list of films and the number of teachers using them is reported in Appendix D, page 75.

Teachers were asked to list other techniques used in their teaching, such as guest speakers, role playing, socio-drama, and field trips. About half used two to three techniques, and only 47 employed more than three.

<u>Techniques Used</u>	<u>Teachers</u>
0 - 1	257
2 - 3	247
More than 3	47

Reactions to Family Life and Sex Education

Teachers were asked to rate their evaluation of reaction to their courses. Analysis of these evaluations shows students to be most favorable in comparison with parents, administrators, and fellow teachers. Teachers rated students as 93 per cent favorable in their reaction. Parental reaction had the lowest favorable reaction evaluation and also the highest "don't know" score; however, more than two-thirds of the parents were reported as favorable in their reaction. Very few teachers indicated an unfavorable reaction from any of the four groups. (See Table 26, page 69.)

Four schools in the state were selected for a personal visit to determine reactions to family life and sex education. All four schools had full semester courses in family living and the subject coverage marked on the teachers' questionnaires was fairly extensive. Two schools visited

were in the "metropolitan" area, one in central Washington, and one in eastern Washington.

A full day was spent in each school. The day began with observation of the teachers in their classes. During the last twenty minutes of the class period, the investigators talked with the students about the class without the teacher being present. Students were invited to share their feelings and reaction to the course content and instruction. Later, time was spent with the teachers in discussing the class from their point of view. A meeting was held with each principal to gain some measure of their reactions to family life education and to ascertain any problems that had been encountered.

Student reaction. The investigators talked with the students about their reactions to the class. The students were quite open and willingly shared both positive and negative feelings concerning both the instruction and their teacher. The reaction of the students to the class was generally favorable, although some classes gave a mixed reaction. The students seemed to feel that this instruction was valuable, but that they would have appreciated having it sooner. They also felt that the content was too shallow and insipid. They wanted to study and discuss some of the more controversial topics. It was found that two different classes taught by the same teacher might exhibit very different reactions. One class might be very favorable, while the next class with the same

teacher might react less favorably toward the course. Apparently the composition of students in the class helps determine the success or failure of the course. For example, discussion would thrive in one class, but lag in another. Or one negative student could influence the tone of the whole class.

Teachers' reactions. Both the discussions with individual teachers and the extended comments on the returned questionnaires indicate that the teachers feel that instruction in family relations is an essential need for students. Although they have some feelings of inadequacy about teaching in this area, most enjoy their teaching and are stimulated by the students. The teachers generally wish to see more family life education provided. Generally, their relations with parents have been favorable.

Family life and sex education is extremely dependent on the personality of the teacher. Teachers need to be comfortable with the subject and open with their students. It is interesting that the attitude of the teacher seemed to be more important to successful teaching than marital experience. Unmarried teachers were observed to be quite effective, as was a married teacher without children.

The security of the teacher with the subject will be partly determined by the support of the school administration and the community. Where the teacher feels strong support, this will be reflected in the teaching. Likewise, if the teacher feels threatened by community attitudes,

the teacher may be inhibited in his or her instruction, and the pupils are apt to be less satisfied.

Principals' reactions. The questionnaires returned by the principals indicated that they were generally in favor of increasing both family life and sex education in their schools; those returned by the teachers indicate that on the whole these principals have provided good support for existing programs in this area.

The school visits showed a wide variation in principals' attitudes toward programs in family relations. Some principals are active proponents of family life education and are willing to make a strong stand in support of such programs, while other principals are much more hesitant in their support. Still others are either indifferent to such programs or are largely unaware of what is being taught in this area in their school.

One community that was visited had recently experienced considerable difficulty regarding its program in sex education. A national organization is currently attacking sex education in the public schools. This organization had sent representatives to the community and a local committee against sex education had been formed. Telephone calls, letters, and personal visits to the schools demanded the resignation of one teacher. The investigators were able to talk with principals, teachers, and community leaders who had been personally involved. Only a very active witness by those community organizations which favor sex education

was able to prevent the loss of the program. Such groups as the school board; the Council of Churches, and the medical organization made public statements in support of the program.

Parent reaction. The principals' survey showed that fear of parental objections had been an obstacle to the development of family life programs. The teachers' survey indicated both that the teachers did not know what parents thought about the program and also indicated some fear of parental disapproval. Two-thirds of the parents, however, were reported as favorable in their reaction.

Actually, it appears that only a minority of parents are opposed to such instruction, but they are often quite vocal in their opposition. These parents are concerned for the best interests of their children, but believe that the schools should not be providing instruction in family life or sex education, fearing that such knowledge may lead to experimentation. Sometimes these parents are misinformed about the content of the instruction. Stories have been deliberately circulated about "lurid" materials being used. Some teachers have been portrayed as libertine in the things they have taught. A very real generation gap does exist between parents and students. Parents are not aware of the amount of information exchanged between peers. These parents may suppose their children to be far more naive and innocent than they are. Sometimes the parents most opposed to a school program of sex education have a youngster who is both knowledgeable and sexually active.

Differences in the attitudes of students and parents were vividly demonstrated in one unusual meeting. Parents had been invited to learn about the instruction in the family life course and some of the students from the class had also been invited to participate. The students were not children of the parents at the meeting, so they were free to respond as they felt. Repeatedly the students said to the parents, "You don't know what your child knows or does." There was dialogue, however, and the generation gap was narrowed, revealing new insights and empathy among both students and parents.

This development of communication between the generations is one of the values that does emerge from family life courses. Over and over students said that class discussion had stimulated talking over a subject at home. This means that family life and sex education in the school may actually increase parental involvement in this area of learning rather than replace it.

Meetings for parents of students are found to be valuable for they bring together both those who oppose and those who support programs of family life and sex education. The supporting parents may provide an impact even greater than that of the teachers because they are in the situation of actually having children in family life courses. They can understand the fears and apprehensions of parents who are opposed; they can also explain why they have come to a different conclusion.

Chapter 4

EVALUATION AND RECOMMENDATIONS

EVALUATION

This survey is one of the most complete studies of family life and sex education programs that has been attempted. Questionnaires were returned by 94 per cent of the principals (428) and 64 per cent of the teachers (825) representing 85 per cent of the schools. This survey should therefore portray rather accurately the present picture in Washington secondary schools.

This survey reveals little cause for optimism for those who believe the schools should provide family life and sex education. Although 90 per cent of the secondary schools of Washington provide some instruction in this area, this instruction is generally quite limited. For example, only one in four schools provides a full semester course in family relations. Three-fourths of the schools provide only a unit on the family, usually within the home economics department. Home economics provides almost the only instruction in courtship, mate selection, and marriage problems. The subject areas of personality development and personality traits do receive a fair coverage from different departments. Health teachers provide a good coverage of the physiological and psychological aspects of sex

education, with less emphasis on the social problems of human sexuality, but little teaching in other areas of marriage and family relations.

Home economics departments appear to provide nearly twice as much instruction in family life education as the health departments. It will be recalled that venereal disease is the topic taught by more health teachers than any other single topic. This raises the concern that a negative attitude may pervade the teaching of sex education. The fact that most teaching of family relations is by female teachers may mean that a feminine bias is given to the presentation.

The findings of this survey show that male students receive very little family life education. While no figures are available on the percentage of boys who do receive this instruction, at least five times as many girls as boys are in family life classes and the ratio may be as high as eight to one. Basically, the boys will receive some sex education from health classes, but they will receive little help in understanding values, attitudes, and emotional aspects of marriage and family living.

Contrary to what we might expect, there does not seem to be a great difference throughout the state in concentration of family life programs. Programs generally are proportional to population density with about three-fourths of the instruction west of the mountains. The Spokane area did have a significant lack of full semester courses in family living.

There is every indication that teachers feel inadequate, that they need and desire more training in the field. The teachers are young, with

little teaching experience. They report that they feel inadequate and desire more training. They are uncertain how to teach their courses, have insufficient knowledge of the subject, read few professional journals, and use only mediocre texts. The principals also rate inadequate teachers as their biggest obstacle in increasing family life and sex education.

There is a general desire to increase the teaching of family life and sex education. The courses have been well received by students, with their chief criticisms being that the course came too late and did not go deep enough. Teachers wish to see family life education extended. They have enjoyed their courses and have a sense of accomplishment from meeting very real needs. Most principals also report that they desire to increase their instruction of both family life and sex education. They will generally find parental reaction to be favorable. The review of literature reveals that in other states most apprehension over opposition was unjustified. When programs were instituted, most parents were in favor of the instruction.

It does seem that there will be a continuing tension between satisfying the needs and desires of the students for sex education and finding a program that will be acceptable to the community. Even those parents who are in support of such instruction will desire some limits. In the field of family life, however, there are still many untouched areas-- such as marriage, children, broken homes, social problems in sexuality-- that most parents would welcome for their children.

RECOMMENDATIONS

1. Teacher training institutions need to provide on-going training for teachers of family life and sex education. Summer workshops and weekend laboratories would provide one way for teachers to increase their knowledge and gain a greater sense of adequacy in their field.

2. Male students need to receive far more family life education if they are to be informed husbands and parents. Except for the sex education they receive, boys have almost no education on the husband-wife, parent-child relationship. Instigation of full semester courses entitled "Family Relations" or "Family Living" would draw more boys than a home economics course with only a unit on the family. Having male teachers of family relations might remove the feminine aura and attract more boys. Team or cooperative teaching utilizing both men and women would also provide the means of presenting both masculine and feminine viewpoints. The social sciences, especially sociology and psychology, might provide a fertile field in seeking men teachers. The social sciences even now provide a fairly good coverage of family life, but there are few courses being taught on the secondary school level. It must be emphasized that the personality and attitudes of the person are especially important in the selection of such teachers.

3. The question of whether or not family relations should be made compulsory should be considered if all students are to receive family life

instruction. The principals ranked insufficient time as being a major obstacle to increasing family life education. This must be considered in a determination of making such courses compulsory.

4. Teachers need to know what is being taught in other departments pertaining to family life education. There appears to be some overlap in instruction, with teachers from different departments covering the same material. While this may sometimes be desirable to provide different emphasis and perspective, perhaps if a teacher knew that another teacher was covering a topic, he would wish to devote his time to a different subject. Teachers would also find it valuable to share ideas and techniques and compare the effectiveness of teaching methods. Administrators might profitably consider facilitating group conferences among the teachers engaging in some aspect of this subject.

5. Principals need to be keenly aware of exactly what is being taught in their school in family life and sex education. Especially at a time when sex education is under attack in the public schools, ignorance of subject matter covered may leave the principal vulnerable to the loss of such programs.

6. One of the means of averting parental and community opposition is to keep parents informed of exactly what is being taught. Home visitations by teachers have been found to be excellent in correcting misinformation and allaying parental fears. Parents should have the opportunity to view films and discuss the program with the teacher.

Discussions with parents with students participating would reveal to some parents the values and needs of such programs.

7. Community support is also needed. Organizations in favor of such programs can provide support for teachers and principals when programs are being attacked. If those who favor family life education programs are to be heard, they too must be organized.

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APPENDIX A

QUESTIONNAIRES

APPENDIX A

PRINCIPALS' LETTER

The division of Family Studies at Central Washington State College is conducting a survey of secondary schools in Washington to determine what is being taught in family life and sex education. The information will be used to develop a coordinated state-wide approach to family life education in Washington.

The survey is being conducted under a grant from the State Superintendent of Public Instruction. We have also received endorsement from the presidents of the state junior and senior high school principal's associations.

The first step in the study is a questionnaire, a copy of which is enclosed, asking for certain information regarding such programs in your school, and the names of teachers involved in such programs. The second step will be to contact those teachers with a more thorough questionnaire regarding the nature of the family life and sex education courses they conduct. All information will be treated confidentially and reported in statistical form only.

Further progress in the project will depend on your cooperation. We would appreciate your returning the questionnaire at your earliest convenience.

Your assistance will help to create a better approach to family life education in Washington schools. A report of this study will be made available to you when it has been completed.

Very sincerely yours,

Please note:

Signatures have been redacted due to security concerns

Luther G. Baker, Jr., Ph.D.
Assoc Prof of Family Life

James B. Darcy
Graduate Assistant

Administrators' Inventory

55

FAMILY LIFE AND SEX EDUCATION SURVEY
Central Washington State College
Ellensburg, Washington 98926

Name of School

School Address

Name of Principal

Years as principal here

1968-69 enrollment.....

Please check which describes **Family Life Education and Sex Education** in your school:

1. as a full semester course.
Name of teacher

2. as a unit in a course titled

Name of teacher

3. in occasional non-credit sessions.
Name of teacher

4. Touched briefly in several areas.
Names of teachers and areas

If an unsuccessful attempt has been made in your school to inaugurate family life or sex education, which of the following best explains the failure?

1. lack of community support
2. parental objection
3. inadequate teacher preparation
4. other

In 1968 what do you see as the chief obstacle(s) to family life and sex education?

If the above difficulties could be resolved, would you desire to increase in your school

Family Life Education?	yes	no	(circle one)
Sex Education?	yes	no	(circle one)

Any comments you wish to make will be appreciated.

FAMILY STUDIES DIVISION

APPENDIX A

TEACHERS' LETTER

The Division of Family Studies at Central Washington State College is conducting a survey of secondary schools in Washington to determine what is being taught in family life education and sex education. The information will be used to develop a coordinated state-wide approach to family life education in Washington.

This study is being conducted under a grant from the office of the State Superintendent of Public Instruction. We have received endorsement from the presidents of state junior and senior high school principals' associations, and the the office of the Superintendent of Public Instruction.

The first step in the study was a questionnaire sent to secondary school principals in Washington. They have provided us with your name as one of their teachers involved in such courses. The next step is to obtain a more detailed questionnaire from you teachers, a copy of which is enclosed. This asks questions about course content, techniques, resources and materials, and any needs of the teacher. All information will be treated confidentially and reported in statistical form only.

Further progress in the project will be dependent on your cooperation, and we will appreciate your returning the questionnaire promptly.

Your assistance will help us to create a better approach to family life education in Washington schools. A report of the study will be made available to you when it has been completed. Thank you very much for your cooperation.

Very sincerely yours,

Please note:

Signatures have been redacted due to security concerns

Luther G. Baker, Jr., Ph.D.
Assoc. Prof. of Family Life

James B. Darcy
Graduate Assistant

lf

Enc.

WE WELCOME ANY COMMENTS YOU WISH TO MAKE ABOUT ANY ASPECT OF FAMILY LIFE OR SEX EDUCATION, OR ABOUT THIS QUESTIONNAIRE. PLEASE USE THE BACK OF THIS FORM FOR YOUR COMMENTS.

IF YOU HAVE COURSE OR UNIT OUTLINES WHICH YOU HAVE DEVELOPED, OR OTHER DESCRIPTIONS OR EXAMPLES OF THE WORK YOU DO, RECEIPT OF THEM WILL BE APPRECIATED.

TEACHERS' INVENTORY

57

FAMILY LIFE AND SEX EDUCATION SURVEY

Central Washington State College
Ellensburg, Washington

Name of School

Teacher's Name Male Female
(Circle One)

Age Circle one: Single; Married; Widowed; Divorced

PART I

1. Check the statement below which best describes your teaching in family relations:

- a. as a full semester course
- b. as a unit in a course titled
- c. other (please explain)

PART II

1. What was your undergraduate major?
year of graduation

2. Please describe any post-graduate training in family life and sex education

3. How many years and at what grade level have you had experience teaching family relations?
Sex education?

4. What professional journals or other resources do you read in your continuing education in family life and sex education?

5. Do you desire additional training, such as summer workshops?
(Circle one) Yes No

6. Do you believe your academic training in family life and sex education is adequate? (Circle one) Yes No

7. Which of the following expresses the difficulties you face in teaching family life and sex education?

- a. How to be honest with youth
- b. Uncertainty about your own moral attitudes
- c. Ideas expressed by youth are a threat to your values
- d. Fear of parental disapproval
- e. Lack of sufficient administrative support
- f. Insufficient knowledge of subject
- g. Uncertainty of how to teach the subject
- h. Other

PART III

(If you teach sex and family living in more than one course, answer the following in terms of your single most comprehensive course.)

1. In what department or subject area do you teach your course?
.....

2. This course is: (Please check appropriate spaces)

Grade level Compulsory Elective
Boys
Girls

3. As far as you can judge, check the reactions to the course you teach:

	Favorable	Neutral	Unfavorable	Don't Know
Students
Parents
Administrators
Fellow teachers

4. Please list the titles and authors of all major textbooks, pamphlets, and monographs your students use in your course:

5. If films and other audio-visual resources are used, please list titles:

6. Do you employ other techniques? (e.g., guest speakers, role playing, socio-drama, field trips, etc.) Please describe:

PART IV

In order to provide a comprehensive understanding of family life and sex education programs in Washington secondary schools, a subject-matter listing has been compiled for your reaction. The diversity of the list is recognized, and no teacher is expected to cover all areas. You need respond only to those sections which apply to your activities.

Directions: Please check only those topics which your students actually study or which are discussed in class. Do not mark topics which are only mentioned briefly in passing.

A. Personality Development

- 1. Influence of hereditary factors
- 2. Relationship and communication with parents
- 3. Relationship with friends (peer group)
- 4. Other

B. Personality Traits

- 1..... Masculine-feminine differences
 - 2..... Emotional maturity and marriage readiness
 - 3..... Personality traits that are helpful in marriage
 - 4..... Other
-

C. Dating

- 1..... Courtship as preparation for marriage
 - 2..... Purpose and meaning of engagement
 - 3..... Premarital sex behavior
 - 4..... Other
-

D. Courtship and Engagement

- 1..... Courtship as preparation for marriage
 - 2..... Purpose and meaning of engagement
 - 3..... Premarital sex behavior
 - 4..... Other
-

E. Mate Selection

- 1..... Infatuation contrasted with love
 - 2..... Factors of compatability
 - 3..... Parental influence
 - 4..... Other
-

F. Marriage

- 1..... Wedding procedures and costs
 - 2..... The honeymoon
 - 3..... Home management skills
 - 4..... Early marital adjustment
 - 5..... Other
-

G. Marriage Problems

- 1..... Problems of early marriage
 - 2..... Lack of common interests
 - 3..... Personality conflicts
 - 4..... Religious and racial differences
 - 5..... In-Laws
 - 6..... Financial difficulties
 - 7..... Problem-solving techniques
 - 8..... Other
-

H. Children

- 1..... Family planning and contraception
 - 2..... Birth process
 - 3..... Child-rearing practices
 - 4..... Other
-

I. Broken Homes

- 1..... Causes of marital discord
 - 2..... Separation & Divorce
 - 3..... Marriage and family counseling
 - 4..... Other
-

J. Sex Education

- 1..... Anatomy of male and female
 - 2..... Physiology of reproduction
 - 3..... Psychological differences in male-female sexuality
 - 4..... Morality of sexual behavior
 - 5..... Other
-

K. Sex in Society

- 1..... Prostitution
 - 2..... Unmarried parenthood
 - 3..... Abortion
 - 4..... Extramarital relations
 - 5..... Venereal diseases
 - 6..... Population problems
 - 7..... Other
-

L. Other

APPENDIX B

ANALYSIS OF QUESTIONNAIRE RESPONSES

Table 10

Rating of Topic Coverage for All Teachers

Above Average--Covered by 60 percent or more of teachers

1. Influence of hereditary factors
2. Relationship and communication with parents
3. Relationship with friends
4. Masculine-feminine differences
5. Physiology of reproduction
6. Venereal diseases

Average--Covered by 40-59 percent of teachers

1. Emotional maturity and marriage readiness
 2. Personality traits helpful in marriage
 3. Purpose and meaning of engagement
 4. Premarital sex behavior (dating)
 5. Courtship as preparation for marriage
 6. Premarital sex behavior (engagement)
 7. Infatuation contrasted with love
 8. Factors of compatibility
 9. Parental influence (mate selection)
 10. Problems of early marriage
 11. Birth process
 12. Child-rearing practices
 13. Anatomy of male and female
 14. Physiology of reproduction
 15. Psychological differences in male-female sexuality
 16. Morality of sexual behavior
 17. Unmarried parenthood
 18. Abortion
-

Table 11

Rating of Topic Coverage for Home Economics Teachers

Above Average--Covered by 60 or more percent of teachers

1. Influence of hereditary factors
2. Relationship and communication with parents
3. Relationship with friends
4. Masculine-feminine differences
5. Emotional maturity and marriage readiness
6. Personality traits that are helpful in marriage
7. Courtship as preparation for marriage (dating)
8. Premarital sex behavior (dating)
9. Infatuation contrasted with love
10. Factors of compatibility
11. Problems of early marriage

Average--Covered by 40-59 percent of teachers

1. Purpose and meaning of engagement (dating and engagement)
2. Premarital sex behavior (engagement)
3. Courtship as preparation for marriage (engagement)
4. Parental influence
5. Home management skills
6. Early marital adjustment
7. Lack of common interests (marriage problems)
8. Personality conflicts (marriage problems)
9. Religious and racial differences (marriage problems)
10. In-laws (marriage problems)
11. Financial difficulties
12. Problem-solving techniques
13. Birth process
14. Child-rearing practices
15. Causes of marital discord
16. Separation and divorce
17. Physiology of reproduction
18. Psychological differences in male-female sexuality
19. Morality of sexual behavior
20. Unmarried parenthood
21. Venereal diseases

Table 12

Rating of Topic Coverage for Health Teachers

Above Average--Covered by 60 or more percent of teachers

1. Relationship and communication with parents
2. Masculine-feminine differences
3. Premarital sex behavior (dating)
4. Birth process
5. Anatomy of male and female
6. Physiology of reproduction
7. Psychological differences in male-female sexuality
8. Morality of sexual behavior
9. Venereal diseases

Average--Covered by 40-59 percent of teachers

1. Influence of hereditary factors
 2. Relationship with friends
 3. Emotional maturity and marriage readiness
 4. Courtship as preparation for marriage
 5. Premarital sex behavior (engagement)
 6. Infatuation contrasted with love
 7. Prostitution
 8. Unmarried parenthood
 9. Abortion
-

Table 13

Home Economics Courses By Grade Level

Grade	Boys & Girls Separated				Co-educational	
	Compulsory		Elective		Compulsory	Elective
	Boys	Girls	Boys	Girls	Boys & Girls	Boys & Girls
7	0	3	0	3	2	3
8	1	12	0	11	2	7
9	1	70	2	31	2	8
10	1	25	1	34	1	9
11	1	10	2	70	6	49
12	<u>0</u>	<u>10</u>	<u>6</u>	<u>84</u>	<u>4</u>	<u>82</u>
Total	4	130	11	233	17	158

Table 14

Number of Courses Offered By Health Departments
Tabulated By Grade Level

Grade	Boys & Girls Separated				Co-educational	
	Compulsory		Elective		Compulsory	Elective
	Boys	Girls	Boys	Girls	Boys & Girls	Boys & Girls
7	9	10	0	0	18	1
8	12	16	0	1	15	1
9	26	36	1	1	33	5
10	6	13	1	2	10	1
11	1	5	1	0	7	1
12	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>17</u>	<u>1</u>
Total	56	82	4	5	100	10

Table 15

Sex of Teachers

Sex	Number	Per Cent
Male	243	29.4
Female	582	70.6

Table 16

Age of Teachers

	20-29 years	30-49 years	50 or over
Male	68	148	23
Female	263	218	86
Total	331	366	109

Table 17

Marital Status of Teachers

	Single	Married	Widowed	Divorced
Male	12	222	3	1
Female	138	389	18	29
Total	150	611	21	30

Table 18

Undergraduate Majors of Teachers

Undergraduate Majors	Returns	Per Cent
Home Economics	366	44.3
Health and Physical Education	247	29.8
Biology and Science	94	11.3
Social Sciences	24	2.9
Miscellaneous or Undesignated	94	11.3

Table 19

Post-Graduate Courses in Family Life and Sex Education

	None	1-3	More Than 3
Male	18	62	31
Female	39	227	75
Total	57	289	106

Table 20

Previous Years Teaching Family Relations

	None	One	2-5	More Than 5
Male	15	19	43	14
Female	36	79	144	184
Total	51	96	187	198

Table 21

Previous Years Teaching Sex Education

	None	One	2-5	More Than 5
Male	12	30	53	63
Female	21	83	125	104
Total	33	113	178	167

Table 22

Teachers' Desire for Additional Training

	Yes	No
Male	173	49
Female	438	90
Total	611	139

Table 23

Teachers' Evaluation of the Adequacy of Their Training

	Adequate	Inadequate
Male	68	158
Female	182	366
Total	250	524

Table 24

Teachers' Difficulties in Teaching
Family Life and Sex Education

	Male	Female	Total
How to be honest with youth	9	44	53
Uncertainty about own moral attitudes	7	17	24
Ideas expressed by youth are a threat to values	15	53	68
Fear of parental disapproval	51	169	220
Lack of sufficient administrative support	34	69	103
Insufficient knowledge of subject	80	167	247
Uncertainty of how to teach subject	105	297	402
Other	66	196	162
No problems	29	69	98

Table 25
Journals Used By Teachers

	Professional	Non-Professional	Limited
Male	7	137	17
Female	29	416	21
Total	36	553	38

Table 26
Teachers' Evaluation of Reactions to
Family Life and Sex Education

Group	Favorable	Neutral	Unfavorable	Don't Know
Students	624	34	4	14
Parents	424	95	2	146
Administrators	529	76	5	63
Fellow Teachers	482	108	6	73

APPENDIX C

BOOKS COMMONLY USED BY TEACHERS OF
FAMILY LIFE AND SEX EDUCATION

APPENDIX C

BOOKS COMMONLY USED BY TEACHERS OF FAMILY LIFE AND SEX EDUCATION

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- Craig, Hazel T. Thresholds of Adult Living. Peoria: Bennett Company, 1962.
- Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.
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- Detweiler, Herbert. How to Stand Up for What You Believe. New York: Association Press, 1966.
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- Duvall, Evelyn M. Family Living. Chicago: Lippincott, 1957.
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APPENDIX D

FILMS USED BY TEACHERS WITH
FREQUENCY TABULATION

APPENDIX D

FILMS USED BY TEACHERS WITH
FREQUENCY TABULATION

A

105 A Quarter of a Million Teenagers
1 Alcohol and the Human Body
6 A Family Affair
7 A Basis for Sexual Morality
1 America's Crisis: The Young
American
5 Are You Ready for Marriage
1 A Changing View of a Changing
Life
1 After Conception
1 Angel by the Hand
1 A Statistic Named Ann
1 A Breath of Air
1 Angry Boy
2 Alcohol and Tobacco
1 Abortion and the Law
1 Animal Heredity
1 And Everything Nice
1 Age of Turmoil
1 Are You Popular
6 As Boys Grow
1 Asexual Reproduction
1 A Child is Born
2 Asterisk

B

50 Boy to Man
1 Baths and Babies
1 Bleeding and Bandaging
2 Bright Side
1 Being in Love
1 Breast Cancer

6 Birth of a Baby
1 Beyond Conception
2 Bathing Your Baby
3 Birth Atlas
6 Boys Beware
2 Basic Nature of Sexual
Reproduction
1 Beginning of Vertebrate Life
1 Being Responsible in Sex & Love

C

1 Child Care and Development
1 Courtship in 4 Cultures
2 Courtship and Engagement
1 Children's Fears
2 Children's Plays
5 Children's Emotions
2 Cancer by the Carton
1 Controlling
1 Choosing for Happiness
1 Choosing Your Marriage Partner
1 Crucial Areas of Health
1 Children Growing Up
1 Community Health in Action
1 Courtship and Marriage

D

39 Dance Little Children
4 Drop Out
3 Etiquette
3 Don't Get Angry
2 Date Behavior
1 Discipline

- 1 Date for Dinner
- 1 Dare to be Different
- 1 Drug Addiction
- 1 Drug Abuse
- 1 Design for Family Living
- 2 David and Hazel

E

- 25 Engagement, Romance,
and Reality
- 10 Emergency Childbirth
- 17 Early Marriage
- 2 Eye of the Beholder
- 1 Early Social Behavior

F

- 3 Family Life Series
- 17 From Generation to Generation
- 16 Four Families
- 7 Frustrating 4's and
Fascinating 5's
- 3 Facing Reality
- 1 From Ten to Twelve
- 1 Feelings of Hostility
- 1 Feelings of Rejection
- 1 Farewell to Childhood

G

- 47 Girl to Woman
- 4 Going Steady
- 1 God's Plan of Life
- 1 Growth and Development
Patterns
- 1 Growing Up and Liking It
- 1 Getting a Date
- 1 Gateways to the Mind
- 1 Getting Along with Parents

H

- 100 Human Reproduction
- 6 How Life Begins
- 47 Human Growth and Development

- 7 Have I Told You Lately That I
Love You
- 27 Human Heredity
- 1 Hunters
- 1 Hungry Angels
- 8 How Do I Love Thee
- 9 How Much Affection
- 1 How You Were Born
- 10 Handling Marital Conflicts
- 6 How Do I Know It's Love
- 3 How to Say No
- 1 How To Control Your Emotions
- 3 Heredity and Prenatal Development
- 1 Hooked
- 1 How to Bathe a Baby
- 1 Hemo the Magnificent
- 2 Her Name Was Ellie
His Was Lyle
- 1 Helga

I

- 1 If These Were Your Children
- 26 Innocent Party
- 7 I Never Looked at it That Way Before
- 3 It Takes All Kinds
- 1 Is This Love
- 2 Invader
- 4 It's Wonderful Being A Girl
- 1 Is Smoking Worth It

J

- 1 Jealousy

K

- 1 Know Your Baby
- 1 Keeping Friends

K

- 6 LDS; Insight or Insanity
- 4 Labor and Childbirth
- 1 Life is for the Byrds
- 2 Love and Facts of Life

- 4 Life Before Birth
- 1 Learning in Infancy
- 1 Learning About Popularity
- 1 LSD; 25
- 1 Long Time to Grow

M

- 1 Man and His Health
- 1 Molly Grows Up
- 1 More Than Love
- 1 Marriage Problems
- 1 Molested
- 1 McGraw Hill
- 1 Marriage Today
- 1 Marriage and the Family
- 1 Mother Love
- 1 Mind Your Manners
- 1 Mike Makes His Work
- 1 Monkey on the Back
- 1 Making the Most of Yourself
- 1 Making and Keeping Friends
- 1 Marriage is a Partnership
- 1 Marriage is for Moderns

N

- 3 Nine Months to Get Ready
- 11 Normal Birth
- 1 Not Without Hope
- 3 Name Unknown
- 1 New Morality

O

- 4 One Love--Conflicting Faiths
- 4 Our Changing Family Life
- 1 Oregon & Washington
Marriage Laws
- 1 Obligations

P

- 2 Postnatal Care
- 1 Premarital Pregnancy
- 83 Phoebe

- 35 Psychological Differences Between
the Sexes
- 1 Personal Adjustment in Marriage
and Family Living
- 4 Preface to Life
- 3 Palmour Street
- 6 Parent to Child About Sex
- 2 Principles of Development
- 1 Personal Finance; Planning
- 3 Pit of Despair
- 1 Purpose to Life
- 2 People by the Billions
- 1 Parents Are People Too
- 1 Portrait

R

- 1 Reproduction and Birth
- 1 Reproduction
- 10 Roots of Happiness
- 1 Right From the Start
- 2 Responsible Sex Attitudes

S

- 17 Social Sex Attitudes in Adolescence
- 1 Strictly for Teen Agers
- 1 She Understands Me
- 1 Steady Dating
- 1 Steps of Age
- 1 Show-off
- 1 Shy Guy
- 1 Social Courtesy
- 5 Sociable 6's--Noisy 9's
- 1 Smoking and Heart Disease
- 1 Story of Wendy Hill

U

- 1 Understanding Your Emotions
- 1 Understanding Myself
- 1 Unwed Father

T

- 9 The Story of Menstruation
- 19 The Biography of the Unknown
- 4 The New Baby
- 23 The Game
 - 1 The Beginning of Life
 - 1 The Home
 - 1 Tobacco and the Human Body
- 10 Terrible 2's and Trusting 3's
 - 1 The Developing Child
- 2 Tuned Out Generation
 - 1 The Meaning of Engagement
 - 1 The Losers
 - 1 The Scar Beneath
 - 1 Table Manners
 - 1 The Neglected
 - 1 The Human Body
 - 1 The Other Fellow's Feelings

W

- 6 When to Marry
- 1 Who's Right
- 1 What You Should Know About V.D.
- 1 Wise Use of Credit
- 7 Who Cares About Jamie
- 1 Who's Boss
- 1 Who Should Decide
- 1 When You're in Love

Y

- 1 Your Heredity
- 1 You're No Good
- 3 You and Your Parents
- 1 You Are Popular
- 1 Your Junior High Days
- 1 You're Growing Up
- 1 Your Body During Adolescence