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By-Bachelor, Evelyn

FAMILY LIFE EDUCATION: GRADES KINDERGARTEN THROUGH TWELVE. RECOMMENDED PROGRAM.

Contra Costa County Dept. of Education, Pleasant Hill, Calif. Educational Planning Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

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This guide contains a recommended, articulated series of instructional aids for grades kindergarten through 12 in family life education. Course content and curriculum materials for all grades are presented. Grouped under the heading of "Community Relations" are: (1) materials on parent education, public information, and community support; (2) significant periodical articles; and (3) a policy statement on sex education. Suggested in-service training programs, a list of consultants with their specialties noted, professional book and magazine lists, resource information, and curriculum guides are also included. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RECOMMENDED PROGRAM

FAMILY LIFE EDUCATION

GRADES - KINDERGARTEN THROUGH TWELVE

Prepared by:

Project Development Committee

Mrs. Evelyn Bachelor, Chairman
Mr. Richard Bergamini
Mr. Robert J. Ehrlich
Mrs. Carolyn Harris
Mrs. Jane Krigin
Mr. James Nelson,
Project Coordinator

Educational Planning Center
Contra Costa County
Department of Education
75 Santa Barbara Road
Pleasant Hill, California 94523

CG 002 713

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ED022213

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Superintendent of Schools, Contra Costa
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Acting Health Officer, Contra Costa
County Health Department

PREFACE

This Recommended Program in Family Life Education for Grades K - 12 was initiated by a number of statements that were submitted to the Educational Planning Center which related to the need for sex education, comprehensive health education, sociology of the family courses, prevention of venereal disease programs, and other programs to meet social maladjustments. These ideas were reviewed by the Executive Committee and the Advisory Council of the Educational Planning Center. A project in this general area was given first priority for development.

With this authorization to proceed, a Steering Committee for the project was selected. The Steering Committee determined that the general objective should be to establish a county-wide program which would enable the Contra Costa County Department of Education to supply service and leadership to local school districts, and private and parochial schools, in developing programs in Family Life Education. Family Life Education is considered to include sex education, sociology of the family, and programs to improve family physical and emotional health. To achieve this county-wide program, an application for Federal funds under Title III of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) was submitted in June, 1967 with the endorsement of the Steering Committee, the Executive Committee of the Educational Planning Center, and the Contra Costa County Board of Education.

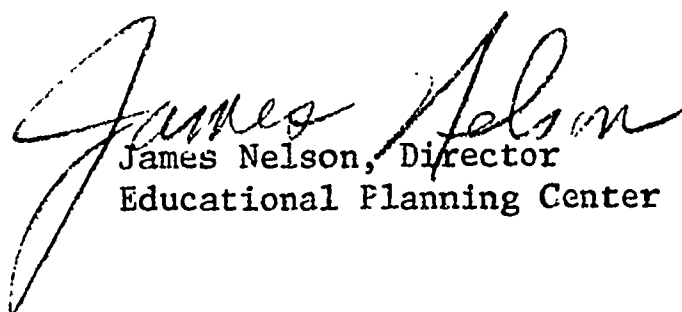
The Contra Costa County Educational Council (curriculum leaders from school districts) requested that a guide be prepared by the Educational Planning Center to supply local districts with a recommended, articulated series of instructional units, for grades K - 12 in Family Life Education. It was suggested that it would be desirable to provide a single program for adoption and use of school districts throughout the county. (Minutes of the Contra Costa County Educational Council, March 17, 1967.) Consequently, the Project Development Committee and the Staff of the Educational Planning Center have developed this comprehensive guide to assist each school system in the County to develop its own program.

The Educational Planning Center Staff would like to extend its sincere appreciation to the Project Development Committee and the Steering Committee on Family Life Education. The utilization by school districts of this Recommended Program on Family Life Education for Grades K - 12 can make a significant contribution to the social, emotional and physical well-being of children.

The preparation of the application and this Recommended Program has resulted in the acquisition of two valuable resources in Contra Costa County. The Professional Library of the Contra Costa County Department of Education has been substantially supplemented by professional books, periodicals, and curriculum guides in the area of Family Life Education. These materials are available to curriculum leaders of local school systems. The members of the Steering Committee, the Project Development Committee, and the Staff of the Educational Planning Center who were involved in the development of the application and this Recommended Program are available to help local school systems who are considering Family Life Education.

Preface (cont'd)

The Educational Planning Center is pleased to be able to provide this Recommended Program in Family Life Education for Grades K - 12 to local school systems who sense the important need to develop curriculum in this vital area.


James Nelson, Director
Educational Planning Center

August, 1967

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Health Department

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IN THE COUNTY BOARD OF EDUCATION
OF
CONTRA COSTA COUNTY, STATE OF CALIFORNIA

In the Matter of Resolution)
Recommending and Authorizing)
the Development of Family Life) Education Programs in)
Contra Costa County)

Resolution No. 3 67-68

"WHEREAS, the Advisory Council and the Executive Committee of the Educational Planning Center have identified a program to encourage family life education as a first priority need of education in Contra Costa County, and

WHEREAS, the Superintendent of Schools, with the endorsement of the Board of Education for Contra Costa County, has submitted an application under Title III, Elementary and Secondary Education Act of 1965, (P.L. 89-10) for a county-wide supplementary service to provide for instructional resources, in-service training and coordination for family life education programs in Contra Costa County, and

WHEREAS, the Educational Council for Contra Costa County has requested that the Educational Planning Center develop a recommended program for local district consideration, and

WHEREAS, education for family life is a responsibility which should be shared by the home, the church, the school and the community, and

WHEREAS, schools are important agencies in the development of healthy habits of living and moral values. The primary purpose of family life education in the schools is to promote wholesome family and interpersonal relationships and, therefore, more complete lives. Education for family life should be planned to extend throughout the entire school experience of the child.

NOW, THEREFORE, BE IT RESOLVED:

1. That the County Board of Education for Contra Costa County commends the development of this Recommended Program for Family Life Education for Grades Kindergarten Through Twelve;
2. That the County Board of Education authorizes and encourages local school districts to make use of these materials and develop programs in Family Life Education; and
3. That the County Board of Education encourages local school districts to actively involve parents, teachers and the community in developing programs in Family Life Education."

Contra Costa County Board Resolution No. 3 67-68 (cont'd)

PASSED AND ADOPTED THIS 13th day of September, 1967, by the following vote of the Board:

AYES: (6) Kipp, Johnson, Williamson, Patriquin, Rixon, Mauzy
NOES: (0) None
ABSENT: (1) Moses

I HEREBY CERTIFY that the foregoing is a true and correct copy of the Resolution approved by said Contra Costa County Board of Education on September 13, 1967.

FLOYD MARCHUS, SECRETARY TO THE
COUNTY BOARD OF EDUCATION
CONTRA COSTA COUNTY

By Bob Rothschild
Bob Rothschild
Associate Superintendent

FM:BR:ed

DEPARTMENT OF EDUCATION

CONTRA COSTA COUNTY

75 SANTA BARBARA ROAD
TELEPHONE 228-3000

FLOYD MARCHUS
SUPERINTENDENT

~~HAROLD BERGACI~~
~~ASSOCIATE SUPERINTENDENT~~

BOB ROTHSCHILD
ASSOCIATE SUPERINTENDENT

PLEASANT HILL, CALIFORNIA—94523

September 7, 1967

To: District Superintendents and Trustees of Contra Costa County

We are pleased to submit Recommended Program -- Family Life Education -- Grades Kindergarten Through Twelve.

Several hundred leaders of Contra Costa County selected Family Life Education as one of two major areas to be carefully studied in the Educational Planning Center of the County Department of Education. Consultants of high calibre at national, state, and county level have participated in the development of this guide. The Project Development Committee has five qualified people from the school district level working under the able leadership of James Nelson, Project Coordinator.

It is emphasized that this document is a recommended guide. Many local decisions will need to be made in evaluating the many suggestions, techniques, books, films, tapes and slides.

This document is a pioneering guide. Procedures will be set up to receive criticisms and suggestions as a basis for an improved document in the future.

Deep appreciation goes to the large sponsorship, the consultants, the field specialists, and the Project Development Committee which did the actual writing of the guide.

Very sincerely yours,

Floyd Marchus

Floyd Marchus
County Superintendent of Schools
Contra Costa County

FM:ed

GLEN W. KENT, M.D.
ACTING HEALTH OFFICER
TELEPHONE 228-3000

HEALTH DEPARTMENT
CONTRA COSTA COUNTY

P.O. BOX 871
MARTINEZ, CALIFORNIA 94553

August 29, 1967

Mr. James Nelson, Project Coordinator
Educational Planning Center
Department of Education
75 Santa Barbara Road
Pleasant Hill, California 94523

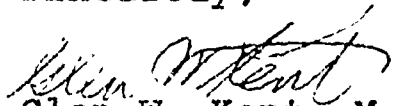
Dear Mr. Nelson:

The Health Department has been impressed for a long time by the lack of uniformly good teaching and good materials for the teaching of Family Life Education in our school systems.

I want to commend you on this new "Recommended Program for Family Life Education". In general, the recommended materials and their timing appears to be good. Obviously there are differences of opinion about subject materials to be included and their particular timing although surprisingly we agree on most of the areas. Since any work of this kind will need updating from time-to-time to make and keep it useful, we do have a few specific suggestions for consideration.

We recommend the adoption of this material as a guide and resource for teaching of Family Life Education.

Sincerely,


Glen W. Kent, M.D.
Acting Health Officer

GWK:a

COURSE OF STUDY

Course Content - K-6

Curriculum Materials - K-6

Course Content - 7-8

Curriculum Materials - 7-8

Course Content - 9-12

Curriculum Materials - 9-12

OBJECTIVES

- I. To develop in the student an understanding of growth.
- II. To develop in the student an understanding of the elementary facts of reproduction.
- III. To develop in the student an understanding of the role of the family in his life.
- IV. To develop in the student an understanding of his role in the family.
- V. To develop in the student an understanding of the importance of good body care habits.
- VI. To develop in the student an appreciation of his home.

COURSE CONTENT

- I. Miracle of growth
 - A. Plants
 1. Growth from seeds
 2. Growth conditions for development
 3. Pollination
 4. Seed dispersal
 5. Plant parts
 6. Male and female plants
 - B. Animals
 1. Development outside the body
 2. Development inside the body
 3. Care
 - a) nature
 - b) dependence on parents
 4. Resemblance to parents
 5. Care of pets
 - C. How I grow
 1. Family
 - a) mother's role
 - b) father's role
 2. Growth of baby
 - a) development
 - b) birth
 - 1) doctor
 - 2) hospital
 3. Love of baby
 4. Care of baby

The Miracle of Growth and Living (cont'd)

- II. Care of the body
 - A. Parts of the body
 - B. Functions of the body
 - C. Health habits
 - 1. Cleanliness
 - 2. Proper diet
 - 3. Rest
 - D. Protection from injury
- III. Home
 - A. Love
 - B. Understanding
 - C. Respect
 - D. Sharing responsibilities
 - E. Doing things together

EVALUATION

- I. Group discussion
- II. Individual conferences
- III. Observations
- IV. Teacher

PLANTS, ANIMALS, AND ME

FIRST GRADE

4-6 weeks

OBJECTIVES

- I. To develop in the student an understanding of the growth of plants.
- II. To develop in the student an understanding of the differences between male and female animals.
- III. To develop in the student an understanding of human development.
- IV. To develop in the student an understanding of self-concept.
- V. To develop in the student an appreciation of the family.

COURSE CONTENT

- I. How plants grow
 - A. Healthful environment
 - B. Proper care
 - C. Observations of growing plants
- II. How animals grow
 - A. Identify role of male and female animals
 1. Difference in appearance
 2. Responsibilities in rearing their young
 - B. Proper care
- III. My body and how it works
 - A. Body terminology
 - B. Facts about body organs
 1. Function
 2. Purpose
 - C. Health Habits
 1. Development
 2. Purpose
- IV. Development of self-concept
 - A. Self-respect
 1. Effect of emotions on behavior
 - a) anger
 - b) fear
 - c) love
 2. Social behavior
 - a) boy's role
 - b) girl's role
 - c) politeness and courtesy
 3. Peer acceptance
 - a) need for friends
 - b) group support
 - B. Respect for others
 1. Work and play together
 2. Respect for others' belongings

Plants, Animals, and Me (cont'd)

- V. Significance of the family
 - A. Continuance of the family
 - B. Care of family members
 - 1. Food
 - 2. Shelter
 - 3. Clothing
 - 4. Other
 - C. Family Standards
 - 1. Values
 - 2. Goals
 - D. Family differences
 - 1. Everyone is different
 - 2. Develop self-expression

EVALUATION

- I. Group discussion
- II. Individual conferences
- III. Observations
- IV. Written work
 - A. Picture books
 - B. Illustrations
- V. Teacher

SECOND GRADE

UNDERSTANDING ME AND MY FAMILY

4-6 weeks

OBJECTIVES

- I. To develop in the student an appreciation of the importance of mutual love and consideration in the family.
- II. To develop in the student an understanding of the responsibilities of growing up.
- III. To develop in the student understanding of human reproduction.
- IV. To develop in the student an understanding of the elementary facts about the body organs, their care and function.

COURSE CONTENT

- I. Family Membership
 - A. Develop responsibility
 1. Help at home
 2. Take care of self and belongings
 - a) cleanliness
 - b) clothing
 - c) toys
 - d) room
 - B. Mutual love and respect
 1. Problem solving
 - a) individual
 - b) family
 2. Consideration
- II. Growing to be a baby
 - A. Understanding growth
 1. Beginning of life
 - a) father's role
 - b) mother's role
 - c) growth to a baby
 2. Baby's role in family
- III. Body structure and physical fitness
 - A. Individual time table for growth
 - B. Care of body
 1. Dental care
 2. Proper nutrition
 3. Sense organs and body growth
 4. Change in appearance

EVALUATION

- I. Group Discussion
- II. Individual conference
- III. Observation
- IV. Written work
 1. Picture Books
 2. Illustrations
- V. Teacher

THIRD GRADE

HOW I GROW UP

4-6 weeks

OBJECTIVES

- I. To develop in the student an understanding of the differences between plant and animal growth.
- II. To develop in the student an appreciation for life processes.
- III. To develop in the student an understanding of the differences between the body structure of girls and boys.
- IV. To develop in the student an understanding of individual differences among people.
- V. To develop in the student an understanding of the relationship between a healthy body and mind.
- VI. To develop in the student an understanding of the need for the development of a sense of responsibility to self and family.
- VII. To develop in the student an appreciation of thoughtful words and deeds.

COURSE CONTENT

- I. Comparison between plant and animal growth
 - A. Plant life
 1. Pollination
 - a) male parts of plants
 - b) female parts of plants
 2. Healthful environment
 - a) growth
 - b) reproduction
 - B. Animal life
 1. Reproduction of young
 2. Care of young
 3. Care of pets
- II. My body structure
 - A. Brain
 1. Function
 2. Relationship to senses
 - B. Digestive system
 1. Purpose
 2. Function
 - C. Muscles and bones
 1. Purpose
 2. Function
- III. Growing from babyhood into childhood
 - A. Heredity
 1. Inherited traits of parents
 2. Inherited traits of grandparents
 - B. Reproduction and love
 1. Exchange of thoughts and feelings
 2. Understanding
 3. Companionship
 4. Children

How I Grow Up (cont'd)

C. Growing up

1. Independence
2. Learning to be loving
3. Learning to be friendly
4. Learning right from wrong
 - a) parent authority
 - b) school rules
 - c) church
 - d) community
5. Playing with others
 - a) organized games
 - b) fair play
 - c) sportsmanship
6. Understanding parents
 - a) loving
 - b) giving
 - c) helping

IV. My role in the family

A. Responsibility

1. Helping at home
2. Cooperating with family routines
3. Actions

B. Understanding

1. Others point of view
2. Consider others feelings
3. Making best of difficult situations

C. Doing things together

1. Work
2. Recreation

EVALUATION

I. Group discussions

II. Individual conferences

III. Observations

IV. Written work

- A. Picture books
- B. Illustrations
- C. Problem solving

V. Teacher

MY HEALTH, MY SAFETY, MY FAMILY

FOURTH GRADE

4-6 weeks

OBJECTIVES

- I. To develop in the student an understanding of the importance of daily health habits.
- II. To develop in the student an understanding of the structure and function of the body.
- III. To develop in the student an appreciation of the different roles of men and women.
- IV. To develop in the student an understanding of the importance of getting along with others.
- V. To develop in the student an understanding of the importance of assuming the responsibility for one's safety.
- VI. To develop in the student an understanding of other family members.

COURSE CONTENT

- I. Developing good health habits
 - A. Importance of good nutrition
 1. Food nutrients
 - a) purpose
 - b) where they are good
 2. Involves eating a variety of foods
 - B. Brain
 1. Thinking
 2. Feeling
 3. Controlling our actions
 - C. Digestion
 1. Effect of feelings
 2. Importance of rhythm and regularity
 - a) eating
 - b) activity
 - c) rest
 - d) elimination
 - D. Cleanliness and good health
 1. Care
 2. Disease
 - E. Sleep and good health
 1. Need
 2. Safeguard against accidents
 - F. Recognize individual differences
- II. How life begins
 - A. Living things make new life
 - B. Mother's role
 - C. Father's role
 - D. Beginning of life
- III. How we think
 - A. Learning by experience
 1. Must try to learn by experience
 2. Errors

My Health, My Safety, My Family (cont'd)

- B. Getting along with others
- C. Emotions
 - 1. Feelings change
 - 2. Fear
 - 3. Shyness
- D. Reality
 - 1. Self-acceptance
 - 2. Setting realistic goals
- IV. The safe way of doing things
 - A. Safety at home
 - 1. Safe places to play
 - 2. Safe play equipment
 - 3. Safe recreational activities
 - a) hikes
 - b) swimming
 - c) beach
 - B. Safety at school
 - 1. Traffic safety
 - a) walking
 - b) bicycle
 - 2. Fire safety
 - C. First aid
 - 1. Cuts
 - 2. Bruises
 - 3. Bumps
- V. Understanding my family
 - A. Being a good family member
 - 1. Treat others as one would like to be treated
 - 2. Qualities of being a good sport
 - 3. Respect individual differences
 - B. Growing up
 - 1. Use of language grows
 - 2. Love parents in a more grown-up way
 - 3. Develop sense of privacy
 - a) belongings
 - b) body
 - 4. Modesty
 - a) customs
 - b) clothing

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Observations
- IV. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- V. Teacher

FIFTH GRADE

PHYSICAL, MENTAL, AND SOCIAL GROWTH

4-6 weeks

OBJECTIVES

- I. To develop in the student an appreciation of the wonders of the human body.
- II. To develop in the student an understanding of the factors influencing growth and development.
- III. To develop in the student an appreciate of mental health.
- IV. To develop in the student an understanding of social growth and development.

COURSE CONTENT

- I. Understanding physical health
 - A. Personal hygiene
 - B. Grooming
 - C. Body care
 - D. Rest
 - E. Exercise
 - F. Diet
 1. Basic daily foods
 2. Food nutrients
 3. Alcohol, narcotics, and smoking
 - G. Structure and functioning of the body
 1. Appreciation of the body
 2. Internal organs
 3. Glands
 4. Protective functions
- II. Understanding mental health
 - A. Basic needs
 1. Physical
 2. Emotional security
 3. Achievement
 4. Status
 - B. Understanding behavior
 1. Reasonable expectancies
 2. Reasons for different types of behavior
 3. Problem solving
 - C. Setting realistic goals
- III. Understanding social growth
 - A. Making friends
 - B. Sharing
 - C. Social situations

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Observations
- IV. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- V. Teacher

OBJECTIVES

- I. To develop in the student an understanding of the importance of personal health.
- II. To develop in the student an understanding of human reproduction.
- III. To develop in the student an appreciation of self-understanding.
- IV. To develop in the student an understanding of the importance of a healthy attitude toward self, family and friends.
- V. To develop in the student an understanding of his social responsibilities to self, family and friends.

COURSE CONTENT

- I. Growing up physically
 - A. Personal hygiene
 1. Good grooming
 2. Body care
 - B. Rest and leisure time
 - C. Physical fitness
 - D. Food and nutrition
 1. Understanding the basic four
 2. Food nutrients
 3. Effects of:
 - a) alcohol
 - b) narcotics
 - c) smoking
 - E. Body functions
 1. Internal organs
 2. Glands
 3. Protective functions
 4. Reproduction
 5. Appreciation of body
 - a) individual differences
 - b) effect of emotions
- II. Understanding myself
 - A. Developing wholesome attitudes
 1. Toward normal body functions
 2. My family
 - B. Understanding feelings
 - C. Need for love
 - D. Need for success
 - E. Need for security
 - F. Facing problems
- III. Growing up socially
 - A. Individual responsibilities
 1. Friendship
 2. Consideration for others
 3. Social graces

Me, My Family, and My Friends (cont'd)

- B. Community responsibilities
 - 1. Home
 - 2. School
 - 3. Community
 - a) resources
 - b) facilities
- C. Alcohol, narcotics, and smoking

EVALUATION

- I. Group discussion
- II. Individual conferences
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

Curriculum Materials - K-6

CURRICULUM MATERIALS

I. Kindergarten - Sixth Grade

A. Suggested textbooks (Basic and/or Supplementary)

Author	Title	Publisher	Date	Unit Price	Grade Level
Bauer, William W. and others	BEING SIX (Basic Health & Safety Program. 10 books)	Scott	1962	\$1.96	1
Bauer, William W. and others	HEALTH FOR ALL (New Basic Health & Safety Program. 9 Books)	Scott	1965		1-6
	Jr. primer:			1.68	
	Book 1:			1.96	
	Book 2:			2.28	
	Book 3:			2.40	
	Book 4:			2.64	
	Book 5:			2.68	
	Book 6:			2.68	
	Book 7:			3.04	
	Book 8:			3.04	
Brown, Margaret W.	THE GOLDEN EGG BOOK	Golden Press	n.d.	1.00	K
De Schweinitz, Karl	GROWING UP 4th ed. lib. bdg.:	Macmillan	1965	2.95 3.24 net	1-6
Ets, Marie Hall	THE STORY OF A BABY lib. bdg.:	Viking	1939	4.00 3.77 net	K
Garellick, May	WHAT'S INSIDE	W. R. Scott	1955	2.75	K
Gruenberg, Sidonie M.	THE WONDERFUL STORY OF HOW YOU WERE BORN	Doubleday	1952	2.95	1-6
Krauss, Ruth	THE CARROT SEED lib. bdg.:	Harper	1945	2.50 2.57 net	K
Levine, Milton L. and Seligmann, J. H.	A BABY IS BORN rev. ed.	Golden Press	1966	2.95; 1.00 pap.	1-6
Ravielli, Anthony	WONDERS OF THE HUMAN BODY lib. bdg.:	Viking	1954	3.00 2.96 net	5

Curriculum Materials - K-6 - (cont'd) (I. A.)

Author	Title	Publisher	Date	Unit Price	Grade Level
Schloat, G. Warren	THE WONDERFUL EGG lib. bdg.	Scribner	1952	2.97 net	1
Selsam, Millicent	ALL ABOUT EGGS	W. R. Scott	1952	3.25	K
Selsam, Millicent E.	EGG TO CHICK	Int. Pubs.	1946	1.95	1
Stanger, Margaret	A BRAND NEW BABY rev. ed.	Beacon	1955	3.50	K-2
Zim, Herbert S.	WHAT'S INSIDE OF ME? lib. bdg.:	Morrow	1952	2.75; 2.78 net	K-5
Zim, Herbert S.	WHAT'S INSIDE OF PLANTS? lib. bdg.:	Morrow	1952	2.75; 2.78 net	K-3

B. Suggested Films *

No.				Grade Level
599	ANIMALS AT WORK IN NATURE How nature equips animals for survival. How they are able to chew, drill, dig and carry in order to provide food and shelter for themselves.	B+W	11 min. 1956	3
490	ANIMALS GROWING UP Shows the early stages of development of a calf, baby chickens and puppies and how they depend on the mother.	B+W	10 min. 1956	K
019	BABY ANIMALS Covers the general growth patterns of various baby animals and the nature of parental care. Explains that some babies are hatched from eggs and others come from the body of the mother.	B+W	10 min. 1948	K-3
	BEGINNING RESPONSIBILITY SERIES:	Dist-CORF		1-2
	BEING ON TIME By using examples of firemen and train engineers, Jimmy learns how to be on time and get ready in advance.	Color - B+W	11 min. 1956	
1046	BOOKS AND THEIR CARE Shows the proper care of books - how to open and handle new books, prevent soiling them, and repair them if damaged.	B+W	11 min. 1959	

* Numbered films may be obtained at the Contra Costa County A-V Center, 1928 Oak Park Boulevard, Pleasant Hill, California 94523 - Phone: 228-3000, Ext. 267.

Curriculum Materials - K-6 - (cont'd) (I. B.)

<u>No.</u>				<u>Grade Level</u>
	DOING THINGS FOR OURSELVES IN SCHOOL	Color - B+W	11 min.	
	A young boy learns to do things for himself by watching others, asking for help and by practice. Importance of self-reliance is emphasized.			
			1963	
	LUNCHROOM MANNERS	Color - B+W	11 min.	
	Points out through a Puppet show that proper lunchroom manners are important.			
			1960	
	OTHER PEOPLE'S THINGS	Color - B+W	11 min.	
	Shows how articles, borrowed or found, (as well as public and private property) should be cared for. The need for respecting the property of others is stressed.			
			1957	
030	TAKING CARE OF THINGS	B+W	11 min.	
	The care of one's toys, clothing and other property is described, stressing the importance of returning things to their proper place when not in use.			
			1951	
495	BIRDS IN YOUR BACKYARD (2nd ed.)	Color	11 min.	3
	How two brothers attempt to attract birds to their yard; how they observe the birds feeding, bathing, drinking and nesting in their backyard; how they build feeding trays and a bird bath for various birds.			
		Dist-BARR	1966	
036	BIRDS OF THE DOORYARD (3rd ed.)	Color - B+W	11 min.	1
	Demonstrates calls of birds who build nests near homes and in gardens-- robins, house wrens, eastern phoebes, yellow-shafted flickers, cardinals, tree swallows, purple martins and yellow warblers.			
		Dist-CORF	1962	
618	BUTTERFLY MYSTERY	Color	10 min.	3
	A film depicting the life story of the swallowtail butterfly with special effects detail.			
		Dist-MIS	1956	
051	CAMOUFLAGE - NATURE'S PROTECTION	B+W	10 min.	3
	Shows how nature protects animals by color patterns.			
		Dist-WLF	1953	
568	CARE OF THE SKIN	B+W	11 min.	K-3
	A film on cleanliness and the proper way to clean the body. Shows animated drawings of skin structure.			
		Dist-EBF	1949	
622	CINDY GOES TO A PARTY	B+W	10 min.	3
	A Cinderella based story on better manners in social groups.			
		Dist-OFPRINT	1955	
069	COMMON ANIMALS OF THE WOODS	B+W	11 min.	2
	Shows the distinguishing characteristics of the squirrel, raccoon, rabbit, otter, porcupine, mink, skunk, woodchuck, possum, and beaver.			
		Dist-EBF	1943	

Curriculum Materials - K-6 - (cont'd) (I. B.)

<u>No.</u>				<u>Grade Level</u>
623	COURTESY AT SCHOOL A boy and his classmates practice courtesy in the classroom and hallway.	B+W Dist-CORF	11 min. 1956	3
624	COURTESY FOR BEGINNERS (2nd ed.) Uses role-playing to illustrate the fundamentals of etiquette. Practices courtesy in the classroom and then in real situations - the effect on others of how one says things.	B+W Dist-CORF	11 min. 1967	2
5918	DAIRY FARM CALVES The care of calves at a large dairy, including feeding, housing, handling and training.	Color Dist-FRITH	16 min. 1955	1-2
482	EYES BRIGHT (rev. ed.) Eye care and protection is the subject of this film depicting four primary children and their classmates learning from their school nurse and classroom teacher.	Color Dist-AVIS	10 min. 1965	2
5652	FAMILY TEAMWORK Shows a family working and playing together on a small goat ranch; their responsibilities, relationships and cooperation.	Color Dist-FRITH	18 min. 1946	1-3
109	FARM ANIMALS (2nd ed.) Depicts a farmer's typical day of caring for his animals. Shows farm scenes of a new born calf and colt, young animals nursing, and playing, shearing of sheep.	B+W Dist-EBF	11 min. 1957	K
632	FROM SEEDS TO PLANTS This is a story of a boy's vegetable garden and the importance of the soil, water, air and sun in relation to growth; how the new plants use the food stored in the seed and how they make and store the food.	B+W Dist-GATEP	10 min. 1955	K-3
145	HOW BILLY KEEPS CLEAN The importance of cleanliness; when and how to wash; and that cleanliness helps keep a person healthy and nice to be near.	B+W Dist-CORF	11 min. 1951	K-2
	HUMAN AND ANIMAL BEGINNINGS The basic concepts of the family and reproduction presented in a simple fashion.	Color Dist-BROWN	13 min. 1966	3
5672	HUMAN BEGINNINGS The origin of human life is discussed by a group of children who show drawings they have made at school. A young boy and his parents react to the coming of a new baby.	B+W Dist-AF	22 min. 1950	1-6
5673	HUMAN GROWTH (2nd ed.) A seventh-grade class view an animated film which traces human growth from conception to adulthood. Emphasis is placed on the differences in male and female structural development.	Color Dist-BROWN	19 min. 1962	4-6

Curriculum Materials - K-6 - (cont'd) (I. B.)

<u>No.</u>				<u>Grade Level</u>
5777	IT'S YOUR HEALTH A film on dental health. The importance that dental health plays in general good health, appearance and personality is emphasized.	B+W	18 min. 1949	5
641	KINDNESS TO OTHERS An example of kindness is shown. While a boy is absent from school his class learns about kindness. When he returns the class discovers a special way to be kind to him.	B+W	11 min. 1957	2-3
720	LEARNING ABOUT FLOWERS Using time-lapse photography, shows the role of the flower in a plant's life cycle.	Color	11 min. 1957	3
511	LET'S BE GOOD CITIZENS AT HOME Demonstrates the help two children give so that the parents can have more time for family recreation.	B+W	8 min. 1953	K-3
512	LITTERBUG Points out how neatness and thoughtfulness are rewarding. How untidiness contributes to the littering of both home and community.	Color	10 min. 1955	1-2
730	LIVING AND GROWING Using a litter of newly born rabbits, two children study how things grow. The children compare living needs and discover they are the same for the rabbits and themselves.	Color	11 min. 1957	3
514	MANNERS AT SCHOOL An example of good and bad manners at school with emphasis on cheerfulness, respect, kindness and consideration for property and good health habits.	B+W	10 min. 1956	2-3
5090	MOLLY GROWS UP A simple explanation of the facts about menstruation is explained to adolescent girls.	B+W	15 min. 1953	4-6
5927	MOOSE BABY (2nd ed.) A film about a young moose from birth to maturity; how he learns about himself and the world about him from season to season.	Color	14 min. 1966	K-2
357	MOTHER HEN'S FAMILY The development of the chick embryo and the hatching of the egg is shown. Elementary concepts of reproduction and growth is presented.	Color	11 min. 1953	K-1
218	OUT ANIMAL NEIGHBORS (2nd ed.) Shows ten common species that live in our parks, roadsides and homes. (Squirrels, mice, rabbits, chipmunks, gophers, and bats.)	Color	11 min. 1963	2

Curriculum Materials - K-6 - (cont'd) (I. B.)

<u>No.</u>				<u>Grade Level</u>
572	SEEDS GROW INTO PLANTS	Color	11 min.	2-3
	Seed growth and the conditions necessary for this growth are shown in this film showing the ways in which seeds travel, the embryo plant and the growth of a seed into a small plant.			
		Dist-CORF	1956	
297	STORY OF MENSTRUATION	Color	11 min.	5
	An animated film of what happens during the menstrual cycle and how this process prepares the body for the childbirth cycle.			
		Dist-KIMBCK	1946	
308	TEETH ARE TO KEEP	Color	11 min.	3
	The four essentials of good teeth care are shown by animated drawings.			
		Dist-EBF	1950	
5761	TOMMY'S DAY	B+W	15 min.	1-2
	Dental health is described by showing a day in the life of a boy who is losing one of his baby teeth.			
		Dist-YAF	1946	
	<u>THE WHAFFOR SERIES</u>			3
669	WHAFFOR IN "I CAN RUN LIKE THE WIND"	Color		
		GATEWAY		
590	WHAFFOR IN "I FEEL GREAT"	Color		
		GATEWAY		
591	WHAFFOR IN "PICTURE OF HEALTH" - EGGS	Color		
		GATEWAY		
600	WHAFFOR IN "STAMINA"	Color		
		GATEWAY		
467	ZOO BABIES - OBSERVING THINGS ABOUT US	Color	11 min.	1-2
	Questions are answered about zoo animals and their young. Shows physical characteristics and habits.			
		Dist-CORF	1955	

C. Other Supplementary Materials

1. Pamphlets (California Dairy Industry Advisory Board
1095 Market Street, San Francisco, Calif. 94103)
Public Affairs Pamphlets
"You're A Young Lady Now" K-6
"A Story About You" 6
"Very Personally Yours" 6
5
2. Booklets (California Dairy Industry Advisory Board)
Life Adjustment K-6
Better Living K-6

Curriculum Materials - K-6 - (cont'd) (I. C.)

	<u>Grade Level</u>
3. <u>Records</u> (Mental Health Materials Center, 1790 Broadway, New York, New York 10019)	
"A Child's Introduction to Sex" by M. I. Levine and Melba Rae, Wonderland Records #1459	K-6
4. <u>Slides</u> (Mental Health Materials Center)	
"How Babies Are Made"	K-6
Series in Sex Education (American Medical Assn. Dept. of Health Education 535 North Dearborn Street Chicago, Illinois 60610)	
"Parents Privilege"	K-3
"A Story About You"	4-6
"Facts Aren't Enough"	Teacher/Parent
5. <u>Transparencies</u> (3M Company, Visual Products Division Educational Services, Box 3100, St. Paul, Minnesota 55101)	
K-6 Series	
"The Family"	K-3
"The Health and Happiness of The Family"	4-6

Course Content - 7-8

YOU AND YOUR DEVELOPMENT

SEVENTH GRADE

6-9 weeks

OBJECTIVES

- I. To develop in the student a respect for his own body and to strengthen his feelings of personal worth.
- II. To develop in the student a recognition of the emergence of successive growth stages.
- III. To develop in the student a better understanding of family relations, cultural importance of the family, and responsibilities as a family member.
- IV. To develop in the student an understanding of communicable diseases and how they can be treated and prevented.
- V. To develop in the student a better understanding of the effects of smoking, alcohol, and narcotics.

COURSE CONTENT

- I. The human Body
 - A. Biology and Physiology of the human body
 1. Overview
 2. Summary
 - B. Human reproductive cycle
 1. Conception and birth
 2. Effects of heredity and environment
- II. Growth and development
 - A. The life cycle
 1. Infancy
 2. Childhood
 3. Adolescence
 4. Adulthood
 5. Old Age
 - B. Types of growth
 1. Physical
 2. Social
 3. Emotional
- III. The family and its functions
 - A. Place for the growth and development of children
 - B. Most acceptable institution for insuring continuity of life
 - C. Important place to learn and practice good human relations
- IV. Communicable disease (inclusion of venereal disease is optional)
- V. Smoking, alcohol, and narcotics

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

OBJECTIVES

- I. To develop in the student an awareness of himself and an understanding of his relationships with others.
- II. To develop in the student a thorough understanding of the physical sexual, and emotional changes resulting from adolescence.
- III. To develop in the student a basic understanding of mental illness.
- IV. To develop in the student a basic understanding of personal and family finance.

COURSE CONTENT

- I. Adolescence
 - A. Growth and body changes
 - B. Sexual and emotional changes
 - C. Physiology of sex
 - D. Boy-girl relationships
 1. Interest in opposite sex
 2. Emotional and physical attraction
 3. Dating
- II. Personality and social relationships
 - A. Personality development
 - B. Maturity and emotional development
 - C. Ethics and relationships
 - D. Role of man and woman in our changing society
 - E. Mental health
- III. Mental illness
 - A. Causes of mental illness
 - B. Psychoses and neuroses
 - C. Prevention and treatment
- IV. Personal and family finance
 - A. Allowance
 - B. Budgeting
 - C. Earning, spending, saving

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

Curriculum Materials - 7-8

CURRICULUM MATERIALS

II. Seventh - Eighth Grade

A. Suggested Textbooks (Basic and/or Supplementary)

Author	Title	Publisher	Date	Unit Price	Grade Level
Beck, Lester F.	HUMAN GROWTH	Harcourt	1949	\$3.50	7-8
Burnett, R. Will and others	LIFE GOES ON 2nd ed.	Harcourt	1959	1.04 pap.	7-8
Corner, George W.	ATTAINING MANHOOD rev. ed.	Harper	1952	2.50	8
Corner, George W.	ATTAINING WOMANHOOD rev. ed.	Harper	1952	2.50	8
Landis, Judson T. and Mary G.	BUILDING YOUR LIFE 3rd ed.	Prentice-Hall	1964	5.56	7-8
Mahoney, Harold J. and Engle, J. L.	POINTS FOR DECISION rev. ed. teacher's suppl. gratis on request	Harcourt	1961	5.20	8
Vetter, Marjorie and Vitray, Laura	THE QUESTIONS GIRLS ASK	Dutton	1959	2.95	7

B. Suggested Films *

No.				Grade Level
5960	ACT YOUR AGE - EMOTIONAL MATURITY The most common types of childish reactions, such as temper, crying and inability to take a joke, are shown together with suggestions for rating one's emotional maturity.	B+W Dist-CORF	14 min. 1949	8
	ALCOHOL AND TOBACCO: WHAT THEY DO TO OUR BODIES The adverse effects of poisons in alcoholic drinks and cigarette smoke are illustrated, using laboratory tests.	B+W Dist-UNKNWN	11 min.	7
5609	ALCOHOLISM Some causes of excessive drinking, together with case history of an alcoholic, are shown. Role of public clinic is presented, and need for increased treatment facilities is emphasized.	B+W Dist-EBF	22 min. 1951	7

* Numbered films may be obtained at the Contra Costa County A-V Center, 1928 Oak Park Boulevard, Pleasant Hill, California 94523 - Phone: 228-3000, Ext. 267.

Curriculum Materials - 7-8 - (cont'd)(II. B.)

<u>No.</u>				<u>Grade Level</u>
	ARE YOU POPULAR (2nd ed.)	Color	11 min.	8
	Points out that popularity and success in dating is obtained by being friendly, considerate and interested in others.			
		Dist-CORF	1958	
5047	BIOGRAPHY OF THE UNBORN	B+W	17 min.	7
	The development of the embryo and fetus in the mother's womb is pictured by several types of photography, X-Rays, etc.			
		Dist-EBF	1956	
6043	BOY TO MAN	Color	16 min.	7
	Secondary and primary sexual changes of the adolescent male shown - animated.			
		Dist-CF	1962	
1157	THE DROP OUT	Color	10 min.	8
	Illustrates the personal problems and frustration school dropouts encounter when not qualified to obtain work.			
		Dist-DAVP	1962	
5649	DRUG ADDICTION	B+W	22 min.	7
	Pictures a high school boy who experiments with heroin and the resulting liability to society. Graphs and animated drawings explain several drugs and their reactions.			
		Dist-EBF	1952	
	FACING REALITY	B+W	12 min.	8
	Common ways in which people escape from reality are depicted. A high school boy's negative attitudes are changed with the help of a sympathetic teacher.			
		Dist-MGHT	1954	
5407	FROM GENERATION TO GENERATION	Color	27 min.	8
	Childbearing as an emotional and spiritual experience is stressed, as well as being a physical one.			
		Dist-MGHT	1959	
6445	GIRL TO WOMAN	Color	16 min.	7
	Extensively animated film describing male and female reproductive system and human growth pattern in the change from girlhood to womanhood.			
		Dist-CF	1965	
	THE HUMAN BODY: REPRODUCTIVE SYSTEM	Color - B+W	14 min.	8
	Male and female reproductive organs compared, described, and their functions given in the creation of new life.			
		Dist-CORF	1959	
5673	HUMAN GROWTH (2nd ed.)	Color	19 min.	7-8
	Pictures a seventh-grade class watching an animated film on human growth from conception to adulthood. Structural development differences in male and female stressed.			
		List-Brown	1962	
5948	HUMAN HEREDITY	Color	23 min.	7
	Shows how hair, skin and eye coloring, and other body characteristics, are inherited.			
		Dist-Brown	1956	

Curriculum Materials - 7-8 - (cont'd) (II. B.)

<u>No.</u>				<u>Grade Level</u>
5352	HUMAN REPRODUCTION (2nd ed.) Animated film describing the adult reproductive systems and the process of human birth.	B+W Dist-MGHT	21 min. 1962	7
	IMPROVE YOUR PERSONALITY Emphasizes self-improvements and points out ways to develop and control personality.	Color-B+W Dist-CORF	11 min. 1951	8
6203	IS SMOKING WORTH IT? Four teen-agers take part in discussion on why they do or do not smoke. The facts linking cigarette smoking with lung cancer are presented.	Color Dist-AMCS	19 min. 1962	7
1210	JUNIOR HIGH - A TIME OF CHANGE Depicts problems students encounter when entering junior high school and points out the resources available there to help them cope with these problems.	Color Dist-MGHT	11 min. 1964	7
6204	MIRACLE OF REPRODUCTION, THE (rev. ed.) Similar growth and development characteristics of fish, chickens, cows and humans are shown. The growth of the baby within the mother's body is also pictured.	Color Dist-DAVP	15 min. 1963	7-8
	MOMENT OF DECISION Pictures four boys tempted to steal a car and take a joy ride, and the responsibility of their decision.	Color - B+W Dist-DAVP	10 min. 1962	8
5547	NARCOTICS: THE DECISION The effects of drugs on humans is shown, together with an example of how a teen-age girl of good family becomes addicted.	Color Dist-FDI	30 min. 1961	7
	PERSONAL FINANCIAL PLANNING: WISE USE OF CREDIT Shows how to gain personal security through proper handling of personal income and discusses the relationship between financial planning and attainment of goals.	Color-B+W Dist-SUEF	11 min. 1960	8
5275	PERSONALITY AND EMOTIONS Depicts emotions children show at different ages and gives suggestions for using these emotions to enrich their personalities.	B+W Dist-EBF	13 min. 1955	8
	PSYCHOLOGICAL DIFFERENCES BETWEEN THE SEXES Psychological, emotional and physical differences between males and females given.	Color Dist-MGHT	14 min. 1965	8
	RIGHT OR WRONG - MAKING MORAL DECISIONS The story of a boy caught breaking into a warehouse and the moral decisions of the various people involved.	Color - B+W Dist-CORF	11 min. 1951	8

Curriculum Materials - 7-8 - (cont'd) (II. B.)

<u>No.</u>				<u>Grade Level</u>
	STORY OF DEBBIE	B+W	25 min.	7
	A girl attempts to adjust to life at the Children's Baptist Home in Los Angeles after having spent 11 years living with relatives and in foster homes.	Dist-SF	1965	
297	STORY OF MENSTRUATION	Color	11 min.	7
	The menstrual cycle process explained and shown in animation.	Dist-KIMBCK	1946	
	VERDICT AT 1:32	Color	22 min.	7
	Actual examples showing the disastrous effects of the smallest quantities of alcohol on the brain.	Dist-ITEMPA	n.d.	
333	WHAT IS MONEY?	B+W	11 min.	8
	Traces a five-dollar bill through many transactions. Describes our monetary system and shows how checks are used as substitutes for money.	Dist-CORF	1947	
	WHO SHOULD DECIDE?	Color - B+W	11 min.	8
	Illustrates typical problems faced by teen-agers, using a family setting.	Dist-CORF	1958	
	YOUR FAMILY	Color - B+W	11 min.	7
	Pictures a family which has gained unity through mutual understanding, acceptance of responsibility and cooperation.	Dist-CORF	1948	
	YOUR THRIFT HABITS (2nd ed.)	Color	11 min.	8
	Tony learns good thrift habits with the help of his father.	Dist-CORF	1964	

C. Suggested Filmstrips

"How to Handle \$500,000	(Association Films, Inc. Western Area Exchange 25258 Cypress Ave., Hayward, California 94544)	8
Homemaking Series:	(McGraw-Hill Book Company 330 W. 42nd St., N. Y. N. Y. 10036)	7-8
"Funds and Fundamentals"		
"The Well-Dressed Teenager"		
"Welcome to The Family"		
"There's Nobody Just Like You"		
"Tot and Teens"		

Curriculum Materials - 7-8 - (cont'd)

D. Other Supplementary Materials

	<u>Grade Level</u>
1. Pamphlets (Science Research Associates, 259 West Erie, Chicago, Illinois 60610)	
"All About You"	7
"Life With Brothers and Sisters"	7
"Ethics for Everyday Living"	7
"When Children Start Dating"	8
"Self-Understanding"	8
"About You"	8
"Finding Out About Ourselves"	8
"Your Problems: How to Handle Them"	8
"How to Solve Your Problems"	8
"Building Your Philosophy of Life"	8
"Growing Up Socially"	8
(National Institute of Mental Health Bethesda, Maryland 20014)	
"Alcoholism"	7
"Prevention of Alcoholism"	7
"Facts About Narcotic Drug Addiction"	7
"Narcotic Drug Addiction"	7
"How To Deal With Your Tensions"	8
"How To Deal With Mental Problems"	8
"Some Things You Should Know About Mental and Emotional Illness"	8
"Mental Health is 1, 2, 3"	8
(United States Department of Health, Education, and Welfare, Supt. of Documents, Washington, D.C. (Government Printing Office))	
"Mental Illness and Its Treatment - Past and Present"	8
"The Adolescent in Your Family"	7-8
(Metropolitan Life Insurance Company One Madison Avenue, N. Y., N. Y. 10010)	
"Stress and What It Means To You"	8
(Public Affairs Committee, 381 Park Ave. South, New York, N. Y. 10016)	
"When A Family Faces Stress"	8
"Psychotherapy - A Helping Process"	8
(American Medical Association, Dept. of Health Education, 535 North Dearborn St., Chicago, Illinois 60610)	
"The Miracle of Life"	7
"The Wonderful Human Machine"	7
"Learning About Love"	7-8

Curriculum Materials - 7-8 - (cont'd) (II. D.)

	<u>Grade Level</u>
2. Charts	
"The Birth Atlas" (Maternity Center Association 48 E. 92nd St., N. Y., N. Y. 10028)	7-8
(3M Company, Education Press Bldg. 235-D245, 2501 Hudson Road, St. Paul, Minnesota 55119)	
"The Human Reproductive Systems"	7-8
"Conception, Prenatal Development, and Birth"	7
(American Social Health Association 785 Market Street, Room 1010 San Francisco, California 94103)	7-8
"Family Life Cycle"	
"Family Life Concerns at Every Stage of the Individual"	
3. Transparencies	
"Human Growth" (Set of 12 -- goes with film Human Growth)	7-8
(3M Company, Visual Products Division Educational Services, Box 3100, St. Paul, Minnesota 55101)	
"The Human Reproduction Systems"	7-9
"Individual Health and Family Life"	7-9

Course Content - 9-12

OBJECTIVES

- I. To develop in the student a better understanding of himself and others.
- II. To develop in the student a better understanding of what it means to be an effective friend and good date.
- III. To develop in the student a better understanding of the problems created by going steady.
- IV. To develop in the student a better understanding of personal and societal morals and standards of conduct.
- V. To develop in the student a better understanding of the emotional development at various stages of life.
- VI. To develop in the student a better understanding of the relationship between education and life's goals.
- VII. To develop in the student a better understanding of the law and minors.
- VIII. To develop in the student a better understanding of venereal disease and its effects.
- IX. To develop in the student a better understanding of the importance of parental communication.
- X. To develop in the student a better understanding of the importance of wise decision making.

COURSE CONTENT

- I. Understanding one's physical strength
 - A. Growth patterns and changes
 - B. The male reproductive system
 - C. The female reproductive system
 - D. The sex drive
 - E. Heredity and environment (review)
- II. Understanding one's emotional self
 - A. Mental health
 - B. Adolescence
 - C. Problems of adolescence
 - D. School orientation and educational goals
- III. Understanding one's social self
 - A. Dating
 1. Purposes of dating
 2. Crushes
 3. Characteristics of a good date
 4. Social skills
 5. Parental concerns
 6. Dating problems

Understanding Yourself (cont'd)

- B. Morality
- C. Legal status of minors
- IV. Decision making
 - A. Scientific method of problem solving
 - B. Assuming responsibility for decisions made

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

HUMAN RELATIONS

Tenth Grade

9 weeks

OBJECTIVES

- I. To develop in the student an understanding of stages of inter-personal relationships.
- II. To develop in the student a better understanding of the relationship of normal sexual drives to the expectations set up by society.
- III. To develop in the student a better understanding of the relationship of alcohol, narcotics and tobacco to standards.
- IV. To develop in the student a better understanding of communicable and organic diseases.
- V. To develop in the student a better understanding of privileges and responsibilities of personal money management.

COURSE CONTENT

- I. Sexual behavior during adolescence
 - A. Relationships
 1. Dating
 2. Going steady
 3. Engagement
 4. Marriage
 - B. Social attitudes
 1. Petting - parking
 2. Love - infatuation
 3. Pre-marital sex
 4. Social standards in relation to:
 - a) alcohol
 - b) narcotics
 - c) tobacco
- II. Pre-marital pregnancy
 - A. Unwed mother
 - B. Unwed father
 - C. Alternatives
 1. Marriage
 2. Adoption
 3. Abortion
 4. Decision to rear child without marriage
- III. Communicable diseases
 - A. Venereal diseases
 - B. Childhood diseases
 - C. Tuberculosis
 - D. Cancer
 - E. Viruses

Human Relations (cont'd)

- IV. Diseases which most commonly affect the family
 - A. Heart
 - B. Diabetes
 - C. Epilepsy
 - D. Others
- V. Personal money management
 - A. Sources of income
 - 1. Allowances
 - 2. Job earnings
 - B. Expenditures
 - 1. Goals
 - 2. Spending plans
 - 3. Responsibilities
 - a) to self
 - b) to family

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

OBJECTIVES

- I. To develop in the student an understanding of the changing nature of the family.
- II. To develop in the student an understanding of the importance of a realistic outlook toward marriage and family living.
- III. To develop in the student a better understanding of the selection of a marriage partner as a highly personalized process, fundamental to the nature of the family.
- IV. To develop in the student an understanding of the legal significance of marriage.
- V. To develop in the student an understanding of the responsibilities of marriage.
- VI. To develop in the student a better understanding of the normal process of pregnancy and childbirth.

COURSE CONTENT

- I. Changing nature of the family
 - A. Major changes of past fifty years
 - B. The American family of today
 - C. Future of the family
 - D. Community resources available to the family
- II. Preparation for marriage
 - A. Engagement
 1. Purpose
 2. Marriage readiness
 - a) age
 - b) financial ability
 - c) total health
 - d) agreement on children
 - e) education
 - f) military obligation
 3. Mate selection
 4. Morality
 - a) development of moral values
 - b) basis for moral judgment
 5. Pre-marital counseling
 - B. Marriage
 1. The meaning of marriage
 2. Legal aspects
 3. Customs

Looking Toward Marriage (cont'd)

4. Marriage under special conditions
 - a) inter-faith marriage
 - b) inter-racial marriage
 - c) second marriages
 - d) early marriage
 5. Problems of marriage
 - a) counseling services
 - b) conflicts in marriage
- III. Child Growth and Development
- A. Prenatal development
 1. Physiological development
 2. Psychological aspect
 3. Care of the mother
 4. Role of the father
 - B. Infant care

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

TWELFTH GRADE

MARRIAGE AND PARENTHOOD

SEMESTER SUGGESTED

OBJECTIVES

- I. To develop in the student a better understanding of what it means to be married.
- II. To develop in the student a better understanding of early marital adjustments.
- III. To develop in the student a better understanding of the problems of marriage and parenthood.
- IV. To develop in the student a better understanding of the preparation for parenthood, for childbirth, and for parents as sex educators.
- V. To develop in the student a better understanding of the community resources in time of trouble.
- VI. To develop in the student a better understanding of family finance.
- VII. To develop in the student a better understanding of good mental health in relation to the family.

COURSE CONTENT

- I. Being married
 - A. Areas of adjustment in marriage
 - B. Making a success of marriage
 - C. The first year
 - D. Planning for a family
- II. Family Finance
 - A. Budgeting
 - B. Housing
 - C. Investment
 - D. Consumer Buying
- III. Crisis in marriage
 - A. Employment and unemployment
 - B. Military Service
 - C. Infidelity
 - D. Divorce
 - E. Illness
 - F. Death
- IV. Parenthood
 - A. Approaching parenthood
 - B. Pregnancy and childbirth
 - C. Prenatal care
 - D. Adoption
 - E. Infant care
 - F. Patterns of behavior and physical growth characteristics of children

Marriage and Parenthood (cont'd)

1. Birth to 6 years
2. Social development
3. Intellectual development
4. Methods of training
- G. How to teach children about sex
- V. Mental Health and the family
 - A. Healthy attitudes
 1. Self
 2. Family members
 3. Others
 - B. Mental illness
 1. Neurotic
 2. Psychotic
 3. Community resources
 - C. Family responsibilities

EVALUATION

- I. Group discussion
- II. Individual conference
- III. Written work
 - A. Examinations
 - B. Synthesis
 - C. Critique
- IV. Teacher

Curriculum Materials - 9-12

CURRICULUM MATERIALS

III. Ninth - Twelfth Grade

A. Suggested Textbooks (Basic and/or Supplementary)

Author	Title	Publisher	Date	Unit Price	Grade Level
Ahern, Nell G.	TEENAGE LIVING	Houghton	1960	\$5.50	9-10
Aldrich, C. Anderson and Mary M.	BABIES ARE HUMAN BEINGS: AN INTERPRETATION OF GROWTH rev. ed.	Collier	n.d.	0.95 pap.	12
Baller, Warren R. and Charles, D. C.	THE PSYCHOLOGY OF HUMAN GROWTH AND DEVELOPMENT Instructor's Manual by Baller, W. R. and Sjorgren, D.	Holt	1961 1963	7.50 0.50 pap.	9
Boll, Eleanor S. and Bossard, James H. S.	THE GIRL THAT YOU MARRY	Macrae Smith	1960	3.75	10-11
Boll, Eleanor S.	THE MAN THAT YOU MARRY	Macrae Smith	1963	3.50	10-11
Brisbane, Holly E.	THE DEVELOPING CHILD	Bennett	1965	6.60	12
Burnett, R. Will and others	LIFE GOES ON 2nd ed.	Harcourt	1959	1.04 pap.	11-12
Call, Alice L.	TOWARD ADULTHOOD	Lippincott	1964	1.00	9-12
Cavan, Ruth S.	THE AMERICAN FAMILY 3rd ed.	Crowell	1963	6.50	11-12
Cavan, Ruth S.	MARRIAGE AND FAMILY IN THE MODERN WORLD 2nd ed.	Crowell	1965	4.25 pap.	11-12
Craig, Hazel T.	THRESHOLD TO ADULT LIVING	Bennett	1962	5.76	9-12
Crawley, Lawrence Q. and others	REPRODUCTION, SEX, AND PREPARATION FOR MARRIAGE	Prentice-Hall	1964	5.95; 2.95 pap.	12
Daly, Sheila J.	QUESTIONS TEEN-AGERS ASK	Dodd	1963	3.50	9-12
Davis, Maxine	SEX AND THE ADOLESCENT (Permabooks M5028)	Pocket Books	n.d.	0.50 pap.	9-12
	also:	Dial	1958	6.00	
Duvall, Evelyn M.	LOVE AND FACTS OF LIFE	Assn. Press	1963	4.95	10-11
	also:	Monona	n.d.	4.95	

Curriculum Materials - 9-12 - (cont'd) (III. A.)

Author	Title	Publisher	Date	Unit Price	Grade Level
Duvall, Evelyn M.	WHY WAIT FOR MARRIAGE Catholic ed.	Assn. Press	1965	\$2.95	10
Duvall, Evelyn M. and Sylvanus M.	SENSE AND NONSENSE ABOUT SEX (Reflection Books)	Assn. Press	1962	0.75 pap.	10
Duvall, Evelyn M. and Hill, Reuben L.	BEING MARRIED also:	Assn. Press Heath	1960 1960	4.95 5.80	12
Duvall, Evelyn M. and Hill, Reuben L.	WHEN YOU MARRY rev. ed.	Assn. Press	1962	5.25	9-12
Ellzey, W. Clark	PREPARING YOUR CHILDREN FOR MARRIAGE	Assn. Press	1964	3.95	12
Ets, Marie Hall	THE STORY OF A BABY Lib. Bdg.:	Viking	1939	4.00; 3.77 net	11-12
Faulkner, R. and S.	INSIDE TODAY'S HOME rev. ed. text ed.: Instructor's manual:	Holt	1960	11.95; 8.95; 0.75	12
Felsen, Henry Gregor	LETTERS TO A TEEN-AGE SON	Dodd	1962	3.00	9
Fitzsimmons, Cleo	CONSUMER BUYING	Wiley	1961	9.95	12
Fitzsimmons, Cleo and White, Nell	MANAGEMENT FOR YOU rev. ed.	Lippincott	1964	5.60	11-12
Fleck, Henrietta and others	EXPLORING HOME AND FAMILY LIVING 2nd ed.	Prentice-Hall	1964	6.16	9-12
Fleck, Henrietta C.	LIVING WITH YOUR FAMILY	Prentice-Hall	n.d.	6.92	9
Gale, Ella	\$\$\$ AND SENSE	Fleet	n.d.	5.95	12
Ganley, A. L. and Elias, G.	KNOW YOURSELF	McGraw-Hill	1966	2.24	9
Havighurst, Robert J. and Taba, Hilda	ADOLESCENT CHARACTER AND PERSONALITY	Science Eds.	1963	1.65 pap.	9-10

Curriculum Materials - 9-12 - (cont'd) (III. A.)

Author	Title	Publisher	Date	Unit Price	Grade Level
Hurlock, Elizabeth B.	ADOLESCENT DEVELOPMENT 2nd ed. 3rd ed. in prep.	McGraw-Hill	1955	\$7.95	7- 9
Hurlock, Elizabeth B.	CHILD DEVELOPMENT 4th ed. Instructor's manual: Film texts available	McGraw-Hill	1964	8.50; 3.50	11-12
Johnson, Eric W.	LOVE AND SEX IN PLAIN LANGUAGE	Lippincott	1965	2.95	10-12
Krich, A. M. ed.	FACTS OF LOVE AND MARRIAGE FOR YOUNG PEOPLE	Dell	n.d.	0.50 pap.	11-12
Landis, Paul H.	MAKING THE MOST OF MARRIAGE 3rd ed.	Appleton	n.d.	7.50	12
Landis, Paul H.	YOUR MARRIAGE AND FAMILY LIVING (correlated film and filmstrip series) 2nd ed.	McGraw-Hill	1954	5.44	11-12
Landis, Judson T. and Mary G.	BUILDING YOUR LIFE 3rd ed.	Prentice-Hall	1964	5.56	12
Landis, Judson T. and Mary G.	PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING	Prentice-Hall	1966	5.68	9-12
Langford, Louise M.	GUIDANCE OF THE YOUNG CHILD	Wiley	1960	6.50	12
Lorand, Rhoda L.	LOVE, SEX AND THE TEEN-AGER	Macmillan	1965	4.95	10
Levine, Miltor and Seligmann, J. H.	A BABY IS BORN rev. ed.	Golden Press	1966	2.95; 1.00 pap.	11-12
Levinson, Florence and Kelly, G. L.	WHAT TEENAGERS WANT TO KNOW	Budlong	1965	1.50	9-10
Logan, William B. and Moon, H. M.	FACTS ABOUT MERCHANDISE text ed.: 2nd ed.:	Prentice-Hall	1962 1967	8.75; 6.88; 6.88	12
Mace, David R. and Vera	MARRIAGE: EAST AND WEST (Dolphin C161)	Doubleday	1959	0.95 pap.	11
Musgrove, F.	YOUTH AND THE SOCIAL ORDER	Indiana	1965	5.00	9
O'Connor, R. E. and others	SEX GUIDANCE FOR YOUR CHILD. A Parent Handbook. Deluxe ed.	Monona	1960	4.50	12

Curriculum Materials - 9-12 - (cont'd) (III. A.)

Author	Title	Publisher	Date	Unit Price	Grade Level
Oliver, Bernard J., Jr.	MARRIAGE AND YOU	College & University	1962	\$6.00	11-12
Peterson, James A.	EDUCATION FOR MARRIAGE 2nd ed.	Scribner	1964	6.95	11
Raines, Margaret	MANAGING LIVINGTIME	Bennett	1964	5.60	12
Rhoades, Kathleen and Samples, Merna A.	YOUR LIFE IN THE FAMILY rev. ed.:	Lippincott	1959 1964	5.80 5.80	9-10
Sakol, Jeanne	WHAT ABOUT TEEN-AGE MARRIAGE? also:	Avon (G1169) Messner	n.d. 1961	0.50 3.00	10-11
Smart, R. C.	CHILD DEVELOPMENT AND RELATIONSHIPS	Macmillan	1966	7.95	12
Sorenson, Herbert and Malm, M.	PSYCHOLOGY FOR LIVING 2nd ed. (correlated film series) teacher's manual: text films available	McGraw-Hill	1957	6.20; 1.00	10-12
Spock, Benjamin	BABY AND CHILD CARE rev. ed. (GC40)	Pocketbooks, Inc.	1966	0.50 pap.	12
Steward, Verne	ARE THEY QUALIFIED FOR MARRIAGE?	Denison	1964	3.50	11
U.S. Department of Agriculture	CONSUMERS ALL: THE OFFICIAL CONSUMER HANDBOOK (10132)	Pocket Books	n.d.	1.00 pap.	12

Curriculum Materials (cont'd) 9-12

B. Suggested Films *

<u>No.</u>				<u>Grade Level</u>
6043	BOY TO MAN	Color	16 min.	9
	An animated film dealing candidly with primary and secondary sexual changes of adolescence in the male. Dist-CF			1962
	THE BRIGHT SIDE	B+W	23 min.	12
	Shows that day-to-day enjoyment of family living provides best emotional environment for growing children. Points out that parental anxiety can do more harm than good to children. Dist-IFB			1960
	DANCE LITTLE CHILDREN	Color	25 min.	10
	Discusses teenage pressures of today. Considers parents' responsibility, causes and solutions to a city outbreak of syphilis. Also, current adult attitude toward pre-marital sexual relations is presented.			
		Dist-KASBH	1961	
	DAVID AND HAZEL	B+W	28 min.	12
	Stresses the need to communicate between marriage partners and how its lack affects the emotional environment of the home.			
		Dist-MGHT	1965	
5478	EARLY MARRIAGE	Color	25 min.	11
	Marriage facts and theory presented, showing various marriage ceremonies.			
		Dist-CFD	1960	
	EMERGENCY, CHILD BIRTH	Color	21 min.	11-12
	Outlines procedures to follow, during and after, when assisting in emergency delivery of a baby.			
		Dist-DUART	1961	
6432	ENGAGEMENT - ROMANCE AND REALITY	B+W	15 min.	10-12
	The time element is stressed in the engagement period in order to fully evaluate one's future mate.			
		Dist-MGHT	1965	
	FOUR FAMILIES, PART I	B+W	30 min.	12
	Family life in India and France is compared, using in each case a baby in a farmer's family of moderate means. Shows how upbringing is contributory to national characteristics.			
		Dist-MGHT	1960	
	FOUR FAMILIES, PART II	B+W	30 min.	12
	Comparison same as Part I, but using Japan and Canada instead.			
		Dist-MGHT	1960	

* Numbered films may be obtained at the Contra Costa County A-V Center, 1928 Oak Park Boulevard, Pleasant Hill, California 94523 - Phone: 228-3000, Ext. 267.

Curriculum Materials - 9-12 - (cont'd) (III. B)

<u>No.</u>				<u>Grade Level</u>
5407	FROM GENERATION TO GENERATION Childbearing as an emotional and spiritual experience, as well as being a physical one, is stressed.	Color Dist-MGHT	27 min. 1959	9-12
6445	GIRL TO WOMAN Extensively animated film describing male and female reproductive system and human growth pattern in the change from girlhood to womanhood.	Color Dist-CF	16 min. 1965	9
	HANDLING MARITAL CONFLICTS Two types of conflict in marriage are presented, together with constructive ways to handle some conflicts.	Color-B+W Dist-MGHT	14 min. 1965	12
	HOW DO I LOVE THEE Pictures in story form the moral problems faced by college students who are in love.	Color Dist-BYU	28 min. 1965	10
	HUMAN BODY: REPRODUCTIVE SYSTEM Male and female reproductive organs compared, described, and their function given in the creation of new life.	Color - B+W Dist-CORF	14 min. 1959	9
5352	HUMAN REPRODUCTION (2nd ed.) Animated film describing the adult reproductive systems and the process of human birth.	B+W Dist-MGHT	20 min. 1966	9-12
	LIFE WITH BABY Patterns of normal child development observed in children aged 1-6, showing many candid-camera sequences.	B+W Dist-MGHT	18 min. 1946	12
	LOVE IS FOR THE BYRDS Pictures the problems and adjustments in a young married couple's life, stressing the importance of understanding and good communication between them.	Color Dist-BYU	28 min. 1965	11-12
	THE NEW BABY A mother's prenatal medical supervision is stressed, as family prepares for arrival of new baby. Describes the new baby's needs and care; how parents prepare other children in the family for the new arrival.	Color Dist-SF	20 min. 1963	12
	PHOEBE - STORY OF A PREMARITAL PREGNANCY The story of a pregnant teenager, showing her mental and emotional reactions.	B+W Dist-MGHT	29 min. 1965	10
	PSYCHOLOGICAL DIFFERENCES BETWEEN THE SEXES Psychological, emotional and physical differences between males and females given.	Color Dist-MGHT	14 min. 1965	9-10

<u>No.</u>				<u>Grade Level</u>
6335	QUARTER MILLION TEENAGERS	Color	16 min.	10
	An animated film on venereal diseases. The start, the effect on tissues and organs, recognition of the diseases, and need for treatment are all explained.	Dist-CF	1964	
5475	THREAD OF LIFE	Color	60 min.	11-12
(Pt.1)	A film dealing with the science of genetics, including experiments by Gregor Mendel and the more recent discoveries on genes, chromosomes and the chemical "DNA."	Dist-Bell	1960	
5476				
(Pt.2)				
5171	WHEN SHOULD I MARRY	B+W	19 min.	11
	A summary of points to evaluate before answering the question of when to marry.	Dist-MCHT	1958	
	WHY BUDGET	B+W	12 min.	11-12
	The value of a well-planned family budget in relation to family needs and income is discussed.	Dist-MGHT	1950	
6473	WORTH WAITING FOR	B+W	28 min.	10
	The problems a high school couple encountered, when they became engaged, are dramatized.	Dist-BYU	1962	

C. Suggested Filmstrips

- | | | <u>Grade Level</u> |
|----|--|--------------------|
| 1. | (Guidance Associates, Pleasantville, New York 10570) | 9-12 |
| | "The Tuned-out Generation" | 10 |
| | "Sex: A Moral Dilemma For Teenagers" | 10 |
| | "I Never Looked At It That Way Before" | 10 |
| | "Tobacco and Alcohol: The \$50,000 Habit" | 10 |
| | "Failure: A Step Towards Growth" | |
| | (\$24.95 each - recording accompanies) | |
| 2. | (McGraw-Hill, 330 W. 42nd St., N. Y. N. Y. 10036) | 9-1 |
| | Marriage and Family Living Series | |

D. Other Sources For Supplementary Materials

- Pamphlets, etc. (American Medical Association, Department of Health Education, 535 North Dearborn Street, Chicago, Illinois 60610)

AMA and NEA Ser. - \$.50 each

Curriculum Materials - 9-12 - (cont'd) (III. D.)

(American Social Health Association
785 Market Street, Room 1010, San Francisco,
California 94103)

Packet of Family Life Education Materials:

14 pamphlets and brochures, 2 charts (Family Life Cycle
and Family Concerns)

Cost: \$5.00

(Child Study Association of America,
Nine East 89th Street, N. Y., N. Y. 10028)

Cost of materials: 25¢ to 75¢

(Educational Service Division, National Consumers
Finance Association, 1000 Sixteenth Street, N.W.
Washington, D. C. 20036)

Teacher's Kit: "A One Week Teaching Unit on Consumer Finance"

(Public Affairs Committee, 381 Park Avenue South,
New York, N. Y. 10016)

"Child Guidance" - Packet A - 18 pamphlets

"Family Well-Being" - Packet B - 18 pamphlets

"Marriage and Special Family Concerns" - Packet C - 18 pamphlets

Cost: \$3.50 per packet

(Science Research Associates, Inc., 259 West Erie,
Chicago, Illinois 60610)

Better Living Booklets

Cost: \$.60

(The Association for Family Living, 32 W. Randolph
Street, Suite 1818, Chicago, Illinois 60601)

Provides pamphlet listing of publications from many sources and can be
purchased through the Association.

Membership: \$2.00

(Tips and Topics In Home Economics, Tips and
Topics, School of Home Economics, Texas
Technological College, Lubbock, Texas 79409)

Subscription: \$2.00 for 4 issues

Back issues: \$1.00 each or 6 for \$5.00

Vol. I, No. 1, Fall 1960 - "Family Relations" Issue

Vol. II, No. 1, Fall 1961 - "Child Development" Issue

Vol. IV, No. 2, Dec. 1963 - "Family Living" Issue

Vol. V, No. 4, Apr. 1965 - "Teenagers"

Vol. IV, No. 1, Oct. 1965 - "Decision Making"

Curriculum Materials - 9-12 - (cont'd) (III. D.)

Vol. VI, No. 2, Dec. 1965 - "Family Finance"
Vol. VI, No. 3, Feb. 1966 - "The Community"
Vol. VI, No. 4, Apr. 1966 - "Tomorrow's Parents"

(U. S. Department of Health, Education, and
Welfare, Supt. of Documents, Washington, D.C.
20401 (Government Printing Office))

Brochures, pamphlets, and variety of topics

Workshop Report: (University Extension Office, University of
California, Davis, California 95616)
"The Teenage Parent, Early Marriage and Child Bearing" 1964
Cost: \$1.00

2. Tapes and Disc Recordings

(Educational Recording Services, 5922 Abernathy
Drive, Los Angeles 45, California 90045)
Write for listings of 33 1/3 r.p.m. discs available.
Cost: \$6.90 each (special prices for quantities)

(Indiana University, Audio Visual Center,
Bloomington, Indiana 47401)
Largest source of films, filmstrips and tapes in the
United States.

(National Tape Repository, Bureau of Audio
Visual Instruction, Stadium Building, Room 348,
University of Colorado, Boulder, Colorado 80302)

(NEA, Department of Audio-visual Instruction,
1201 16th Street, N. W., Washington, D. C. 20036)
Write for National Tape Recording Catalog, 1966-1967.
Cost: \$1.00

Order from the first address shown above, sending your own tape.
Cost: \$1.00 for each 30 minutes of recorded time.

(Audio-Visual Education Center, 720 East Huron,
Ann Arbor, Michigan 48104)
Write for "Tape Recordings 1966"

(Tape Recording Unit, Visual Aids Service,
University of Illinois, 704 So. Sixth St.,
Champaign, Illinois 61820)
Write for "Tapes for Teaching 1966-1967 (catalog)."

Curriculum Materials - 9-12 - (cont'd) (III. D.)

(Pennsylvania State University, Audio-Visual
Aids Library, State College, 34 & Spruce,
Philadelphia, Pennsylvania 19104)

Write for "Tapes for Teaching" (free catalog)

3. Overhead Projection Transparencies

(National Educational Visuals Co., Inc.
West Street, Newport, New York 13416 -
Local address: John Fraser Associates,
P. O. Box 157, Alamo, California
94507 - phone: (415) 837-4417)

Obstetrics (form OB1). Cost: \$95.00

(3M Company, Educational Services, Box 3100,
St. Paul, Minnesota 55101)

Human Reproduction Systems Packet

Conception, Prenatal Development and Birth

Marriage and the Family: Responsibilities and Privileges

Grade
Level

9

10-12

10-12

4. Film and Filmstrip Catalogs

(Association Films, Inc., Western Area Exchange,
25258 Cypress Avenue, Hayward, California 94544)
(1966-1967)

(Children's Bureau, U. S. Department of Health,
Education and Welfare, Washington, D. C. 20404)

Selected Films on Child Life

14 films related to Family Life

(Contra Costa County A-V Center, 1928 Oak Park
Boulevard, Pleasant Hill, California 94523 -
Phone: 228-3000, Ext. 267)

(Coronet Films, Sales Department, Coronet Building,
Chicago, Illinois 60610)

(Encyclopedia Britannica Educational Corp.,
425 North Michigan Avenue, Chicago, Illinois 60614)

(State Department of Mental Hygiene, 1500 Fifth
Street, Sacramento, California 95814)

Mental Health Film Library Catalog

(Public Health Department, East-Central District
Office, 79 Santa Barbara Road, Pleasant Hill,
California 94523)

(Society for Visual Education, Inc., 1345 Diversey
Parkway, Chicago, Illinois 60614)

2 x 2 slides and study prints

Curriculum Materials - 9-12 - (cont'd) (III. D.)

5. Models

Dickinson Birth Series Models (John J. Beeston, M.D., Director
Cost: \$225.00 Cleveland Health Museum, 8911 Euclid
Avenue, Cleveland, Ohio 44106)

6. Charts

Birth Atlas (Maternity Center Association,
48 E. 92nd Street, New York,
N. Y. 10028)

COMMUNITY RELATIONS

Parent Education and Public Information

Community Support

Significant Periodical Articles

Policy Statement

PARENT EDUCATION AND PUBLIC INFORMATION

I. Parent Orientation

A. Letters

1. Inform parents of Family Life Education program
 - a) background of program development
 - b) goals of program
2. Invite parents to meet school officials involved
 - a) administration
 - b) teachers
3. Invite parents to discuss program with teachers

B. One meeting with parents

1. Discussion of program with parent
 - a) explanation of program
 - 1) goals
 - 2) units
 - 3) learning activities
 - 4) evaluation methods
 - b) opportunity for parental questions
2. Solicit parental suggestions to strengthen program

II. Education of parents

A. Methods

1. Adult Education
2. Planned meeting
 - a) consultant
 - b) school staff
 - c) student participation

B. Purposes

1. To foster school-community public relations
2. To strengthen program support
 - a) establish role of parent
 - b) discuss growth and development of students
 - c) discuss family goals
 - d) provide methods of communication between student and parents
3. Share curriculum with parents
 - a) explanation of units
 - 1) teaching methods
 - 2) teaching material
 - 3) resource persons
 - 4) evaluation devices
 - b) evaluation techniques
 - 1) units
 - 2) program in general

III. Series of articles in local news media

- A. Local newspaper
- B. County newspaper
- C. Neighborhood newsletter
- D. PTA and/or Parent's club newsletter

IV. Presentations at community meetings

- A. PTA and/or Parent's club
- B. Service clubs
- C. Professional groups

Parent Education and Public Information (cont'd)

- V. Appearances on radio and television
 - A. Discussion of program with moderator
 - B. Question - answer program
 - C. Telephone request program
 - D. Panel presentation
 - 1. Students
 - 2. Student - teacher
 - 3. Parent - teacher
 - 4. Parent - teacher - student
 - 5. Parents
- VI. Articles and/or pamphlets
 - A. Professional magazines
 - B. School district designed pamphlet
 - 1. Student information
 - 2. Parent information
 - 3. General parent information
- VII. Support by, and references to, community resources
 - A. Welfare
 - 1. All departments
 - B. Medical association
 - C. Bar association
 - D. Public Health department
 - E. Mental Health association
 - F. Clergy
 - G. County services
 - 1. Police department
 - 2. Public defender
 - 3. Narcotics
 - 4. Alcohol
 - H. Family counseling services
 - I. Extension services
 - J. Local businessmen
 - 1. Realtors
 - 2. Personnel directors
 - 3. Bank officials
 - 4. Stock broker
 - 5. Insurance agents
 - K. Advisory Committee
 - 1. Members
 - a) representatives of community organizations
 - 1) civic
 - 2) religious
 - 3) governmental
 - b) appointed by organization
 - 2. Purpose
 - a) suggest program improvement
 - b) review curriculum
 - 1) units
 - 2) materials used
 - c) serve as resource persons

Parent Education and Public Information (cont'd)

VIII. Examples

A. Parent Orientation

1. Letters to Parents

- a. Acalanes Union High School District (*Exhibit I*)
(An invitation to orientation meeting for 12th grade course.)
- b. Anaheim Union High School District (*Exhibit II*)
(Information re: program development for 7th - 12th grade courses.)
- c. Merced City School District (*Exhibit III*)
(Invitation to parent orientation and permission request for student to participate in program.)
- d. Mt. Diablo Unified High School District (*Exhibit IV*)
(Parent orientation and invitation to participate in program for grades K-6 and grades 7-8.)
- e. San Diego City Schools (*Exhibit V*)
(Invitation to parent meeting and permission request for student to participate in program, 6th and 9th grade.)

B. Education of Parents

1. Examples of Adult Education Programs

- a. Acalanes Union High School District Adult Education (*Exhibit VI*)
 - b. Anaheim Evening School (*Exhibit VII*)
2. Example of Pamphlet published by the NEA titled, "What Parents Should Know About Sex Education in the Schools" (*Exhibit VIII*)

C. Evaluation of Program

1. Examples of parent evaluation forms

- a. Merced City School District (*Exhibit IX*)
 - b. Oak Junior High School,
Los Alamitos, California (*Exhibit X*)
 - c. San Diego City Schools (*Exhibit XI*)
2. Example of student evaluation form
- a. Hayward (*Exhibit XII*)

C
O
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Y

Exhibit I

DEL VALLE HIGH SCHOOL
Acañanes Union High School District
1963 Tice Valley Blvd., Walnut Creek, California

William H. Ross
Principal

J. Ross Reagan
District Superintendent

May 10, 1967

Dear Parents:

The annual College Night program for the parents of Junior students will be held on Wednesday, May 24 at 7:30 P.M. in the Del Valle cafeteria. The program is scheduled to last about one hour.

At the conclusion of the presentation, we would like to speak with you regarding your child's enrollment in "Sociology of the Family" next year. Although family life education is basically the responsibility of the home and church, we are convinced that there are some contributions which the school can make. We are interested in strengthening our program with your help.

If you are able to make arrangements, we would appreciate speaking with you.

Sincerely,

Evelyn Bachelor
Chairman, Home Economics

Robert Ehrlich
Chairman, Social Studies

COPY

Exhibit II

ANAHEIM UNION HIGH SCHOOL DISTRICT

Paul W. Cook
Superintendent

123 North Citron Street
Post Office Box 3520
Anaheim, California 92803

Telephone 772-0080

Re: Family Life and Sex Education

Dear Parents:

As you may recall, in 1962 a Citizens' Advisory Committee was organized to study the advisability of including sex education in the curriculum of the Anaheim Union High School District schools. Fourteen members of representative civic, religious and governmental groups in the community were requested to evaluate the need for sex instruction and, if needed, the manner in which it would be presented.

Following more than a year's study, the Citizens' Advisory Committee presented its conclusions to the Board of Trustees in the Spring of 1964. The conclusions were: (1) There is a basic need for sex instruction in our school curriculum, and (2) that the primary responsibility for this instruction belongs in the home and in the church; therefore, (3) courses in sex instruction should be supplemental and supportive, and (4) specially trained and qualified teachers should be selected to teach the course. The Family Life and Sex Education course is in keeping with the recommendations made by the committee and an appropriate course of study has been prepared for each grade level, 7 thru 12.

All of the materials used in the presentation of the course are available for your inspection at the principal's office. If you have any concern about the content or the material used, I urge you to come to the school and review them, and if you wish, to meet with the instructor.

Before this program is presented in any class in any of our schools, the principal of your school will notify you of the parent-orientation meeting dates where you will be given an opportunity to see the films and examine the textbooks and other instruction materials which will be used in this course.

Participation in this program is entirely voluntary, therefore, if it is your wish that your son or daughter be excused from this program please file a note to this effect with the principal and he or she will be excused without knowledge of anyone but the principal.

This course of study has been prepared by a committee of highly qualified teachers and we feel that it is done with clarity, honesty, and good taste. Your son or daughter will be enrolled in the course for a five-week period sometime during the present school year. The course is based on objective evaluation of factual materials, and is primarily concerned with developing attitudes that will serve as a basis for making meaningful moral judgments.

Sincerely yours,

/s/ Paul W. Cook
Superintendent

SAMPLE LETTER

PARENT MEETING

Dear Parent:

In order that you may know completely what is included in the Human Growth program for sixth and seventh grade students, you are invited to two meetings at the _____, on Monday, February ____, and Tuesday, February ____.

This program is intended to help sixth and seventh graders:

1. Understand and accept body growth changes that take place during adolescence.
2. Understand why mating or other improper sex relations should be avoided prior to marriage.
3. Improve moral and spiritual values and behaviors, which are consistent with the ideals of our democracy.
4. Strengthen family ties by discussing concerns about body growth and functions with their parents.

All the specific information to be presented to the students, including a script which has been revised this year, book, and motion picture, will be offered. There will be time for questions to clarify the content of the program.

You are urged to attend these meetings so that you can better decide whether you would like your child to participate.

These meetings are open to parents only.

Sincerely,

Principal

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Exhibit III

MERCED CITY SCHOOL DISTRICT
SAMPLE LETTER

(Name of Pupil)

Dear Parent or Guardian:

Your boy is now in the _____ grade. Your boy is growing up. He will be assuming more and more responsibility. He should learn how to use increased freedom and independence, which comes with growing up. He should have a better understanding of the problems many boys worry about at this age. It is our desire to assist the home in helping boys to solve some of these problems. We have arranged human growth instruction for the _____ grade boys. Five lessons will be given which will cover the following content:

- Lesson 1 - Normal Growth and Parts of the Body (their correct names)
- Lesson 2 - Motion pictures which show how different forms of animal life care for their young
- Lesson 3 - "The Story of the Baby" (The book Growing Up by Karl DeSchweinitz will be used as the basis for this lesson. This is the story of how we become alive, are born, and grow up.)
- Lesson 4 - Changes in the Body of the Growing Boy and Personal Care
- Lesson 5 - Instructional Film - "Human Growth"

The film "Human Growth," the rest of the materials to be used, and the total program was presented to _____ grade parents on _____ and _____. We hope you were able to participate in these meetings. The script for the lessons is available at the School Office for you to study, if you prefer.

These lessons are entirely voluntary and are not a required part of the school program. Adequate programming will be planned for your boy, if he is not participating in these lessons.

These lessons will be given beginning on Monday, _____.

Sincerely,

Principal

(Please check one, sign, and return to school)

I desire to have my boy participate _____
I do not desire to have my boy participate _____

Parent Signature



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MERCED CITY SCHOOL DISTRICT
SAMPLE LETTER

(Name of Pupil)

Dear Parent or Guardian:

Your daughter is now in the _____ grade. Your girl is growing up. She will be assuming more and more responsibilities. She should learn how to use increased freedom and independence, which comes with growing up. She should have a better understanding of the problems many girls worry about at this age. It is our desire to assist the home in helping girls to solve some of these problems. We have arranged human growth instruction for the _____ grade girls. Five lessons will be given which will cover the following content.

- Lesson 1 - Normal Growth and Parts of the Body (their correct names)
- Lesson 2 - Motion pictures which show how different forms of animal life care for their young
- Lesson 3 - "The Story of the Baby" (The book Growing Up by Karl DeSchweinitz will be used as the basis for this lesson. This is a story of how we become alive, are born, and grow up.)
- Lesson 4 - Changes in the Body of a Growing Girl, Menstruation, and Personal care
- Lesson 5 - Instruction Film - "Human Growth"

The film "Human Growth," the rest of the materials to be used, and the total program was presented to _____ grade parents on _____ and _____. We hope you were able to participate in these meetings. The script for the lessons is available at the School Office for you to study, if you prefer.

These lessons are entirely voluntary and are not a required part of the school program. Adequate programming will be planned for your girl, if she is not participating in these lessons.

These lessons will be given beginning on Monday, _____.

Sincerely,

Principal

(Please check one, sign, and return to school)

I desire to have my girl participate _____
I do not desire to have my girl participate _____

Parent Signature



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Strandwood Elementary School
February 25, 1966

To: Fifth and Sixth Grade Parents

A unit of instruction on human growth and development will be presented to fifth and sixth grade pupils. These films, "Human Beginnings," "Human Growth," and "Story of Menstruation," are distributed by the County Schools Department. They are designed to instruct children in the effects of natural growth and development upon body size, body features and characteristics, glandular developments, etc. This presentation is made in a way which answers childrens' questions in a wholesome natural manner, and does not involve details for which children of this age are not ready. Films are shown to boys and girls separately and Mrs. Krigin, the school nurse, answers questions regarding the presentation.

We like to urge parents to attend a pre-view of these films before they are shown to the children so that parents may decide if they wish their child to see them. If parents see the films, a good basis for parent-child discussion is also established.

We are arranging a showing of the three films at Strandwood's Multi-Use Room on Thursday, March 10 at 7:45 p.m. for parents of fifth and sixth grade pupils. If you do not wish your child to see these films, please notify the school in writing.

/s/ Robert D. Lovejoy

Robert D. Lovejoy
Principal

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CLAYTON VALLEY ELEMENTARY SCHOOL

March 18, 1966

TO FIFTH AND SIXTH GRADE PARENTS:

For the past thirteen years we have presented three films to fifth and sixth grade pupils on the subject of human growth and development. These films, "Human Beginnings," "Human Growth," and "Story of Menstruation," are distributed by the County Schools Department. They are designed to instruct children in the effects of natural growth and development upon body size, body features and characteristics, glandular developments, etc. This presentation is made in a way which answers children's questions in a wholesome natural manner, and does not involve details for which children of this age are not ready. We are showing an additional film this year.

We like to urge parents to attend a pre-view of these films before they are shown to the children so that parents may decide if they wish their child to see them. If parents see the films, a good basis for parent-child discussion is also established.

We are arranging a showing of the four films at Clayton Valley Multi-use Room on Monday, March 21st, at 7:45 P.M., for parents of fifth and sixth grade pupils. If you do not wish your child to see these films, please notify the school in writing.

Sincerely,

/s/ Wiley R. Martin

WILEY R. MARTIN
Principal

WRM/bb

(Pine Hollow Intermediate School
Conducted by Family Life
Education Consultant)

PARENT PROGRAM - OUTLINE

- I. Changing Family Patterns
 - A. Rural to Urban
 - B. Influence of Industry
 - 1. Father's occupation
 - 2. Working mothers
 - 3. Financial needs
 - C. Functions of the Family
 - 1. Establishing a home
 - 2. Need for human intimacy
 - 3. Building satisfying relationships
 - 4. Heritage and wisdom
 - 5. Establishing guidelines
 - D. Trends in the Modern Family
 - 1. Marriage--divorce patterns
 - 2. Early marriage
 - 3. Division between fantasy and reality
 - 4. Mobility
 - 5. Affect of mass media
 - 6. Nuclear family
 - 7. Changing roles
 - 8. Changing relationships within family
 - 9. Increased life span
 - E. Pressures and Stresses on the Family
 - 1. Population
 - 2. Role identity--cold war in family
 - 3. Move of family away from home
 - 4. Problem areas concerning use of sexuality
 - 5. Ways we encourage trends
- II. Communication in Marriage and the Family
 - A. Stroking
 - B. Script
 - C. Structural Analysis
 - 1. Parent Ego State
 - 2. Adult Ego State--reality testing
 - 3. Child Ego State
 - D. Transactional Analysis
 - 1. Complementary
 - 2. Crosses
 - 3. Ulterior--games

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Parent Program cont'd

III. Responsibility for Sex Education

- A. What is Sex Education?
- B. Who gives it now?
 - 1. Mass media
 - 2. Parents
 - 3. Church
 - 4. School

IV. Goals in Sex Education

V. Goals a Parent Has with a Child

- A. Develop the capacity to give and receive love responsibly
- B. Being satisfied with one's own sex.
 - 1. Masturbation
 - 2. Alienation from self
- C. Respect for One's Body
- D. Understanding and Accepting Bodily Changes
- E. Knowing and Appreciating How Life Begins
- F. Sound Standards of Sex Conduct
 - 1. Exploitive or caring relationships
 - 2. Developing a conscience and values
 - 3. Applying moral principles to sexual behavior

VI. Parents' Needs

- A. Better Understand Own Sexuality
- B. Brush Up and Up Date Knowledge and Vocabulary
- C. Good Communication with Reliable Sources
- D. See Films that Children See

VII. Exploring Needs of Children in Sex Education

- A. Elementary School
- B. Intermediate School
- C. High School

(Invitation to the Parent Meeting)

SAN DIEGO CITY SCHOOLS

_____ SCHOOL

P A R E N T M E E T I N G

You are invited to attend a meeting for parents of sixth-grade pupils at this school on _____ (day) _____, _____ (date) _____, at _____ (time) _____ o'clock. The purpose of this meeting is to present and review the materials to be used in teaching the social health lessons entitled "Growing UP" to sixth-grade boys and girls.

A film, "Human Growth" or "Miracle of Reproduction," will be shown.

There will be a period for questions, answers, and discussion. Mothers and fathers of sixth-grade boys and girls are urged to attend this meeting.

This presentation is for parents only. Children will not be admitted.

Sincerely,

Principal

(Letter Asking Parent's Permission)
SAN DIEGO CITY SCHOOLS

_____ School

Date _____

Dear Parent or Guardian:

As your child goes from elementary school to junior high school, he will be changing from the school where he has one teacher, the same class, and other younger pupils to a school where he has several teachers and different classrooms and where there are older students. The interests of these older children are more advanced. Your child will experience rapid physical and social development as he associates with them. He will need to understand what it means to grow up and to assume more responsibility for himself and others. It is important that he form wholesome attitudes toward boy-girl relationships and develop an appreciation and respect for family life as a part of our culture today. To help him in this transition from elementary school to junior high school, we have developed a series of five social health lessons as outlined below:

Lesson 1--Normal Growth and Parts of the Body (their correct names)

Lesson 2--Changes in the Body of the Growing Child and Personal Care

Lesson 3--"In the Beginning" (How reproduction takes place in plants, fish, birds, lower animals, and humans)

Lesson 4--Film: "The Miracle of Reproduction"

Lesson 5--Film: "Human Growth"

Please check, sign, and return the form below stating whether or not you wish your child to take the lessons. We prefer that pupils have all five lessons or none. These lessons are not a required part of the school program. The decision to take them is voluntary and rests entirely with you.

These lessons will be given _____ (dates) _____.

Sincerely,

Principal

----- Keep the above letter for your reference. -----

Please complete this form and return it to the school prior to the date of the lessons.

Please check: _____ Yes, I want my child to have these lessons.
_____ No, I do not want my child to have these lessons.

Child's Name

Parent's Signature

(date)



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Exhibit V

PARENT ORIENTATION AND PERMISSION SLIP: FORM 2

San Diego City Schools
Junior High School

Dear Parents:

Your 9th grade son/daughter may be one of those who are encountering the social and physical changes that happen so fast as children grow. For several years many junior and senior high school students in San Diego have had the privilege of taking part in a series of group discussions on Social Health. They are accompanied by the spiritual and moral values so important to life. We believe that it will help your child to adjust to these changes in a satisfactory way.

These discussions are again being offered and will center around such topics as:

- (1) Social and personal problems of teen-agers.
- (2) Boy-girl relationships.
- (3) Approved social conduct.
- (4) Physical and emotional growth.
- (5) Human reproduction.
- (6) Venereal diseases.

The instructors will be Mrs. _____ for the girls and Mr. _____ for the boys. Mrs. _____ and Mr. _____ have had extensive experience in developing and planning this work, and we feel that every adolescent boy and girl can benefit from these sessions. The group will be kept small, and will be made up of those boys/girls whose parents signify their desire for them to take part.

If it is your desire that your son/daughter be a member of these groups, kindly sign the form below and return it tomorrow.

Sincerely,

Principal

Junior High School

It is my desire that my son/daughter _____ be a member of the Social Health discussion group.

(Parent's Signature)

(Date)

COURSE TITLE: UNDERSTANDING YOUR TEENAGER

LENGTH: TEN(10) MEETINGS, 2½ HOURS EACH

INSTRUCTORS: MRS. EVELYN BACHELOR, MR. ROBERT EHRLICH

COURSE OBJECTIVES

1. To develop an awareness concerning the changing roles in the modern family.
2. To demonstrate the means by which the family environment may satisfy the basic human needs.
3. To develop an understanding of the underlying reasons that both parents and children have difficulty during the period of adolescence.
4. To promote an appreciation of the problems of communications between generations.
5. To develop an acceptance of certain responsibilities inherent in parenthood.
6. To provide an approach to explain to children human reproduction.
7. To demonstrate the need for the development of sound sexual morality in the teenager.
8. To promote an understanding of the problems which can develop as a result of experimenting with alcohol, tobacco, narcotics and sex.
9. To develop an understanding of the traditional set of standards and their limitations.
10. To develop an understanding of the factors which tend to promote success or failure in marriage.
11. To establish an understanding of the laws which relate to the family.
12. To aid the development of financial responsibility in the family.

COURSE CONTENT

- I. Changing roles within the family
 - A. History of the family
 - B. Satisfaction of basic needs
 1. Four basic needs
 2. Means of satisfaction
 - a. Historically
 - b. At present
 - C. Problems of adolescents
- II. Tuning in the tuned-out generation
 - A. Problems of communication
 1. Generation gap
 2. Function of adolescence
 - B. Responsibilities of parents
 1. Being able to understand
 2. Expressing love
 3. Aiding the development of values
- III. Explaining human reproduction
 - A. Biological
 - B. Physiological
 - C. Psychological

- IV. Recognizing the need for sound sexual morality
 - A. Pitfalls during the developing stages
 - 1. Early family influence
 - 2. Unwed pregnancy
 - 3. Venereal disease
 - 4. Alcohol
 - 5. Tobacco
 - 6. Narcotics
 - B. Helping your child develop a solid basis for sexual morality
 - 1. Traditional standards
 - 2. Alternatives
- V. Initiating the groundwork for successful marriage
 - A. Factors which influence marriage
 - 1. Positive factors
 - 2. Negative factors
 - B. Family participation in preparation
 - C. In-laws
- VI. Understanding laws affecting families
 - A. Laws affecting minors
 - 1. Civil
 - 2. Criminal
 - B. Laws affecting marriage
 - 1. Legal marriage
 - 2. Separation
 - 3. Divorce
 - 4. Child custody
- VII. Assisting youth learn financial responsibility
 - A. Understanding economics
 - B. Family financial decision-making

COURSE OUTLINE FOR ADULT CLASSES

Certification: Outlined below is the course in Family Life and Sex Education to be offered as part of the adult education program of Anaheim Evening High School. The course consists of _____ units. I have read Sections 120 and 123 of California Administrative Code, Title 5, Education, Article 14, Evening Schools and Classes for Adults, and certify that this course will be conducted in accordance with such sections.

Date 2-1-67Signed Paul B. Dearth
Instructor

Purpose of the course:

- 1 To familiarize parents with what is being taught in the Family Life Program.
- 11 To allow parents to increase their own knowledge and understanding.

Content	Methods and Procedures	Hours planned for each unit
<u>Unit 1</u> Orientation Preview of class M & F Differences Sex Education class	a. Lecture b. Question and answer time. c. Film d. Discussion	4 hours
<u>Unit 2</u> Human Reproduction	a. Written test b. Discussion c. Film	3 hours
<u>Unit 3</u> Communication Love Quarrelling	a. Teacher-nurse panel b. Discussion c. Question and answer time.	5 hours

Course outline in Family Life and Sex Education

Content	Methods and Procedures	Hours planned for each unit
Unit 4 Teenage Problems Pre-marital Sex	a. Appendix material b. Tape and slides c. Tape d. Film e. Discussion f. Student panel	6 hours
Unit 5 Marriage Divorce	a. Discussion b. Appendix material c. Film d. Role playing	6 hours
Unit 6 Parenthood Class Education	a. Discussion b. Models-display c. Film d. Written evaluation.	3 hours
Unit 7		

EVALUATION - TESTS - (My plan for testing the students) No grade for this
class-testing only used so have student evaluate himself.



advisable to conduct the study of physiological aspects of maturation and reproduction in separate sections of boys and girls. Later on, when the content is concerned with sex in its social setting, classes should be conducted on a coeducational basis.

There probably are some advantages to offering sex education in the schools, but isn't such a program likely to cause children to experiment with sex or encourage sexual misconduct?

Not at all. In fact, it may replace some of the need for experimentation and lead young people away from misconduct. As a society we have such a great fear of sex and its supposedly overriding power to sweep away rationality that we greatly overestimate the danger. The real danger lies in leaving youth exposed to only one kind of teaching—that which they pick up for themselves—and to the erotic stimuli to which our society constantly exposes them in the communications media.

All right, it looks like a good program, but how do you get a community to accept sex education in their schools?

Often it isn't easy. Those who wish such a program have to indicate their concern and stand behind the school authorities. The community itself must be educated to the serious need for this kind of program, and probably, in the beginning, schools will get further if they allow the child of any parent who seriously objects to the program to be excused from it. A successful approach has been to invite parents and students to a special briefing on the need for and proposed content of sex education courses. Community members are surely aware that sex is a most important and basic reality of every individual's life and that if people are to integrate it into their lives healthily and happily, it must be not only accepted, but understood, respected, and protected.

A new, voluntary health agency, SIECUS (Sex Information and Education Council of the United States), has just been established in New York City. One of its many purposes will be to provide assistance to communities and schools wishing to embark on sex education programs. SIECUS will act as a clearinghouse for research and education in sex, as a source of information about sex education in the schools, and as a

public forum where consideration of various aspects of man's sexuality can be carried out in dignified and objective fashion. Interested citizens should write to the Sex Information and Education Council of the United States, 1790 Broadway, New York, New York 10019.

For information on current and projected programs on sex education in the schools, write to American Association for Health, Physical Education, and Recreation, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

One of the best sources of additional information is the Sex Education Series published by the AMA-NEA Joint Committee on Health Problems in Education. Each of the booklets listed below is available at 30¢ per copy.

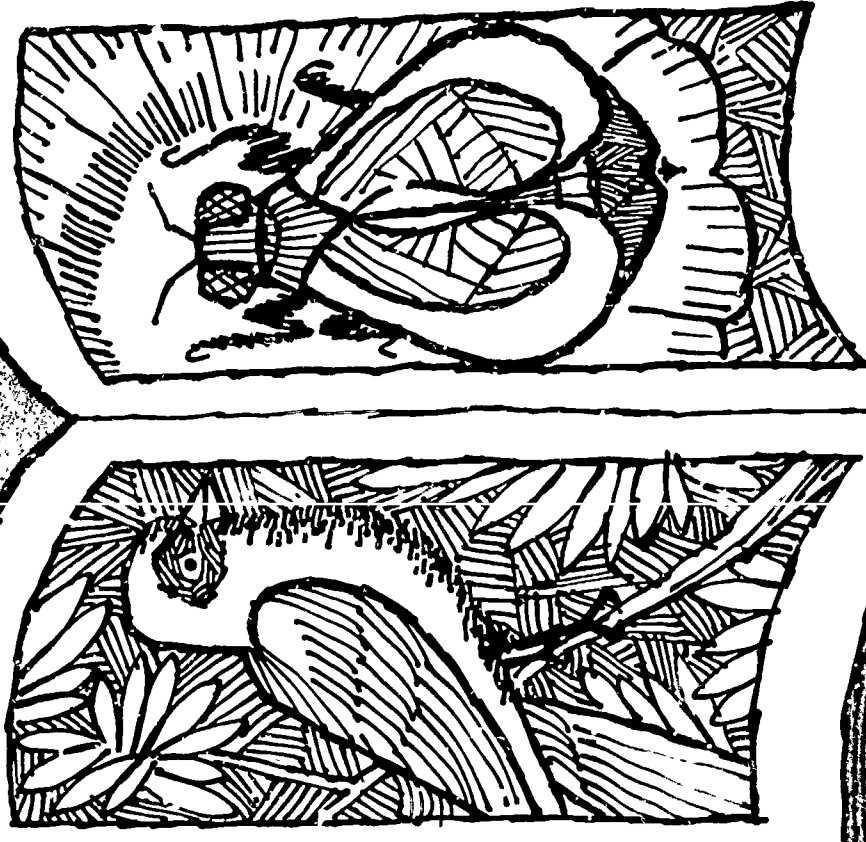
Approaching Adulthood (Stock No. 244-06976)

Facts Aren't Enough (Stock No. 244-06978)

Finding Yourself (Stock No. 244-06846)

Parents' Responsibility (Stock No. 244-06852)

A Story About You (Stock No. 244-06854)



"What Parents Should Know About Sex Education in the Schools" is published by the Publications Division of the National Education Association. It was written in cooperation with John Cooper, health education consultant, American Association for Health, Physical Education, and Recreation. Additional copies are available at 35¢ for \$1 (Stock No. 051-02066). Order leaflets and booklets from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. All orders not accompanied by payment will be billed with shipping and handling costs added. Orders amounting to \$2 or less must be accompanied by payment.

The time is right for doing something constructive about sex education in America, because the barriers concerning sex have been lowered. Sex has become an integral part of entertainment, advertising, fashion, books, magazines, and the mass media. In the face of this vast exposure to sex, today's youth faces greater stimulation, temptation, and opportunity than ever before; and with easy access to the automobile, the apartment key, cash money, and urban anonymity, a young person is often confronted with the same situations he sees in the movies or reads about in magazines. For the most part, adults have abandoned the weighty responsibility of teaching children and youth about sex, and its proper role in human relationships, and because of this abrogation, thousands of America's young persons are finding themselves tragically enmeshed in emotional and physiological difficulties about which they have no understanding. In short, they have misunderstood and therefore misused the sexual drive.

As with so many other areas affecting society as a whole—driving, nutrition, smoking, narcotics, physical fitness—the school has emerged as the agency best equipped to help young people learn to live comfortably with the evolving sexual ethic of the adult world. Through programs of sex education schools can do much to enlighten young people about sex and to combat the high rise in teen-age venereal disease and broken youthful marriages. But the primary objectives of sex education programs are not negative. Such programs are to teach young people to understand that the full exercise of their sexual powers is for use in a mature and responsible manner when they have become mature and responsible persons, to live comfortably with the phenomenon of sex, and to integrate sex into their lives creatively and constructively rather than destructively.

Traditionally, sex education has been a function of the home or of the church. Is it now a proper function of the school?

Yes, because all the evidence shows that most children are not receiving adequate sex education at home, in church, or elsewhere. They get bits and pieces of information on reproduction here and there, but little that could truly be termed sex education. The schools can provide a body of accurate knowledge about sex that most parents seem unable or unwilling to give their children. Skilled teachers can relate the latest research to the basic principles of human rela-

tions to which we must adhere. They can also handle the subject with the help of up-to-date teaching aids such as films, charts, and books.

Furthermore, there is a tendency for parents to be a bit embarrassed or ill at ease when discussing sex with their own children, and often the children feel the same way in asking questions of their parents about things which concern or disturb them. A competent adult who has no emotional connection with the child may be more at ease and create a calmer, more objective atmosphere than could a member of the family.

Open discussion with his teacher and classmates helps the child understand that sexual feelings and attitudes are not forbidden mysteries but are facets of normal life. Since the school holds a central position in at least ten years of a child's life, it is in an excellent position to provide a well-rounded, sound, continuing program of reproductive and sex education. Ideally, it takes all institutions working together—home, school, and church—to provide not only knowledge about but sound attitudes toward sex, essential for a healthy and happy maturity.

If the schools assume responsibility for sex education, it means that it will be handled by classroom teachers. Are teachers really prepared to teach about sex?

Some are, and many can become so. Teachers dealing with sex education need first of all to be persons who are sympathetic to and interested in youth, willing to listen and think with young people. Such teachers can be prepared if their preparation is inadequate.

Much sex education can be given as a normal part of class work in biology and chemistry, which can contribute knowledge of cell structure and composition, reproduction, and other physiological characteristics associated with human growth; in economics and civics courses which can easily include units on family relations and social and legal customs. Questions concerning sexual emotions and mores may be treated in literature, history, and social studies courses. Of course, these approaches give only an indirect treatment of a matter seriously affecting the health and well-being of all young people. To be of real value, they must be incorporated in a well-coordinated, continuing health education program for all students, beginning in the kindergarten.

There is something appropriate to be taught at every age; it is a matter of keeping pace with

development and of being alert so that pupils may approach teachers when they feel the need to do so.

Sex education should be given sometimes to classes of just boys or girls and sometimes to mixed classes, but always to the end that the sexes will be able to understand and respect one another. Children enter school with widely varying amounts and kinds of information about reproduction, having learned, for example, that they came from "Mommy's tummy" or a stork or a cabbage. They also know there are sex differences between boys and girls. In the early grades, the teacher's task should be to welcome unexpected questions and answer them truthfully in a warm, calm manner. Later on, during the fourth and fifth grades, when children enter puberty and become aware of the social implications of sex differences, sex education should become more intensive, for this is the ideal time to provide all the basic factual material possible. The approach must be scientific—human reproduction can be studied along with that of plants and animals, but the primary emphasis should be on friendship and human relations. Girls should be prepared for the onset of menstruation, and boys for seminal emissions—and both should understand fully these phenomena of both sexes.

In the junior high school, the study of the physiological aspect of sex education can be given more complex and specific treatment, including fuller explanations of cell structure and genetics. From this point through high school, the emphasis will be on social questions and problems and on sexual standards and mores. High school students need to understand and direct their new emotions and to learn about family relations, venereal disease, overpopulation, and other related problems. Again the approach to these topics should be scientific and objective, with continuing emphasis on the creative and positive aspects of the sexual relationship and on the essential need for sexual responsibility for a moral and orderly society.

Does this mean sex education shouldn't be given as a separate course?

In general, authorities agree that sex education can best be given as part of established courses at various levels, rather than as a separate course, which would tend to create an undesirable atmosphere of separation from other facets of normal life. In early adolescence, however, when students have become acutely conscious of their own sexual development, it is

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Exhibit IX

MERCED CITY SCHOOL DISTRICT
PARENT EVALUATION

Dear Parent:

It will be of help to us in planning and improving the lessons on "Human Growth" for the _____ grade boys and girls if you would please answer the following questions and return to school by _____.

1. Were the lessons on "Human Growth" of sufficient value to your child to recommend offering them to the _____ grade pupils next year?

Yes _____ No _____ Comments: _____

2. Are you glad your child participated in the lessons? Yes _____ No _____

Comments: _____

3. Please write a sentence or two telling us the effect of the lessons on your child. (What questions did your child ask? What comments did your child make?)

Comments: _____

4. Please write your reactions to the lessons. Any questions or suggestions you may have will be of help.

Comments: _____

Please use the back of this sheet for additional comments.

Sincerely,

Principal

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OAK JUNIOR HIGH SCHOOL
Los Alamitos, California

TO: Superintendent Cook and
Principals

FROM: E. J. Austin, Jr.

SUBJECT: How successful and necessary is an adult class in Family Life
and Sex Education?

EVALUATION: Reports written by 100 adults who have taken the course during the
past semester at Oak Junior High School, under the instruction of
Mrs. Ruth Miller.

METHOD: Samples of evaluations will be given to illustrate various answers
to the questions asked, and a digest of attitudes will be noted.

Question: Why should adults take a course of this kind, and what could they gain
from it?

"I really feel it was worthwhile to participate - and maybe I could go
right on without batting an eyelash if some of the questions we heard were
asked - came up --. I mean - I've had the initial shock!"

"I had rather mixed emotions concerning it and not sure a child should
'know so much so soon.' My feelings have definitely changed. I feel they
can never know too much, provided this information is put to constructive
use. It could eliminate a great many problems in many ways. It certainly
has and will be very beneficial in my home with answering my children's
questions, helping to solve their problems and just 'everyday living.'"

"I was interested although my son is only eight years old. I feel that I'm
more prepared to cope with future questions. In fact, I would like to
repeat the course, also have my husband attend."

"I thought I knew a lot more and I found I didn't."

"I was completely sold on having sex education in the schools after seeing a
very good program on this subject on Slattery's People on T.V. I thought
your orientation presentation was very good and I was anxious to learn more
about how the children would be taught. I felt that we answered our

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children's questions when they asked, but I have observed that both my husband and I have given a more honest though simple explanation to questions that we might have brushed over before this course. Several classes I felt thoroughly confused and somewhat disturbed but finally had my thoughts cleared up, and a better understanding."

"I used to be much less able to discuss Sex freely or attempt to level with my sons. It is a great feeling to have some slight assurance that you know what you are speaking about. Not that I'm so knowledgeable now. My feelings have changed a great deal!! I have stopped ducking the issue as I might have done previously."

"I didn't feel we would hear as much about sex as we did, however the things we were told were facts we should know. Also I did not always feel I had to explain to my child. When my son said or asked - 'What does a man do when he rapes or attacks a woman' - I now have the strength to tell him. Before I am sure I could not have done it."

"I wasn't just sure about taking the course but felt my problems with my daughter were different than others and that I was doing everything wrong and hoped for a few answers. I felt too inadequate in all I was trying to do and in the way I wanted her to do. I found my problems weren't unique for Jr. Hi. girls and I do feel I can talk with her and we can reach an understanding now sometimes."

"I was curious. I had not attended any class on family life and sex before. I feel it is a very good class and I am happy it is being taught to our children in schools now."

"I wasn't really sure what all would be discussed, but I felt it would make me more alert as to what was going on in the world of today and the standards that were being taken and accepted today. These feelings haven't changed and I feel I am more prepared in answering questions that my children may ask. I have more exact answers than before taking the course."

"I still have some mixed emotions on whether or not this course is going too deep for the Jr. High 'Schooler' -- perhaps they know more than I realize -- and according to Mrs. Miller this is only too true. I think that the role playing she does in class with the youngsters sounds just marvelous. I feel that discussing family life and growing up problems in a classroom with other kids and a teacher who is outside of the family has more effect on a child than the parent who is constantly 'yapping' at the child about the very same thing."

"Felt this subject was something that would be hard to discuss and therefore felt embarrassed in class. The more we discussed this subject the more relaxed I became and got over the embarrassment of a mixed class."

"I was anxious to take the course because I felt there was a need for something like this for parents as well as for students however I was concerned that it might be presented based on fear. Mrs. Miller's honesty and frankness is certainly not based on fear and I feel that anyone taking the course will have a great deal to gain. I am anxiously waiting for my son to take the course."

"I needed help in understanding my son's view of what the boys in his age group were going through (in sex talk, etc.) He is immature and I hoped to help him in getting over feelings of inadequacies. I had heard from a neighbor how very worthwhile she had felt it was - and since she's very busy and hates to go out at night - I knew it had to be good!"

"I felt that the subject should not be discussed so thoroughly at this age level. I found it quite difficult to accept the feeling that all the children are ready for this information at the same time. My feelings have not changed entirely. I am still thinking of the students as children (as you probably noted in Part X). For myself this has been one of the most rewarding few hours I have spent in an instruction class."

"I came in with an open mind. I felt it was something I really needed raising three daughters and I eagerly looked forward to it. My feelings have not changed but I feel that because of this course I have lost a lot of my prudish ideas as far as the boy and girl relation. That in today's modern society the individual places his own standards on his morals."

"I was very puritanical! I wasn't sure that it should be introduced at Jr. High level. My feelings have definitely changed. I think it is highly important that these youngsters be trained by skilled professionals. For some, it might be their only chance to discover right from wrong -- as opposed to learning back alley."

"I didn't think my son was ready for this - that he was much too young and still a little boy just interested in football. Now I realize how wrong I was and I am so looking forward to having a 'teenager.'"

"I had heard so many positive things about this class before I enrolled. I felt as though it really could not be that good. I was not misled. The class was as interesting as I was told it was. I also find it easier after taking this class to accept the common terminology the youngsters use to express themselves without embarrassment. This class has answered my questions and some I would have never thought of. I did not realize how important it was to know how the youngsters express themselves. This was very enlightening."

"I was eager to learn how to understand and cope with my Jr. High student, how to answer his questions - how to make him feel free to ask questions."

"Putting it mildly I was quite apprehensive. In fact, I was ready for a few arguments. I was sure my 7th grade son was not ready for this sort of education, and more sure that the material would not be presented in a manner acceptable to me. My feelings have most certainly changed! I've learned a great deal about 'family life,' and feel that if I practice even a part of what I've learned, I can be a better parent, making my son's life a little less complicated and confusing, particularly during his teenage years."

"Before taking this course, I felt rather reluctant to discuss sex -- not so much the biological aspects and the social attitudes. Without quite realizing it I found I had one set of standards that had been taken for granted when I was college age and another set of standards for my children - the latter quite different. Now I find my feelings toward a frank sex discussion with my children are more open and I feel I have acquired perhaps a little of Mrs. Miller's natural attitude. In the past I waited for my children to bring up the subject of sex - from now on I will initiate the subject when necessary."

"It has given me confidence in myself that when my son asks me questions I will not fall apart and avoid giving him answers or, at least, try to help him find the answers."

Question: What was the most helpful assignment? What part of the course did they like the most?

"I liked finding out that my problems aren't unique or even as serious as I imagined. Misery loves company idea! I also enjoyed hearing and learning of easier, pleasanter ways to present the subject. Much of the suggested reading material I probably wouldn't have come upon alone. I learned a great deal I had not known."

"Learning to love; and discussing the language barrier - the need to communicate. I feel this applies to adults as well as children."

"Even a man doesn't know everything about sex and it was most interesting to hear the attitudes of women about the subject. I learned quite a bit and feel interested enough to go further with the studies on my own."

"The most helpful thing to me was to realize that children are not as ignorant of sex as you think they are. I did not realize until Mrs. Miller explained the problems that young boys have with masturbation and erections, also the funnel that girls go through before engagement and marriage. Also the number of sexual relations between engaged couples. The biggest eye opener to me and one of the discussions I enjoyed was the double standard. I feel the subject could have been discussed in further detail. It was a new facet of sex education I had never read or heard about."

"I liked the honest presentation of sex on a high level. Too many courses on the subject are methodical and dull. Mrs. Miller gave both the child's language which was shocking (words they use) and the adult level which makes you realize that sex is a part of life and not the dirty shameful thing most people think it is."

"The suggestions you made and how important it is to learn to listen to our children."

"Experiencing the reaction of having taboos eliminated through objective presentation to a mixed group; realizing that the problems of maturing emotionally are difficult for children and parents of all backgrounds."

"The way it was presented by Mrs. Miller in a relaxed and matter of fact manner. We have learned much I am sure just by observing her attitude towards the subjects brought up in class. Liked the way students felt free to express their ideas and ask questions in class."

"The part of this course I felt did me the most good was in changing my attitudes toward discussion and in bringing me more up-to-date on sex mores and customs of today's teenager. It is helpful to see what children are thinking and how much they know about sex and what opinions they hold and what freedoms they expect. The question box was most enlightening."

Suggestions for class:

"Too much material to cover and not enough time. By that I mean another course as a continuation of the one would be helpful so we could explore further into more of the subjects brought up in the class discussions."

"The course was not of long enough duration to satisfy the myriad questions that puzzle us. We seem to be just warming up as a group -- and it's over."

"So many people I have talked to do not seem to know there is a class like this available to adults. If there is some way to inform others - such as the local paper or P.T.A. news - I'm sure there will be many more who profit by coming to evening class and in turn make better communication between them and their children. (As well as help some of us adults who did not have the opportunity in the past of learning some of the things we have in Mrs. Miller's class.)"

"A continuation and further development of the topics we covered would be most interesting. I think quite a few members of the class would be interested in an advance course. Mrs. Miller did an excellent job of presenting this material."

C
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"By having a short personal conference with adult student who might have a grave or outstanding family problem (before or after class) and have a time limit as to not waste time. This conference I mentioned, I feel there are people in the class that would be enriched by their personal conference and would change a sad home into a happy home."

Ed. Note:

Most of the evaluations suggested a longer period of time for the course than the nine weeks; and many asked to see some of the school films; and some suggested a "Question Box" for parents.

LETTER TO PARENTS TO EVALUATE THE SOCIAL HEALTH CLASSES

Dear Parent or Guardian:

It will be of help to us in planning and improving the lessons on "growing up" for sixth grade boys and girls if you would answer the following questions and return them to us:

1. Are you glad your child took the lessons?

Yes _____ No _____

Comments: _____

2. Please write a sentence or two telling us of your child's reaction to the lessons. (What questions did your child ask? What comments did your child make?)

Comments: _____

3. Please write your reactions to the lessons. Any questions or suggestions you may have will be of help.

Comments: _____

4. Were the lessons on "growing up" of sufficient value to your child to warrant offering them to the sixth grade pupils next year?

Yes _____ No _____

Comments: _____

Enclosed is a list of books on social health education. Most of these are available through the public library.

Sincerely yours,

Principal

STUDENT EVALUATION OF THE FAMILY LIFE AND SEX EDUCATION UNIT
(Senior High School)

GRADE _____ SEX _____

A. Please answer yes or no (circle one).

- Yes No 1. I think it was worthwhile for me to take the Family Life and Sex Education Unit.
- Yes No 2. I feel that the whole presentation has been too frank and that such subjects should be avoided in school.
- Yes No 3. I feel that the whole presentation has not been frank enough and that my questions have been avoided.
- Yes No 4. I feel that the information was presented in such a way that it was easy to understand and helped me to gain new, more positive insights.
- Yes No 5. I feel that the information was presented in such a way that it was too difficult for me to understand it.
- Yes No 6. I feel that so little new information or so few new ideas have been presented that my time has been wasted.
- Yes No 7. If I didn't take this course, I would get the same information from another source. (Please name them if your answer is Yes).

- a.
b.
c.

B. Please rate the following ways of presenting information in class (check one):

	<u>Very</u> <u>Valuable</u>	<u>Of Some</u> <u>Value</u>	<u>Little or</u> <u>No Value</u>
1. Watching Films	_____	_____	_____
2. Discussing Films	_____	_____	_____
3. Reading the textbook	_____	_____	_____

Exhibit XII
(Hayward)

				<u>Very Valuable</u>	<u>Of Some Value</u>	<u>Little or No Value</u>
4.	Reading appendix material			_____	_____	_____
5.	Written assignments			_____	_____	_____
6.	Lectures by the teacher			_____	_____	_____
7.	Lectures by outside speakers			_____	_____	_____
8.	Class discussions			_____	_____	_____
9.	Panel discussions			_____	_____	_____
10.	Pamphlets			_____	_____	_____
11.	Role playing			_____	_____	_____
12.	Others (name them)			_____	_____	_____
	a.			_____	_____	_____
	b.			_____	_____	_____
	c.			_____	_____	_____
C. Do you feel that this course would be improved if: (Circle one - only when it applies)						
1.	more	less	class discussion			
2.	more	less	lectures by the instructor			
3.	more	less	guest lectures			
4.	more	less	small group discussions			
5.	more	less	student reports			
6.	more	less	chance to plan the course			
7.	more	less	followed the textbooks			



- 8. more less students gave their opinions
- 9. more less instructor gave opinions
- 10. more less reading assignments
- 11. more less definite lesson plans
- 12. more less formal
- 13. more less written assignments
- 14. _____ recommend a different textbook

D. If you were considering whether or not to enroll for another Family Life and Sex Education class taught by this instructor, would the fact that he was teaching it be: (check one)

- _____ an added reason for taking it
- _____ an added reason for not taking it
- _____ would make no difference

E. Answer the following with a sentence or paragraph: (please be frank and specific)

What comments do you have to help the instructor improve?

F. What did you like most about the unit?

G. What did you like least about the unit?

H. What assignment was most helpful? (or provided the most learning?)

I. What suggestions do you have for the unit? (content, teaching technique, etc.)

J. What other suggestions do you have for improving the course?

Revised
December, 1965

1.4

Community Support

COMMUNITY SUPPORT

I. Organization of program

A. Types of involvement

1. Citizens advisory committee

a) membership

1) representatives of community organizations

a) civic

b) fraternal

c) religious

d) governmental

2) appointed by organization

2. Student advisory committee

a) membership

1) representatives of community youth groups

a) civic (Boy Scouts, etc.)

b) fraternal

c) religious

d) service organizations

e) school representatives

2) appointed by organization

B. Purpose

1. Determine educational needs in area of Family Life Education

2. Determine how needs would be presented

3. Recommendations

a) Board of Education

b) county officials

c) private school officials

4. Encourage development of program based upon needs

C. Follow-up

1. Serve in advisory capacity to strengthen on-going program

2. Help evaluate results of the program

II. Resource Committee

A. Development speaker's bureau

B. Share resource materials

III. Examples of Community Education and Involvement

A. Leaflet or brochures

B. Sample Letter (Exhibit I)

Exhibit I

C
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P
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DEL VALLE HIGH SCHOOL

ACALANES UNION HIGH SCHOOL DISTRICT

1963 Tice Valley Blvd., Walnut Creek, California

WILLIAM H. ROSS
Principal

J. ROSS REAGAN
District Superintendent

June 15, 1967

Dear

We would like to take this opportunity to thank you for speaking to our Sociology of the Family. We appreciate the time you took to help make our classes more meaningful to our students.

This year our class was a pilot study and was elected by about 40% of the senior class, and we taught five sections. Next year the class enrollment will grow to over 200 with about 60% of the senior class electing the class. We are certain that the increased enrollment indicates both a need and an interest in family life education. We feel that the participation of leading members of the community, such as yourself, has played an important part in the growth of our course and we are grateful for your interest.

Again, thank you for participating in our program.

Sincerely yours,

Mrs. Evelyn Bachelor
Chairman, Home Economics

Mr. Robert Ehrlich
Chairman, Social Sciences

The Application For A Title III Grant To Provide County-Wide Direction To Family Life Education for Contra Costa County was submitted with endorsement from many groups and individuals. As an indication of this community support, the following significant letters from the Application are included in this publication:

American Social Health Association, New York, N. Y.
California Teachers Association - Bay Section, Walnut Creek, Calif.
Congress of the United States, House of Representatives,
Washington, D. C.
Contra Costa County Health Department, Martinez, California
Contra Costa County Juvenile Justice Commission, Martinez, Calif.
Contra Costa County Office of the Sheriff, Martinez, California
Contra Costa County Social Service Department, Martinez, Calif.
Council of Churches of Central Contra Costa County, Danville, Calif.
Department of Education, Diocese of Oakland, Oakland, California
California Congress of Parents and Teachers, Inc., Los Angeles, Calif.
32nd District PTA, Lafayette, California

Additional letters of support for the Application were received from:

AAUW - Walnut Creek, California Branch
Canterbury Day School, Walnut Creek, California
Home Health and Counseling Services, Inc., Concord, California
John F. Kennedy University, Martinez, California
Lafayette Education Association, Lafayette, California
Sorooptimist Club of El Cerrito, El Cerrito, California
Walnut Creek Education Association, Walnut Creek, California
Moraga Parents Club, Moraga, California
Contra Costa College, San Pablo, California
Contra Costa County Health Department, Pleasant Hill, California
Contra Costa County Medical Services, Martinez, California
Contra Costa County Probation Department, Martinez, California
Diablo Valley College, Concord, California
Evangelical Ministerial Fellowship of
Central Contra Costa County, Pleasant Hill, California
The Athenian School, Danville, California

School Board Resolutions expressing support for the Application were received from the following school districts in Contra Costa County:

Acalanes Union High School District, Lafayette, California
Byron Union School District, Byron, California
John Swett Unified School District, Crockett, California
Knightsen School District, Knightsen, California
Lafayette School District, Lafayette, California
Liberty Union High School District, Brentwood, California
Martinez Unified School District, Martinez, California
Moraga School District, Moraga, California
Orinda Union School District, Orinda, California
Richmond Unified School District, Richmond, California
San Ramon Valley Unified School District, Danville, California
Walnut Creek School District, Walnut Creek, California

SUPPORTED BY THE NATION'S UNITED COMMUNITY CAMPAIGNS



American Social Health Association

1740 BROADWAY • NEW YORK, N.Y. 10018 • CABLE ADDRESS: ASHANYINC • TELEPHONE: CIRCLE 8-8000

May 23, 1967

Mr. James Nelson
Project Coordinator
Educational Planning Center
Department of Education
Contra Costa County
75 Santa Barbara Road
Pleasant Hill, California 94523

Dear Mr. Nelson:

It is with enthusiasm that the American Social Health Association endorses the Family Life Education Proposal for Contra Costa County, California. This comprehensive plan is, in our view, sound and realistic. The coordinating function outlined is essential to effective program development.

We are happy to support this practical, forward-looking proposal.

Sincerely yours,

A handwritten signature in cursive script that reads "Elizabeth S. Force".

(Mrs.) Elizabeth S. Force
Director of Family Life
Education

ESF:aw

CTA Bay Section

CALIFORNIA TEACHERS ASSOCIATION • BAY SECTION
2180 N. CALIFORNIA BLVD., WALNUT CREEK, CALIFORNIA
TELEPHONE 935-6022

HUGH PAGE, EXECUTIVE SECRETARY

ALAMEDA
CONTRA COSTA
LAKE
MARIN
NAPA
SAN FRANCISCO
SAN JOAQUIN
SAN MATEO
SANTA CLARA
SOLANO
SONOMA
STANISLAUS
TUOLUMNE

May 23, 1967

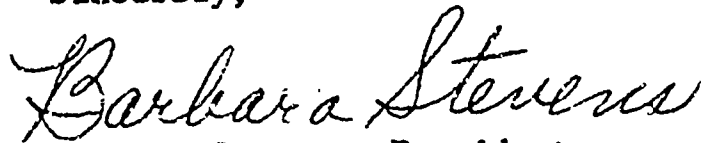
Dr. Robert Flewelling,
Project Director
Educational Planning Center
75 Santa Barbara Road
Pleasant Hill, California 94523

Dear Dr. Flewelling:

At its May 18, 1967 meeting the Contra Costa Coordinating Council of Teacher Associations, representing CTA chapters including 5,000 CTA members in Contra Costa County, took action to endorse the Educational Planning Center's proposal for Family Life Education.

Several of the members spoke of the need for this program and the group voted its endorsement unanimously.

Sincerely,



Barbara Stevens, President
Contra Costa Coordinating Council
of Teacher Associations

BS:js

JEROME R. WALDIE
MEMBER OF CONGRESS
14TH DISTRICT, CALIFORNIA

WASHINGTON ADDRESS:
ROOM 1710
LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
PHONE: 222-5511

Congress of the United States
House of Representatives
Washington, D.C.

COMMITTEE ON PUBLIC WORKS
POST OFFICE AND CIVIL SERVICE

DISTRICT REPRESENTATIVE
E. A. "PAT" FERGUSON
P.O. BOX 864
CIVIC CENTER
CONCORD, CALIFORNIA
PHONE: 687-1200

RICHMOND OFFICE:
445 10TH STREET
PHONE: 233-4428

May 23, 1967

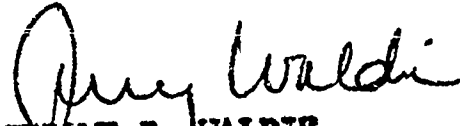
Mr. James Nelson
Project Coordinator
Educational Planning Center
Contra Costa County
75 Santa Barbara Road
Pleasant Hill, California

Dear Mr. Nelson:

This is to acknowledge and thank you for your letter of May eleventh concerning a proposal developed by the Educational Planning Center to provide services to local school districts and private and parochial schools in Family Life Education.

I most heartily endorse this program, and shall be pleased to express my interest in it after you have submitted it to the Office of Education for funding, at your request.

Sincerely yours,


JEROME R. WALDIE
United States Congressman
Fourteenth District

JRW:afs

KENT, M.D.
HEALTH OFFICER
218.3000

HEALTH DEPARTMENT
CONTRA COSTA COUNTY

P.O. BOX 871
MARTINEZ, CALIFORNIA 94553

June 2, 1967

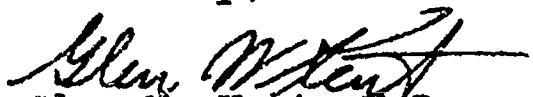
Mr. James Nelson, Project Coordinator
Educational Planning Center
Department of Education
Contra Costa County
Pleasant Hill, California

Dear Mr. Nelson:

The Contra Costa County Health Department has been a long time advocate and activist in the field of comprehensive education for health including family life education. A major activity of preventive medicine includes those educational efforts whose objectives are to influence an individual's attitude and behavior as it relates to positive personal, family and community health.

The Health Department endorses The Family Life Education Proposal of the Educational Planning Center as a meaningful coordinated effort. This recommendation is based on the recognition that the area of family life education, including sex education, has in the past been grossly neglected and that now it is in its early stages of development and is in need of a concerted effort on the part of all agencies and individuals concerned.

Sincerely,


Glen W. Kent, M.D.
Acting Health Officer

GWK:FH-a

MEMBERS
MRS. ROBERT ADAMS
CHAIRMAN
JUSTICE A. F. BRAY
WARREN BROWN
MRS. VERDA CLAUNCH
E. J. EBOLA
IVAN HILL
MRS. LISA HOOK
JOSEPH D. LOHMAN
JOSEPH MILANO
FRANK SHALLENBEGGER
ARMAND STOW

CONTRA COSTA COUNTY
JUVENILE JUSTICE COMMISSION

P. O. BOX 791
MARTINEZ, CALIFORNIA

May 24, 1957

U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C.


Gentlemen:

The Delinquency Prevention Commission of Contra Costa County is concerned about the paucity of instructional guidelines and teacher training in our school systems in the field of Family Life and Sex Education. The Commission believes the time is long past due for educators to assume responsibility for leadership in providing curriculum and format in this vital area of training our children. We believe family life education will enhance social health and well being of the individual which, in turn, leads to good citizenship. A comprehensive program is needed for our schools and teachers to fulfill their obligation in this community-felt need that is currently taught on a "piecemeal" basis.

The Commission has studied the proposal of the Educational Planning Center of the County School Department. We believe this plan is workable and we heartily endorse it.

We are taking this opportunity to inform your office that your financial help to initiate this project has broad community support. We certainly will do all we can to participate and cooperate to the extent needed to implement this program.

Yours truly,


MRS. ROBERT T. ADAMS
CHAIRMAN
DELINQUENCY PREVENTION COMMISSION

RTA:sd

OFFICE OF THE SHERIFF

CONTRA COSTA COUNTY

WALTER F. YOUNG

SHERIFF

MARTINEZ, CALIFORNIA

May 18, 1967

Mr. James Nelson, Project Coordinator
County Department of Education
75 Santa Barbara Road
Pleasant Hill, California 94523

Re: Family Life Education Proposal

Dear Mr. Nelson:

The Sheriff's Department of Contra Costa County is acutely aware of the problems in our society as presented in your proposal abstract attached to your letter of May 11, 1967.

We, too, have believed for many years that the schools "can make a significant contribution in strengthening the adolescent's sense of personal responsibility for his own behavior and his relationship to others". (emphasis added)

If your proposed program can assist school personnel in accomplishing this vital objective it will merit the complete support of this Department and of the entire community.

Sincerely,


WALTER F. YOUNG, Sheriff

WFY:mt

ADMINISTRATIVE OFFICE
651 PINE STREET
MARTINEZ, CALIF 94553
228-3000, EXT 2601

CONTRA COSTA COUNTY
SOCIAL SERVICE DEPARTMENT

R E JORNLIN
DIRECTOR

May 22, 1967

Mr. James Nelson, Project Coordinator
Educational Planning Center
Department of Education
Contra Costa County
75 Santa Barbara Road
Pleasant Hill, Calif.

Dear Mr. Nelson:

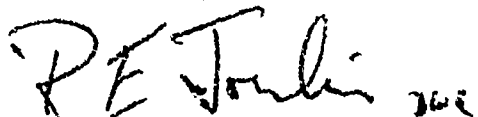
The Social Service Department will cooperate to the fullest extent possible in the implementation of your Family Life Education Project in Contra Costa County. The services of the Social Work Staff serving Contra Costa County will be made available to assist in carrying out the intent of the project. This will include:

1. Providing information concerning your program to all families receiving public assistance in the area who have children attending your schools.
2. Working closely with project staff in planning and implementing the various phases of the program.
3. Providing follow up services when the need is indicated with AFDC and potential AFDC families.

The above services will be provided as a part of the ongoing Social Service Department's effort to help public assistance recipients realize the value of new resources and provide a means for them to adequately utilize them.

Please do not hesitate to contact Mr. Oberlatz if we may be of further assistance to you in developing this worthwhile program.

Sincerely,


R.E. Jornlin, Director

R EJ:cc

THE COUNCIL OF CHURCHES
OF CENTRAL CONTRA COSTA COUNTY
P.O. BOX 42 • DANVILLE CALIFORNIA 94526



CLYDE L. LEONARD, Ph.D., President
PHONE 837-6216

SECRETARY

THE COUNCIL OF CHURCHES OF CENTRAL CONTRA COSTA COUNTY
75 SANTA BARBARA ROAD
PLEASANT HILL, CALIFORNIA 94523
TEL. 837-6216

May 23, 1967

Mr. James Nelson
Project Coordinator
Educational Planning Center
75 Santa Barbara Road
Pleasant Hill, California 94523

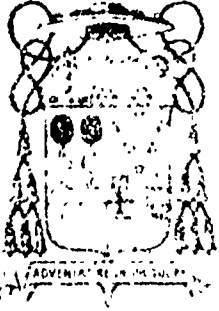
Dear Mr. Nelson:

We are most pleased to lend our endorsement to your proposed program in Family Life Education in the local school districts. The program outline seems to be very much in keeping with the philosophy of the Council of Churches.

Please let us know if we can be of further assistance to you.

Sincerely,

Mrs. Roy Stocking
Secretary



DEPARTMENT OF EDUCATION

DIOCESE OF OAKLAND
2910 LAKESHORE AVENUE
OAKLAND, CALIFORNIA 94610

TELEPHONE 893-4711

May 22, 1967

Most Reverend Floyd L. Begin
Bishop of Oakland

Right Reverend Monsignor Pearse P. Donovan
Superintendent of Schools

Mr. James Nelson
Project Coordinator
Educational Planning Center
Department of Education
75 Santa Barbara Road
Pleasant Hill, California 94523

Dear Mr. Nelson:

The Department of Education, Diocese of Oakland, would be happy to send its endorsement to the Educational Planning Center for Contra Costa County in its proposal to provide services to local school districts and private and parochial school districts in Family Life Education.

I have read the abstract and budget summary which was sent to this office and foresee in its development a worthwhile contribution to family life in Contra Costa County.

Sincerely yours,

Rt. Rev. Msgr. Pearse P. Donovan
Superintendent of Schools

PPD:fc

California Congress of Parents and Teachers, Inc.
930 Georgia Street, Los Angeles 15, Calif.

Statement

Education to Strengthen the Family

The first concern of the California Congress of Parents and Teachers has always been the welfare of the child, and the strength of the family unit. The congress believes that the arts and sciences of home and family living are best taught to the child and youth by the precept of his own family. Unfortunately for a variety of reasons, not every family is able to do this. Many families in an increasingly mobile population are without roots or ties; economic factors cause many mothers to work outside the home, and the younger children of such families are often cared for by older children; young adults are marrying at earlier ages and starting families in the first years of marriage without preparation for homemaking and parenthood. Many hasty and ill-advised teenage marriages are ending in separation and divorce; there is a climbing divorce rate resulting in one-parent families; there is an alarming rate of school drop-outs and juvenile delinquency.

The child of the inadequate family has little opportunity for knowledge of a better home than that in which he is growing up, unless an outside agency can create for him an image of solid and wholesome family life. The only public agency that reaches most children over a long period of time is the school. The school has many opportunities to assist children to gain a set of values and to acquire practical knowledge which will aid them in establishing secure and stable homes for themselves in later years. This is true whether such education for family living is being offered to reinforce the home training of the strong family, or to substitute for that which the weak family is unable to provide.

Therefore, the California Congress of Parents and Teachers will continue to support a strong coordinated program of home and family living education in the public schools. This program should:

Assist all children to gain a set of values and practical knowledge that will help them establish stable homes for themselves.

Emphasize the importance of the strength of the family for this generation and successive generations.

Be taught by mature, well-qualified teachers.

The California Congress of Parents and Teachers also believes that:

The facilities for training teachers and specialists in home economics and family living should be increased, not curtailed.

The university research program in all aspects of home and family living should be expanded.

Adult education should continue to offer a program which will assist families to maintain the strength of their own homes; place emphasis on parent education, especially for parents of pre-schoolers; and offer training for those in the dual role of wage-earner and homemaker.

The 32nd District PTA Board of Managers recommends to the 32nd District PTA that the following Resolution be adopted and referred to the Councils and Units for implementation.

RESOLUTION ON CURRICULUM AND PROBLEMS RELATED TO SEXUALITY

WHEREAS: Sex education should be a comprehensive, progressive program extending from infancy to maturity, which is planned and executed to produce socially and morally desirable attitudes, practices and personal behavior, and

WHEREAS: Sex education involves bringing to children and youth, ideals, attitudes, and practices that will insure living in a happy family now, and establishing happy families of their own in the future, and

WHEREAS: Sex development, impulses and activities are vital in life and cannot be ignored, and sex education is but one phase of family life education, but a vital one, and

WHEREAS: The school is a powerful agency in the development of healthy habits of living, and of moral values, and may be used to supplement and augment the teachings and training of the parents and religious institutions, and

WHEREAS: Sex education must have space and time allotment in the curriculum and should not be so hidden in another area that it may be ignored or forgotten, or that each child may not receive an educational program at his appropriate maturity level, and

WHEREAS: Understanding the biological background of growing into man or woman must be accompanied by knowledge of what good citizenship demands in sex control and self discipline, and

WHEREAS: The teacher is the most important factor in the success of the sex education program at school, and

WHEREAS: Facts regarding sex are of little value without proper attitudes, standards, and ideals of behavior, and

WHEREAS: Such attitudes should be developed in the home, and from kindergarten through the twelfth grade along with information appropriate to the needs of the primary, intermediate, junior and senior high school youngsters.

BE IT RESOLVED: That the 32nd District PTA, it's Councils and Units, and other interested individuals throughout Contra Costa County, after concurring in the above objectives should:

1. Advise local school people (teachers, administrators, and Board of Education members) that you want this kind (sexuality - family life) of education at appropriate age levels.

2. Seek Board of Education endorsement of the Family Life Education, including Sex Education, Program.

- A. Encourage teachers to develop the teaching materials and methods for giving instruction in Family Life Education.
- B. Provide for "in-service" training of teachers in order that they will be qualified to teach the Family Life Education Program.

3. Encourage other parents and adults to increase their own knowledge of Family Life Education in order that they may relate with children pertaining to Family Life Education.

BE IT FURTHER RESOLVED: That the 32nd District PTA encourage the Councils and Local Units to adopt similar Resolutions supporting and encouraging Family Life Education, including Sex Education.

BE IT FURTHER RESOLVED: That we endorse the position of the California Congress of Parents and Teachers concerning the importance of Family Life Education, including Sex Education and we strongly encourage PTA units throughout the State to implement such education in their local jurisdictions and that the Resolution be forwarded to the State PTA for its meeting in 1967.

11/21/66

Significant Periodical Articles

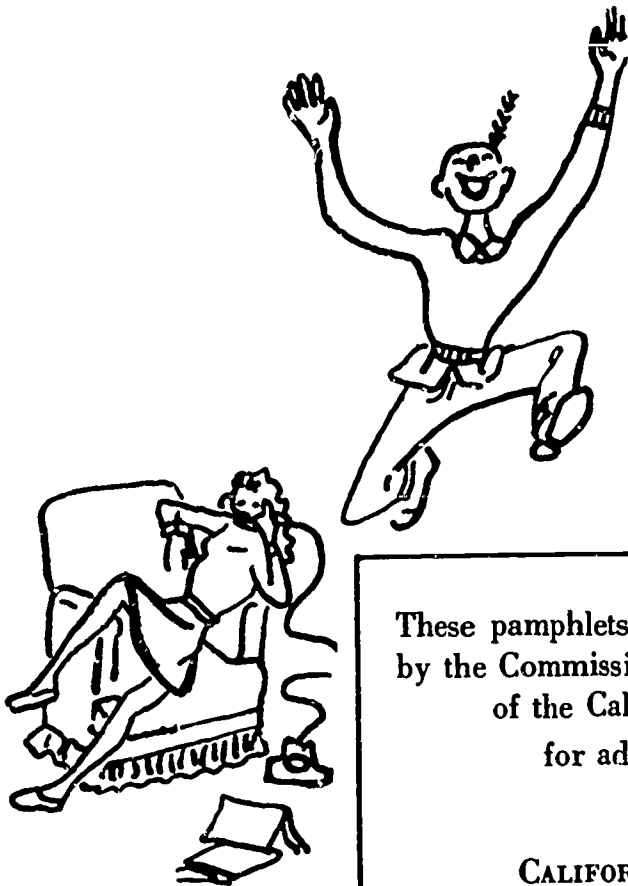
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IT IS IRONICAL that man's sexual drive is at its peak when he can least afford the consequences of that drive, economically, emotionally, or sociologically. To compound the irony, our society, despite its skill in the techniques of communication, seems unable to deal in a forthright manner with the conflict we impose upon the adolescent. We do not sanction his overt sexuality, yet we have no alternative to propose. Mass media present material in a climate of great sexual candor and, in some instances, even in a provocative manner—yet we have not succeeded in reconciling the values implied by these opinion-molding media and the behavior we consider acceptable from adolescents.

The pressures experienced by teen-agers because of their burgeoning sexuality are inescapable. Although there is a tendency to attribute preoccupation with sex and adventurous sexual behavior to the adolescent's drive to free himself from family bonds and assert his independence, this can scarcely be accepted as the chief basis for his behavior. As a matter of fact, sexual behavior which may seem precocious in terms of societal standards is entirely normal when judged by the physiological changes occurring during adolescence.

While we do not permit adolescents to act like adults, we give them strong motivation to stop being children and to be aware of their sexual identity. Teen-age boys are urged to develop self-reliance, to curtail their dependence

on their parents, and to begin to develop manly traits. Girls are expected to abandon their tomboy habits and to cultivate femininity, which, in our society, often means clothes, cosmetics, and hair styles very explicitly aimed at sexual stimulation. Once having pushed our young people into the manner and appearance of maturity, we deny them mature outlets for their sexual drives. Small wonder they are confused, torn, resentful, and ultimately self-defeating.

In many less complicated cultures, elaborate initiation ceremonies mark the transition of puberty. The ritual not only formally acknowledges an end to childhood but often contains the elements of sexual education, and provides significant guidelines for future sexual behavior.

We have no cultural tradition of sexual initiation, nor do we have a uniformly reliable source of sex education. There is the assumption that this function should be carried out in the home, but many parents are admittedly negligent in this respect. It has become a commonplace for parents to shrug off the responsibility for sex education by asserting that their youngsters know more about the subject than they do. This is rarely the case, but since the young people get little by way of information or interpretation from their parents, they acquire it elsewhere: from friends, from mass media, from actual sexual experience.

The truth of the matter is that many parents are ex-

(OVER)

tremely uncomfortable in discussing all matters of sex with their children. These parents should examine themselves to see if their attitude toward sex is completely mature or if they have lingering adolescent doubts, fears, and guilt. Sex education should be a matter of *gradual* education which begins very early in childhood. (See *Bibliography*)

The closest approximation our society offers to puberty rites is the institution of dating, which has traditionally been a realistic compromise between sheltered isolation from sexual contact and full-fledged sexuality. We have felt that dating permitted the teen-agers to develop adult behavioral traits and become accustomed to structured social exposure to the opposite sex without engaging in sexual intimacy. But dating as a safe solution has broken down on several counts. It is no longer a characteristic transitional phase for adolescents but a very bizarre activity into which parents are prematurely pushing pre-teen children. When eleven-year-olds are already "going steady," there is very little to mark the progression to adolescence except going *further*. To aid this impulse to outreach the limits of approved dating, most adolescents have at their disposal automobiles which provide mobile housing for sexual activity as explicit as they choose to engage in.

In short, we do very little to help adolescents meet the standards of behavior we sanction. They are physiologically ready for sex, unremittingly stimulated by the mass media, by the deliberately provocative behavior of the opposite sex, and by the permissiveness of car-borne dating. Parents for the most part exert very little influence to offset these pressures; sometimes they exacerbate them by goading their youngsters in the competitive battle for popularity. The results: an appalling rate of teen-age pregnancies, an untold number of abortions performed on young girls, an increase in the incidence of venereal infection (particularly among teen-agers), early marriages, and school drop-outs.

These are problems of concern to all segments of our society; they are of particular concern to the schools. Teachers and school officials are daily dealing with the problems of the pregnant girl who must leave school to rear her infant and her young groom who must leave to take a job and support his family. The impact of these

happenings extends beyond the young couple and involves all their classmates. In addition, the teacher encounters promising students who are so preoccupied with dating that they have no time for school work, who are up so late each night that they can scarcely remain awake during school hours. At the other extreme is the student who doesn't date and who gets all his gratification through day-dreaming, at the expense of his scholastic performance.

It is obvious that the school has a great deal at stake in the problem of sexual maturation. What role can the teacher play?

The extent to which schools can or should embark on a formal program of sex education is a highly controversial question. Many parents object to what they consider a usurpation of their own role; in some instances the objections are valid and reasoned; in others, they seem irrationally vehement in view of the parents' abdication of the responsibilities of the role they wish to protect.

Even without offering formal instruction in the subject of sex education, the teacher inevitably assumes some responsibility for this subject, either directly or indirectly. The direct interchanges can occur in courses in biology and physiology, in which the teachers can objectively discuss sex as a biological phenomenon. In classes in hygiene, physical education, social studies or civics, comment can appropriately be made on the social implications of illegitimate pregnancy, abortion, and venereal disease, and on the complexity of the demands of the institution of marriage.

Perhaps even more important than what is transmitted directly during classroom instruction is what the teacher can convey to adolescents by indirection. The teacher spends more time with teen-agers than their parents do, and often adolescents can communicate with teachers more comfortably than with their parents. Teen-agers tend to be influenced by those whom they admire and to reject the advice of those to whom they feel hostile. The teacher who can be candid, realistic, and non-judgmental in discussing sex, and who has established sufficient rapport with students so that his attitudes will be well received can make a significant contribution in strengthening the adolescent's sense of personal responsibility for his own behavior and his relationship to others.

The American Medical Association and the National Education Association have joined in the preparation of five excellent booklets which treat this subject in detail and are applicable to various age groups. They are:

PARENTS RESPONSIBILITY—for parents of children of pre-school and early school age.

A STORY ABOUT YOU—for children in grades 4, 5, and 6.

FINDING YOURSELF—for boys and girls of approximately junior high school age.

APPROACHING ADULTHOOD—for both sexes about 16 to 20 years of age.

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Required Health and Family Life Education in the Schools

William W. Herman, MD

Train up a child in the way he should go; and when he is old he will not depart from it.—PROVERBS 22:6.

It is on this Old Testament basis that this communication is being written to bring to the medical profession a subject which is fundamental in our dealing with human beings. This is perhaps the first published report detailing a procedure in which a local medical society has taken a lead in the community to institute a preventive education program. In 1963 a committee was appointed by the Academy of Medicine of Cleveland to investigate the necessity of teaching health and family life in the schools of greater Cleveland. The committee was formed primarily because we are seeing in our practice of pediatrics an increased number of cases of emotional problems manifested by psychosomatic complaints, in contrast to our experience of observing organic illnesses. We are seeing children who complain of abdominal pain, headaches, enuresis, or encopresis; children who become obese; children who develop school phobias or become underachievers even though they possess average or above average intelligence; children who are truant or have dropped out of school; children who have attempted suicide; children who have become delinquent; children who are developing the habit of using various drugs; and children who have helped to increase the venereal disease and illegitimacy rate in our community. We are becoming aware of the fact that many parents, despite advanced formal education, lack proper understanding of their responsibilities in rearing children. And many of the above problems are a result of a poor parent-child relationship.

President Johnson recently commented that a collapse of the family unit is occurring in our society, and he warned that the home structure must be restored and strengthened in suburbia as well as in the slums. When I discussed this problem with the chief justice of the Cleveland juvenile court, he stated that most of the youngsters are there because of neglect, not of their physical well-being or educational progress, but of their need for companionship of their parents, who should have shown their children that they love and respect them as individuals and that they are parents in whom children can have confidence. These sentiments were similarly expressed by the executive director

of one of our leading institutions for emotionally disturbed children.

We are beginning to see homes where neither member of the adult partnership is qualified to be a parent. Although the material needs of their children are provided, frequently to excess, the children are as morally, spiritually, and socially neglected as if they had no parents at all. These children grow up and enter marriage knowing nothing of its responsibilities—financial, moral, or social. What they know about the physical relationship is, for the most part, hearsay and gossip transmitted to them from questionable sources.

It is interesting to note that more instruction in the problems and responsibilities is given applicants for drivers' licenses than is given applicants for marriage licenses. Yet the results and the effects on the children reared in an unhappy home can be more destructive emotionally than the physical trauma from an auto accident. Children who are denied the opportunity of enjoying a normal home life throughout their young years are not going to possess the formula for their proper growth during their preschool and formal school years, and they will not know how to provide for a normal home life for their own children after they are married.

It is a shocking commentary on modern society that the only requirement for marriage is a blood test and a small fee. In the majority of marriages, children will be brought forth into the world who are entitled to have a proper physical and emotional upbringing; yet no knowledge whatsoever of the important vocation of child rearing is needed. A moron can become a parent without preparation or training for the most important responsibility of his life. Most young couples enter marriage with no idea of its demanding requirements. One young mother complained to me the other day that she was annoyed with the fact that she had to feed her 1-month-old infant at 2 AM! Another mother asked if I could arrange the schedule of her young infant's bowel movements so that she would not have to change him during the night because her infant always cried when he had a bowel movement! Many of our battered child syndrome patients and severely mistreated children have been found in the homes of young and emotionally immature parents. We ask, "Where are the children from these delinquent homes going to learn how to establish proper surroundings for their children and thus halt the vicious chain of wrecked lives?" We are able to immunize young children against many infectious diseases, but

From the Department of Pediatrics, Western Reserve University School of Medicine, and St. Luke's Hospital, Cleveland, Ohio. Dr. Herman is a fellow of the American Academy of Pediatrics.

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as pediatricians we must also devise methods to protect them from immature parents with poor ego control and inconsistent child-rearing attitudes. We know that these unstable homes can do as much irreparable harm to the child as an attack of poliomyelitis.

We contend that there is a desperate need for family training for our young people today who will, within a few short years, marry and bring forth a new generation. During the past two years a great deal of interest has been generated by Project Head Start, where it was quickly learned that many of the preschool children were deprived, physically and emotionally, of the love and attention to which they were entitled. After a concerted effort by social workers, psychologists, teachers, and physicians, these children began to blossom intellectually, spiritually, and emotionally.¹ Society long ago should have faced up to the need for family training courses in the schools. But with the "Sputnik era" and the introduction of the "space age" we lost sight of the emotional needs of the common man. Since more and more parents are abdicating their responsibilities, education in the schools is the only way to give the upcoming generation of parents an opportunity to know what it is like to live in a normal home atmosphere. Consequently, we feel that a course in health and family living should be required for all children from kindergarten through the 12th grade.

Modus Operandi

Our initial step in our attempt to interest the schools of greater Cleveland to institute a course on family living consisted of a meeting with the counselors of the schools in this area. We met on Dec 11, 1963, and found that the guidance counselors enthusiastically endorsed the idea of a health and family life education program for the schools. We learned from them that there was minimal information transmitted to our children at various levels, but there was no coordinated program in existence. Even in our more educationally advanced suburbs there was only a minimal program, and there was a feeling of urgency for our program. In some elementary schools, the principals took it upon themselves to give some instruction on sex education, because of their feeling that the knowledge was extremely important, even though no policy had been set by their superintendents or school boards. The counselors warned us that it would be extremely difficult to "break through" a school program, particularly one on family living which would inevitably have to discuss sex education as part of the curriculum.

We were also told that if our committee went directly to the superintendents without surveying the national picture, without engaging the support of the local community, and without a suggested curriculum, we would be doomed to failure. Realizing that this advice was a sincere attempt to help the program, we implemented these suggestions before any attempt was made to approach the leaders in our school systems.

Survey of the National Picture

According to Elizabeth Force of the American Social Hygiene Association, the school is the only institution that can reach almost all children over a long period of time. Many children are not getting the type of family life education at home that will help them because their parents either did not receive such an education or are not equipped to pass it on to their children.²

The Sixth White House Conference on Children and Youth, held in 1957, reflected specific recommendations for including family life education in the schools. Examples of their recommendations are that "the school curriculum include education for family life, including sex education, that family life education be instituted as an integral and major part of public education from elementary school through high school, and that this formal education emphasize the primary importance of family life."

A four-year survey, called the "National School Health Education Study," completed in 1955 and funded by the Bronfman Foundation, revealed that health instruction in schools in the United States is inadequate.³ The extensive study showed that health instruction is virtually nonexistent or totally inadequate in the majority of public schools. A disturbing number of young people exhibit poor health habits and engage in harmful practices without knowledge of their effect on themselves. The number of health misconceptions held by high school seniors was as high as 70%. This report stated that the need for a full-fledged program of health education has never been more urgent, and that improvement could be achieved by the introduction of a crash program or a patchwork approach.

The report further stated that problems currently confronting school personnel include the failure of parents to encourage the practice of health habits the children learned at school; ineffectiveness of instruction methods; inadequate preparation of the staff; parental and community resistance to discussions of sex; venereal disease, which infects more than 250,000 young persons annually; teen-age experiments with alcoholic beverages before graduation and in some cases starting at ages 13 or 14; smoking, which begins between ages 10 and 15; and the fact that 40% of the unwed mothers are between 15 and 19 years of age.

To strengthen the understanding of the need for sex education in the schools, one has to survey the current statistics about our children. In 1964, 180,000 abortions were performed on school-age girls. It is estimated that 50% of all brides of high-school-age boys are pregnant at the time of their marriage. The Communicable Disease Center statistics indicate that syphilis among teen-agers has risen 230% since 1956.⁴

We believe that some of the most significant information and attitudes are gained during the pre-school years. We concur with Shaffer⁵ who states that parents are often incapable of giving correct information to these young children, which points out the need for parent education in the schools and community. Through this education it is hoped that preschool children will receive a better basic knowledge from their parents. Further, by sex education in the schools, those now in school will gain a suitable vocabulary so they can give their future preschool children a good basic understanding. Both of these methods of education should make the role of the school an easier one by eliminating incorrect and inadequate sex education of the young children.

In the July 10, 1966, issue of the *New York Times*, Mary S. Calderone, MD, executive director of the Sex Information Council of the United States, stated that sex education in the schools should not be limited to isolated facts of reproduction. She urges the educators to make youngsters understand that, like learn-

ing to drive a car, dealing with sexuality and human feelings requires more than knowing how to step on the accelerator. She stated further that unless the learner knows how to apply the brakes and how to judge the conditions and the rules of the road, a young person can be a real danger to himself and to everybody else.

In certain schools of the United States such as those in Washington, DC; Roanoke, Va; Los Angeles; Evansston, Ill; and University City, Mo, courses on health and family living are an active part of the required curriculum. Recently the National Association of Independent Schools, totaling 700, voted to give priority to the inclusion of sex education in the instruction of all pupils. In addition, the National Congress of Parents and Teachers in the spring of 1955 authorized a program on sex education in all the schools of this country.

Local Community Support

Continuing with the theme that support of our local welfare agencies is a must in our program, we proceeded to contact individually the executive directors of the Children's Aid Society, the Child Guidance Clinic, Bellefaire (Institution for emotionally disturbed children), Family Health Association, Family Service Association, Jewish Family Service, Cleveland Mental Health Association, Catholic Youth Organization, Cleveland Health Museum, PTA Council of the Cleveland Public Federation, Parent-Teacher Association (PTA) leaders city and county health commissions, and the chief justice of the juvenile court. We were pleased with the response that these organizations gave us. They have been concerned with the proper treatment of disturbed children and families for many years and have many outstanding contributions toward the welfare of many unhappy families. These organizations all agreed that a preventive program such as ours to vital and dynamic and would help to improve almost every facet of the child-parent relationship which is the very essence of pediatrics and in every sense the foundation structure of our civilization.

On June 15, 1955 a public meeting of more representatives from all the participating organizations was held at the Academy of Medicine. One item of the meeting was that a required course on health and family living in the schools would make children who look at home better parents than their own, and that it could have a cumulative effect for past three generations to generations. It was decided that in addition to gathering information a great deal has been accomplished nationally, it would be best to have one of the leading school educators in Cleveland personally experience with such a program in his school system to talk with our group. In the summer of 1954, Carl Hanson, EdD, Superintendent of the Washington, DC, schools kindly consented to accept our invitation. From him we learned that such a program could be incorporated into the curriculum by narrowing other courses that had been taught for years but actually had no real value as compared to the subject of health and family life as it affects the student in his present and future life.

As soon as the news media such as radio, television, and newspapers were informed of our project, we were given their full cooperation. Special radio and television programs were arranged so that members of our committee could relay our thoughts and feelings to the

citizens of greater Cleveland. Since 1953, from the inception of our program, extensive coverage was given in the two daily newspapers, the *Cleveland Plain Dealer* and the *Cleveland Press*, which have a combined circulation of almost three quarters of a million people. Through news releases and a series of articles and editorials, the importance of family life education in the schools was expounded. A total of 20 articles appeared in these newspapers. Lectures to the Women's City Club, Woman's Auxiliary to the Academy of Medicine, and selected PTA Council leaders were given.

Outline of a Suggested Curriculum

It was felt that we should have a basic outline to present to the superintendents of the schools to better illustrate our ideas. The following attempts to present points of discussion we feel are important in preparing our youth for a better understanding of their physical and emotional growth and in helping the individual develop a respect for himself, his family, and all other people.¹⁷

1. Mental Health
 - A. Understanding oneself
 - B. Basic needs
 - C. How needs are met
 - D. Growth and development
 - E. Evaluating your personality
 - F. The role of work
 - G. Leisure time
2. Physical Health
 - A. Structure and function of the body
 - B. Care of the body
 - C. Physical fitness
 - D. Prevention, control, and care of diseases
 - E. Types of stress—alcohol, smoking, drugs, venereal disease
 - F. First aid
 - G. Attitudes toward safety
3. Marriage and Family Living
 - A. The family—basic unit of our society; general purposes; special purposes; present day families and earlier families; types of homes; responsibilities of family members
 - B. Making and keeping friends—attitudes and behavior which help to make and keep friends
 - C. Dating—types of dates; purpose of dates; etiquette of dating; party making; behavior on dates; drinking and eating; advice for boys and girls to avoid trouble
 - D. Family understanding—causes of conflict; responsibilities of parents; mutual-respect philosophy; pathogenic behavior—most by parents in the form of over-submission, overprotection, perfectionism, neglect, overindulgence, distrust, punitiveness, battered child syndrome
 - E. Choosing a mate—reasons for marrying; factors which enhance a marriage; enemies of marriage; endearing qualities desirable in a successful marriage; signs for marriage
 - F. Engagement—purpose; danger signals during engagement; preparation for marriage
 - G. Marital adjustment—compromises are necessary; areas requiring adjustment: financial, in-laws, sex relationships, social activities, religious life, training and disciplining of children; quarreling; divorce and separation; approaching parenthood
 - H. New parents and emotional growth of children—needs of children; sense of proportion is important in child training
 - I. Discipline and guidance in child development—lack of control means trouble for a child
 - J. The second baby—problems with first child when second child arrives

K. The successful family—a happy child is a product of a happy home; parents should offer love, interest, and companionship; family pride; family cooperation.

Meetings With Local School Administrators

Having prepared ourselves as the school councils had suggested in our original meeting with them, we were now ready to meet with the superintendents of the schools and members of the school boards of our community. On June 9, 1965, a letter was sent from the Health Council of the Cleveland Welfare Federation to all superintendents of schools of greater Cleveland urging that a family life education program be instituted from the kindergarten through the 12th grade as suggested by the Cleveland Academy of Medicine. Our next approach was to contact each superintendent individually, 29 in all, and thus allow for an interchange of ideas. From the fall of 1965 until the end of the school year, all the superintendents were contacted either in person or by telephone. We were warmly received, and an enlightened and enthusiastic response was shown by these educators. It was quite obvious that our preparation about the national scene and the wholehearted support of our local community had preceded us. We were asked to address the South Euclid-Lyndhurst School Board and the Cleveland Board of Education. During this period of several months, the interest in the community had reached a high point as newspaper articles on family living reached the front pages of papers in our city.

Some of the school leaders had expressed some of their apprehensions, such as (1) the subject of sex had been taboo for years, (2) parents felt that family living should be taught in the home, (3) school curriculum had been emphasizing reading, writing, arithmetic, and science for years, leaving little time for new subjects. However, after our interviews with the school leaders, we were able to convince many of them that the status of health must be elevated to its proper position in the curriculum if our children are to grow up to be educated and healthy individuals.

A survey of the schools in greater Cleveland this spring revealed that 11 school systems are already making definite changes in their curriculums so that our program will be incorporated in the very near

future. Most of the remainder of the schools promised such a study. However, there are a few school systems that seem reluctant to make any changes even though the problems of their communities are extremely grave.

We were invited to participate in the actual planning of the curriculum on health and family living in several of the school systems. This summer the Greater Cleveland Association of Superintendents is meeting in special session to discuss this entire subject and how best to implement health and family living courses in all the schools. Further indication of the appreciation of school officials toward our interest in this problem was expressed by Alan Shankland, the executive secretary of the superintendents' association, when he stated, "I feel that I speak for the schools in the Cleveland area when I say thank you for the expenditure of time and thought that you have displayed with the sole desire to help youngsters grow into better and more happy adults" (written communication, May 11, 1966).

Benefits

The most difficult part of the program is to evaluate in an exact manner the benefits resulting from such an endeavor. However, if we have made any progress in this world, it has been on the basis of education. Consequently, we should feel that as each school year passes, we have helped our children to understand their own health and the role they will play as the future parents of our country. Any improvement in the many facets of the child-parent relationship will be worth all our efforts. The effort must be continuous and enduring and always aimed at a new group of students. Perhaps we can best express our own feelings by quoting President Woodrow Wilson. When someone in his presence deprecated religion as a moral force among men because of the many amoral influences readily observed in the actions of human beings, he countered by saying, "But think how bad things might be without the moral restraint of any religion at all."

Members of the committee who participated in this investigation included A. Virginia Barker, MD; Charles J. Cento, MD; Harold C. Epstein, MD; Ralph J. Fintz, MD; Bruno Gebhard, MD; William W. Herban, MD, chairman; Howard H. Hopwood, Jr., MD; Carl G. Opaskar, MD; and Herbert L. Winograd, MD.

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THE BUCOLIC ANATOMIST.—My livestock have taught me how small communities of bullocks and of sheep organize themselves into self-contained societies, their social sense being superior to that prevailing in most human societies. Bullocks, however, have certain unmannerly habits. There are sheltered nooks in the fields which they turn into habitual bedrooms; their bedrooms are also their privies, and so while small parts of the fields become overmanned the greater parts are starved. It has been my occupation, these ten years past, to bring about a fairer distribution of manure—in brief, I have to play the part of bedroom-maid to my bullocks.—Keith, A.: *An Autobiography*, London: Watts & Co., 1959, p 3.

It Starts in the Classroom

THE PUBLIC RELATIONS NEWSLETTER FOR CLASSROOM TEACHERS

February 1967

Teaching Touchy Subjects

What is a touchy subject? It is a topic or problem on which there are strong differences of opinion. It is a subject which, when discussed or studied in the classroom, may set a match to explosive feelings on the part of parents and to some organized community groups. Though the touchiness of subjects varies from locale to locale and from time to time, the following topics may, in your community, be potential tinder boxes, if the public relations aspects of teaching them are not handled skillfully and with understanding: sex education, communism, civil rights, religion, the war in Vietnam.

Why teach these subjects if they are loaded with PR problems? First, because they are often impossible to avoid. These topics do enter naturally into classroom discussion of other subjects. More important, because the exploration of controversial issues gives students deeper understanding of the topics being studied and also gives them valuable experience in:

Dealing with issues that are unresolved.

Exchanging ideas with those who may disagree with the student's beliefs.

Keeping the channels of communication open among those who disagree.

Developing a dispassionate and factual approach to the analysis of controversial issues.

Appreciating and respecting opinions and values different from their own.

SOMETIMES YOU CAN'T WIN

The constitutional ruling on religion in the public schools has produced some odd PR problems for teachers and administrators. The U.S. Office of Education magazine American Education reports the following incident:

'As an example of how hard it is to please everyone, one principal cited the case of a Jewish mother whose children were in a school which had discontinued its Christmas program. This mother ruefully confided to the principal her regret that her children had lost their chance to learn the carols they don't hear at home.'

SOME DOS AND DON'TS

Free discussion of current topics is the heart and soul of the democratic process. Teachers must be free to discuss controversial issues and to teach the skills needed for intelligent study of issues, says the NEA's Commission on Professional Rights and Responsibilities. Yet it is important to establish some ground rules for exploration of subjects that, unless taught with skill, can become too hot to handle. Here are some approaches that have proved successful:

- Select a topic that is within the emotional and intellectual capacities of the class.
- Show consideration for the feelings of the students; when feelings run high, stop the discussion and continue it another time.
- When tension threatens, tact is more effective than the encouragement of open conflict; however, there may be times when a resolute stand on the part of the teacher supports the cause of open and realistic study of a problem.
- Involve the students themselves in establishing some of the rules for class study of touchy subjects. For example, when presenting facts, sources should be cited...no name calling should be allowed... no one person should be allowed to dominate the discussion.
- See that all sides of the subject are fairly presented.
- Help the students to separate fact from opinion.
- Don't allow students (or yourself) to generalize on insufficient data.
- Provide adequate and appropriate materials for the presentation of all points of view, and encourage the students to read widely on the subject and bring to class reports on what they have read.
- Allow adequate time to develop the topic effectively.
- Employ such techniques as role playing, case studies, debate, panel discussion, problem solving.
- Encourage students to come to some conclusion on the issue, after all sides have been fairly presented and fully discussed. Open-mindedness and willingness to change a conclusion, however, should be recognized by the students as essential to critical thinking.
- Avoid the temptation to indoctrinate students with your own philosophy. You should feel free, when asked, however, to state your own opinions, as long as you clearly identify them as such.
- Establish a classroom climate conducive to freedom of expression on all topics, not just on controversial ones. If students are accustomed to open discussion and are not afraid to express their opinions on other subjects, they will be more comfortable when touchy subjects are tackled.

SEX EDUCATION AND PARENT PROTESTS

Even though parents today are deeply concerned about their children's sex knowledge and behavior, some of them rise in righteous anger when sex education becomes part of the school curriculum. How are teachers and other school personnel to cope with these parent protests? Schools that have introduced sex education into their programs have found that good planning is essential to good PR. Helen Manley, executive director of the Social Health Association of Greater St. Louis, says that two policies cannot be overemphasized:

1. The community must be ready for whatever program is initiated.
2. The parents must be informed constantly.

Parents should be invited to view the films, books, and other teaching materials which the students will use, and should know exactly what is going on, according to Miss Manley. This gives them the opportunity to make suggestions and dispels fears and doubts. It also helps them correlate the home and school information. A "citizen faculty" or advisory committee, involved in every stage of planning the sex education program, can be a strong force in quieting parent protests.

A panel discussion was held in Adams Center (N.Y.) Central School District, as part of a carefully planned program of sex education. The panel was made up of three students, three parents, a moderator, and an experienced family counselor. The public was invited. The discussion lasted two hours and was tape recorded. The nurse and the school physician, who gave the course, reported that they picked up many points from the discussion, were able to reassure parents, and learned student reactions to the course. When one worried parent asked: "Didn't the course increase youngsters' interest in sex instead of decreasing it?" a student replied, "I don't think so. Most of us are less sex conscious now. We have a more balanced view." Another student commented, "I don't hear as many smutty jokes around the lockers as I used to," and the family counselor replied, "That's because people don't make fun of facts ...they accept sex as a normal part of life after they've learned about it in a wholesome way." One parent reported that his family felt closer together as a family as a result of the course. The complete story of this school system's experience with sex education was reported in the Journal of School Health, April 1962.

In spite of the most careful preparation, some parents and citizens who do not understand the program, or whose personal attitudes are warped, may complain or may try to sabotage the program. When this occurs, the teacher or administrator can give the parent an opportunity to sound off in a personal conference. He can explain to the parent how important it is for the child to know all the facts rather than face life problems blindfolded. He can encourage the parent to attend a meeting of the citizen advisory council--where he will see for himself that other parents approve the program. If all these methods fail, the children of protesting parents can be excused from the sex education program.

"What Parents Should Know About Sex Education in the Schools," an informational folder published by the National Education Association, has helped many teachers talk with parents on this touchy topic. It tells why sex education is a proper function of the schools, how it is taught, its advantages, and attempts to allay some parent fears about such an educational program. Available from Publications-Sales Section, NEA, 1201 Sixteenth St., N.W., Wash., D.C. 20036. 25 for \$1.

Policy Statement

A POLICY STATEMENT ON SEX EDUCATION

(Adopted by the State Board of Education on January 4, 1967)

Sex education is a responsibility which should be shared by the home, church, and school. The State Board of Education and the State Department of Education support the philosophy that each community and educational institution must determine its role in this area. Therefore, the State Board of Education recommends that each Local Board of Education make provisions in its curriculum for sex education programs.

Sex is a major aspect of personality. It is intimately related to emotional and social development and adjustment. Being boy or girl, man or woman, conditions one's sense of identity, ways of thinking and behaving, social and occupational activities, choice of associates, and mode of dress. Sex cannot be understood simply by focusing on physiological processes or classifying modes of sexual behavior. Human sexuality--the assumption of the individual's sex role--can best be understood by relating it to the total adjustment of the individual in his family and society.

The primary purpose of sex education is to promote more wholesome family and interpersonal relationships and, therefore, more complete lives. It is not a subject that lends itself readily to "lecturing" or "telling." An approach which encourages open discussion and solicits the concerns of the individual is needed to help young people develop appropriate attitudes and understandings regarding their sex roles. This approach is possible if parents, clergy, teachers, health personnel and others responsible for the education of children are informed and secure in their own feelings about sex.

Sex education is a continuing process throughout life and therefore must be planned for during the entire school experience of the child. Schools are important agencies in the development of healthy habits of living and moral values. Therefore, the Department of Education recommends that appropriate programs in sex education be developed by educational institutions cognizant of what is desirable, what is possible and what is wise.

PROFESSIONAL PREPARATION

In-Service Training

Consultants

Professional Book List

Professional Magazines

Resource Information

Curriculum Guides

IN-SERVICE TRAINING IN FAMILY LIFE EDUCATION
(Suggested Programs)

I. Objectives of In-Service Training in Family Life Education:

- A. Help teachers meet the changing educational demand for this subject specialty.
- B. Enhance the skill, knowledge, and understanding in the area of Family Life Education.
- C. Contribute to the professional growth of the teacher.
- D. Provide confidence and security in dealing with the subject matter.

II. Steps to Develop In-Service Training Programs:

- A. Joint participation of school administrators and teachers in planning the program.
- B. Identify the local needs for Family Life Education.
 - 1. The community and the schools should identify the needs and responsibilities.
 - 2. The requirements of teachers should be clearly identified.
- C. Provision should be made for a continuous process of planning and evaluation.

III. Types of In-Service Training Programs:

- A. Summer Institutes with limited enrollment. (Time and Money Considerations)
 - 1. Time - one or two weeks.
 - 2. Participation could result in college credit or payment, or both.
 - 3. Location (on college campus, a camp live-in, or use of school district facilities.)

In-Service Training In Family Life Education (cont'd)

B. Example of a Summer Institute Program: (General)

1. Morning Session (Content)
 - a. Speaker on development of a course of study.
 - 1) to identify content areas
 - 2) objectives
 - 3) identification of evaluation techniques
 - b. Discussion groups with group leaders and resource persons.
2. Afternoon session (methodology)
 - a. speaker(s)
 - b. panel discussion
 - c. classroom visit, or model class demonstration
 - d. evaluation
 - e. review of instructional aids

C. Example of Summer Institute Program: (Specific)

1. Morning Session (content)
 - a. keynote speaker
 - b. audience reaction to speaker
 - c. task groups:
 - 1) purpose:
 - a) to develop course of study
 - b) to prepare curriculum guides
 - 2) organization: (grouped by grade level of instruction: K-6, 7-9, 10-12, and adult)
 - 3) consultants assigned to each group to serve as resource person.
2. Afternoon Session (methodology)
 - a. speaker
 - b. audience reaction to speaker
 - c. methodology exercises:
 - 1) demonstrations at grade level in classroom setting
 - 2) variety of teaching methods illustrated (discussion, illustrations, films, evaluation by student)
 - 3) review of instructional materials at various grade levels (critical analysis of: text books, films, pamphlets, transparencies, records, filmstrips, tapes, models, etc.)

D. Example of District Workshop with Limited Enrollment: (Time and Money Considerations)

1. Time (week-end, weekly meetings, etc.)
2. Participation could result in college credit or payment, or both.

In-Service Training In Family Life Education (cont'd)

3. Location (on college campus, use of school district facilities, retreat, etc.)

E. Example of Two-Day Workshop: (Specific)

1. Morning Session - 1st Day
 - a. keynote speaker
 - b. group discussions with consultants:
 - 1) family life education objectives based on district needs
 - 2) evaluation of course content
 - 3) investigate the manner of introduction of the program to the district.
2. Afternoon Session - 1st Day
 - a. principal speaker
 - b. audience reaction to speaker
 - c. student panel
 - d. display instructional materials (textbooks, films, pamphlets, transparencies, records, filmstrips, tapes, models, etc.)
3. Morning Session - 2nd Day
 - a. keynote speaker
 - b. audience reaction to speaker
 - c. parent panel
4. Afternoon Session - 2nd Day
 - a. demonstration classroom (classroom technique and student dialogue)
 - b. audience evaluation of student responses
 - c. teacher panel (discussion of well-established programs and sharing techniques and materials)
 - d. audience reaction
 - e. teaching materials on display
 - f. evaluation of workshop

IV. Major Advantages of In-Service Training Programs:

1. Concerned with needs and problems of participants.
2. Participants develop professionally.
3. Participants have the opportunity to contribute to educational goals.
4. Provides practical and competent assistance to teachers.
5. Provides practical approach to Family Life Education problems.
6. Furnishes stimuli for continued professional growth.
7. Materials and ideas useful to school situations are presented.

Consultants

CONSULTANTS*

Family Life Education

NATIONAL EXPERTS

Dr. Carlfred B. Broderick, College of Human Development - S-110, Penn State University, University Park, Pa. 16802. Home Phone: 814-237-7722, Business Phone: 814-865-0312

Areas of specialty for in-service training or curriculum development:
Sex Education, Dating and Courtship, Principles of Family Interaction.
(Previous work with Anaheim School District and Napa County.)

* * *

Dr. Deryck D. Calderwood, Temporary Address: P. O. Box 275, Saratoga, Calif. 95070. Home Phone: 867-4445. (Beginning Nov. 1, 1967, he will be a staff member of SIECUS in New York but traveling from time to time.)

Areas of specialty for in-service training or curriculum development:
Curriculum content for the various grade levels. Training sessions for teachers, counselors, administrators who will be involved in sex education and family life programs.

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Evelyn Millis Duvall, Ph.D. (Mrs. S. M.), Elon College, North Carolina 27244 (September, 1967 through June 1, 1968).

Areas of specialty for in-service training or curriculum development:
Child and Adolescent Development (Ph.D. in Human Development, University of Chicago; wide writing in the field; teachers' workshops and curriculum conferences in family life education, sex education, and related areas in state, county, city, national and international settings.) Methods and Materials for Family Life Education in the Schools. (Further biographical data in American Men of Science; Who's Who; Who's Who of American Women.)

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Dr. Robert J. Havighurst, Professor of Urban Education, School of Education, Fordham University, 302 Broadway, New York, New York 10007. (Sept. 12, 1967 to June 12, 1968)

Areas of specialty for in-service training or curriculum development:
Developmental Tasks of Adolescents; Deviant Behavior in Adolescence; Changing Values of Youth; The Counseling of Adolescent Girls; Early Marriage among Girls; The Development of Social Responsibility.

* * *

* Each consultant has authorized his name to be included on this list.

CONSULTANTS (cont'd)

Dr. Lester A. Kirkendall, 3303 Tyler Street, Corvallis, Oregon 97330.
Home Phone: Pl 3-7263; Business Phone: Pl 4-3172.

Areas of specialty for in-service training or curriculum development:
"Any of the family life areas particularly from the standpoint of in-service training. I have been giving much of my time to the sex education and the formation of facts of family life instruction. I have given relatively little time to the economic or child-rearing aspects of the family and so would not regard myself as particularly competent in dealing with these topics."

* * *

Judson T. Landis, Ph.D., Professor Family Sociology, Research Associate, Institute of Human Development, University of California, Berkeley, California 94720.
Home Phone: LA 4-3340; Business Phone: Th 5-6000, Ext. 3744 or 3635.

Areas of specialty for in-service training or curriculum development:
All aspects of family life education. (You may list me as a consultant but I would have very little time to take part in your in-service training program.)

* * *

(Mrs.) Eleanore B. Luckey, Ph.D., Department of Child Development and Family Relations, School of Home Economics, University of Connecticut, Storrs, Connecticut 06268.

Areas of specialty for in-service training or curriculum development:
Have worked with several proposals of this kind and am extremely interested in them.

* * *

Edward J. Rydman, Ph.D., American Association of Marriage Counselors, 3603 Lemmon Avenue, Dallas, Texas 75219. Home Phone: Ad 9-1297.

Areas of specialty for in-service training or curriculum development:
*Visiting Professor - Marriage and Family, So. Methodist University,
Executive Director - American Association of Marriage Counselors.
For 12 years Executive Director Planned Parenthood of Dallas and
Planned Parenthood of Columbus, Ohio. Private Practice - Marriage
Counseling and Family Therapy. Chairman - Dallas Council for Family
Life Education.*

* * *

Dr. and Mrs. David Treat, 1201-186 Sycamore Terrace, Sunnyvale, California 94086. Home Phone: 241-9999; Business Phone: 292-3141, Ext. 721
(San Jose H. D. part-time)

Areas of specialty for in-service training or curriculum development:
Reproduction Education and Sex Education. Specialty-interpreting use of films and the Dickinson Models. Consultant for the San Jose Unified School District's month long Workshop (June 26-July 21). (Because of time limitations we believe we should be called on for in-service training rather than curriculum development. However, on short, one-day basis, I might be of some service on curriculum.)

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CONSULTANTS (cont'd)

STATE EXPERTS

Evelyn Miller Berger, Ph.D., 315 - 14th Street, Oakland, California 94612. Home Phone: 658-5028; Business Phone: 893-3483 (East Bay Psychological Center)

Areas of specialty for in-service training or curriculum development:
Interpersonal Relationships in the Family. Marriage: Preparation, Personality Adjustment, etc. Parent-Child Relationships. Teenage Development, Problems.

* * *

(Mrs.) Sally R. Williams, Coordinator, Family Life and Sex Education Program
13251 Safford Street, Garden Grove, California 92640 (home)
Phone: (714) 534-3552. Instructional Services Office, 2360 W. LaPalma,
Anaheim, California 92801 (Bus.) Phone: (714) 772-0080.

Areas of specialty for in-service training or curriculum development:
Family Life and Sex Education Program Design; Family Life and Sex Education Curriculum Development, Kgn - 12; Teacher Training - secondary level; Community Preparation for Implementation of Family Life and Sex Education. (Experienced in community preparation, planning and directing teacher training workshop, teaching college course work for teacher preparation, content, materials and methods; designing programs; writing course outlines in detail. Board member of the Sex Information and Education Council of the United States; President of the Orange County Coordinating Council for Strengthening Family Life.)

* * *

Mr. Stuart Loomis, Assoc. Professor of Education and Counseling, School of Education, San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132. Home Phone: 921-7913; Business Phone: 469-1058 or 1479.

Areas of specialty for in-service training or curriculum development:
Drugs and The Search for Openness; Personal Identification And The Costumed Self; The Varieties of Love and Sex; Home Leaving. (These are samples of the ideas I would be willing to discuss.)

* * *

LEADERS IN COMMUNITY

Mrs. Evelyn N. Bachelor, 1039 Buchan Drive, Lafayette, California 94549.
Home Phone: 939-6116; Business Phone: 935-6750.

Areas of specialty for in-service training or curriculum development:
Curricular Development - K-12; Teacher Training - Family Life Education - K-12; Community Involvement Re: Initiating Program Development; Teacher preparation for Adult Education. Available as a speaker, also.

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CONSULTANTS (cont'd)

Mrs. Lucille M. Freuler, 12 El Pulgar Road, Orinda, California 94563.
Home Phone: 254-0237; Business Phone: 935-2800.

Areas of specialty for in-service training or curriculum development:
(1) *Field Work Supervisor (instructional) University of California, Berkeley. Taught Marin College, Santa Rosa College and University of So. Carolina extension. Experienced teaching adults.*
(2) *MA in counseling Psychology. ACSW in Social Welfare California Registered, Licenseable to do Child, Family and Marriage Counseling. (Have been active in Family Life Education in several agencies; numerous contacts Contra Costa County. Extensive special training in staff development and community organization.)*

* * *

Mrs. Dorothy J. Jongeward, 487 Malaga Way, Pleasant Hill, California 94523.
Home Phone: 935-1992.

Areas of specialty for in-service training or curriculum development:
Human relationships; Teacher and Parent Education in Family Living and Sex Information; Curriculum development at all levels; Establishment of goals, purposes, and methods at all levels in family life education and sex information. (I worked as consultant to the Pine Hollow Intermediate School. Have taught for the University of California Extension: Teaching Family Living, Family Life Education, and Issues in Family Living Education. In-serviced graduate students in school nursing at San Francisco State College and participated in numerous workshops and lectured in the area of marriage, sexuality and the family. Have conducted workshops for young people. My approach is an integrated one toward sound physical and mental health.

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Mrs. Jane Krigin (Mrs. Walter), 1218 Treat Lane, Concord, California 94521.
Home Phone: 685-5635; Business Phone: 682-8000.

Areas of specialty for in-service training or curriculum development:
I feel qualified to assist in the elementary curriculum development, in-service training for teachers and parent classes.

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Mr. Robert J. Ehrlich, 2379 Overlook Drive, Walnut Creek, California 94598.
Home Phone: 935-5727; Business Phone: 935-6750.

Areas of specialty for in-service training or curriculum development:
Curriculum Development For Program 9-12; Teacher Training For Program 9-12; Consultant for Community Involvement in Initiating Program; Curriculum Development For Adult Education Program; Teacher Training For Adult Education Program.

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CONSULTANTS (cont'd)

Mrs. Carolyn J. Harris, 2618 Buenos Aires Court, Walnut Creek, California
Home Phone: 939-6727.

Areas of specialty for in-service training or curriculum development:
Reproduction and Prenatal Development. Family Finance and Consumer Economics.

* * *

Community Leaders, Alameda County

Mrs. Rita M. Hose, 5663 Coldwater Drive, Castro Valley, California 94546
Home Phone: 538-3418; Business Phone: 836-2622

* * *

Mrs. Betty Wilson, 1941 Gouldin Road, Oakland, California 94611.
Home Phone: 654-2658; Business Phone: 841-1422.

Areas of specialty for in-service training or curriculum development:
In-service training: Organized and carried out a workshop for teachers in the Spring of 1967. Evaluations were positive. In role of co-ordinator for Family Life Education in the Berkeley Schools last year, I worked with teachers at Eighth, Tenth and Twelfth Grade Levels. Curriculum Development: Developed and taught from courses of study on Eighth, Tenth and Twelfth Grade Levels. (I seem to have success in developing rapport with students and in utilizing the group dynamics approach in the teaching of Family Life Education. Long and varied experience in group work.

* * *

Mr. Don Oakes, Director of Secondary Education, Hayward Unified School District,
P. O. Box 5000, Hayward, California 94544. Home Phone: 582-7595;
Business Phone 538-6100, Ext. 338.

Areas of specialty for in-service training or curriculum development:
Justification of need for Family Life Education; Community Organization; Organization of the program; Teacher preparation; Administration and evaluation.

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Professional Book List

PROFESSIONAL BOOK LIST

Author	Title	Publisher	Date	Unit Price
Amstutz, H. Clair	GROWING UP TO LOVE Rev. ed.	Herald	1966	\$1.00 pap.
Ashley Montagu, M. F.	HUMAN HEREDITY (Signet T2362) Rev. ed.	New Am. Lib.	n.d.	0.75 pap.
	also: 2nd. ed.	World	1964	6.50
Atkinson, Ronald F.	SEXUAL MORALITY	Harcourt	1966	4.50
Ausubel, D. P.	THEORY AND PROBLEMS OF ADOLESCENT DEVELOPMENT	Grune	1954	8.50
Bailey, Sherwin	SEXUAL ETHICS	Macmillan	1963	1.45 pap.
Bassett, Marion	A NEW SEX ETHICS AND MARRIAGE STRUCTURE DISCUSSED BY ADAM AND EVE	Foresight	1961	4.00
Beck, Lester F.	HUMAN GROWTH	Harcourt	1949	3.50
Bernard, Jessie and others	DATING, MATING AND MARRIAGE TODAY	Ar o	n.d. n.d.	3.50 & 2.00 pap.
Bertocci, Peter A.	THE HUMAN VENTURE IN SEX, LOVE, AND MARRIAGE	Assn. Press	1949	2.95
Bieber, I. and others	HOMOSEXUALITY (V291)	Vintage	n.d.	2.45 pa
	also:	Basic Books	1962	10.00
Blaton, Smiley	LOVE OR PERISH	Fawcett	n.d.	0.60 pap.
Blitsten, Dorothy	THE WORLD OF THE FAMILY	Random	1963	4.50
Blood, Robert O.	MARRIAGE	Free Press	1962	6.95
Blood, Robert O. and Wolfe, Donald M.	HUSBANDS AND WIVES	Free Press	1960	5.95 & 2.45 pap.
Bossard, James H. S. and Boll, E. S.	ONE MARRIAGE, TWO FAITHS	Ronald	1957	4.00
Bossard, James H. S. and Boll, E. S.	WHY MARRIAGES GO WRONG	Ronald	1958	4.00
Bowman, Henry A.	MARRIAGE FOR MODERNS 5th ed. text ed. teacher's manual	McGraw-Hill	1965	11.50 8.50 1.50

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Caldwell, Edson and Mahler, Clarence	GROUP COUNSELING IN THE SECONDARY SCHOOLS	Science Research Assoc.	1961	\$1.50 pap.
Calhoun, Arthur W.	A SOCIAL HISTORY OF THE AMERICAN FAMILY 3 Vols.: Vol. 1, Colonial period; Vol. 2, From Independence through the Civil War; Vol. 3, From 1865 to 1919.	Barnes & Noble	1960	3.95 ea.
Callwood, June	LOVE, HATE, FEAR, ANGER AND THE OTHER LIVELY EMOTIONS	Doubleday	1964	3.95
Candland, Douglas K.	EMOTION: BODILY CHANGE	Van Nostrand	1962	1.95 pap.
Caplovitz, David	THE POOR PAY MORE: CONSUMER PRACTICES OF LOW-INCOME FAMILIES	Free Press	1963	5.50
Cassara, Beverly B., ed.	AMERICAN WOMEN: THE CHANGING IMAGE	Beacon	1962	3.95
Cavan, Ruth S.	AMERICAN FAMILY 3rd ed.	Crowell	1963	6.50
Cavan, Ruth S.	MARRIAGE AND FAMILY IN THE MODERN WORLD 2nd. ed.	Crowell	1965	4.25 pap.
Christensen, Harold T.	HANDBOOK OF MARRIAGE AND THE FAMILY	Rand McNally	n.d.	17.50
Coleman, James S.	THE ADOLESCENT SOCIETY	Free Press	1961	7.50
Collier, J.	THE HYPOCRITICAL AMERICAN	MacFadden	1964	0.50 pap.
Crawley, Lawrence Q. and others	REPRODUCTION, SEX AND PREPARATION FOR MARRIAGE	Prentice-Hall	1964	5.95; 2.95 pap.
Cronbach, Lee J.	ESSENTIALS OF PSYCHOLOGICAL TESTING 2nd. ed.	Harper	1960	8.75
Cuber, John F. and Harroff, P. B.	THE SIGNIFICANT AMERICANS: A STUDY OF SEXUAL BEHAVIOR AMONG THE AFFLUENT	(Appleton) Meredith	1965	4.95
Davis, Maxine	SEX AND THE ADOLESCENT	Dial	1958	6.00
DelliQuadri, Fred ed.	HELPING THE FAMILY IN URBAN SOCIETY	Columbia	1963	4.00
De Martino, Manfred F., ed.	DREAMS AND PERSONALITY DYNAMICS	C. C. Thomas	1959	10.50

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Dinkmeyer, Don and Dreikurs, Rudolf	ENCOURAGING CHILDREN TO LEARN: THE ENCOURAGEMENT PROCESS	Prentice-Hall	1963	\$6.60
	text ed.:			4.95
Doniger, Simon L. ed.	BECOMING THE COMPLETE ADULT	Assoc. Press	1962	4.50
Driver, Helen I. and others	COUNSELING AND LEARNING THROUGH SMALL GROUP DISCUSSIONS	Monona	n.d.	7.00
Duvall, Evelyn M. and Hill, Reuben L.	BEING MARRIED	Assoc. Press	1960	4.95
Duvall, Evelyn M.	IN-LAWS PRO AND CON	Assoc. Press	1954	4.95
Duvall, Evelyn M. and S. M. eds.	SEX WAYS - IN FACT AND FAITH	Assoc. Press	1961	3.95
Duvall, Evelyn M.	WHY WAIT 'TILL MARRIAGE	Assoc. Press	1965	2.95
	Catholic ed.:			2.95
Edwards, Allen L.	TECHNIQUES OF ATTITUDE SCALE CONSTRUCTION	Appleton	1957	4.50
Ellis, Albert	THE AMERICAN SEXUAL TRAGEDY rev. ed.	Stuart	1962	5.00
Erikson, Erik H., ed.	THE CHALLENGE OF YOUTH	Doubleday	n.d.	1.45 pap.
Ets, Marie Hall	THE STORY OF A BABY	Viking	1939	4.00
	lib. bdg.:			3.77 net
Farber, Bernard	FAMILY ORGANIZATION AND INTERACTION	Chandler Pub.	1964	7.00
Farberow, Norman L., ed.	TABOO TOPICS	Atherton	1963 1966	4.50; 1.25 pap.
Faris, Robert E. L.	HANDBOOK OF MODERN SOCIOLOGY	Rand McNally	n.d.	17.50
Felsen, Henry Gregor	LETTERS TO A TEENAGE SON	Dodd	1962	3.00
Filas, Francis L.	SEX EDUCATION IN THE FAMILY	Prentice-Hall	1966	3.95
Fishbein, Morris and Burgess, Ernest W. eds.	SUCCESSFUL MARRIAGE Rev. ed.	Doubleday	1955	6.95

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Fitzsimmons, Cleo	CONSUMER BUYING FOR BETTER LIVING	Wiley	1961	\$9.95
Fletcher, Joseph F.	SITUATION ETHICS: THE NEW MORALITY	Westminster	1966	3.95; 1.95 pap.
Fodor, John T. and Dalis, G. T.	HEALTH INSTRUCTION: THEORY AND APPLICATION	Lea & Febiger	1966	6.50
Ford, Clellan S. and Beach, Frank A.	PATTERNS OF SEXUAL BEHAVIOR (K 128S)	Ace Books	n.d.	0.50 pap.
Friedan, Betty	THE FEMININE MYSTIQUE	Norton	1963	5.95
Friedenberg, Edgar Z.	THE VANISHING ADOLESCENT	Dell	1962	0.50 pap.
Fromm, Erich	THE ART OF LOVING lib. bdg.: (CNI): also: (H2563)	Harper Bantam	1956 1963	3.50; 3.27 net; 1.25 pap. 0.60 pap.
Fromme, Allan	THE ABILITY TO LOVE also: (75131)	Farrar, Straus Pocket Books	1965 1966	5.95 0.75 pap.
Fromme, Allan	SEX AND MARRIAGE (Everyday handbk. ser.)	Barnes & Noble	1950	1.50 pap.
Fuldheim, Dorothy	I LAUGHED, I CRIED, I LOVED	World	1966	5.95
Gage, N. L.	HANDBOOK OF RESEARCH ON TEACHING	Rand McNally	n.d.	15.00
Gardner, Martin	FADS AND FALLACIES IN THE NAME OF SCIENCE 2nd rev. ed.	Dover	1957	1.75
Gebhard, Paul H. and others	PREGNANCY, BIRTH AND ABORTION	Harper	1958	6.00
Henry, G. W.	MASCULINITY AND FEMININITY	Collier	1964	0.95 pap.
Ginzberg, Eli, ed.	THE NATION'S CHILDREN Pt. 1, Family and Social Change (o.p.) Pt. 2, Development and education Pt. 3, Problems and prospects 1 Vol. Ed.:	Columbia	1960	4.50 ea. vol. 10.00
Ginzberg, Eli	VALUES AND IDEALS OF AMERICAN YOUTH	Columbia	1961	6.75

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Glueck, Sheldon and Eleanor	FAMILY ENVIRONMENT AND DELINQUENCY	Houghton	n.d.	\$6.95
Goodman, Paul	GROWING UP ABSURD (V32):	Random	1960	4.95; 1.45 pap.
Goss, Charles M.	HENRY GRAY AND HIS ANATOMY	Lea & F.	1959	1.00
Greet, K. G.	MUTUAL SOCIETY: ASPECTS OF RELATIONSHIP OF MEN AND WOMEN	Verry	1962	3.00
Grimm, Robert	LOVE AND SEXUALITY	Assn. Press	1964	3.50
Habe, Hans	THE MISSION	Coward	1966	6.00
Hammacheck, Don E. ed.	THE SELF GROWTH, TEACHING AND LEARNING: SELECTED READINGS	Prentice-Hall	1965	7.50
Hammond, Kenneth R. and Householder, James E.	INTRODUCTION TO THE STATISTICAL METHOD	Knopf	1962	7.00
Harris, Chester, ed.	ENCYCLOPEDIA OF EDUCATIONAL RESEARCH 3rd ed.	Macmillan	1960	27.50
Hastings, Donald W.	A DOCTOR SPEAKS ON SEXUAL EXPRESSION IN MARRIAGE	Little	1966	6.00
Hechinger, Grace and Fred M.	TEEN-AGE TYRANNY	Morrow	1963	4.95
Hettlinger, Richard F.	LIVING WITH SEX: THE STUDENT'S DILEMMA	Seabury	1966	4.50
Himes, Norman E.	THE MEDICAL HISTORY OF CONTRACEPTION	(Gamut) Taplinger	1964	8.50
Hoffman, Lois and Nye, F. Ivan	THE EMPLOYED MOTHER IN AMERICA	Rand McNally	n.d.	7.00
James, E. D.	MARRIAGE CUSTOMS THROUGH THE AGES	Collier	1965	1.50 pap.
Janowitz, Gayle	HELPING HANDS, VOLUNTEER WORK IN EDUCATION	Univ. of Chicago	1965	3.95; 1.75 pap.
Jenkins, William A. and others	THESE ARE YOUR CHILDREN 3rd ed.	(Scott) Lothrop	1966	9.00
Johnson, Eric W.	LOVE AND SEX IN PLAIN LANGUAGE	Lippincott	1965	2.95
Johnson, Warren	HUMAN SEX AND SEX EDUCATION	Lea & F.	1963	4.50

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Jourard, Sidney M.	THE TRANSPARENT SELF	Van Nostrand	1964	\$1.95 pap.
Jung, C. G.	THE UNDISCOVERED SELF	(Atlantic Monthly Pr.) Little	1958	3.95
Katz, R. L.	EMPATHY	Free Press	1963	4.95
Kirkendall, Lester A.	PREMARITAL INTERCOURSE AND INTERPERSONAL RELATIONS	Julian	1961	7.00
Kirkpatrick, Clifford	THE FAMILY, AS PROCESS AND INSTITUTION 2nd ed.	Ronald	1963	7.50
Kling, Samuel G.	THE COMPLETE GUIDE TO DIVORCE	(Geis) Random	1963	6.95
Landers, Ann	ANN LANDERS TALKS TO TEEN-AGERS ABOUT SEX (Crest K785)	Fawcett	n.d.	0.40 pap.
	also:	Prentice-Hall	1963	2.95
Landis, Judson T. and Mary G.	BUILDING A SUCCESSFUL MARRIAGE 4th ed.	Prentice-Hall	1963	11.95
	text ed.:			8.95
Landis, Judson T. and Mary G.	TEEN-AGERS' GUIDE FOR LIVING	Prentice-Hall	1957	3.95
Landis, Paul H.	YOUR DATING DAYS: LOOKING FORWARD TO A HAPPY MARRIAGE (gr. 8-12)	McGraw	1954	3.25
Lantz, Herman R. and Snyder, E. C.	MARRIAGE	Wiley	1962	7.50
Lawton, George	HOW TO BE HAPPY THOUGH YOUNG	Vanguard	1949	3.50
Levinsohn, Florence and Kelly, G. L.	WHAT TEENAGERS WANT TO KNOW	Budlong	1965	1.50
Lindgren, Henry C.	HOW TO LIVE WITH YOURSELF AND LIKE IT (Premier R291)	Fawcett	n.d.	0.60 pap.
Lloyd, Charles W.	HUMAN REPRODUCTION AND SEXUAL BEHAVIOR	Lea & F.	1964	12.50
Lorand, Rhoda L.	LOVE, SEX AND THE TEEN-AGER	Macmillan	1965	4.95
McKinley, Donald G.	SOCIAL CLASS AND FAMILY LIFE	Free Press	1964	6.50

Professional Book List (cont'd)

Author	Title	Publ'sher	Date	Unit Price
Maisel, Albert Q.	THE HORMONE QUEST	Random	1965	\$5.00
Martinson, Floyd M.	MARRIAGE AND THE AMERICAN IDEAL	Dodd	1960	5.95
Maslow, A. H.	MOTIVATION AND PERSONALITY	Harper	1954	5.75
Masters, William H. and Johnson, V. E.	HUMAN SEXUAL RESPONSE	Little	1966	10.00
Maternity Center Association	A BABY IS BORN Lib. bdg.:	Grosset	1964	3.95; 4.05 net
Mead, Margaret	MALE AND FEMALE: A STUDY OF THE SEXES IN A CHANGING WORLD	Morrow	1949	6.95
Miller, John Homer	WHY WE ACT THAT WAY (Apex books)	Abingdon	1958	1.25 pap.
Missildine, W. Hugh	YOUR INNER CHILD OF THE PAST	Simon and Schuster	1963	5.95
Moskin, J. Robert	MORALITY IN AMERICA	Random	1966	5.95
Mudd, Emily H. and others	SUCCESS IN FAMILY LIVING	Assn. Press	1965	6.95
Mussen, Paul H.	HANDBOOK OF RESEARCH METHODS IN CHILD DEVELOPMENT	Wiley	1960	15.00
Oppenheim, I.	THE FAMILY AS CONSUMERS	Macmillan	1965	6.50
Osler, William	A WAY OF LIFE	(Hoeber) Harper	n.d.	1.00 pap.
Overstreet, Harry A.	THE MATURE MIND 10th anniversary ed.	Norton	1949	4.50
Oxorn, Harry and Foote, William R.	HUMAN LABOR AND BIRTH	Appleton	1964	7.95 pap.
Packard, Vance O.	HIDDEN PERSUADERS also: (75027)	McKay Pocket Bks.	1957 n.d.	5.95 0.75 pap.
Peck, R. F. and Havighurst, R. J.	THE PSYCHOLOGY OF CHARACTER DEVELOPMENT also:	Wiley Science Eds.	1960 n.d.	6.50 1.45 pap.
Pemberton, Lois	THE STORK DIDN'T BRING YOU rev. ed.	Nelson	1963	3.50

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Pike, James A.	TEEN-AGERS AND SEX	Prentice-Hall	1965	\$3.95
Putney, Snell and Gail	NORMAL NEUROSIS: THE ADJUSTED AMERICAN	Harper	1964	3.95; 1.45 pap. (CN95)
Queen, Stuart and others	FAMILY IN VARIOUS CULTURES	Lippincott	1961	1.85 pap.
Rainwater, Lee	FAMILY DESIGN	Aldine	n.d.	8.75
Reed, Sheldon C.	COUNSELING IN MEDICAL GENETICS 2nd. ed.	Saunders	1963	5.50
Reiss, Ira L.	PREMARITAL SEXUAL STANDARDS IN AMERICA	Free Press	1960	5.95; 1.95 pap.
Robinson, Marie N.	THE POWER OF SEXUAL SURRENDER	Doubleday	1959	4.95
	also: (Signet P2100) New Am. Lib.		1962	0.60 pap.
Rodman, Hyman ed.	MARRIAGE, FAMILY AND SOCIETY	Random	1965	2.95 pap.
Roosevelt, Eleanor	YOU LEARN BY LIVING	Harper	1960	3.95
Rose, Arnold	HUMAN BEHAVIOR AND SOCIAL PROCESSES: AN INTERACTIONAL APPROACH	Houghton	1962	8.75
Rosen, Bernard C.	ADOLESCENCE AND RELIGION	Schenkman	1965	4.95
Ruitenbeek, Hendrik M., ed.	THE PROBLEM OF HOMOSEXUALITY IN MODERN SOCIETY	Dutton	1963	4.95; 1.95 pap. (D127)
Russell, Bertrand	MARRIAGE AND MORALS	Liveright	1929	4.50
Sakol, Jeanne	WHAT ABOUT TEEN-AGE MARRIAGE?	Messner	1961	3.00
	also: (G1169)	Avon	n.d.	0.50 pap.
Satir, Virginia	CONJOINT FAMILY THERAPY	Science and Behavior	1964	4.95
Scheinfeld, Amram	YOUR HEREDITY AND ENVIRONMENT	Lippincott	1965	12.50
Schofield, Michael	THE SEXUAL BEHAVIOR OF YOUNG PEOPLE	Little	1965	10.00
Schramm, Wilbur L. and others	TELEVISION IN THE LIVES OF OUR CHILDREN	Stanford	1961	7.50; 2.95 pap.

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Schur, Edwin M. ed.	THE FAMILY AND THE SEXUAL REVOLUTION Student ed.:	Indiana Univ. Press	1964	\$7.95; 3.95 pap.
Shedd, Charlie W.	LETTER TO KAREN: ON KEEPING LOVE IN MARRIAGE	Abington	1965	3.00
Shultz, G. D.	LETTERS TO JANE rev. ed.	Lippincott	1960	3.95
Shultz, Gladys D.	HOW MANY MORE VICTIMS? SOCIETY AND THE SEX CRIMINAL also: (U7045)	Lippincott Ballantine	1965 n.d.	6.95 0.95 pap.
Simeons, Albert T. W.	MAN'S PRESUMPTUOUS BRAIN	Dutton	1961	5.75; 1.45 pap. (D109)
Simpson, George	PEOPLE IN FAMILIES: SCCIOLOGY, PSYCHOANALYSIS, AND THE AMERICAN FAMILY (M204)	Meridian	n.d.	2.95 pap.
Sorokin, Pitirim A.	THE AMERICAN SEX REVOLUTION	Sargent	n.d.	3.50
Steiner, Lee R.	ROMANTIC MARRIAGE: THE TWENTIETH CENTURY ILLUSION	Chilton	1963	4.95
Strain, Frances B.	NEW PATTERNS IN SEX TEACHING rev. ed.	(Appleton) Meredith	1951	2.95
Sullenger, Thomas E.	NEGLECTED AREAS IN FAMILY LIVING	Christopher	1960	5.00
Sullivan, Harry S.	THE INTERPERSONAL THEORY OF PSYCHIATRY	Norton	1953	6.50
Sussman, Marvin	SOURCELOCK IN MARRIAGE AND THE FAMILY 2nd ed.	Houghton	1963	4.95 pap.
Toman, Walter	FAMILY CONSTELLATION	Springer	1961	4.50
Troelstrup, Arch W.	CONSUMER PROBLEMS AND PERSONAL FINANCE 3rd ed. Instructor's manual:	McGraw-Hill	1965	8.50 1.50
Valentine, Alan C.	FATHERS TO SONS: ADVICE WITHOUT CONSENT	Univ. of Oklahoma	1963	4.95
Walker, Charles R.	MODERN TECHNOLOGY AND CIVILIZATION	McGraw	1962	7.50; 4.75 pap.

Professional Book List (cont'd)

Author	Title	Publisher	Date	Unit Price
Wallis, J. H.	SEXUAL HARMONY IN MARRAIGE	Roy Pub.	1966	\$3.50
Wattenberg, William W. ed.	SOCIAL DEVIANCY AMONG YOUTH, NSSE, 65th Yrbk. p. 1	Univ. of Chicago	n.d.	5.50
Weiser, E.	PREGNANCY: CONCEPTION AND HEREDITY	Blaisdell	1965	1.50 pap.
Williams, P. L. and others	BASIC HUMAN EMBRYOLOGY	Lippincott	1966	6.50
Williamson, Robert C.	MARRIAGE AND FAMILY RELATIONS	Wiley	1966	7.95
Wilson, Robert A.	FEMININE FOREVER	Lippincott (Evans)	1966	5.95
Womble, Dale L.	FOUNDATIONS FOR MARRIAGE AND FAMILY RELATIONS	Macmillan	1966	7.95
Wynn, John C. ed.	SEX, FAMILY AND SOCIETY IN THEOLOGICAL FOCUS	Assn. Press	1966	4.95

Note:

Titles in print as of July, 1967. Titles considered for purchase one or two years later should be checked in Books In Print to verify their current availability.

Professional Magazines

PROFESSIONAL MAGAZINES

<u>Title</u>	<u>Address</u>
CHANGING TIMES	Kiplinger Washington Editors, Inc. 1729 H Street, N.W., Washington, D.C. 20006 Monthly. \$6.00
CHILDHOOD EDUCATION	Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, D. C. 20016 Monthly. \$6.00
HARVARD EDUCATIONAL REVIEW	Harvard Univ. Grad. School of Education 13 Appian Way, Longfellow Hall Cambridge, Massachusetts 02138 Quarterly. \$6.00
HUMAN RELATIONS AIDS	Human Relation Packets 104 East 25th Street New York, New York 10010 Six times yearly. \$10.00
ILLINOIS TEACHER OF HOME ECONOMICS	Division of Home Economics University of Illinois Urbana, Illinois 61801 Six times yearly.
JOURNAL OF HOME ECONOMICS	American Home Economics Association 1600 20th Street, N.W. Washington, D. C. 20009 Monthly. \$10.00
JOURNAL OF MARRIAGE AND FAMILY LIVING	National Council of Family Relations 1219 University Avenue, S.W. Minneapolis, Minnesota 55414 Quarterly. \$12.00
JOURNAL OF NEGRO EDUCATION	Bureau of Educational Research Howard University Press Howard University Washington, D. C. 20001 Quarterly. \$5.00
NURSING OUTLOOK	American Journal of Nursing Company 10 Columbus Circle New York, New York 10019 Monthly. \$5.00
PARENTS' MAGAZINE (AND BETTER HOMEMAKING)	Parents' Magazine Enterprises, Inc. 52 Vanderbilt Avenue New York, New York 10017 Monthly. \$4.00

PROFESSIONAL MAGAZINES (Cont'd)

<u>Title</u>	<u>Address</u>
SOCIAL EDUCATION	National Council for the Social Studies 1201 16th Street, N. W. Washington, D. C. 20036 Monthly (Oct.-May). \$6.00
THE FAMILY LIFE COORDINATOR	Department of Sociology University of Oregon Eugene, Oregon 97403 Quarterly. \$3.00
THE JOURNAL OF SCHOOL HEALTH	American School Health Association 515 East Main Street Kent, Ohio 44240 Monthly. (Sept.-June) \$5.00
THE P.T.A. MAGAZINE	National Parent-Teacher, National Congress of Parents and Teachers 700 North Rush Street Chicago, Illinois 60611 Monthly. (Sept.-June) \$1.50
TODAY'S HEALTH	American Medical Association 535 North Dearborn Street Chicago, Illinois 60610 Monthly. \$4.00
WHAT'S NEW IN HOME ECONOMICS	Reuben H. Donnelley Corporation 466 Lexington Avenue New York, New York 10017 Monthly. \$5.50
SIECUS NEWSLETTER	Sex Information and Education Council of the United States 1790 Broadway New York, New York 10019 Quarterly. \$2.00

Resource Information

RESOURCE INFORMATION

- American Foundation for Continuing Education, 19 South La Salle Street,
Chicago, Illinois 60603
- American Home Economics Association, 1600 20th Street, N. W.,
Washington, D. C. 20009
- Association for Childhood Education International, 3615 Wisconsin Avenue, N. W.,
Washington, D. C. 20016
- Child Study Association of America, Nine East 89th Street, New York, N. Y. 10028
- Committee on Mental Health, State Charities Aid Association, 105 East 22nd Street,
New York, New York 10010
- E. C. Brown Trust, 220 South West Alder, Portland 4, Oregon 97204
- Family Life Publications Incorporated, Box 6725, College Station,
Durham, North Carolina 27708
- Family Service Association of America, 215 Park Avenue, South
New York, New York 10003
- John Hancock Mutual Life Insurance Company, 200 Berkeley, Boston,
Massachusetts 02116
- Metropolitan Life Insurance Company, One Madison Avenue, New York, N. Y. 10010
- National Association for Mental Health, 10 Columbus Circle, New York, N. Y. 10019
- National Center for Education in Family Finance, 205A Education Building,
University of Wisconsin, Madison, Wisconsin 53706
- National Committee for Education in Family Finance, 277 Park Avenue,
New York, New York 10017
- National Congress of Parents and Teachers, 700 North Rush Street,
Chicago, Illinois 60611
- National Education Association, 1201 Sixteenth Street, N.W.
Washington, D. C. 20036
- National Research Bureau Incorporated, Educational Department, 424 North Third Street
Burlington, Iowa 52602
- National Council on Family Relations, 1219 University Avenue, S.W.,
Minneapolis, Minnesota 55414
- Science Research Associates Inc., 259 East Erie Street, Chicago, Illinois 60611
- Sex Information and Education Council of the United States, 55 Hoagland's Lane,
Old Brookville, Glen Head, New York 11545

RESOURCE INFORMATION (Cont'd.)

The American Social Health Association, 1790 Broadway, New York, New York 10019

The American Institute of Family Relations, 5287 Sunset Boulevard,
Los Angeles, California 90027

The Hogg Foundation for Mental Health, The University of Texas, Printing Division,
200-300 W. 21st Street, Austin, Texas 78712

Curriculum Guides

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CURRICULUM GUIDES

A CURRICULUM GUIDE IN SEX EDUCATION - 1964 (Helen Manley)

State Publishing Co., Inc.
6715 West Florissant Avenue
St. Louis, Missouri 63136

(Good reference and resource. General K-12 guide --
includes scope, sequence and content areas.)

A TEACHER'S GUIDE FOR SOCIOLOGY I - 1966

Hayward Unified School District
P. O. Box 5000
Hayward, California 94541

(Good reference and resource. Grade 12 only -- family
life instruction.)

A BRIEF OF THE CURRICULUM AND FAMILY LIFE EDUCATION - 1961

Public Schools of the District of Columbia
Washington, D. C. 20005

(Fair reference and resource - health education approach -
grades K-12.)

PERSONAL AND FAMILY LIVING FOR THE ELEMENTARY SCHOOL - 1963

Public Schools of the District of Columbia
Washington, D. C. 20005

(Fair reference and resource - health education approach.)

HEALTH AND FAMILY LIFE EDUCATION - 1964

Junior High School
Public Schools of the District of Columbia
Washington, D. C. 20005

(Fair reference and resource - health education approach.)

HEALTH AND FAMILY LIFE EDUCATION - 1965

Senior High School
Public Schools of the District of Columbia
Washington, D. C. 20005

(Fair reference and resource - health education approach.)

FAMILY LIFE EDUCATION STUDY COMMITTEE PROGRESS REPORT - 1964-66

Castro Valley Unified School District
P. O. Box 2146, Castro Valley, California 94546
Hayward Unified School District
P. O. Box 5000, Hayward, California 94541
San Lorenzo Unified School District
P. O. Box 37, San Lorenzo, California 94580

(Review of program development.)

FAMILY LIFE EDUCATION - 1966

San Mateo County Board of Education
590 Hamilton Street
Redwood City, California 94063

(Excellent guides for references.)

CURRICULUM GUIDES (Cont'd)

HEALTH AND FAMILY LIFE EDUCATION - 1966

Berkeley Unified School District
1414 Walnut Street
Berkeley, California 94709
(Good references and resources - K-6 and grades 8-10-12.)

FAMILY LIFE AND SEX EDUCATION CURRICULUM GUIDE - 1966

Anaheim Union High School District
123 N. Citron Street, P. O. Box 3500
Anaheim, California 92803
(Good example of comprehensive 7-12 program.)

SAN DIEGO CITY SCHOOLS SEX EDUCATION PROGRAM - 1966

San Diego City Schools
Education Center
4100 Normal Street
San Diego, California 92103
(Good regarding reproductive education - grade 6 and 9.)

FAMILY LIFE EDUCATION - 1966

San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102
(Newly developed K-12 program - good references.)

COURSES OF STUDY
Contra Costa County

ACALANES UNION HIGH SCHOOL DISTRICT - 1966

1212 Pleasant Hill Road
Lafayette, California 94549
"Sociology of the Family"
(Elective team-teaching program - 12th grade girls
and boys.)

MT. DIABLO UNIFIED SCHOOL DISTRICT

1936 Carlotta Drive
Concord, California 94521
"Co-operative Approach to Family Life Education on the
Elementary Level"

"Pine Hollow Intermediate School Pilot Study in Family
Life Education" - 1965