THE FAILURE OF A FAMILY LIFE EDUCATION

PROGRAMME IN RICHMOND - A CASE STUDY

by

Georgina E. Willington
B.H.E. University of British Columbia, 1966

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Name: Georgina Willington
Degree: Master of Arts (Education)
Title of Thesis: The Failure of a Family Life Education Programme in Richmond - A Case Study

Examining Committee:
Chairman: M. Manley-Casimir

B. Cooke
Senior Supervisor

S. Wassermann
Professor

D. Cochrane
Visiting Professor
Faculty of Education
Simon Fraser University
External Examiner

Date approved October 12, 1977
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Author:

(signature)

Georgina Willington

(name)

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(date)
ABSTRACT

Since the mid 40's Family Life Education programmes have been offered to provide children with basic instruction in how to solve the problems of family living. Family Life Education, or sex education as it is viewed in its narrowest context, is an instructional programme in human relationships designed to be appropriate to each developmental stage of the child. Traditionally, parents are responsible for the process of raising children. Similarly, teachers are responsible for the process of schooling. Ideally, these two educational process support each other. Yet, the topic of sex education in schools generates heated discussions. Conflicts arise over such issues as whether or not the school should be involved in the teaching of Family Life Education; suitability or appropriateness of methods of instruction; and, accountability in terms of ensuring desirable qualities of the total programme.

Based on the stated needs of students it was assumed by the author that Family Life Education should be offered in the context of schools in consultation with parents as a coordinated programme. This study focused on the personal concerns and the political interactions of individuals and groups within a suburban community as they related to the development and the unsuccessful attempt to implement a Kindergarten to Grade 12 district wide Family Life Education programme in Richmond, B.C.
Initially, this study examined general philosophical and some demographic factors influencing the nature and direction of community involvement in developing and implementing curriculum. The community of Richmond, B.C. was examined in-depth. Its composition, its social groups and the interplay between them, political movements such as "parent power", "back to the basics" and "accountability" were assessed as to their influence on the development of Family Life Education programmes within Richmond schools.

Following this community assessment, an analysis of an eight week special Guidance programme entitled "Education for Sexuality" which was conducted for senior secondary students was outlined. The success of this and other similar programmes in the district and the Department of Education's policy statement on Family Life Education prompted the Board of School Trustees in Richmond to develop a Kindergarten to Grade 12 district wide Family Life Education curriculum outline. The development, the reception, and the rejection of this curriculum are documented.

The strategic errors which contributed to the programme's failure were validated through interviews with Trustees, Board administrators, School administrators, and members of the Ad Hoc Community Committee. The findings indicated that the development of the Family Life Education curriculum in Richmond should have been done under the direction of a curriculum specialist who understood the attitudes and need of the community and that much greater effort should have been made to establish effective communication between all parties involved. As a result of this study
in Family Life Education which documents a process that resulted in failure, several recommendations are made for developing and implementing Family Life Education programmes.
DEDICATION

To the members of McNair's "First Graduating Class"

- The Class of '74 -
ACKNOWLEDGEMENTS

The successful completion of this thesis was facilitated by Dr. Barry Cooke, my senior supervisor, and Dr. Selma Wasserman, my second supervisor. Their guidance, encouragement and constructive criticism was sincerely appreciated. My thanks also to Mr. Scott Kemp for drafting the figures, Miss Shelley Milne for typing the preliminary draft and Miss Joan Anderson for typing this final draft. Their assistance made the completion of this project a enjoyable task. A sincere thanks as well to Dr. Alan Whitney and Mr. Ruben Chan for their suggestions pertaining to this thesis.

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CHAPTER 1

RATIONALE FOR FAMILY LIFE EDUCATION PROGRAMMES

Introduction

For four decades Family Life Education or sex education as it is viewed in its narrowest context has been struggling to secure a place in school programmes. Throughout this period of time, every issue that has been raised in recent years has already received some attention in earlier years. In spite of the passage of time there has been little resolution of the differences. Some of the issues which have been debated include:

- home and school roles in Family Life Education
- the qualifications and preparation of teachers
- value differences between teachers and parents, parents and children, and between interest groups in the community
- child readiness, especially during the Kindergarten and Primary grades
- moral codes and attitudes towards masturbation, homosexuality, masochism, and other such topic areas

- the selection and use of audio-visual and resource materials

Although the issues were common to several decades, the social matrix in which they are now being considered has changed considerably. During the last decade values and attitudes as well as life-styles have been strongly influenced by the "Women's Movement" and the "Sexual Revolution". The 60's represented an important period in history as far as the sexualization of society was concerned. New publications such as _Playboy_ became available and were displayed on newstands and in supermarkets. Films were being produced and shown under relaxed interpretations of moral codes. National news magazines such as _Newsweek_ and _Time_ featured such cover stories as "Sex in the United States: Mores and Morality" (Time, 1964) and "The Morals Revolution on the U.S. Campus" (Newsweek, 1964). It was not a new phenomenon that adults were shocked by the manners or morals or youth but, the volume of attention devoted to sex in periodicals and books was undoubtedly unique. Both the radio and the television reflected and encouraged a new freedom of discussion by including in their programming editorials or shows which discussed child birth, abortion, venereal disease (V.D.), birth control, and illegitimacy.

The late 60's and the 70's have been faced with the task of reevaluating the status of women. This movement has forced society to examine the sex roles of both men and women in our society. It has also advocated that children should be educated to be aware of changes in the traditional
sexual stereotypes which are portrayed in many school texts.

Today, the father instead of being the undisputed head of the family has changed to being an equal with his wife. Even his role as breadwinner may be shared by his wife. In addition, the distinction between men's and women's jobs has become blurred both inside and outside the home. The husband frequently shares family chores and child care with his wife.

Women, no longer dependent on men for economic support, can have jobs of their own. One result is that divorce and separation is now a possible solution for an unhappy marriage.

(Laycock, 1967)

These forces have undoubtedly influenced the thinking of parents, teachers, and students. But,

...the traditional and socially sanctioned subject matter of sex education has not changed much over the years... Such social institutions as the courts of law or the schools have not been permitted to keep up with or even acknowledge, much of the unofficial and popular changes in social and moral codes.

However, the schools open a door to a new world for the child...the individual is exposed to a new society where he is faced with opinions, standards, and behavior patterns often differing from those of his own family. What impresses him is the love, the hate, the anger, and the possessiveness of people; the encouragements and discouragements that he will receive for socially accepted behavior and the types of reward for this acceptance behavior. These nontangible impressions of social interaction affect the child more than is usually recognized. Through these impressions he may examine the world, and he may find that the realities of social behavior as shown by his elders are not quite along the lines of the publicly maintained moral codes. The separation of life's events from school subjects, and the failure to point out relevance between the two, have caused a separation in the content of the enculturative and the formal aspects of sex education. If parents would demonstrate, by their behavior - the meaning of the applicable messages of moral codes - if they or the school would also make available factual information about human sexual life - perhaps the problem of this separation would be minimized. The evidence suggests, however, that most children obtain information - or
misinformation - about matters to do with sex from books and friends and not from parents.

(Provincial Family Life Education Guidelines, 1973)

Rapid social change has resulted in changes in the manner in which parents perceive their role. As a result, child rearing or parenting practices are evolving. This in turn, has resulted in a need for an updating of educational practices.

Parents wishing to pass on to their children the traditional morals of their own social background find themselves unsuccessful because their own beliefs have been shaken and their own practices have changed. Sensing a degree of hypocrisy, children often do not listen to their parents any more. An impasse has developed. Parents, now unsure of what their children should learn of the moral code, may wish that the schools take over and give direction in such matters. But even if the parents do not delegate some of their responsibility to the schools, the school authorities should take steps to include in their curriculum any subjects material which provides relevance between the school programmes and life because, being part of society, children cannot be isolated from the ongoing social processes.

(Provincial Family Life Education Guidelines, 1973)

But, traditionally the school has reflected social change. It has not been an instrument of change. Consequently in undertaking this role the school as it exists today

...is in difficulties because it is bound by rules and regulations of governments, school boards, and religious hierarchy and by the limitations of the teachers and the available knowledge. Furthermore, the material to be transmitted has to do mostly with attitudes and behavior, and the school is not an educational instrument that is able to dictate the behavior of individuals by simply changing its curriculum or adding a new subject.

(Provincial Family Life Education Guidelines, 1973)
Community Involvement in Curriculum

Traditionally, man has relied on the "education system" to transmit society's basic political and social values "with the goal of preserving stability and consensus in the adult population" (Schwilck and Meade, 1970). At the present time, people are questioning the function of the public school system in society.

Historically, the function of public school - as opposed to the private schools of the children of gentry - has been two-fold: to keep children off the streets after child-labour laws kept them out of the factories and to guarantee a supply of trained workers to keep society running. Nowadays, the talk about educational goals is not so blunt. Instead of talk among teaching association executives, school board representatives and provincial education department officials centers around the idea of preparing students to cope with society.

(Krueger, 1975)

Educational thinking today leans toward allowing students more freedom in the classroom and in their choice of courses. Parents and students are expressing the need for more choice as well as more voice in education. The present community-school partnership has seen the establishment of parent-teacher advisory committees and in some school districts parent-teacher-student advisory committees which have strongly influenced what is happening in the schools. These committees can influence school philosophy, policy, and curriculum.

The British Columbia Department of Education encouraged both student and parent involvement. In March 1973, the Department's policy statement on Family Life Education made consultation with parents a must in the plan-
ning and implementation of Family Life Education programmes (Instructional Services Circular - 777). Then, in July of the same year, Mr. John Bremer, Chairman of the Education Commission, invited secondary students to participate in a review of education (Administrative Services Circular, 9.7.73).

Prior to this commitment to involve both parents and students, the Department had already taken steps to increase the autonomy of local school boards by encouraging and endorsing the development of "locally developed courses". This decentralization of curriculum planning means that local Boards rather than the provincial Department will some day be responsible for planning all courses in their district. Mr. Jack Fleming, Deputy Minister of Education, (1975) has said that "this will mean that courses will be given a local slant helping students know their own community and developing an understanding of the issues going on around them" (Krueger, 1975). The task of developing these local programmes in consultation with parents and students is a complex process.

The local development of curriculum requires recognition and knowledge of the composition, needs and values of the community which is involved. In many cases the variation among individual schools must also be considered. The attitudes, needs and values of a community, coupled with its historical development determines the community's philosophical base and thus, the philosophical foundation for curriculum development.
The political climate of a community strongly influences the policies of institutions such as schools. More conservative, traditional communities are most likely to have traditional schools which operate under the leadership of a conservative administration. More liberal communities are most likely to include "alternative schools" options with liberal administration in addition to more traditionally operated institutions as a means of meeting the needs of the community.

In addition to the outside influence of community politics, schools are also strongly influenced by internal politics - the outcome of the interplay between the people at various levels of authority within the education system.

The Minority Voice in Curriculum Development

In a democratic community it is necessary to recognize and to respect individual and group differences within the community. Community institutions, such as schools, must be aware of the differences which exist within their structure and must respond to these differences in both a realistic and appropriate manner. For example, programmes for mentally handicapped students must be provided in addition to the regular programme and not at its expense. Ideally, the benefits provided for any one group within the school system should not detract from the quality provided for other groups. Unfortunately however, one of the backlashes of locally developed curriculum is the emergence of well meaning, small pressure groups whose demands may
directly affect the nature and direction of the development of a particular curriculum or school programme. These small highly vocal pressure groups are known as the "vocal minority".

Communications is one of the primary components in the process of developing curriculum within a particular community. When faced with the opposition of the strong voice of a vocal minority curriculum developers must be concerned about the validity of their protest; the strength of their voice; and, their influence on community politics.

Statement Of The General Problem

The local development of school curriculum and particularly Family Life Education curricula is a very complex social process, which requires:

1. a broad understanding of the community for which it is being developed,

2. a knowledge of curriculum structure,

3. expertise in the subject area, and

4. good communication between all the groups or individuals who will be involved in the implementation of the programme.

Because the topic of "sex education" is both personally and politically sensitive meeting these requirements is essential.
CHAPTER 2

SOCIAL PROCESS AND RICHMOND'S
FAMILY LIFE EDUCATION PROGRAMME

Introduction

The introduction of a Family Life Education curriculum which is suitable for use within an entire community is a complex social process because of the personal nature of the subject matter. Parents and educators generally agree on the general goals of education which include the concept of helping the individual "to maximize his potential, socially, economically, and psychologically" (Mooney, 1974). These goals

...fall on admiring parental ears as long as the youngster whom we are educating is in the lower grades. As soon as the youngster reaches puberty, adults start to reverse themselves because of their feelings and the fear those feelings produce. Parents and educators tend to ignore emotional and factual needs of the young person, who is more in need of fact and ideas and alternatives when he is thirteen than when he was nine or ten years old.

At a time when facts and ideas which would lead to good decision making and easy-to-live-with consequences are very much needed by the young person, he is suddenly faced with the
acne curtain, a conspiracy of silence by the adults around him. It is evident - ask any teenager - at a time when he most needs help in self-discovery and understanding his own sexuality, he must play a cloak-and-dagger game to find an opportunity to discuss his problems or investigate his alternatives in a forthright manner. At this point, the accepted premise of general education seems to fall apart, especially in the area of human sexual development. Pubescent youngsters are confused because of the emotionality of the subject matter and a reticence by adults to level with them

(Mooney, 1974)

Family life styles are strongly influenced by, if not entirely dependent upon other spheres of life in the society. Everything that a society does, economically, politically, recreationally, educationally, and religiously affects the family either directly or indirectly.

Religious and philosophical beliefs, social traditions and political institutions are among the many factors other than the physical and economic environment that determine the fate of human beings. Such factors act directly, but powerfully. They govern the ways of life, affect physical appearance, are reflected in behavior patterns, and through all these influences and many others, impose a characteristic stamp on each particular culture.

(Dubos, 1971)

The pre-industrial family was able to teach children "everything" they needed to know to carry on adult roles. It presented them with models of the next stage of growth, and led them to the different institutionalized areas of life by steadily increasing their responsibilities as their degree of participation was intensified. The family was the main production, distribution, and consumption unit, so that it contained the main economic roles. It was often the religious unit, even when churches and religious training programmes could be found. Recreation activities were carried out within its confines, often interwoven with work rather than segregated
into a separate sphere of life.

But urbanization, industrialization and increasing societal complexity have brought major changes in the relations between the family and other societal institutions. To exist in this complex system, to voluntarily engage in the extensive variety of roles and groups, and to utilize the resources available to their members, people require a vast amount of knowledge. Thus, modern societies have moved education out of the home into specialized buildings and shifted from training by observation and example to a system where ideas are transmitted through the use of abstract symbols.

Schools are held together by intersecting moral, political and social orders. What occurs inside their walls must be viewed as a product of what the participants in this arena bring it to, be they children, parents, teachers, administrators, counsellors or politicians. A tangled web of interactions - based on competing ideologies, rhetorics, intents and hidden agendas - characterizes everyday life in the school. Cliques, factions and pressure groups compete for power in these worlds.

In order to gain some understanding of the problems and constraints or a particular school district which affect curriculum development, and more specifically Family Life Education curriculum development, it is necessary to be aware of the community's social, economic, religious and political composition.
The Composition of Richmond

Richmond, with a current estimated population of 90,000\textsuperscript{1} is composed of a middle class majority and is without an obvious social strata. Unlike Metropolitan Vancouver, Richmond has no east-west dichotomy and no ghetto because of conscientious community planning.

Richmond is an important residential suburb, with many of its residents employed in other areas of Metropolitan Vancouver. "The Municipality's "bedroom function" has been responsible for most of its past growth and will probably continue to be an important factor in future growth" (Economic Trends, 1969). A measure of this growth is illustrated in Figure 1 which contrasts the number of dwelling units per quarter section for 1962 with that of 1977.\textsuperscript{2} The new residential sub-divisions and industrial parks are well dispersed throughout the community. In recent years, a strong secondary and tertiary industry base has been added to Richmond's long established primary industry base. This has resulted in the Municipality's recent spectacular growth.

Fishing and agriculture are the principal primary industries in Richmond. Fishing and fish processing represents the largest single industry in terms of capital investment, values of production, employment and pay-

\textsuperscript{1} Planning Department, Municipality of Richmond, June 1977

\textsuperscript{2} op. cit.
Figure 1. Contrast of the number of dwelling units per section for 1962 with that of 1977.

rolls (Economic Trends, 1969). Richmond's agricultural industry consists mainly of dairying, potato growing, small fruit farming and truck gardening as well as some specialized crops such as bulbs and greenhouse and nursery stock. The total acreage devoted to agricultural purposes has declined sharply due largely to airport expansion and the increase of residential sub-divisions and industrial parks.

Richmond has been attractive for industrial development because of its favorable location with respect to the Metropolitan center and the Fraser River; its supply of relatively low-cost serviced industrial land; its sympathetic industrial development policy; and, its emphasis on planned development.

The principal secondary manufacturing industries in Richmond include the food and beverage group which includes fish processes; the wood processing industry because of the riverfront industrial sites; the paper industry because of the close proximity to the market; and the furniture and fixture industry because of the volume of new construction.

In Richmond, tertiary industry employment exceeds the combined primary and secondary industry employment. Air transportation, trade and services is the Municipality's major tertiary industry. According to Ministry of Transport statistics, the Vancouver International Airport handled about 2.0 million passengers in 1968 and is currently handling over 5.0 million passengers annually.\(^3\) Air freight shipments, both mail and

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\(^3\) Ministry of Transport, Airport General Manager's Office, Vancouver International Airport. Operations Department, July 1977.
general cargo, has also risen, going from roughly 72.0 million pounds in 1968 to 169.0 million pounds in 1976.4

The religious composition of Richmond includes churches of almost every faith. The breakdown by denomination of the 31 churches found listed in the Richmond Yellow Pages of the 1977 B.C. Telephone Directory are presented in Table I. More than half of the churches listed are very conservative in the ideology which they preach, and many are frequently labelled "fundamentalist".

Table I. Breakdown by Denomination of Churches in Richmond

<table>
<thead>
<tr>
<th>Denomination</th>
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<tbody>
<tr>
<td>Anglican</td>
<td>1</td>
</tr>
<tr>
<td>Baptist</td>
<td>5</td>
</tr>
<tr>
<td>Brethren</td>
<td>1</td>
</tr>
<tr>
<td>Buddhist</td>
<td>1</td>
</tr>
<tr>
<td>Catholic</td>
<td>4</td>
</tr>
<tr>
<td>Christian Reformed</td>
<td>1</td>
</tr>
<tr>
<td>Evangelical</td>
<td>2</td>
</tr>
<tr>
<td>Lutheran</td>
<td>2</td>
</tr>
<tr>
<td>Mennonite</td>
<td>2</td>
</tr>
<tr>
<td>Mormon</td>
<td>4</td>
</tr>
<tr>
<td>Pentecostal</td>
<td>2</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>1</td>
</tr>
<tr>
<td>United</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
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4 Ibid.
Traditionally, the residents of the "farm community" of Richmond have voted conservative. Social mobility has altered the composition and voting trend of the community. Today, while the industrialized suburb of Richmond can still be described as "right of centre" when considering the total political spectrum, the new residents have tended to vote liberal in federal, provincial and municipal elections. Thus, their viewpoint has reduced the impact of the conservative farm vote - the farmers now make up only a very small proportion of the total population.

An examination of the election results for the 1974 November Municipal election of School Trustees in Richmond (Appendix 2A) yields the voting pattern for the various areas of the Municipality. General areas of the community and their voting trend are shown in Figure 2. In summary, the voting pattern indicated that the residents of the South Arm area are "conservative" and usually produce a strong right wing vote; the central area or the Brighouse Core are "liberals" who usually flow with party popularity; the voters in the Steveston and East Richmond areas are usually left of centre while the Bridgeport area "has voted Social credit for the past 20 years!"5

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5. This summary was prepared in consultation with Mr. E.T. Novakowski, who was an Alderman on the Richmond Municipal Council in 1974.
Figure 2. General areas of Richmond and their voting trend.
Values and the Formation of Interest Groups

The task of specifying a set of values which are generally held in common by the residents of Richmond presents problems because the Municipality is composed of many contrasting interest groups - groups that hold values which sharply compete and sometimes conflict with those followed by other groups.

Values and their supporting beliefs provide both individuals and groups with their own image of what the world is like.

When the image they present is strong, as in the case of central cultural values, they are able to block contradictory evidence out of our perspective and even out of our consciousness... Values serves as blinders, directing us to see only part of the world around us and to interpret that part of the world in a way commensurate with the orientation provided by that value. It is not surprising that..."Blindness to the facts" characterize all peoples, for all people see the world through the blinders of their cultural values.

(Henslin, 1975)

Values strongly held by members of a community become intimately intertwined with ideas of morality. As values represent what is thought to be good and worthwhile in life, people who demonstrate that they are following major cultural values are thought to be virtuous, while those who do not follow them are thought to be immoral persons. What is thought of as moral or immoral is not a constant matter.

Contradictions among the general values of a culture can especially characterize a society undergoing rapid social change because old values have not yet entirely given way to emergent new ones. With rapid social change it is common for contradictory values to simultaneously coexist...we value both hard work
along the lines laid down by the protestant ethic and the avoidance of work along the lines of the developing concept of leisure as exemplified by Playboy. At one and the same time we hold contradictory values regarding sexual restraint, indeed prudism, and gratification of sexual desires to the fullest, including the blatant commercial exploitation of sex...While social change is in process, the old has not given way to the new. Adherents at both are found in the same society,...and contradicting values can be and are simultaneously held by the same individual

(Henslin, 1975)

The specific corner of life in which an individual finds himself imparts to him ideas, beliefs values and a picture or model of the world which can radically differ from persons who are born into and participate in other groups. If a group has a general set of expectations for its members which differs from other groups in the same culture it is known as a minority group or a subculture. Each group has its own unique and dynamic character which provides a different orientation framework for its members (Komarovsky and Sargent, 1959; and, Gordon, 1949). The solutions they arrived at in dealing with their problems become part of the normative expectations of the group - the way people in that group are expected to deal with life.

Social class can determine membership in a subculture because there are essential differences between class not only in money but also in orientation to life (Henslin, 1975). Subcultures are also regional, (consider the differences between the Canadian maritimer and the Canadian westerner), religious, (as with the Jehovah's Witnesses and the Christian Scientists), racial, (as with the Eskimos or American Indians) and ethnic, (as with the French Canadians). Sub-cultures can evolve around almost any
interest, activity or experience, as with hippies (Davis, 1967), drugs (Yablonsky, 1965), alcoholics and gamblers (Sagarin, 1969), homosexuals (Newton, 1972), mate swappers (Bartell, 1971), and prostitutes (Murtagh and Harris, 1956). Persons in each of these groups occupy a particular corner of life. Other groups or sub-cultures which are equally potent but viewed with possibly more social acceptance in our society include parents (Stamp, 1975) and youth (McDonald, 1970). This list of sub-cultures is far from complete but it sheds some light on wide range of interest groups which can be found in any community.

In Richmond, there are many easily distinguished interest groups. There are differences determined by the period of residence. The early residents were farmers and the majority of the new arrivals are commuters. Religious differences (more than 50 percent of the community's churches tend to stress a more fundamental approach to life) and racial differences (a very high percentage of the population in the Steveston area is Japanese) are other examples of diversity. The community has also seen its share of hippies, alcoholics, drug users, etc. When the Richmond Family Life Education curriculum developers embarked on their task the groups they were most concerned with were the Trustees, the Board administrators, the School administrators, the teachers, the counsellors, the parents and the students. Chapter Four outlines some of the interaction between these groups during the development and reception phases of the district's most recent attempt to implement a Family Life Education programme.
Richmond's Vocal Minority

Richmond, like a number of other communities has recently been involved in an emotional controversy over Family Life Education. Following an American example which began in the late 60's, extremist groups across the country using the issue of sex education have organized an attack, not only on Family Life Education, but on public education itself. In many instances this attack seems to be designed to stir up fear and deliberately falsify facts.

In Richmond, the attack on the proposed Family Life Education program was well planned, strongly coordinated, and adequately financed. It was led by an organization known as "The Richmond Concerned Parents Action League". Their tactics included phone calls to Board and School administrators, letters to the editor and to School Board officials decrying the evils of sex education, circulation of distorted reports on the proposed programme, and harassment of school officials at both School Board meetings and public information meetings.

In the U.S. the extremist campaigns to destroy sex education in the schools have included name-calling tactics. John Birch Society leadership sees sex education as another "filthy Communist plot" to "destroy one whole generation of American Youth" (John Birch Society, Bulletin, 1969). It is interesting to note that the Canadian League of Rights, Canada's John Birch Society holds the distribution rights for the book The Child
Seducers by John Steinbacher (Krueger, 1976). Copies of this book were presented to several School Board officials by "The Richmond Concerned Parents Action League".

A brief excerpt taken from the "Author's Note" as the beginning of the book indicates the tone in which it was written:

Sex education is only one small part of a massive bulldozer operation to convert American's public school system into a series of behavioral science clinics for reshaping and re-structuring the children into the International Child or Orwell's 1984.

(Steinbacher, 1971)

As was stated earlier in this thesis, strong values determine what is moral for any group in society. In Steinbacher's view:

Family life and sex instruction courses are, by and large, written and designed by Humanists, a small fanatical band of extremists who seek to impose their immoral cult upon millions of American children.

(Steinbacher, 1971)

Having read this book, many members of "The Richmond Concerned Parents Action League" contended that Family Life Education is the mass indoctrination of an entire generation of youth. Its teaching takes young people away from the ethics and mores of the Christian home. In addition, many of the members of the League, stated that such a programme would encourage secular humanism which teaches the belief in man rather than in God.

Social Movements Influencing Educational Programmes

Social movements are frequently brought about by gradual but per-
vasive changes in cultural values. These changes in basic ideas and values are not sudden. General changes in the ideas which people have of themselves and of their rights, obligations, and privileges are instrumental in the initiation of social movements. Because of a variety of factors - such as technological developments, a changing economic base, shifts in social roles of segments of the population, broadening of perspectives due to exposure to contrasting information from the mass media, or changing perspectives due to travel and other forms of communication - over a period of time people can develop a different idea about what they believe they have the right to expect in life. When the things they desire and the things they feel that they can legitimately hope for change sufficiently, a new set of values emerges which then influences the way that individuals look at their own life, especially their relationships to others and their relative position in society.

The emergence of new values provides the basic motivation for social movements. People become sensitized in new directions. They can now experience dissatisfaction, whereas previously they were satisfied with their lot in life (Blumer, 1969).

Although these dissatisfaction may at first be rather vague and indefinite, they bring with them the possibility that a focal point will develop. If leadership emerges, vague feelings of dissatisfaction which are generalized among segments of the populace can provide the nucleus for broad membership in a social movement. If the emerging leadership is able to successful exert guidance and control, it can provide specific aims around which followers rally. For example, from the vague and general aim of the emancipation of women leaders can focus dissatisfaction onto specific issues, such as
discrimination in marriage, occupations, education or the law.

(Henselin, 1975)

Four major mechanisms are used to attain the goals of social movements: agitation, esprit de corps, morale, and ideology (Blumer, 1969). Agitation is used when the potential activists of a social movement are complacent. Agitation helps get the movement off the ground but will not sustain it. Solidarity within a social movement is achieved by developing an esprit de corps, "the sense which people have of belonging together and of being identified with one another in a common undertaking" (Blumer, 1969). The third mechanism to reach goals is the development of morale which can be viewed as a sense of determination in the face of adversity. It can also be described as a feeling of collective purpose. Ideology contains the justification for the movement's existence, its ideas and values and defines the movement's existence by contrasting it with other social movements and institutions (King, 1956 and Toch, 1965). Ideology "points down the road along which the social movement is moving, and specifies the principles and objectives that guide its journey" (Toch, 1965).

The importance of understanding social movements is two-fold. First, social movements are a vital part of contemporary events. Second, contemporary life is characterized by change.

During the late 60's and the early and mid 70's several social movements have had a significant influence on the education system. These include the "parent power" movement, the "back-to-the-basics" movement
the "values school" movement, the "alternate school" movement, and most recently, the "accountability" movement.

The "Parent Power" Movement

The "parent power" movement began in Toronto and Montreal when parents in working class neighborhoods started expressing concern about what schools are doing for kids.

In Toronto the flak came from the Park School Community Council, a parent-teacher group in a "culturally deprived" neighborhood of the inner city. Their brief to the school board Downtown Kids Aren't Dumb: They Need A Better Programme, is important for several reasons. First, there are the kinds of issues it raises: the streaming of poor and working-class children into the bottom levels of the school system...secondly, because of the solutions it proposes. It rejects the various therapeutic approaches to teaching inner city youngsters, and says that what the children need are good health, well trained teachers...and a systematic basic skills programme inside a curriculum closely connected with the child's individual experience and with the social and economic realities of the neighborhood.

Finally the brief is important because it is a classic example of a proposal for school reform initiated by parents and placed before the board by a community council of parents and teachers working together for constructive change.

(Stamp, 1975a)

Montreal's Pointe Improvement of Education committee took a similar approach. Their report bore the title Inner City Children Aren't Dumb: We Need A Programme Oriented To The Child And The Community.

The "parent power" movement was recognized as early as 1970 by educational administrators who wanted to work with the parents rather than work against them. Sam Chapman, the education director for Ontario's
York County Board of Education acknowledged the existence of the "parent power" movement when he stated that

They [these parents] are not likely to be the same docile taxpayers who accepted that the educational expertise resided in the school, and sought at best to understand it and at worst merely to keep from coming in conflict with it. The parents of the 1970's want their piece of the action; they will demand the right to influence directly what is happening in the school. And they will have different priorities.

(Stamp, 1975a)

The "Back-To-The-Basics" Movement

The "back-to-the-basics" movement first emerged in Vancouver when GEM, the Genuine Education Movement, helped to elect three school trustees who promised to promote the three R's in the fall of 1974.

Their message: bring back the basics. Children must be taught a basic curriculum of English, mathematics, science, and economics.

(Grescoe and Grescoe, 1975)

The members of GEM and other similar groups gain support for their beliefs from studies which suggest that their children are not learning as much as they did. An example would be the recent report by the Vancouver school board task force on English.

It showed that in a reading test given to all Grade 5 students in 1967, the typical Vancouver pupil was six months above normal in vocabulary and four months above normal in comprehension; in 1975, the average pupil was only two months above in vocabulary and one month below in comprehension.

(Grescoe and Grescoe, 1975)

Unfortunately, such results cannot always be taken at face value. This survey did take into account those pupils for whom English was a second language.
by separating their results from the rest. But it defined this group as students who had been in Canada for less than a year— which assumed that any student who had been here for longer than a year spoke English as well as a native-born Canadian. Yet, "English is the second language of one in every three children attending Vancouver's elementary schools" (Grescoe and Grescoe, 1975). This fact qualifies the survey results but has not calmed the concern of many parents who still actively support the "back-to-the-basics" movement.

The "Value School" Movement

The "values school" movement emerged in Surrey in the spring of 1973, expanded to Richmond and Langley in 1974, and was most active between January and June of 1975 as it spread into other areas of B.C. (Krueger, 1976). The widely scattered organizations were joined together to form the B.C. Value School Association. The members of this association agreed to a certain set of principles for value schools which were documented in various position papers. The Richmond value school position paper is presented in Appendix 28. The Surrey position paper stated that:

1. The school would operate on a clearly-defined set of values, which in turn would be explained to the students;

2. These values would be based on the Judeo-Christian heritage;

3. The school would help the students clarify a set of values;

4. The school would emphasize the importance of discipline in encouraging the highest possible intellectual, creative and moral-ethical development of students consistent with their potential;
5. The school would have no set catchment area, i.e., students would be drawn from anywhere within the Surrey school district number 36 boundaries;

6. Both the parents and the school would have the option to transfer out a student who, it is felt, is not benefiting from this type of school;

7. The staff selected would be fully aware of, and in accord with, the philosophy set forth for the school.

(Krueger, 1976)

Central to the value school concept was the idea that fairly stern, disciplined, consistent schools would turn out students who were well behaved and who had a well-defined set of values. But, educational theorists (Canfield and Wells; 1976) content that value schools may "wreak havoc on some children's self-worth" (Krueger, 1976) because of the stern discipline.

Research conducted by the president of the B.C. Home and School Federation indicated that the "values school" movement and the anti-sex-education campaign were backed by the Canadian League of Rights (Krueger, 1976). Both groups used the book The Child Seducers by John Steinbacher. "The book itself is an anti-sex-education manual containing instructions on organizing pressure groups and other "guerrilla" tactics" (Krueger, 1976). Frequently quoted by the "value schools" and anti-sex-education groups - it was suggested that this book was the operating manual of such groups.

The "Alternative School" Movement

During the late 60's parents and educators recognized that variations
on the traditional school model would provide students with possibly more suitable or more desirable learning environments. This concept formed the basis for the "alternate school" movement. Supporters of the movement have argued that parents who are strongly attached to an alternative philosophy of education and who cannot in all honesty go along with the majority decision should be given the opportunity to exercise their choice. This approach would be "more consistent with Canada's political commitment to a pluralistic society that recognizes and supports minority rights" (Stamp, 1975b)

What is an alternate school? What makes them different from conventional schools?

There is so much diversity within the alternatives that a single definition is risky, but the features which distinguish most of these schools from regular ones do provide a definition of sorts:

-- they are significantly different from their conventional counterparts in curriculum, instructional practices and particularly in tone and climate of the classroom.

-- they allow greater involvement of staff and students in planning and decision making.

-- they make greater use of community resources and facilities, and usually have a commitment to be more responsive to community needs.

-- they are usually small (anywhere from 20 to 200 pupils) and thus more responsive to evolution and planned change.

(Stamp, 1975b)

The Communitas Exchange group in Toronto published the first directory of alternate schools in Canada listing 42 alternative schools in operation
in 1973 (Stamp, 1975b). Indications are that this number is increasing.

In a society which is constantly faced with change, small, semi-autonomous units which can respond quickly to changing needs and conditions seem desirable. Both parents and educators are working in cooperation with school boards to plan, implement and in some cases operate alternate schools. The major advantage of alternate schools is that they "provide the desired flexibility to accommodate changing tastes without causing disruption throughout the entire education system" (Stamp, 1975b).

The "Accountability" Movement

The most recent of the social movements affecting the education system is the "accountability" movement.

Currently, the image of the profession is being assailed by an array of fashionable formulations. Cost effectiveness, criterion referenced instruction, planning-programming-budgeting systems, behavioral objectives, and input/output models are catchwords picked up by the public and hurled back at educators.

These and several other notions touted as means of improving public education have coalesced...to form the cult of accountability...The public finds it attractive because publics naturally want servile institutions: and the cult promises increased responsiveness. Legislators and government officials find it attractive because it promises to make the education enterprise more efficient; besides they are sensitized to the shifts in public opinion. Some professionals in the field are attracted to the cult because they honestly see its several rites as ways to improve precision and control in educational operations...

Other professional educators, however, are disturbed at the wholesale headlong approach to the complex problems of education mounted under the banner of accountability.

(Cox, 1977)
These educators fear that the outcome of the "accountability" movement will result in "school programs that are more rigid and more alike despite our social pluralism and population diversity" (Cox, 1977).

Social movements will continue to influence the nature and direction of education. It is probable that parents and teachers will remain divided over educational philosophies and approaches and that school boards will have to continue wrestling with the problem of how to come up with a policy that pleases every parent, from the right-wing traditionalist to the left-wing radical.

**What Is Family Life Education**

What is Family Life Education? Frequently it is thought of largely in terms of sex education. Therefore there exists a need to clarify the relationship between the two. While the relationship is an old issue, it has been brought forth for current examination and discussion because of an increased demand for curriculum expansion, declarations and resolutions by governmental authorities and professional associations, franker programmes offered in the mass media and the establishment of new agencies and committees.

Sommerville (1967) distinguished between Family Life Education and sex education in the following operative definitions:

Family Life Education is the study of the behavior of people as family members. It is based on the findings of the social
sciences, psychology, and a number of other disciplines. While historical and cross-cultural perspective is sought, the emphasis is largely on contemporary attitudes and activities... This is to broaden the students understanding of the alternatives from which he can choose in his functioning as a family member in a changing society which brings new responsibilities and opportunities in spousal, parental, filial, sibling, and grandparental roles.

Sex education is the study of the biological and culturally-learned sexual needs of men and women, and how these can find fulfillment in ways that are consistent with stable family life. Knowledge of physiology serves as the basis for a view of individual sexuality as a part of the total personality, with sexual behavior the result of self-understanding, value priorities and changing community norms.

Most descriptive definitions integrate the concepts of sex education and inherent components of the broader based term Family Life Education as can be seen in the following brief definition:

Family Life Education is...a developmental programme aiming at the improvement of relationships between children and their parents, between siblings in a family, between boys and girls, between husbands and wives, and between the next generation of parents and their children. It interrelates the physical emotional, social and moral aspects of sexuality which matter to so many of these relationships. It deals with facts, attitudes, values, decisions, and behavior.

(Guest, 1972)

Guest (1966) has defined Family Life Education in a qualitative manner which explicitly distinguishes between Family Life Education and sex education and truly combines the two in his following statement:

Family Life education aims to develop in boys and girls the qualities and attitudes on which family life depends. It teaches children and youth about human sexuality and its implications for interpersonal relationships and personal fulfillment. It treats the physical, emotional, social, and moral aspects honestly and explicitly at the "teachable moments"
which come as they grow toward adulthood. It aims to develop healthy concepts of masculinity and femininity, and the relationships between boys and girls, husbands and wives, parents and children. Family Life education is, therefore, more than sex education since the later usually puts emphasis on informing boys and girls about...the biological facts with the capping of injunctions against the violation of the traditional rules of sexual morality and reference to painful consequences...The biological facts should be included, but the main emphasis should be on human relations...The positive value of a successful family is so great, to the individuals in it, and to society that inducing the kind of behavior before and after marriage which makes for family success may be considered the heart of the programme and the reason for its name.

Family life or sex education begins before we are old enough to be aware of it. The first close mother-infant contact after birth is the beginning. The manner in which parents love, play with, and even hold a baby; the harsh or soothing sounds of the parent's voices, which come to be associated with love or with rejection and hostility; the feel of the parent's skin; the odor of their bodies—all these are factors in the development of the child's attitudes and conduct. Parents begin a child's family life education or sex education in the earliest days of his life, whether they intend to or not. Even when parents avoid discussing sex altogether, the child nevertheless senses their attitudes, stressful or happy, through nonverbal communication.

Very few high-school students feel that they have been given adequate or appropriate sex education, and most students have questions concerning human sexuality. Most teenagers have met with embarrassment, ignorance, avoidance, or even anger when they approached certain adults with questions
concerning sex. Yet, young people have the need as well as the right to know about sexual matters. The proper use of sex, free from shame or guilt brings a joy, fulfillment, and closeness that is unique among all human experiences.

There is much that all of us need to know about the physical aspects of human sexuality, and this material can be dealt with in a straightforward manner. Unfortunately, when one is dealing with the emotional and moral aspect of sex, feelings of anxiety and embarrassment have a way of creeping into many attempts at sex education. When the subject is sex, individuals often respond by laughing, giggling, or joking in an embarrassed way. Such responses usually indicate that these individuals are poorly educated, fearful or immature in this area. This is not to say that fun and laughter have no place in sex, because they certainly do; but such laughter should be based on light-heartedness and not on embarrassment (McCary, 1972)

When young people find that they cannot ask questions of adults and get comfortable answers - they go underground. They learn from their peer group through observation and through asking questions. This means that the eight to eleven year old group become the peer teachers. Consequently, their sex education is based on shared ignorance. Much of today's adult population has been given their sexual information in this manner. As a result many parents and teachers do not have sufficient or correct information and do not want to appear ignorant before their own children or the children they teach. Furthermore they may have been taught to feel guilt or ashamed of sex in their own youth and therefore are embarrassed to discuss the subject.
Before adults can deal rationally with the question of Family Life and sex education in the schools, they must accept the fact that "they do not have to know everything there is to know about sex."
CHAPTER 3

MCNAIR'S "EDUCATION FOR SEXUALITY" GUIDANCE PROGRAMME

Introduction

During the 1972-73 school year, the first year of operation for Matthew McNair Senior Secondary (McNair), there existed an administrative philosophy which stated that every member of the school staff had a share in the responsibility of the counselling and guidance of students in addition to the teaching of the subject matter particular to the teacher's area of specialization. When this principle was applied to the actual classroom teaching of the Guidance programme, fourteen members from McNair's staff of twenty-two were timetabled to teach Guidance. The school's counsellors were viewed as resource persons, responsible for the planning and organization of the weekly classes.
The Revision of Guidance

At this time, McNair operated on a seven day timetable composed of a five by five (5 day - 5 period) and two by four (2 day - 4 period) rotation which meant that the Guidance classes met once in every thirty-three hour rotation, or once every seven school days. Several problems result from this traditional pattern of timetable organization.

1. The lengthy time gap between classes causes a natural break in the continuity of the subject matter so that each class period is frequently viewed as a distinct entity by both the teacher and students.

2. The isolation of the classes tends to make their focus subject oriented as opposed to student-centered particularly if the subject teacher sees himself solely responsible for the programme and the presentation of a particular body of information.

3. When Guidance is being taught by teachers who are specialists in other subject areas frequently they place the preparation and teaching of these single classes at a low level of priority. Teachers with insufficient experience and background resort to didactic teaching resulting in classes which are subject oriented.

4. Frequently the content of Guidance classes facilitates the administrative processes of the school. The activities include data collection, programme planning, time-tableing and surveys. Usually the material is of low interest to both the student and teacher involved.

Because of these obvious problems and others which are most subtle, Guidance programmes have become extinct in many schools. This is not in conflict with the philosophy of the B.C. Department of Education, Guidance Revision Committee which stated that:
". . . Guidance must no longer be considered simply as a body of material to be learned and mastered, like any other subject. Unless the Guidance content can be seen by the student as helping meet the needs as he sees them, there is little or no point to it." (Provincial Curriculum-Guidance, 1971)

Yet, the contradiction is that Guidance is a course requirement for secondary students in British Columbia.

The educators involved in the 1971 Guidance Revision expressed their frustration in the lack of success which the programme has experienced in the following manner

. . . this content has been recognized. . . as material that is important to students. Yet,. . . programmes have not been as successful as had been hoped. Revisions. . . have helped and yet the feeling remains that any revision no matter how good a revision it is will not ensure the success of the programme.

. . . Guidance must be student-centered in that it should provide a service to students (Provincial Curriculum-Guidance, 1971).

Recognizing the problems of traditional timetable organizations the Guidance revision committee made several recommendations concerning the implementation of the programme:

1. Integrate the "content with topics in other prescribed courses particularly English and Social Studies." Historically in B.C., Guidance has been considered an integral part of the Physical Education programme.

2. Topics which do not lend themselves to integration should be offered "on their own in a concentrated fashion at appropriate times of the year."

3. If Guidance is to be integrated then the responsibility for the planning and organization of the guidance programmes should still remain with the school counsellor or school Guidance personnel, who function as team-teaching leaders.
The programme was planned for the existing Guidance classes with the full realization that in any class there are variables such as sex ratio, age spread, academic ability and outside influences which affect the outcome of any educational experience. As a corollary to the variability of classes is the variability of teachers - no matter what the title of the course, no two teachers teach in the same way even if they use the same exercises.

In an attempt to minimize the variability in teaching styles, teaching teams composed of the Guidance teacher, a member of the counselling staff, and available Public Health Nurses as additional resource personnel, were set up. In addition, a constant effort was made to see that all members of the teams had a chance to preview material and discuss it with colleagues prior to its presentation in individual classes.

The teaching teams agreed that the technique to be used for the presentation of the subject matter was to be a combination of audio-visual methods; films, slides, audio-tapes, models, posters, and various combinations of these. Following the presentation of the subject matter, discussion techniques were to be used - the buzz group, circle discussion groups, and whole group discussions. The members of the teaching teams were to act as group leaders.

The decision as to which topics would be included in the programme was influenced by the students' age range and their degree of social maturity. The age range was from 16 to 18 and since the Guidance classes had
whelmingly the students indicated that they wanted a programme in sex education. They requested accurate factual material and an opportunity to discuss topics such as venereal disease, birth control, and abortion with suitable resource people as well as with their peers. Previous Guidance programmes were commended for exploring vocational topics but were condemned for ignoring the adolescent's physical, social, and emotional maturation and its role in their growing sexuality.

The school's administrative staff was approached and permission was secured to plan a programme in human sexuality.

The Planning Of The Programme

McNair's eight week special Guidance programme was planned by the counselling staff with the assistance of the school's Public Health Nurse. Initial consultation provided the information about several of Richmond's Public Health Nurses had completed Douglas College's course entitled "Human Sexuality". The assistance of these nurses was secured. They shared their personal resource material and recommended background reading material for both the school counsellors and classroom teachers such as the text, Fundamentals of Human Sexuality by Herant A. Katchadourian and Donald T. Lunde (1972). In addition they helped in the acquisition, presentation and discussion of instructional material.
4. The teaching team should perhaps be considered as a working guidance committee to help ensure careful planning, "avoidance of meaningless overlap from year to year, or the complete omission of important topics", and meaningful class discussions (Provincial Curriculum-Guidance, 1971).

The Need For An Effective Guidance Programme

As a new school, McNair lacked traditions. The school's administrative staff encouraged innovations which would make the course offerings more effective. During the 1972 fall term, the scope of many programmes was limited because the school was on shift, which meant that all equipment and facilities were being shared and that the school day was shortened. Once moved into the present school building (December 15, 1972) the staff and students were "super-charged" with the desire to establish a unique and desirable reputation for the school.

With the knowledge that;

1. "We tend to remember pleasant events and experiences better than unpleasant ones.

2. We learn more the greater our involvement in subject matter and process, and that

3. We take more responsibility for our own development in a democratic classroom than in one with authoritarian controls," (Sommerville, 1972)

the counselling staff asked the students to share in the development of their own Guidance programme.

The 14 Guidance classes were asked for suggestions of topics. Over-
been meeting for half the school year it appeared realistic to draw some conclusions about the students' apparent degree of social maturity.

Student input for the choice of topics was collected through the use of a suggestion box. Results were collated on a checklist (Figure 3). No attempt was made to interpret the results; instead they were accepted at face value. From the suggestion six major topics were chosen - childbirth, birth control, venereal disease, unwanted pregnancy, menopause, and communications. Basically the topical sequence follows the family life cycle. The choice of the topic "menopause" originated with the nurses and counselling staff, based on the belief that adequate attention must be given to the second half of the family life cycle.

The course outline (Figure 4) indicates in which weeks certain topics would be covered. This was to ensure that thought would be given to the interrelationship of topics, to acquire and reserve appropriate resource material, devices and personnel, and to secure permission and endorsement for the programme from the necessary authorities (Appendix 3A). The timetable for the permission is outlined in Figure 5.

When the planning was complete, the resource material and personnel reserved, and permission was secured, McNair's special Guidance programme entitled "Education for Sexuality" was implemented.

**McNair's "Education for Sexuality" Programme**

The subject matter of family and sex are intrinsically interesting and challenging, but methods of examining it may result in boredom, resentment, and contempt on the one hand, or excite-
ment, cooperation and respect for complexity on the other (Sommerville, 1972).

TOPICS IN FAMILY LIFE AND SEX EDUCATION

1. Self-understanding
2. Changing concepts of masculinity and femininity
3. Dating
4. Homosexuality
5. Premarital sexual standards
6. Abortion
7. Prostitution
8. Contraception
9. Pregnancy
10. Variations in family patterns: class and ethnic backgrounds
11. Mate selection
12. Interfaith and interracial marriage
13. Love
14. Marriage readiness
15. Heredity and eugenics
16. Engagement
17. Alternatives to marriage
18. New forms of the family
19. Bereavement
20. Sexuality in marriage

21. Parental roles
22. Aging
23. Sex education of children
24. Family planning
25. Divorce and separation
26. Remarriage
27. Step-parenthood
28. Adoptive parenthood
29. Unemployment
30. In-laws
31. Empty nest
32. Siblings
33. Pornography
34. Mental illness
35. Alcoholism
36. Drug addiction
37. Women's roles, past and present
38. Family experiments: 19th century
39. The family in revolutionary societies
40. Others


Figure 3. Checklist of topics in family life and sex education.

A detailed description of McNair's special guidance programme, "Education for Sexuality" is presented at this time for examination. It consisted of eight, sixty minute classes and involved three hundred and fifty grade
MATTHEW McNAIR SENIOR SECONDARY
Education for Sexuality - Guidance Programme Outline

INTRODUCTION March 6, 7, 8
Presentation: Multi-media presentation and discussion
Personnel: Richmond Public Health Nurses, Counsellors and Guidance Teachers

CHILD BIRTH March 14, 15, 16
Presentation: Film Study - Barnet the Child
Personnel: Richmond Public Health Nurses, Counsellors and Guidance Teachers

BIRTH CONTROL March 26, 27, 28
Presentation: Film Study - Methods of Family Planning
Personnel: Richmond Public Health Nurses, Counsellors and Guidance Teachers

VENereal DISEASE April 3, 4, 5
Presentation: Film Study - V.D. - A New Focus
Personnel: Youth Services Nurse from Provincial V.D. Control Centre, Counsellors, and Guidance Teachers

UNWANTED PREGNANCY April 13, 16, 17
Presentation: Film Study - I'm 17, Pregnant and Don't Know What To Do
Discussion of adoption and abortion and feelings surrounding each
Personnel: District Psychiatrist, Counsellors and Guidance Teachers

MENOPAUSE May 2, 3, 4
Presentation: Film Study - The Psycho-hormonal Aspects of Menopause
Personnel: Richmond Public Health Nurses, Counsellors and Guidance Teachers

CONCLUSION May 11, 14, 15
Presentation: Film Study - Human Sexuality and Communications
Personnel: Richmond Public Health Nurses, Counsellors and Guidance Teachers

EVALUATION May 20, 21, 22

Figure 4. Course outline for McNair's "Education for Sexuality" programme.
ten and eleven, male and female students. Each weekly topic would be discussed in terms of its content, its presentation, the student response and problems encountered (if any).

**TIMETABLE OF PERMISSION FOR PROGRAMME**

February 18, 1973 - permission was secured from McNair's administrative staff to proceed with the implementation of the programme

February 19, 1973 - the Director of Secondary Instruction and the Coordinator of Pupil Personnel and Special Services were consulted regarding plans to implement the programme.

February 20, 1973 - at the request of the counselling staff, McNair's principal formally requested that the Board of School Trustees endorses the programme.

March 1, 1973 - letters of permission for students to participate in the programme were sent home to parents of McNair students.

March 5, 1973 - outline of programme presented to the Board of School Trustees and received their endorsement.

Figure 5. Timetable of permission from McNair's "Education for Sexuality" Guidance programme.

**WEEK 1 - INTRODUCTION**

**Content** - A multi-media presentation was chosen for the introduction as a means of showing the students some of the many topics which influence and contribute to an individual's sexuality. The presentation which involved a film, slides and audio-tape was prepared specifically for
this programme by a group of Grade 12 graphics students from Steveston Secondary School in Richmond, under the direction of McNair's counselling department. As a student production, it projected the topics from a high school student's viewpoint as opposed to an adult's viewpoint. The film included scenes such as; small children in a playground with young mothers close by; a walking tour along theatre row showing the titles on the marquis; a teenage couple walking hand-in-hand down a school hallway; engagement rings in a jewellery store window; formal wedding attire on store mannequins; various family combinations shopping at the shopping centre. The slides included pictures of idyllic scenes, the famed Lennart Nilsson photographs of fetal development; a collage of covers from Harlequin romance books; a collage of covers from "girlie" magazines; photographs of famous works of art; pictures from a family album showing a baby's bath, grandpa and grandchild, birthday parties, first bicycles, first cars, teeth with braces and couples in formal dress for high school graduation. The slides also included pictures of contraceptive products; cigarettes, alcohol and toothpaste advertisments which play on the idea of sex appeal; interracial couples; and single word captions such as engagement, divorce, abortion, adoption, masculine, feminine, love, sex sexuality and many others. The audio-tape was composed of segments of selected popular songs and old favourites. It includes such songs as "You Must Have Been A Beautiful Baby", "The Stripper", "The Wedding March", "Lara's Theme", "Downtown" and many others.
Presentation - The format of each sixty minute period consisted of a brief introduction outlining the instructor's objectives for the class; the fifteen minute multi-media presentation; and was followed by small group discussions in which teacher and students shared their expectations for the weeks that were to follow. Richmond Public Health Nurses, McNair's Counsellors and Guidance Teachers acted as group leaders for the discussion groups. The classes were conducted on the school's stage, a very large carpeted room which contained no furniture. One full wall was used as a projection screen. During the operation of the fourteen Guidance classes the school's Principal, the District's Director of Secondary Instruction and Coordinator of Pupil Personnel and Special Services, and several Elementary Counsellors also participated as group leaders.

Student Response - The students were very enthusiastic about the start of the programme. They expressed surprise in the wide range of topics that were introduced and the frankness with which they were approached. Students expressed concern that the "same old films" would be used - some individuals said they had seen the films "Boy to Man" and "Girl to Women" in grades five and six and again in grade seven. Some students expressed confusion over the multi-media presentation - they were unclear as to its message but seemed satisfied with the group leaders explanations.

Problems Encountered - The synchronization of the slides, films, and audio-tape presented a challenge which was not always met. There
was also some problem with consistency of picture quality - as a student production which was produced in a relatively short time span it had many imperfections. The choice of rooms also presented problems. It was without windows and ventilation. It was normally used by drama and music classes which were temporarily housed in other less suitable rooms in the school.

WEEK 2 - CHILD BIRTH

Content - The Swedish film "Barnet the Child", which was obtained from the Richmond Health Unit, was used for the topic because of its comprehensiveness - its detail, and explicit nature left very few unanswered questions. The film is about a young married couple who want to have a family. It starts with the woman's realization that she could be pregnant. This is followed by a visit to the doctor, pregnancy tests and a confirmation. This film then includes a review of the processes of menstruation and conception. The film then proceeds to follow the pregnancy. It showed the stages of fetal development, dealt with the desirability of pre-natal classes, discussed the need and requirements for good maternal nutrition and exercise, and regular medical checkups during the pregnancy. It then dealt with the birth of the child - the early stages of labour, going to the hospital, hospital admission, the more advanced stages of labour, the birth itself, and the discharge of the afterbirth. It went through the procedures of checking and identifying the baby. This included bathing it, taking a foot print, putting on an identifying bracelet, putting drops in its eyes, and recording its length and weight. It then
showed the baby's mother in her hospital room discussing the baby's arrival with her husband and parents, clipping the announcement of the baby's arrival from the newspaper, and feeding the infant "Barnet". The film then deals with the baby's homecoming and the desirable follow-up medical care for both mother and child.

In addition to the film, the Public Health Nurses provided models showing various stages of fetal development and posters showing the stages of labour as display material for the classroom.

Presentation - The format of each class consisted of a brief introduction to the film, the viewing of the forty-five minute film "Barnet the Child" followed by small group discussions. Richmond Public Health Nurses, counsellors, and Guidance teachers acted as group leaders. Other educational personnel participated in the classes as guests only. The classes were conducted in a large combination Home Economics classroom which was furnished only with chairs.

Student Response - All the Guidance classes were composed of both males and females and the sexes experienced very different reactions to the films. The discussion following it proved to be very enlightening and did not end with the class bell. The students continued discussion of this film in other classes throughout the three days of the class present-
ation. Students also actively sought the permission of their subject teachers so that they could view the film more than once.

Problems Encountered - Because of the length and detail of the film, the sixty minute class period was insufficient time to allow for an adequate discussion period. Consequently, other classes in the school were disrupted. All members of the staff were understanding and cooperative. They permitted the discussions to continue, even if only briefly, during their classes and encouraged all students to view the film, and some for the second time. This action altered the size of the Guidance classes and altered the number of group leaders required for each.

WEEK 3 - BIRTH CONTROL

Content - For the topic of birth control the film "Methods of Family Planning" which was obtained from the Regional Film Library, was selected because it was brief and factual. The film presented information on several different methods of contraception - the pill, the diaphram, the interuterine device, the condom, the rhythm method, and vaginal foams. It presented facts, emphasized the need for responsible personal action and did not make any moral judgements. The film portrayed couples seeking information and emphasized that both partners in a sexual relationship have a responsibility to themselves and to each other on the issue of contraception.
In addition to the film, the Public Health Nurses provided and demonstrated their "Birth Control Kits" which contain samples of the products and devices which had been discussed in the film. Copies of the Birth Control Handbook by Donna Cherniak and Allan Feingold (1972a) were also available as a supplementary resource for students because of its diagramatic explanation of a gynecological examination which was referred to in the film.

Presentation - Each class was initiated with a brief introduction to the film. The seventeen minute film "Methods of Family Planning" was then shown. It was followed by small group discussions which were lead by the Public Health Nurses. During these discussions the nurses demonstrated their "Birth Control Kits" which gave the students a first hand opportunity to examine the products and devices which had been discussed in the film. Once again the classes were conducted in the combination Home Economics classroom. This classroom was used for the remainder of the programme.

Student Response - Students of both sexes actively participated in the discussions. This was probably because the film portrayed couples seeking information and it emphasized the responsibility that both partners, in a sexual relationship, have to themselves and to each other on the issue of contraception. The students responded with interest to the demonstration and contents of the "Birth Control Kits". Students were
also interested in the content of the Birth Control Handbook (Chernik and Feingold, 1972a) and several students arranged for over night loans of the available copies.

**Problem Encountered** - The expertise of the Public Health Nurses was required for the demonstration of the "Birth Control Kits". This resulted in an increased demand for Public Health Nurses. Their time and service was acquired through the reassignment of work schedules for all the Public Health Nurses in the district by the Nursing Supervisor. In spite of this scheduling difficulty, the inclusion of the "Birth Control Kits" was considered essential by all of the members of the teaching team.

**WEEK 4 - VENEREAL DISEASE (V.D.)**

**Content** - The Youth Services Nurse and her prepared slide lecture on the subject of venereal disease was selected because it was designed for use with teenage audiences in B.C.'s lower mainland. The slides were all taken in the Greater Vancouver area. Because the Youth Services Nurse had worked the "street scene" during the previous summer she was able to draw on data that was current. The film "V.D. - A New Focus", which was obtained from the Regional Film Library, was used to present a review or summary of the pertinent medical material presented in the slide presentation. James Brolin who plays the role of Dr. Kiley on the TV series "Marcus Welby, M.D." narrates the film which deals with the
causes, the signs and symptoms, and the treatment of syphilis and gonorrhea. The *V.D. Handbook* by Donna Cherniak and Allen Feingold (1972b) was used to augment the content of the film concerning syphilis and gonorrhea and to provide new information on other venereal diseases such as vaginitis, venereal warts and pubic lice.

**Presentation** - Each class was initiated with the introduction of the Youth Services Nurse who then presented her prepared slide lecture on the subject of venereal disease. Her lecture was followed by a brief class discussion. The fourteen minute film "V.D. - A New Focus" was then shown. It was followed by small group discussions. Richmond Public Health Nurses, Counsellors and Guidance Teachers acted as group leaders. The *V.D. Handbook* (Chernik and Feingold, 1972b) was used as a resource by the group leaders.

**Student Response** - The students responded very favourably to the Youth Services Nurse. They were intrigued by the candid stories of the "street scene". The film also had appeal because the narrator was currently a popular figure. Again, several students arranged for overnight loans of copies of the *V.D. Handbook* (Chernik and Feingold, 1972b).

**Problems Encountered** - Only one problem was encountered with this topic. The Youth Services Nurse became very fatigued making the same presentation to fourteen consecutive classes over a three day period.
This problem was somewhat overcome by not having her participate in the second half of the classes.

WEEK 5 - UNWANTED PREGNANCY

Content - The film "I'm 17, Pregnant, And Don't Know What To Do", was chosen because it was up to date and portrayed the situation of a middle class teenage pregnancy very realistically. The film starts by showing scenes of both the teenage mother and teenage father and outlines their plans to finish high school and to attend college. Then the girl realizes she is pregnant. It deals with the problem of telling her girl-friends and her parents. Her parents felt that she should have the baby and that they would help her raise it. The film then shows her attending a pre-natal class for unwed mothers. Discussions in these classes included dealing with such questions as "Why didn't you use some form of contraceptive?". The film then goes on to show some of the difficulties in being a single, teenage parent. It then introduces a young couple who are participating in a group session for prospective adoptive parents. This is followed by the sequence of the young mother giving up her child to the adoptive agency and the adoptive parents receiving their first child.

Presentation - The format of each class consisted of a brief introduction to the film, the viewing of the twenty-seven minute film "I'm 17, Pregnant, And Don't Know What To Do" followed by a whole group discussion. The District Psychiatrist was invited to lead the discussion which focus-
ed on the feelings surrounding adoption and abortion. This approach was chosen because the agenda for the class was not that of debating the question of abortion. The class was then divided into small groups and the Public Health Nurses were available to answer questions about the medical aspects of abortion. They used the Birth Control Handbook (Chernik and Feingold, 1972a) as a resource.

Student Response - The class members responded very empathically to the story the film presented. The students identified with the young people in the film and were prompt to point out the major weakness of the film - it does not deal with the dilemma of the "unwed father". This neglect really brought the boys into the class discussion. Again, as with the film on child birth, the discussions of this film did not end with the class bell - they continued elsewhere in the school throughout the three days of the class presentation. And, as had previously occurred, students actively sought the permission of their other subject teachers so that they could view the film more than once.

Problems Encountered - Again, the size of the Guidance classes was unpredictable because several students wanted to see the film for a second time. This affected the number of Public Health Nurses who were required for the small group discussions since their expertise was required to answer student questions about the medical aspects of abortion. As on the previous instance when a similar problem had occurred, the
Supervisor of Nurses rearranged work schedules for all the Public Health Nurses in the district so that the necessary number of group leaders were available.

WEEK 6 - MENOPAUSE

Content - The film "The Psycho-Hormonal Aspects of Menopause", which was obtained through the Health Department, was chosen because of its availability. It was the only available film which dealt specifically with the topic. Basically, the film was designed for an audience of medical personnel, and not high school students, but its use was justified because of its two excellent scenes - one of a communication breakdown between a mother and her teenage daughter and one which demonstrates a caring relationship between parents.

Presentation - The format of each class consisted of a brief introduction to the film, the viewing of the fourteen minute film "The Psycho-Hormonal Aspects of Menopause" followed by small group discussions. The Public Health Nurses, the Counsellors and Guidance Teachers acted as group leaders. Because the film was designed for use with medical personnel its commentary was filled with terminology. In the discussion groups the students were asked to consider the use of jargon - if they had felt left out in this film, how did they think their parents feel when being asked to cope with the teen language of the day?
Student Response - The discussions which followed the film were very reflective in tone and introduced the next session very well. The students expressed dislike of the film because of the extensive use of terminology.

Problems Encountered - A few of the students became restless during the film. They complained later that they couldn't understand what was being said. This comment was used by the group leaders to initiate discussion about the use of jargon and the generation gap.

WEEK 7 - COMMUNICATIONS

Content - The Chernik film "Human Sexuality and Communication" which was obtained through the Regional Film Library was chosen because of its content and the attitudes it portrays. The film deals with problems in communication. It gives examples of how to and how not to handle such situations as bringing home a bad day from the office. Although the film was designed for use with adult groups and in marriage counselling, it was considered suitable for use in this programme because of the apparent social maturity which had been observed by the group leaders in the various classes. Recognition was also given to the fact that Guidance II is the final Guidance course currently offered.

Presentation - Each class was initiated with a reasonably detailed introduction to the film, which was taken from the User's Guide, that accompanied the film "Sexuality and Communications". The film was
followed by very brief small group discussions. Public Health Nurses, Counsellors and Guidance Teachers acted as group leaders.

**Student Response** - There was a varied response to this film. It appealed to some and not to others. This film gives all its viewers, adult or adolescent, permission to not know *everything there is to know about sex*. This afforded the opportunity for both student and adult group leaders to comment on how much they had learned in the programme since the next and final session was to be used for evaluation.

**Problems Encountered** - Only one major problem was encountered with this topic. Because of the length and detail of the film, the sixty minute class period was insufficient time to allow for as adequate a discussion period as would have been desirable.

**WEEK 8 - EVALUATION**

**Content** - The students were given an evaluation form or questionnaire which had been prepared by the group leaders.

**Presentation** - The Guidance Teachers asked the students to complete the form without discussion. Each students' personal response was considered important. Students were told that the information they gave would be valuable in planning future programmes.
Student Response - The students were very cooperative about completing the evaluation form in spite of the fact that it was a long and tedious process.

What Did The Programme Accomplish?

McNair's special guidance programme "Education for Sexuality" generated a great deal of interest, enthusiasm and communications both between and among students, teachers, district public health personnel and various levels of school administrative personnel. Their reactions follow.

The Student Evaluation

This evaluation of the programme was accomplished through the use of a four part questionnaire (Appendix 3B): Part A was devoted to an evaluation of the films' suitability and was labeled "film evaluation"; Part B was an evaluation of the structure and function of the discussion groups and was labeled "group discussion evaluation"; Part C was an evaluation of the strengths and weaknesses of the programmes' content and presentation and was labeled "programme evaluation"; and Part D was a "general evaluation".

A. Film Evaluation - The students were asked to consider whether or not the films were suitable to the topic, whether they presented quality information in a meaningful manner, and whether they were up to date.
Such a focused procedure mitigated against purely personal criticisms.

Each of the seven films was rated on a four point scale: excellent, good, fair, and poor. The results are presented in Table II.

Table II. Rating of Film Presentation

<table>
<thead>
<tr>
<th>Title of Film</th>
<th>Number of Responses</th>
<th>No Response or Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Media Presentation</td>
<td>8 137 148 12</td>
<td>9</td>
</tr>
<tr>
<td>Barnet the Child</td>
<td>214 96 - -</td>
<td>4</td>
</tr>
<tr>
<td>Methods of Family Planning</td>
<td>14 183 103 -</td>
<td>14</td>
</tr>
<tr>
<td>V.D. - A New Focus</td>
<td>27 99 149 7</td>
<td>18</td>
</tr>
<tr>
<td>I'm 17, Pregnant, And Don't Know What To Do</td>
<td>96 138 57 14</td>
<td>9</td>
</tr>
<tr>
<td>Psycho-Hormonal Aspects of Menopause</td>
<td>- 9 78 207</td>
<td>20</td>
</tr>
<tr>
<td>Sexuality and Communication</td>
<td>27 131 117 30</td>
<td>11</td>
</tr>
</tbody>
</table>

*n = 314

Following the rating scale, all students were asked why they had responded in that manner. Samples of the range of their positive and negative comments follow:

1. The multi-media presentation was praised because it showed the wide range of topics to be covered and put sex into the family context. It was criticized as being confusing and difficult to follow.
2. The film "Barnet the Child" was commended for being factual, simple and beautiful. It was also praised for pointing out that pregnancy is a complicated affair. The negative comments included; "shows what you're in for", "it was a little scary" and "did they have to show everything!?".

3. The film "Methods of Family Planning" was praised by students when they made the following comments "makes you think", "tells it how it is", and "it's good to know how things really operate". Their negative comments suggested that the film had been too short and that you needed the nurse's kit to really understand how some things work.

4. The film "V.D. - A New Focus" was seen as "a good review" and "really up to date" by some students while others saw it as "not being explicit enough" and "not as good as Dick Cavet's special called V.D. Blues". Still others expressed the viewpoint that "the slides told you more".

5. The film "I'm 17, Pregnant, And Don't Know What To Do" was praised by some students who thought that "it seemed like a very real experience", and it "dealt with adoption well". Others stated that they "could really identify with the girl". The film was criticized because it did not include enough about the unwed father and some students felt that it "should have talked more about abortion".

6. The film "The Psycho-Hormonal Aspects of Menopause" was praised by students saying that "the fight at the beginning was very believable". It was criticized as being "too boring" and for having "too many hard words".

7. The film "Sexuality and Communication" was praised by students who thought that it "to the point", "had no hard words to confuse us" and had "alot of good humor". Others criticize it when they said that "the humor was kind of dumb". Still others commented on its appropriateness by saying that it "doesn't apply to me right now".

In general the students responded favorably to the selection of films. "Barnet the Child" and "I'm 17, Pregnant, And Don't Know What To Do" had the strongest student impact. The vocabulary of the film "The Psycho-Hormonal Aspects of Menopause" alienated most of the students and
the controversial film "Sexuality and Communication" precipitated a mixed response. On informal observation by the group leaders it appeared that this film appealed to the more socially mature students.

B. Group Discussion Evaluation - The students were asked to answer a series of seven questions. The first two dealt with the size of the group. All the students felt that the group sizes used were suitable - none felt they were too large or too small. When asked what number of students would make an ideal group, the size ranged from 5-12 members.

When asked to respond YES or NO to the question "Generally were your group leaders effective" - 244 (81 percent) responded YES, 57 (18 percent) responded NO and 3 (1 percent) circled both. When asked to qualify their answers the positive respondents thought the leaders were enthusiastic, approachable and knowledgeable. The NO voters indicated that some of the students were too shy which possibly meant the group leaders were too dominant. Others felt that some group leaders were unknown quantities - this may have been because the group composition was left to chance for each class. The availability of the Public Health Nurses which was determined by their work schedules prevented uniform group leadership. Three students gave a combined YES - NO answer and qualified this response by saying the group leaders were both effective and ineffective because they got different ones for each class and the individuals varied in skill and acceptability.
The fourth question asked whether students considered the Public Health Nurses as a necessary or important part of the programme. Two hundred eighteen (69 percent) responded YES and qualified their answer by stating that the nurses know more about what was going on and that their kits and models were excellent. Ninety-six (30 percent) responded NO, stating that they felt the Guidance teachers were as well qualified. 

The fifth question dealt with the desirability of having the same group and group leader for each class. One hundred thirty eight students (43 percent) responded YES impressing the fact that this would provide continuity, and allow students the opportunity to overcome shyness. One hundred thirty (41 percent) responded NO indicating that varying the groups offered privacy and 46 (15 percent) responded that it made no difference. 

During the discussions both segregated and mixed groups (male and female) were used. When asked whether mixed groups were more or less successful, 37 (11 percent) considered them to be less successful and 84 (26 percent) indicated that it make no difference. When asked whether they preferred mixed groups - 276 (87 percent) responded YES 38 (11 percent) responded NO. The student responses supported the argument given for mixed groups - that they facilitate a sharing of opinion and point-of-view between the sexes.
C. Programme Evaluation - The programme evaluation was composed of eleven questions. Eight which could be answered with a YES or NO response are itemized in Table III. These results indicated that the programme had provided 77 percent of the students with new or valuable information. One definite weakness of the programme was our failure to provide the students with a vocabulary list - 33 percent of the students thought we should have provided one and that it should have included both technical and slang terms. Forty-three percent of the students indicated that insufficient time was spent on reviewing the anatomy and physiology of the human body. This programme weakness was the result of an erroneous assumption that the students had already acquired this necessary background material. A pre-test of the group would probably have pointed out this lack of knowledge and facilitated more thorough planning.

When asked whether the presentation style of combining films with discussion was a good choice, 63 percent indicated that it was. The negative 37 percent is a proportion large enough to point out the weakness of not varying the style. This could have been a more serious problem if the programme had been longer. The consistency of format had been chosen because of the large number of personnel involved and the fourteen different class groups.

Seventy six percent of the students thought the programme should be expanded, but only thirty two percent were willing to become involved in the presentation of the material. When asked whether or not they would parti-
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes Response</th>
<th>No Response</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Raw Score</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>n=314</td>
<td>%</td>
</tr>
<tr>
<td>1. Did the programme provide you with any new and valuable information?</td>
<td>243</td>
<td>77</td>
</tr>
<tr>
<td>2. Should we have provided you with a list of terms and their meanings as they were used during the course?</td>
<td>262</td>
<td>83</td>
</tr>
<tr>
<td>3. If so, should this list include both technical and slang terms?</td>
<td>262</td>
<td>100</td>
</tr>
<tr>
<td>4. Do you feel that adequate time was spent reviewing the anatomy (parts) and physiology (function) of the human body?</td>
<td>182</td>
<td>57</td>
</tr>
<tr>
<td>5. Did you think that the use of films and group discussions was a good form of presentation for this programme?</td>
<td>198</td>
<td>63</td>
</tr>
<tr>
<td>6. Should the programme be expanded to include other topics?</td>
<td>239</td>
<td>76</td>
</tr>
<tr>
<td>7. Would you be willing to participate in a programme where you were responsible for helping to present some of the subject matter?</td>
<td>159</td>
<td>32</td>
</tr>
<tr>
<td>8. If a second course made up of new topics is developed to follow this year's &quot;Sexuality&quot; programme would you participate in it?</td>
<td>293</td>
<td>93</td>
</tr>
</tbody>
</table>
cipate if a second course made up of new topics is developed to follow the "Education for Sexuality" programme, 93 percent said YES. This overwhelming response indicated that the programme had provided a meaningful and relevant experience.

The programme evaluation included three survey type questions. Their results supported data collected in the film evaluation and provided additional information for future planning.

When asked which areas of the programme were most successful and why, 62 percent of the students indicated that the film presentations were more successful than the discussions because they "didn't really want to tell everybody how I feel about a particular topic". When asked the question "what areas do you feel could be omitted, and why?" Several students stated that they did not like the discussions because of the personal nature of the material. These responses implied that the students may have preferred meeting in the same working group with the same group leader for each class. Some of the problem could have been eliminated if our class schedule and the individual Public Health Nurse's work schedule had been aligned for uniform contact time.

When asked to list some of the topics that they would like to have included in a follow-up programme the students suggested areas that were far more student-centered and less subject-oriented. Their suggestions included topics such as:
- what goes on at parties
- problems associated with dating, and
- divorce and separation.

D. General Evaluation - The final section of the student questionnaire was made up of four questions. The first question asked whether or not the students considered their knowledge of sexuality at the beginning of the programme to be lacking, adequate or superior - 23 percent felt their knowledge was lacking, 67 percent felt it was adequate and 10 percent felt it was superior.

The second question asked whether or not the students felt their knowledge concerning sexuality had improved or remained the same as a result of the programme. The result indicated that 70 percent had experienced improvement. When asked whether their present family life has changed because of the programme, 87 percent indicated no change and 13 percent thought it was better. No students felt it was worse!

The response to the final question "Do you feel that as a possible future parent that your family life will be more or less successful because of the program", only 5 percent thought there would be an improvement.

The results to these questions indicated that the students were aware of having acquired more knowledge but their statements would indicate that they could not apply that knowledge to their future family life.
The Teaching Team Evaluation

This evaluation of the programme was done orally at the end of each session and more comprehensively at the end of the programme following the collation of the student questionnaires. The daily evaluation facilitated communication between the teaching teams whose structure was always changing. The availability of the counsellors and Guidance teachers was determined by the school's timetable but individual nurses, who had district responsibility, elsewhere, were on loan to us as they were able to adjust their commitments. During the evaluation it was acknowledged that the use of small groups with well trained resource persons as group leaders would not have been possible without the nurses.

The school's Guidance and counselling personnel experienced a great deal of personal growth during the daily evaluation which provided them with an opportunity to update and validate the information to be presented. None of the teachers had any specialized training or documented expertise in teaching the topic of human sexuality so this checking process was vital. At the programme's conclusion the members of the teaching team felt they had learned new and valuable information through their involvement. It was also recognized that not all the members of the teaching team could deal with all of the various topics - individuals had different comfort zones and this had to be recognized.

At the programme's conclusion, the counsellor's and Public Health personnel felt they were more familiar with what the students expected
from such a programme. They were also more aware of the availability and usability of both resource materials and personnel. The selection of the resource materials had required a great deal of time. For several of the topics numerous films were previewed before a selection was made and then several of the films were acquired through special arrangement. These special arrangements did not insure that the films would be available at a future time for similar use. This programme, as a special project, had had extensive personnel support - support which would be impossible to give if more schools attempted similar undertakings.

The School Administrators Evaluation

This evaluation of the programme like that of the group leaders, was also oral. They felt the programme had been very effective in helping to establish a desirable tone in the school. They felt that having secured the School Board's endorsement for the programme had added to its credibility. In general, administrators at the school and the Board office were pleased that the undertaking had been successful. The schools administration wanted to explore the potential and problems of developing a K-12 (Kindergarten to Grade 12) Family Life Education programme for use throughout the District.

The evaluative comments made by the teaching teams and the schools administration may have shown other strengths or weaknesses if these individuals had been asked to do an anonymous written evaluation. It would
at least have been interesting to have teacher response to the student questionnaire. A comparison of the results of teacher response and student response may have pointed out such things as which of the topics were considered most important by which group. A written evaluation by McNair staff not involved in the teaching teams may also have proven valuable if a future programme was to be undertaken.

Considerations For Further Study

McNair's "Education for Sexuality" programme was set up as a special Guidance programme. It was designed to meet the needs at the time. Because it was the first school wide programme to be offered in Richmond it received a great deal of attention. Guidance is usually considered a low priority course by students, teachers and school administrators.

The time input by the schools counselling and guidance staff was unusual but not unrealistic. The programme's dependency upon the Public Health Nurses, in terms of time demand, was unrealistic. The Supervisor of Nursing under the direction of the District Health Officer rearranged working schedules throughout the district so that the nurses could function as members of the school's health team. Without this support, another source of group leaders would have been necessary.

The "special" label which was attached to the programme seemed to make the acquisition of materials easier. This may be an inaccurate
observation. It is possible that just more effort was being made to obtain high quality resource material.

On more than one occasion, this programme became the focal point of the school's attention. This condition spotlighted several of the programmes offerings - the classes were both meaningful and relevant to the student body. But, with respect to the student's needs for knowledge in other areas, the proportion of time spent on this programme may have been excessive. This would not necessarily have been the case if the topics explored here had not been avoided in previous Guidance courses. It's possible this programme was for many students a "catch-up" period in their social learning.

In order to conduct fourteen consecutive classes on each topic, adjustments had to be made to the Physical Education timetable. This occurred because Guidance is viewed as part of the Physical Education requirement and not as a separate subject area, and as a consequence their timetable is interrelated. Since the Physical Education staff were all members of the Guidance team their cooperation on this matter was excellent. Fourteen consecutive classes also suggested the desirability of a single Guidance classroom. This meant that displays could be set up and that resource material could be left out for student use. If the classes moved from room to room nomadically as they do for most Guidance programmes then the effort required to move the resource material would probably not be forthcoming - it may be sporadically, but not on a continuing basis.
The administrative policy of McNair and its emphasis on the need for student guidance made this programme possible. Part of the programmes success was achieved because of the strong support that was given the school's administrative staff. The support provided by many members of the Board's Administrative Staff also added to the endeavor.
CHAPTER 4

THE STEP BEYOND - FROM PROGRAMME TO CURRICULUM

Introduction

The British Columbia Department of Education published its policy on the matter of Family Life Education in the March 1973 Instructional Services Circular 777 (Appendix 4A) for the guidance of teachers, principals, district superintendents, and Boards of School Trustees. In this statement, the Minister of Education, the Honourable Eileen Dailly authorized the development of Family Life Education programmes using the following criteria:

1. Schools, undertaking studies in this field, should have the approval of the Board of School Trustees.

2. Parents rights and responsibilities must be respected. Parents should be involved.

3. Programme content and objectives must be clearly and precisely defined.
4. Student differences must be considered.

5. Teachers are not to be assigned to this work unless they wish to be and are considered knowledgeable and capable of teaching in this area.

6. The total concept of family life is to be included. The study of the sexuality of the individual is not to be over-emphasized.

7. Undue repetition and over-emphasis on group discussions should be avoided.

8. Considerable professional judgement and discretion is recommended in the selection of learning material, books, films and pamphlets.

9. These programmes should be subject to regular professional evaluation and report.

It was coincidental that the Richmond Board of School Trustees endorsed McNair's "Education for Sexuality" special guidance programme and recognized the existence of related programmes which fall under the heading of Family Life Education in other Richmond secondary schools, at the same time as the Departmental policy statement was released. Following this action, the Board, in accordance with this policy, decided that the district should endeavour to find or develop a K-12 (Kindergarten to Grade 12) Family Life Education curriculum. The Coordinator of Pupil Personnel and Special Services was to organize the establishment of appropriate committees to undertake this task.

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1 McNair's "Education for Sexuality" special guidance programme is described in Chapter 3.
The Development Process

The process of finding or developing a curriculum for the district was initiated concurrent with the conclusion of the McNair programme. In May 1973, a meeting of selected elementary and secondary teachers, counsellors, school and Board administrators, Public Health Nurses, and Douglas College counsellors was held. Encouraged by the positive responses reported in the McNair evaluation,\(^2\) this group agreed in principle that a coordinated programme to encompass all age groups would be desirable, that is that students, teachers and parents were to be given an opportunity to learn. From this meeting four working committees emerged: the In-Service committee, the Curriculum committee, the Audio-Visual committee, and the Resource committee. The chairperson of each working committee formed the Coordinating committee (see Figure 6).

The In-Service committee was to plan and implement workshops within the District, on various topics within the scope of Family Life Education, which related to the needs of the District's educational personnel. The Curriculum committee's initial task was to gather information on the objectives, philosophy, and content of programmes, that fall under the broad heading of Family Life Education, which already existed in Richmond and within other school districts in the province. The second

\(^2\) The evaluation of McNair's "Education for Sexuality" programme is presented in detail in Chapter 3.
Figure 6. Initial composition and structure of Richmond's Family Life Education Committees.
task of this committee was to plan, organize and recommend to the Board of School Trustees, the content of a K-12 (Kindergarten to Grade 12) Family Life Education Curriculum which would be suitable for use in Richmond schools. The task of the Audio-visual committee was to gather information on audio-visual material which was immediately available through the Regional Film Library, individual schools and other agencies. This committee was also responsible for finding and documenting new sources of audio-visual material. The fourth working committee, the Resource committee, was responsible for surveying books and other sources of information which were available within various school libraries, and to recommend additional information.

The Work of the Committees

The development and preparation of Richmond's Family Life Education Curriculum Outline (Preliminary Draft) took one full calendar year, October 1973-74, and involved in excess of two thousand manpower hours of work. During that time each committee was involved in specific but integrated activities. Before the school year ended, the committees were caught up in the idea of developing a detailed K-12 Family Life Education curriculum outline. This written outline, which would constitute the committees' report to the Board, was to deliniate the boundaries of content thought to be appropriate for various ages and stages of development. This boundary delinination was viewed as a means of preventing misunderstandings or misinterpretations by all individuals who
would be involved in its use: the Board of School Trustees; the Board and School administrators; teachers and counsellors; Public Health personnel; and parents and their children.

The In-Service committee planned and implemented several workshops. In cooperation with Douglas College, a group leadership programme was initiated for committee members during June 1973. Then, in October, an in-service training series, coordinated by Douglas College was arranged for representatives from each of the districts elementary and secondary schools. The outline for this in-service programme is presented in Appendix 4B. Approximately 150 participants, including teachers, counsellors, administrators and Public Health Nurses were present. This workshop was designed to achieve several objectives such as providing

- structured time during which committee members could obtain direct feedback from a large sample of the District's staff (150 of approximately 800 members of the Richmond's Teachers' Association).

- an environment in which the participants could integrate newly acquired information and concepts with knowledge and attitudes they already had.

- training in basic teaching methods in Family Life Education, and an experience in Family Life Education so that the participants had something tangible upon which to base their decision of whether to work in this field or not.

At the conclusion of the workshop several observations were made. Personal anxiety about dealing with certain topics or situations had decreased for many participants. The size of the working committees were
increased because people wanted to become involved, and the needs and expectations for curriculum were brought to the forefront.

During the spring of 1974 the In-Service committee conducted special topics workshops. The outline of topics and speakers can be found in Appendix 4C. Participation was open to all personnel who might be considered Family Life Education teachers in the future. Because of frequently expressed concern over the qualifications and quality of personnel to be involved in Family Life Education, this in-service training was considered essential to the success of the programme.

The Curriculum committee, working in conjunction with the Coordinating committee, initially produced a statement paper (Appendix 4D) as a basis for discussion at the October in-service training series. The goal of this discussion was to bring the need and expectations for curriculum to the forefront. The result was an expressed need for a structured curriculum with realistic objectives, suggested strategies and sources of resource material. The people who would determine the future classroom success of Family Life Education, decided that if they were to teach Family Life Education, then they wanted a curriculum guide which outlined the broadest limits within which they could operate with full Board approval.

Following the October in-service workshop or training series, several participants volunteered to serve as members of the Curriculum committee. As a result of this increase in available manpower, the Curriculum
committee was divided into three sub-committees - kindergarten and primary; intermediate; and secondary (Figure 7). These sub-committees were formed because individual committee members were most concerned with the content and material which was to be used for the age or grade of the students they were currently working with. Meeting on a weekly basis, the committee members examined and critiqued existing programmes and thus determined the foundations for the Richmond Family Life Education Curriculum Outline.

Family Life curricula can be designed using one of several different bases such as the family life cycle, the individual life cycle or selected broad topics.

Most commonly used is the family life cycle, starting with dating and mate selection and continuing through the preparental years, followed by the period with small children in the home, then older children, then the empty nest with children in homes of their own, aging and bereavement. Few courses give adequate attention to the second half of the family life cycle.

Another common course design is based on the individual life cycle, starting with birth and infancy and continuing with key periods through adolescence to adulthood and old age. Again, most courses concentrate on the earlier periods. Still another design selects broad topics such as personality and individual development, communication, conflicts, family and society, and examines these topics for all periods of the individual or family life cycle. There are dozens of major topics and even more subtopics to be considered within any of these designs.

(Sommerville, 1972)

The Curriculum sub-committees decided to organize the content in grade levels using a selected broad topic design.
Figure 7. Structure and composition of the expanded and sub-divided Family Life Education Curriculum Committee.
The outline for the kindergarten and primary curriculum were the first to emerge because of the availability of provincial guidelines for these grade levels (Provincial Family Life Education - Guidelines for the Development of an Elementary School Programme, 1973). The initial kindergarten outline was presented for comment at a kindergarten teachers in-service workshop which had been organized by the District's Kindergarten Supervisor. The criticism and suggestions of the workshop participants were incorporated into the outline and it was then presented by the Curriculum committee to the Board's Education Committee in its improved form. The Kindergarten Outline was presented in detail complete with objectives, content, suggested teaching strategies and possible resources for each broad topic area. This detailed presentation was to indicate to the Board the degree of detail in boundary delineation that was considered necessary by individuals who would be involved in instructing classes in Family Life Education. The Board of School Trustees and the Board's Education Committee were pleased with the presentation and the progress that was being made and requested that the remainder of the Outline be prepared in the same manner. They also provided encouragement for the continuation of the undertaking. Immediately following the Curriculum committee's presentation or report, the Board received the report and recommendations of the October in-service workshop (Appendix 4E).

3 The Board's Education Committee is composed of the Trustees, the District Superintendent, and the Secretary-Treasurer.
Throughout the spring semester the Curriculum sub-committees continued to meet. Close liaison was kept between the groups so that undue repetition of content could be avoided. Two of the major problems encountered in course design are overlapping and omission.

In discussing the broken family, is only divorce of the impact of bereavement to be considered? In considering parent-child relations is only biological parenthood or adoptive and step-parenthood to be discussed? It becomes evident that there is enough subject matter for a whole sequence of courses, and that no one course will ever deal with all the complex relationships of men and women, parent and child, and family and society. Seemingly paradoxical, there is a danger of overlapping of subject matter, as some topics can be introduced in a number of places. Thus dating focuses on the young people but later discussion of spousal relations in the rearing of adolescents brings up some of the same issues from the viewpoint of the middle-aged parents who have legal and financial responsibility for those dating behaviors (Sommerville, 1972).

The Curriculum sub-committee members decided that content should be determined for grade level and that it would be organized within several selected broad topics: self concept; social awareness; reproduction, addictions and dependencies; and parent communication. The objectives for the various topics at each grade level was to suggest the depth at which the material was to be discussed. The inclusion of suggested teaching strategies and resources for each item of content for each of the grade levels was to prevent unnecessary overlapping and omission.

By April 1974, the committee members were showing fatigue. The Board was approached and asked to consider the appointment of a part-time coordinator for the programme. The appointment of a coordinator had
been recommended to the Board in November, 1973, in the report on the October in-service workshop. Although sympathetic to the request, the consideration of such an appointment was postponed until budget time. The response to the problem from the District's Board and School Administrative staff was one of understanding and support. Their action facilitated much needed help for Curriculum and Coordinating committee members. Some substitute teacher time was offered by Board administrators and internal coverage of classes was arranged by many school administrators in an attempt to relieve the pressure and yet the problem remained. The individual members of the Curriculum and Coordinating committees had to wrestle with the duality of their roles. They believed in and were committed to the Family Life Education endeavor but were also aware of the fact that their current degree of involvement was on a short term basis. The individual committee members were also very conscientious about their role and responsibilities to the school to which they were assigned because of their own long term career objectives. The time and energy drain of the Family Life Education endeavor was reducing the amount of time and energy which individuals could expend on the primary job for which they were hired.

Meanwhile, the Audio-Visual committee and the Resource committee had become engrossed in the task of finding out where and what was available. An inventory of available materials for Richmond School libraries was collected. The resources of the Regional Film Library was documented
Catalogues of new material were examined and much new material was previewed. An evaluation of the suitability and applicability of this material was to be done concurrent with the evaluation of the course content.

The Parent Communication Programmes

The possible introduction of a Family Life Education aroused consciousness of the need to maintain and possibly improve parent-school communication. In the rationale for a school programme, there was "no thought of contradicting or interfering with parential rights and responsibilities. The intention is [sic] simply to allow the school to supplement, not supplant the education parents wish to give their children." (Appendix 4A). It was felt that although "family living and sex education" begins in the home and it is the parents privilege and responsibility, that schools have some obligation to make room in their curricula for those courses of study which will strengthen character and contribute to development toward well-balanced responsible citizenship.

Parents have three chief partners in their efforts to develop values in family living and in sexual and other relationships. These partners are; the school teachers, the playmate teachers and the community teachers (R.S. Laycock, 1967).

In October 1973, an attempt was made to initiate a "Parent Communication Series". This programme was designed to afford the opportunity for Family Life Education Committee members to share ideas concerning the topic with parents and vice versa. Although the series was advertized in
the fall Richmond School District Continuing Education bulletin, only six parents attended the first session.

In January 1974, a second attempt was made to conduct a six week "Parent Communication Series". The outline of the programme for this series can be found in Appendix 4F. The format for the evenings was a two part structure; the first half involved the presentation of a lesson as it might be done for students in a classroom and the second half was a critical look at the curriculum proposal. Public response to this series was encouraging. On the first night thirty parents arrived; on the second, an additional ten, and by the third night enrolment had reached sixty. The late arrivals presented problems. For example, attending for the first time at the third session meant that participants might be unnecessarily shocked since they had not been exposed to the advance material provided in the previous two sessions. In planning the series it had been decided to make use of audio-visual material which would be most appropriate for use with Senior Secondary students as audio-visual aids for the participating parents in order for them to have a meaningful learning experience. The curriculum presentation and discussion were oriented around specific grade groupings (Kindergarten and Primary, Elementary, Intermediate, Junior Secondary, and Senior Secondary). A written evaluation was conducted at the end of the series.

There were several questions that parents asked, which for many parents remain unanswered:
- Who would choose the teachers of Family Life Education? Not every classroom teacher or counsellor would be suitable.

- Who would ultimately be responsible for what is taught in the classroom? Who would or could put controls on the individual classroom teacher?

- Would parents know the content of what was being taught before it was presented to students? Parent-school communications has not been as effective in the past as it could have been. Could it improve sufficiently to meet parents' desire for information?

- Would parents maintain their option of having their child participate in the programme?

The majority of parents who participated in this series were in favour of a Family Life Education programme although many were ready to endorse it only on a conditional basis. Others were adamently against it because of religious convictions. Some felt the school was "spreading itself a little thin" because of the scope of courses already being offered. The opponents to a Family Life Education programme became very vocal. Letters were written to the editor of the Richmond Review and to the District Superintendent and Chairman of the Board. Most of the Board Administrative Staff received at least one heated phone call. No one person had been assigned the responsibility of being totally answerable for Family Life Education in the District. As a consequence, the questions being asked by the concerned parents were being answered in many different ways, by a variety of "spokesmen".

During May and June 1974, the third "Parent Communication Series" was conducted. This time, enrolment was restricted to the first evening.
One hundred and twenty five participants registered. The format of this series was consistent with that of the previous one although some criticism was generated because different audio-visual material was used. For this series it had been decided to make use of audio-visual material which would be most suitable for use with Elementary and Junior Secondary students. This series, like the previous parent programme, was beneficial to the committee members because the participating parents offered valuable and constructive ideas which could be integrated into the proposed curriculum. The written evaluations of this programme indicated that a combined parent-school Family Life Education programme was seen as desirable, although many parents were still asking the same questions and voicing the same concerns which only action of the Board itself could alleviate.

During this third parent programme, the community again was made aware of the concerns being expressed by small verbal minority. The members of the Curriculum and Coordinating committee were aware that the unanswered questions and concerns being expressed by the more vocal parents echoed the fears of more moderate parents. The communication problem which now existed required School Board action. The community needed to be accurately informed about what was going on. Parents needed to be assured, from the highest authority, that their position with regard to their own children in the teaching of Family Life was not in jeopardy. Unfortunately, no one person saw this communication problem as his responsibility. Further complicating the situation was the fact that no one person was being held
accountable for the programme. District administrators, school administrators, counsellors and teachers were trying to explain the need or defend the concepts of Family Life Education without an adequate base of information. Many parents feared that the Board would be authoritarian in its decision to implement Family Life Education, and that the democratic process would not prevail.

The Board had never previously been involved in a similar process. The decentralization of curriculum from the Department of Education to local autonomous School Boards was new. The fact that implementing a new curriculum involved more that just the development of a course of study - that the packaging and selling of the product were also their concern was realized by only a few individuals. Unfortunately, their voices were not loud enough to offset or to prepare for the series of events which transpired during the following year.

The Reception Of The Curriculum Outline

The preliminary draft of the Curriculum Outline which was the final committee report of the four working committees, was completed at the Board's request in October 1974. It was circulated to all the principals in the district, to the Board Administrative Staff and to the members of the School Board. As a committee report to the Board, its contents were considered confidential until such time as the Board had the opportunity to examine it and to take advisement on it at their final meeting in November.
Prior to that meeting, the report was presented to the Elementary Instructional Planning committee, the Secondary Instructional Planning committee, and to a joint meeting of the District's Elementary and Secondary principals. These three groups endorsed the outline as a good foundation for future work (Appendix 4G).

The timing of the completion of the Curriculum Outline (Preliminary Draft) was ill planned. The sitting Board officials wanted the project completed before the end of their term in office. November was the month for political campaigning for the municipal election and as could be expected, the already controversial subject of Family Life Education, or sex education, as it is viewed in its narrowest terms, became a political football. Its significance in the campaign was sensationalized by the media. The fact that the committee report was labelled confidential implied to the uninformed public that the Board was trying to be secretive.

It was during the 1974 election campaign that the community became acutely aware of pressure groups within the community. The pressure group most vocally opposed to having a Family Life Programme in the schools was the "Richmond Concerned Parents Action League" which was composed primarily of individuals who belonged to some of the more fundamentalist churches in the District. In contrast to this group which challenged the issue there was also a group called "Citizens for Family Life Education" composed of medical personnel (doctors and nurses) and others who believed that Family Life and Sex Education is a task to be shared by the home, the church
and the school. There also existed a rather large percentage of the population who could be more accurately labeled the "silent majority". It was unknown whether this group had sufficient knowledge and understanding of the pros and cons of a District-wide programme to take either a positive or negative point-of-view.

The 1974 November municipal election in Richmond resulted in a membership change on the School Board. Three seats were contested on the five-man school Board - one incumbent decided not to stand for re-election. After the final ballot count two newcomers and one incumbent filled the positions. The chairman, a supporter of the programme, was defeated in a very emotional campaign. Following the election, it was the decision of the old Board to table the Family Life Education committee report and the recommendations which accompanied it (Appendix 4H) and allow the "new Board" to deal with it. But before leaving office the members of the "old Board" published an information bulletin which was delivered to all households in the community (Appendix 4I).

In January 1975, the "new Board" decided to form an Ad Hoc Community Family Life Education committee to assess the community's views on having a Family Life Education Programme in the District's schools. The membership of this committee included three School Trustees, one Junior Secondary administrator, one Senior Secondary administrator, an Elementary administrator, one member of the Education Services Team, one member of the Chamber of Commerce, a minister, a Public Health Nurse, a medical doctor who
represented the "Citizens for Family Life Education", and a parent who represented the "Richmond Concerned Parents Action League". It was not the intention of the Board to have this Ad Hoc Community committee evaluate the proposed outline at this time. Their task was to obtain additional community opinion as input for those who would be responsible for conducting an evaluation of the programme.

The Board's Ad Hoc Community committee saw its role differently. They decided to put the proposed curriculum out for public examination. Resource material in the form of texts which were located either in school libraries or on committee members reference shelves were collected and placed on display in the board room of the School Board office. Films were obtained from the Richmond Department of Health and the Regional Film Library and public showings were arranged. When the members of the Ad Hoc Community committee made this decision to place the proposed curriculum out for public examination they knew little of the history of its development and did not have copies of any of the endorsements or recommendations which had accompanied it (Appendix 4H). Therefore, they had little understanding of how the preliminary draft of the Curriculum Outline was intended for use.

The original plan for the implementation of a Family Life Education programme had involved the setting up of pilot programmes at each grade level in schools were both the administration and staff of the school could
work with the parents in assessing the value of the programme. Following intensive evaluation, it was hoped that the programme would be improved upon and implemented on a broader scale. Having a programme did not mean that every school and every student or teacher would automatically become involved.

The Ad Hoc Community committee planned a series of nine public information meetings and a public forum. The members of the original Family Life Education committees were expected to act as resource people in the task of presenting the curriculum to the public. These large scale public meetings provided an audience for the vocal minorities who became more vociferous. Both the very vocal "Richmond Concerned Parents' Action League" and the much less vocal "Citizens for Family Life Education prepared literature (Appendix 4J) for distribution at these meetings. The literature which was distributed by the "Richmond Concerned Parents' League" was sensational and distorted many facts. The meetings were very lengthy and committee members were subjected to a great deal of interrogation and harrassment. In addition to the public displays and meetings, the Ad Hoc Community committee also invited individuals and groups to submit briefs to them as a means of gathering further public input (Appendix 4K).

The preliminary draft of the Curriculum Outline was further examined by the community through the circulation of a questionnaire (Appendix 4L) to all households in the community. Although 22,000 questionnaires
which were distributed, only 1414 replies were received - a response rate of 6.42 percent (Appendix 4M). This response rate may have been a result of reticence or apathy. The analysis of the responses to the Richmond Family Life Education Questionnaire are presented in Appendix 4M. They showed that some subject or topic areas would remain controversial; that the ability and suitability of teachers who would instruct the programme was still of major concern and that some parents remained concerned that the programme would be compulsory for all students and that parents would be excluded from it. The concerns or questions of this sample of the population were consistent with the concerns or questions of the participants of the first Parent communication Series (see page ). The view of the population was unchanged. Providing information does not ensure that its recipients will gain understanding - informing is not educating.

Following all this effort, the Ad Hoc Community committee disbanded and a new Citizens' Advisory committee emerged. This committee working in conjunction with a Teachers' Advisory committee produced a set of general guidelines for the Health Guidance Programmes in the Junior and Senior Secondary Schools of Richmond, B.C. (Appendix 4N). These guidelines were approved by the Board of School Trustees in June 1976. In October of the same year, the "Richmond Concerned Parents' Action League" were still active. Prior to the November 1976 Municipal election the League again distributed literature (Appendix 40) which was designed to arouse public concern. Their endeavor helped to influence the outcome of the election.
Meanwhile, copies of the guidelines were distributed to all Secondary Schools in the district but to date most teachers and administrators have been reluctant to initiate new programmes which fall under the broad heading of Family Life Education.

**Why Didn't It Happen**

The process of developing curriculum within a local school district presents many problems. The introduction of a new Math programme for a single grade represents a very real challenge - let alone trying to introduce a district wide programme which would affect students from kindergarten to Grade 12. Educational programmes, like other consumer products, require careful market research and packaging. There are many factors which may have contributed to the question of why didn't this Family Life Education Curriculum happen.

1. **Lack of information or background knowledge about the community**

   When the original Family Life Education committees initiated their search for a suitable K-12 curriculum they assumed a need for the programme based on their very limited experience with some concepts of the programme which had been a part of the school for the past four decades. Beyond this they failed to examine the social, political, religious and economic conditions of the community. Neither did they become knowledgeably aware
of political and social changes which occurred in the community during the development phase. It was difficult to anticipate the high degree of reaction. Their focus was on acquiring a tool - a Curriculum Outline. The detailed assessment of the community was viewed as part of the evaluation process which was to determine how much, if any, of the programme was suitable for different ages and grades within the 54 different school catchment areas throughout the district.

2. Lack of knowledge about curriculum structure

With the exception of the Public Health Nurses, all of the committee members were experienced teachers who were used to working with curriculum guides. But, none of them had any experience or training in the organization and development of curriculum. The Coordinator of Pupil Personnel and Special Services viewed his task as that of establishing and facilitating the needs of the working committees. The report of these committees, the preliminary draft of the Family Life Education Curriculum Outline when completed was to be given to the Directors of Elementary and Secondary Instruction because of their expertise in curriculum design and structure for both an intensive and an extensive evaluation before implementation would be possible. Because the initial development of the Curriculum Outline was not considered to be the responsibility of the Directors of Instruction, they were given limited opportunity to provide assistance. They did suggest that the outline should be viewed as descriptive and not
prescriptive; that it have both educational and behavioral objectives; and that it provide learning experiences in both the affective and cognitive domain.

3. Limited expertise

The Family Life Education Curriculum Outline (Preliminary Draft) was produced by counsellors, teachers, school administrators, and Public Health Nurses. All were trained experts in their field but none had prior experience with curriculum development. Beyond this obvious weakness, the committees could draw on very limited expertise because there were no trained Family Science specialists in the community. The Coordinator of Pupil Personnel and Special Services possessed considerable skill in the area of human relations and family living. Medical doctors, ministers and other agencies were called upon for assistance as resource persons. They were enthusiastic about the project and wanted to know what role they could plan in its implementation. The medical profession could contribute very little to the development of content or judging its suitability - that was beyond the realm of their expertise. Several ministers were very judgemental about the suitability of content and some contributed valuable resource material.

4. Poor communications

Throughout the development of the Outline communications between the
members of the various Curriculum sub-committees was frequent and reason-
ably effective. Each of these sub-committees were meeting on a weekly
basis. The In-Service, Audio-visual, and Resource committees met far
less frequently and sometimes individual committee members worked in
isolation. The Coordinating committee met frequently in an effort to
keep each other informed. During the development process the functioning
structure of the various Family Life Education Committees had shifted
(Figure 8). The Coordinating Committee members were very conscientious
about keeping each other and the Coordinator of Pupil Personnel and
Special Services well informed, but they did not assume any responsibility
for farther reaching communications - the Parent Communication Series,
the work on the outline, their jobs within the school system and their
families more than adequately filled their time. The administrators who
would be responsible for the implementation, evaluation, and supervision
of the programme and the teachers who would be responsible for its pres-
entation were uninformed about what was going on. Only two progress
reports (Appendix 4C and Appendix 4Q) were circulated to all staff during
the full year of curriculum development.

The hierarchical structure of the Board Administrative staff hindered
direct contact - the lines of authority and protocol prevailed (Figure 9).
Many problems and concerns were relayed orally and were frequently
rerelayed either second or third hand - this resulted in either the under or
the over statement of many messages.
Figure 8. Final structure of Richmond's Family Life Education Committee.
Figure 9. The hierarchy or channels of communication of School Board and Board Administrators.
The Family Life Education Committee was classified as a Board established educational committee. As such, its normal lines of communication should have been through the Elementary and Secondary Instruction Planning Committees which are chaired by the Directors of Instruction, to the Education Committee (Figure 10). Curriculum was considered to be the responsibility of the Directors and not that of the Coordinator of Pupil Personnel and Special Services. Instead, the Family Life Education Committees reported directly to the Board's Education Committee up until the time that the Preliminary Draft was complete, then it reported through the channels in the customary manner.

5. **Inadequate funding**

For the 1973-74 school year less than $5000 was available to cover the entire cost of the Family Life Education project (Appendix 4P). This money was used to cover honoraria to persons working with the in-service workshops and the Parent Communication Series; to cover typing and clerical costs for the various committees; to purchase limited resource material; and to cover paper and reproduction costs. No money was set aside specifically for public relations, although more than half of the available dollars were spent on the information bulletin which the Board circulated to all households, and on the Parent Communication Series.

6. **No common overview of process to final goal**

The Family Life Education Committee members responsible for the dev-
Figure 10. Lines of responsibility and authority for Board established educational committees.
elopment of the preliminary draft of the Curriculum Outline saw its completion as the first step in a slow and complex process. To them, the preliminary draft was to serve as the basis for continued development with the understanding that extensive evaluation of the content and format would be carried out. They believed that the evaluation and development should:

a. Include the input of parents, students, teachers, administrators, trustees, experts in various content areas and community agencies such as Health Services, district medical personnel, district ministerial personnel, and law enforcement as a documented, coordinated effort.

b. Include pilot projects at each educational level.

c. Include and encourage extensive in-service training for all educational personnel both prior to and concurrent with the series of pilot projects.

d. Include both communication and potential learning sessions for parents of students involved in the programme (see Appendix 4G).

The Board of School Trustees goal was to establish a district Family Life Education Curriculum following the guidelines set down by the Department of Education (Appendix 4A). They felt that simply having a curriculum outline would ensure the existence of a programme and the quality of personnel who would be involved in its teaching, in its administration, and in its evaluation. This was certainly the case for other subject areas! Once the Curriculum Outline had become a "political football", the task no longer seemed so simple.

The Elementary Instruction Planning Committee saw the Curriculum Outline as a basis for further input and discussion with teachers, parents
community and resource persons knowledgeable in the areas of family life and human sexuality. Following two study sessions and a meeting with representatives of the Family Life Education Curriculum committee, the Elementary Instruction Planning Committee assisted by the Elementary Educational Services Team made eight recommendations, in December 1974, for consideration of all those responsible for and involved in the development and possible implementation of such a curriculum. Their recommendations are summarized as follows:

1. That administrators be involved in further study and input prior to implementation of the proposed curriculum on a pilot basis.

2. That teachers should be given the alternative of opting out of such a programme.

3. That a strategy for parental and community involvement be designed well ahead of any further discussions concerning the acceptance and implementation of this programme.

4. a. That the proposed content of Family Life Education should not be regarded as a separate subject in the Elementary classroom.

   b. That further study should be given to resolving the conflict between use of the "teachable moment" and the necessity for parental consent for pupils to participate in the programme.

5. That the curriculum design receive further study and input prior to implementation.

6. That continued in-service education programmes be planned and conducted for teachers and administrators.

7. That after further study and revision, pilot programmes be implemented only in schools where principal, staff and parents indicate a desire to do so.

8. That conditions for pilot programmes be well established and understood by all involved.
The Secondary Instruction Planning Committee saw the situation in a manner similar to their Elementary counterpart. They endorsed the Curriculum Outline as the basis for further study and stated that pilot projects should be established in selected schools. It was their stated feeling that implementation would necessitate prior and concurrent in-service for teachers and prior and concurrent parent involvement. They also recognized the need for a District Coordinator for the programme.

School Administrators strongly supported the Family Life Education Committees during the development of the Curriculum Outline. When the completed report was presented to them, they responded enthusiastically. They now had a structure which defined the objectives and suggested the depth at which the various concepts should be presented for each grade or age level. Initially, several administrators offered their schools as sites for pilot projects, but as the controversy surrounding the programme mounted, their desire to participate diminished. No one wanted to volunteer themselves or their staffs to take public abuse. The recommendations of the Elementary Instruction Planning Committee drew attention to the fact that under the regulations governing the operation of public schools, principals have administrative and supervisory responsibility for the programme of teaching and learning activities conducted by the school. But, many administrators felt personal conflict or discomfort at the prospect of implementing instruction in family life and sex education and wanted to exercise the alternative of opting out of the programme.
Classroom teachers throughout the district were generally quite uninformed about the content and the purpose of the preliminary draft of the Family Life Education Curriculum Outline. With the exception of the Kindergarten workshop no specific opportunities had been provided for classroom teachers to examine the Outline. Some had attended the public meetings and visited the public displays and had acquired some familiarity with the project. Others, because of anticipated personal discomfort with some of the topics wanted to exercise their option not to participate in the programme. Other saw the outline as a rigid structure to cling to. While still others viewed it as what it was - a committee report to be tested, evaluated, modified, and re-evaluated before implementation.

The majority of parents of students within the District were poorly informed or uninformed about the content and purpose of the Family Life Education Curriculum Outline. Most parents were not knowledgeable about the processes of developing and implementing a "locally developed curriculum" as opposed to a compulsory Departmental outline. Some parents who were already critical of the school system advocated that the schools should be offering a solid foundation in the 3R's and should not be offering courses which were clearly the responsibility of the family or other social agencies. The idea of including parents and students in the development of programmes was new to everyone. Parents were conditioned to being told what the school was doing. Now parents were being treated as consultants, participants in the decision making process. Many were unaware
of their influence or the power they held.

7. **Local politics**

In recent years, schools have been assailed by an array of fashionable criticisms. These criticisms coupled with other notions touted as means of improving public education have coalesced to form a "cult of accountability"... The public finds it attractive because publics naturally want servile institutions and the cult promises increased responsiveness. Legislators and government officials find it attractive because it promises to make the education enterprise more efficient; besides they are sensitized to shifts in public opinion.

(Cox, 1977).

Many worshippers of the cult have been drawn into local politics because they want a direct influence on the education system. Their election gives them a titled position with salary and a sphere of influence with considerable power. The success of a politician and his/her potential for re-election is measured by those things which have been accomplished during his/her term of office. A single vote on a five member Board of School Trustees has a great deal of significance. On larger Boards a single vote represents less power. One of the tragedies of political decisions is that frequently they are based on the tide of public response. Consequently, many of the complex problems of education have never been effectively dealt with - they have been treated with a quick technological solution as opposed to a methodical long range resolution. The term of office for local Board members is two years thus increasing this tendency
toward short term solutions.

Frequently, elected officials enter politics because of "a cause" or special personal interest which they have in one particular area and they lack knowledge and understanding of the total spectrum of their new position. The situation is further complicated by their short term of office. The political novice on a School Board has little time to gain insight into the problems of education. Consequently, other than championing their own cause their method of responding to situations is frequently one of crisis intervention. Unfortunately, this usually means that non-crisis situations receive little or no attention until they are in crisis. In order for the process of government to be truly effective, politicians must be well informed.

The democratic process is dependent upon an "informed" electorate. Voter apathy or reticence skews the results of political decisions. If the Richmond Board of School Trustees had made a decision for or against a Family Life Education programme based on the 6.42 percent responses which they received on the Ad Hoc Community committee's questionnaire one could question whether or not the decision was democratic.

The democratic process is influenced by vocal minorities. They have the power to pull the weight of a decision in the direction of their choice. Their power is potentially increased in political situations where elected officials are engaging in a "crisis intervention" type of government.
8. **Timing and packaging**

When the Board of School Trustees decided that they wanted to acquire or develop a K-12 Family Life Education curriculum, they had no idea of the magnitude of the task. Nor did the committee members who were assigned the task by the Coordinator of Pupil Personnel and Special Services. This was the first attempt by the district to become involved in curriculum development on such a broad scale. When the task was initiated no target date for completion was established. The date for completion of the Preliminary Draft of the Curriculum Outline was arrived at because of the date of the municipal election which would determine two positions on the School Board.

During the year prior to this election several progress reports had been made to the Board through its Education Committee. The reports included what was being done, as well as what had been accomplished. During these presentations emphasis was placed on the need for in-service education for teachers and administrators, the need for more effective communication at all levels and the need for evaluation, modification and re-evaluation of the outline before it could be considered as a viable curriculum proposal.

Unfortunately, when the Board received the Committee's preliminary report, it was nicely packaged and looked like a final product. The significance of the term "Preliminary Draft" was lost. Many now thought they
had "the book" on Family Life Education and attention was focused on that, instead of on the process in which it was to play only a small part.

9. **Lines of authority or responsibility**

The original Family Life Education committees were formed at the request of the Board of School Trustees by the Coordinator of Pupil Personnel and Special Services. The committee was designated as an educational committee of the board. Normally, committees with this designation were responsible to the Instructional Planning committees which were chaired by the Directors of Instruction. But this was not the case for the Family Life Education committee during the development of the preliminary draft of the Curriculum Outline. Subsequent committees which would be responsible for the evaluation and final structure of the curriculum would be directly responsible to the Directors of Instruction and the Instructional Planning committees.

10. **Question of the particular topic**

Sex education is probably the most discussed educational topic during recent years. And, given the universality of sex we would expect most individuals to be well-informed about it. But this is not the case. Until the sexual revolution of the 60's sex was not something "nice people" discussed freely. Today there are many opinions being expressed concerning Family Life and Sex Education. Some people believe that sex education should be
prescriptive in order to decrease social problems such as delinquency, illegitimacy, and premarital sex. Some suggest that it will strengthen family ties, while still others believe that it will destroy family structure, put the wrong ideas in children's heads, or destroy secular humanism.

Traditionally, sex education was solely the responsibility of the family. Today, parents share this responsibility with school teachers, playmate teachers, and community teachers. But individual attitudes, beliefs and behaviors affect how this shared responsibility is perceived. Anxiety and uncertainty regarding this teaching responsibility prevails for many individuals in all walks of life.

**Strategical Errors**

Curriculum development accentuates the strengths and weaknesses in the organizational skills of individuals and in the systems or hierarchies of school districts. The production of the preliminary draft of Richmond's Family Life Education Curriculum Outline occurred because of the strengths of numerous individuals. But, its initiation as a school program was marred because of many observable weaknesses. In the author's opinion some of these weaknesses or strategical errors include:

1. the initial decision to assign the task of developing a Family Life Education Curriculum to the Coordinator of Pupil Personnel and Special Services. The Family Life Education Committees might have been under the jurisdiction of the Directors of Instruction because curriculum falls within their area of competence.
2. the failure to conduct a detailed assessment of the needs and attitudes of the community. In industry a market survey always precedes the introduction of a new product. A survey or feasibility study would have assessed the community's readiness to accept a Family Life Education programme and would have outlined areas of concern.

3. the initial structure of the Family Life Education Committees should have been expanded to include a Communications Committee. The responsibility of such a committee would have been to keep everybody informed.

4. the lack of advertising. There should have been a well designed advertising campaign to communicate the steps in the development process and to appropriately and accurately introduce the concepts of the programme to both the public and the District's educational personnel.

5. conducting premature and impersonal Parent Communication sessions. Going to the parents without a concrete curriculum which could be objectively criticised was premature. If the Curriculum Outline had been introduced to small groups of parents in their own schools, the individual concerns could have been dealt with on a personal level - appropriate perception checks could have been done and communications could have been improved.

6. approaching a task of this magnitude without an organisational time table. The process of development and implementation should probably have been considered as a five year plan. If such a time plan had been instituted at the beginning, its goals would have been common knowledge and understood by various interest groups both from within the school system and from the community without.

7. the expectation that a task of this magnitude can be successfully completed without adequate time allowances for the individuals involved. More than 2000 manpower hours went into planning, preparation, and production of the Curriculum Outline. Almost all of this was volunteered time. On several occasions substitute time was provided for committee members, to relieve the pressure, but the task still remained as one which was in addition to their normal job responsibilities.

8. the Board's reluctance to appoint a project chairperson whose sole responsibility was to the development and im-
plementation of a Family Life Education curriculum. The individuals involved in the process could only devote a portion of their time because it was in addition to their normal job responsibilities.

**Validation of Strategical Errors**

The strategical errors which contributed to the programme's failure were validated through interviews with Trustees, Board administrators, School administrators, and members of the Ad Hoc Community committee. The ten people interviewed were given draft copies of Chapter 4 to read. They were then invited to comment in general on the content of the chapter and specifically on the strategical errors as stated by the author. Their responses after considering the suggested strategical errors follow:

1. All respondents agreed that the stated strategical errors were in fact errors which directly influenced the outcome of the attempt to implement a K-12 Family Life Education programme in Richmond.

2. Two members of the Ad Hoc Community committee felt that the errors should be prioritized. Consequently, they are now listed in the suggested order.

3. When considering the second strategical error (the failure to conduct a detailed assessment of the needs and attitudes) several respondents were concerned with the problems inherent in conducting and using such an assessment. How does one ensure that an assessment of this variety would reflect a representative cross-section of the community?

4. The third strategical error initiated the suggestion from one member of the Ad Hoc Community committee that in addition to initiating a Communication committee consideration should be given to having parents on the committee as observers and as part of a "feedback" mechanism.

5. The fourth strategical error brought forth a discussion which emphasized the fact that most of the advertising done in relation to this programme was done as an afterthought. If it had been part of a carefully time tabled implementation plan, it was felt
that advertising could have gradually laid the foundation for the development of a positive point-of-view towards Family Life Education in the community.

6. The fifth strategical error generated a strong response from these respondents who were also parents. The large public information meetings and the district wide "Parent Communication Series" were now regarded as an inappropriate means of introducing the very personal subject matter of the programme. Small group presentations would have been far less impersonal.

7. The eighth strategical error generated a wide range of comments with respondents focusing on different words

- "project chairperson" suggested "expertise" to one respondent who humorously suggested that "one who attends seminars etc. on such topics would probably be no more qualified to call themselves expert than a person going to a garage would be able to call themselves an automobile!"

- "responsibility" allowed two respondents to criticize the Board's handling of the issue.

8. One respondent added a ninth strategical error which focused attention on the fact that no effort was made to determine the results of such a programme. Evaluations of the reasons for the success or failure of similar programmes in other areas would have suggested obvious weaknesses which could have been improved upon.

9. A general observation made by two Board members was that the second, third, fourth, seventh and eighth strategical error involved dollar costs. Consequently, when considering implementation "one would have to weight the risk of cost against the benefit of the programme".

A sample of the respondents general comments on other material presented in the chapter include the suggestion that the depth of commitment, the degree of planning and the amount of time devoted to the project by the various people working on the outline was not accurately perceived by the Board at the time of the request for a coordinator. The result - the majority of trustees saw the request as another "ploy" to hire staff.
It was further suggested that in-service for trustees prior to this point could have increased their awareness and willingness to spend money. The Board administrative staff now facilitates and encourages more in-depth trustee involvement in new programmes - a positive outcome resulting from learning from the mistakes made with the Family Life Education programme.

**Consideration for Further Study**

The 1974-75 attempt to plan and introduce a Board endorsed district-wide K-12 Family Life Education programme was Richmond's first attempt to develop an extensive "locally developed" programme. Because this was the first district wide locally developed programme to be attempted in the community it involved a large number of different interest groups - trustees, Board administrators, School administrators, medical personnel, teachers, counsellors, parents and students.

The nature of the subject matter itself was the major source of anxiety for many individuals. If a task of this magnitude had been based on another subject such as mathematics - the problems encountered may not have been so exaggerated. But the nature of the material was also the primary reason why so much time and effort was expended by the programmers developers.

For a prolonged period of time this programme became the focal point of the community. This condition spotlighted both the strengths and weaknesses of the proposed programme and proved to be a "strenuous" learning experience for many of its most avid antagonists or supporters.
CHAPTER 5
SUMMARY AND CONCLUSIONS

Introduction

Family Life Education programmes encounter an array of political, conceptual and public relations obstacles which prevents them from achieving a secure place within the school system. This study describes some of these obstacles and their influence on the unsuccessful outcome of an attempt to develop and implement a Family Life programme in Richmond, B.C.

Political Obstacles

Trustees, Board administrators, School administrators, teachers, counsellors, parents and students all have a vested interest in Family Life Education programmes. Each of these groups or individuals within the groups either want or reject various concepts of such programmes according to their values, interests and attitudes at any given time. Because of personal needs and beliefs these groups or individuals will strive to influence the development and implementation of these programmes in order to achieve their own goals. The politics between the groups determines the outcome. Some
observable influences on the outcome of the 1974-75 Family Life Education proposal in Richmond which were exerted by these groups are summarized as follows:

Trustees influence educational programmes directly during their two year term of office and indirectly when no longer in office through the groundwork they have laid. Usually they are inexperienced in assessing or determining educational needs but have personal views on what the outcomes of the educational process should be. In their decision-making they frequently consult with and rely on the Board administrative staff for advice. The Board administrators depend upon the Trustees, who control the finances and determine policy, to make the decisions which support their endeavours. This mutual exchange of trust and support was not operating at an optimum level during Richmond's recent attempt to develop and implement a Family Life Education programme. Trustees were unaware of the amount of work being done by their educational staff and were understandably reluctant to provide the kind of financing which would have supported the cost of a much needed programme coordinator or consultant. The Board administrative staff, on the other hand, did not provide the Trustees with sufficient information so that the necessary policy decisions could be made because "everyone knows something about Family Life Education".

In the chain of interdependent responsibilities, the Board administrators rely on School administrators, counsellors, teachers and their own support staff to keep them adequately informed of existing problems and concerns so that appropriate action can be taken. Because the establish-
ment and operation of the five Family Life working committees (Coordinating, Curriculum, In-Service, Audio-Visual and Resource) did not follow the pattern laid down by the established hierarchical structure of the Board, problems resulted. Protocol prevailed and effective communication was thwarted. Meanwhile School administrators, counsellors and teachers who made up the working committees attempted to develop a programme without a clear picture of what was expected. The extent and in-depth quality of the committee's report (the preliminary draft of the Family Life Curriculum Outline) exceeded the Board's expectations - they were unaware of the magnitude of the task as perceived by the committee members.

In addition to these internal politics strongly polarized parent groups which developed within the community, also influenced the outcome of the proposed programme. Three influential parent groups existed in the community. They were the "Richmond Concerned Parents' Action League" who opposed the programme, the "Citizens for Family Life Education" who supported the programme and, the "silent majority" whose views were never known. These parents knew that the principle of locally developed curricula allowed the school board to include or exclude a district wide Family Life programme even though the Department of Education considered such programmes desirable.

One special interest group which strongly advocated the need and the desirability of a well coordinated Family Life Education programme were the students. The student evaluation of the McNair special guidance programme was used in developing the guidelines and as a basis for the justification of
future programmes. In spite of this valued contribution and the Bremer Commission's acknowledgement of the role of students in curriculum advisory committees - students were not included during the organization or development of the proposed Richmond Family Life programme nor were their thoughts or opinions considered during the controversy which resulted in its rejection.

Conceptual Obstacles

Even though many educators and citizens see a need to include Family Life or sex education in the public school curriculum, it seems that no one can agree on how, where, and by whom it should be taught.

What, indeed, should be included in any programme of Family Life Education? There is even a problem about what to call the programme! In some schools it is called "Steps to Maturity", "Family Living", "Human Relations" or "Human Sexuality". In some schools it is a separate course, while in others it is integrated into other courses. Consequently, confusion exists.

Public Relation Obstacles

Conflict is expressed by both parents and educators over the subject of sex education. In this conflict school boards are faced with the rampant emotionality of parents on one hand, and inadequately informed proponents of the programme on the other. As a result school personnel are placed on the defensive and, as was the case in Richmond, the emotionally charged and sometimes irrational parent group succeeded in preventing the implementation
of a Family Life Education programme.

Traditionally the school has attempted to work with parents in the education of their children. As the transition of society becomes more rapid and complex this task also becomes more complicated. If parents are to accept the school's assistance in teaching Family Life or sex education they will have to understand what the school can and will do. Simply providing parents with factual information does not facilitate this understanding. Parents, like their children, need the opportunity to develop with the programme and like their children they learn best in small groups.

Richmond's attempts to introduce Family Life Education denied parents this right of privacy. The door-to-door distribution of information circulars, large public meetings and sensationalized press coverage was not a personal approach. And, our "sexuality" is probably the most personal subject that we can discuss or learn about.

WHAT NOW?

With an honest approach to Family Life or sex education in our schools the hypocritical gap between our pronouncements and our actions could be decreased. Straightforward programmes designed to enhance the individual's sense of self as a male or female are greatly needed in a country which judges a man on the basis of what he does for a living or how much money he makes rather than how he lives up to his professional principles". (Mooney, 1974). Sex education is also important in the light of the "Womens' Movement".
Sex is universal; it is as basic as sleeping and eating. The school has an obligation to ensure that the "dirty joke" is not the community's source of knowledge about sex functional, and that the teachers are better informed than the eight to twelve year olds who are the most prevalent teachers of the subject at the present time.

The initial responsibility of the school in the area of Family Life and sex education is to train and employ teachers who know their task and can do it with thought and good judgement. The second responsibility is to know the community for which the programme was designed and is being presented. By doing this, programmes of instruction will reflect the developmental and cultural needs of the community. More empirical demographic studies might be useful to future investigations to determine whether population characteristics could serve as predictors of community resistance to curriculum innovation in controversial areas. A programme designed for Richmond would not necessarily be right for North Vancouver - the communities probably have distinctly different characters. The final responsibility is to do it now. As a society, we have been talking about human sexuality for more than four decades. We have the resources - now we need the action.
November 16, 1974
Number on List of Electors - 34,725
Votes: 8082 23.27%

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REJECTED

TOTAL

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| H U | FOX, Kevin Neil | 18 | 360 | 357 | 679 | 112 | 530 | 25 |
| O S | HOCKING, Lorraine | 8 | 267 | 260 | 467 | 72 | 360 | 14 |
| O T | HORNER, George Hugh | 10 | 337 | 422 | 693 | 276 | 474 | 13 |
| L E | NOBLE, Madeline Emma | 14 | 477 | 430 | 879 | 132 | 720 | 30 |
| E S | WATERTON, Alex R. | 9 | 374 | 467 | 840 | 336 | 674 | 23 |

REJECTED

TOTAL

Results of the November 16, 1974 Richmond Municipal Election
APPENDIX 2B

POSITION PAPER
of the Study Group for Value School
and the
Steering Committee for the Richmond Value
Schools Association
ON
FAMILY LIFE AND SEX EDUCATION

1. The Board of School Trustees should affirm and put in force the follow-
ing principles as those to which public school education throughout
the district must adhere in dealing with family life:

   a. The stable family with a mother and father committed to a life-time
      partnership must be held up as the ideal.

   b. The traditional moral-ethical values are to be presented as basic
to a successful family life.

   c. The differing roles of each family members must be recognized. This
      includes a recognition of the legitimate authority of the parents
      and their right and responsibility to exercise firm and loving
      discipline.

   d. Parents must be given the opportunity to gain full and free inform-
      ation regarding all family life education in the public schools.

2. The Board of School Trustees should recognize and put in force the follow-
ing principles dealing with a healthy moral-ethical understanding
of sex:

   a. The parents have prime, and prior, responsibility for their children's
      education in facts and ideals related to sex.

   b. Any over-all consideration of sex must involve a consideration of
b. Any over-all consideration of sex must involve a consideration of moral-ethical values. However, there is in society a notable lack of consensus regarding standards of sexual behaviour. Therefore the public schools shall not offer courses in sex education.

c. Nothing in public school education shall be allowed to be taught which downgrades the ideal of marriage as a life-time partnership involving the sexual fidelity of both husband and wife.

d. At no time shall it be taught or implied that there is any satisfactory standard short of limiting the sex act to marriage.

e. At no time shall it be taught or implied that homosexual relationships are normal, morally acceptable, or morally neutral.
Supporting Statement for the Position Paper on

Family Life and Sex Education

Our Society in recent years has shown such obvious signs of social breakdown that aware and responsible people everywhere are greatly concerned for its future. There has been an increase in criminal behaviour in general, including juvenile delinquency. Family breakdown is common and poor standards of family are obvious.

It is heartening, therefore, to see an increasing recognition of the importance of a healthy family life. Along with this has come a realization that attitudes toward sex are of great social significance.

Such realizations have no doubt been in the minds of many of those who have advocated family life education and sex education in the public schools.

In British Columbia, what are known as family life education courses are just now being introduced into some public schools. The subject matter being taught includes both considerations of interpersonal relationships within the family and specific sex education.

To consider whether such subject matter should be dealt with in the public school, and if so how it should be dealt with, it is best to separate family life education in general from sex education in particular.

It would seem obvious that if any good social results are to come out of courses in family life there must be some agreement on just what a family should be. To merely inform the students of the varieties of social patterns in society with as many problems as ours has, may increase their understanding of sociology, but will do nothing to help them in their personal lives. To encourage acceptance of just any kind of family life will surely do obvious harm. And to merely throw out subjects for discussion by those with a very limited experience will likewise be harmful. There is certainly no guarantee that collective inexperience will produce collective wisdom. And for the teacher to deal with such subjects without himself taking a stand on them reduces his role to that of a moderator who cannot share his ideals in a fully human way.

We are convinced of the soundness of the standards of family life which have in the past been considered to be foundational to our society. If the public school is to deal effectively with family life it must take a position of supporting those standards. We must give the students a model
of what family life should be. They are intellectually free to accept or reject our standards, but let us not deal with such subjects in a moral-ethical vacuum. We therefore propose the following principles as those to which it is imperative public school education should adhere in dealing with family life.

The stable family with a mother and father committed to a lifetime partnership must be held up as the ideal. It will surely be recognized by the vast majority of those involved in education that such a stable family unit provides the best possible environment for the development of the child socially, intellectually, and in the moral or ethical realm.

Secondly, the traditional moral-ethical values must be presented as basic to a successful family life. Such values as loving, caring, helping, harmony, purposefulness, respect for truth, respect for others, patience, appreciation of beauty, and the appreciation for positive creativity are those which should be held up as ideals in the home as well as in the school.

In the teaching of family life the differing roles of each family member must be recognized. This includes a recognition of the legitimate authority of the parents and their right and responsibility to exercise firm and loving discipline. Respect for others includes respect for the proper roles of others. There is a real sense in which the parent should respect the child as well as the child respecting the parent. But the role of the parent is different from that of the child, so the child's respect for the role of the parent includes recognition of his authority. Without authority only social anarchy can result, whether in the family, in the school, or in the larger community.

To help ensure that the principles which have been mentioned are recognized and affirmed in dealing with family life it is imperative that parents be given the opportunity to gain full and free information regarding all family life education in the public schools.

As we have said, the matter of sex education must be considered separately from family life education in general. It is true that a healthy moral-ethical understanding of sex is important for good family living. But it does not follow that such a healthy understanding will best be promoted by the public school's offering courses in sex education. Any over-all consideration of sex must involve a consideration of moral-ethical values. To deal extensively with sex within a family life course and then to present only biological facts is liable to give the student a mechanistic, de-personalized view of what should be part of a very personal relationship. However, it is obvious that there is in society a notable lack of agreement
regarding standards of sexual behaviour. In attempting to deal with sex as it should be dealt with—that is, in a moral or ethical context—the public school if it embarks on courses in sex education, is bound to end up with one of two situations. The school with apparent inconsistency may take no moral-ethical stance but encourage the students to work out their own values in this area. Or it may take a moral-ethical position and at the same time encourage the students to clarify their own positions. The trouble with the latter course is that it is clearly impossible for the school to take a definite moral-ethical stand on issues of sexual behaviour without going against the beliefs of one or more large segments of public opinion. How, for example, can the public school deal with the matter of legalized abortions and with sexual behaviour outside of marriage?

It must be recognized that parents have prime responsibility for their children's education in ideals and facts related to sex. There is no public agreement which will enable the school to deal extensively with such ideals without violating the rights of parents. And parents are the ones who have responsibility to see that their children are given the facts regarding sex at the proper time. We are not suggesting that it is possible or desirable for the school to totally avoid all reference to sex throughout a student's public school career. We are not objecting to the legitimate introduction of facts regarding sex in senior secondary school biology courses, for example. We DO object to the wholesale introduction of young pupils to facts regarding sex at an age when many parents may believe they are not ready for such information. Children differ in their readiness for such information and parents differ in their opinions regarding this readiness. For these reasons as well as for those we have considered earlier, then, sex education courses should not be offered in the public schools.

Two disturbing trends in modern society are the increasing acceptance of premarital sexual intercourse and of homosexual behaviour. Parents need assurance that at no time, during the teaching of any subject, shall it be taught or implied that there is any satisfactory standard short of limiting the sex act to marriage. They also need to know that at no time will it be taught or implied that homosexual relationships are normal, morally acceptable, or morally neutral.

Our young people in the end must choose for themselves what principles will govern their lives. But it is up to us as adults to present them with what we are assured are the best possible standards. The public schools should support those values which have traditionally been regarded as foundational to our society. The public school should stay out of those areas where it cannot support those foundational values and where teaching would involve dealing with personal moral-ethical issues for which there is no general consensus among the parents.
February 20, 1973

Mr. E. R. Ball  
Director of Secondary Instruction  
School District #38  
689 No. 3 Road  
Richmond, B.C.

Dear Mr. Ball

As part of the Guidance program this year we will be presenting a series on "Human Sexuality". A detailed outline of the program is enclosed.

You will notice that the classes will run for a period of three months. The classes will basically be in the form of film studies and illustrated discussions followed by small group discussions. All classes will be conducted by qualified medical personnel. We have received outstanding support from the Metropolitan Health Services.

You will also find enclosed a letter of information which is being sent home to the parents of all students involved in the program.

Yours truly

K. J. Reid  
Department Head  
Guidance & Counselling

R. V. Simpson  
Principal
March 1, 1973

Dear Parent:

During the next three months we will be conducting a series on "Human Sexuality" as part of our guidance programme. Although we consider this series as an integral part of the guidance course, there will be no compulsion to attend if you do not wish your son or daughter to do so.

The classes will be conducted in the form of film studies and illustrated discussions by qualified medical personnel.

If you as a parent would like to attend one of the classes in the programme please feel free to contact the school at 274-7258 and a suitable time will be arranged.

Yours truly,

K.J. Reid
Department Head
Guidance and Counselling

R.V. Simpson
Principal

KJR/om/ja
March 6, 1973

Mr. R.V. Simpson, Principal
Matthew McNair Secondary School
950 No. 4 Road
Richmond, B.C.

Dear Mr. Simpson:

I wish to acknowledge your letter of February 20, 1973 pertaining
to the special guidance programme on "Human Sexuality".

The outline of the programme was presented to the Board of School
Trustees at their meeting yesterday and received their endorsement.

It would appear that this is a well planned enterprise and should
prove to be most worthwhile.

Yours truly,

E. R. Ball,
Director of Secondary Instruction

ERB:swb:ja

cc: Mr. C. Holob
Film Evaluation - In evaluating the films consider whether they were suitable to the topic, presented quality information in a meaningful manner and were up to date rather than criticizing them from a strictly personal point of view.

1. Multi-media presentation - Introduction
   excellent  good  fair  poor
   Why?

   Did you feel that because this presentation had been prepared by your fellow students that it had more meaning to you?
   yes  no
   Why?

2. Barnet the Child - Child birth
   excellent  good  fair  poor
   Why?

3. Method of Family Planning - Birth Control
   excellent  good  fair  poor
4. V.D. - A New Focus - Venereal Disease
   excellent  good  fair  poor
   Why?

5. I'm 17, Pregnant, And Don't Know What To Do - Abortion
   excellent  good  fair  poor
   Why?
   Did this film provide adequate information about abortion?
   yes   no
   Why?

6. Psychohormonal Aspects of Menopause - Menopause
   excellent  good  fair  poor
   Why?

7. Sexuality and Communication
   excellent  good  fair  poor
   Why?

Group Evaluation

1. Do you feel that the size of the discussion groups were:
   suitable  too large  too small
2. What number of students do you think would make an ideal group?
   
3. Generally, were your group leaders effective?
   yes no
   Why?

4. Did you consider our Public Health Nurse as a necessary or important part of the programme?
   yes no
   Why?

5. Do you think it would be desirable to have the same group and group leader for each class?
   yes no no difference
   Why?

6. If you participated in a mixed group (male and female), did you feel that it was more or less successful than the segregated group?
   more less no difference
   Why?

7. Would you prefer mixed groups?
   yes no
   Why?
Programme Evaluation

1. Did this programme provide you with any new and valuable information?
   yes  no

2. Should we have provided you with a list of terms and their meanings as they were used during the course?
   yes  no

3. If so, should this list include both technical and slang terms?
   yes  no

4. Do you feel that adequate time was spent reviewing the anatomy (parts) and the physiology (function) of the human body?
   yes  no

5. Did you think that the use of films and group discussions was a good form of presentation for this programme?
   yes  no

6. Should the programme be expanded?
   yes  no

   Why?

7. Would you be willing to participate in a programme where you were responsible for helping to present some of the subject matter?
   yes  no
8. If a second course made up of new topics is developed to follow this year's "Sexuality" programme, would you like to participate in it?
   yes    no

9. What areas of the programme were most successful and why?

10. What areas do you feel could be omitted and why?

11. List some topic that you think should be included.

   **General Evaluation**

1. At the beginning of the course did you feel that your knowledge of sexuality was:
   lacking    adequate    superior

2. Do you feel that your knowledge concerning sexuality has changed as a result of the programme?
   about the same    improved

3. Do you feel that your present family life has changed because of the programme?
   worse    better    the same

4. Do you feel that as a possible future parent that your family life will be more or less successful because of the programme?
   more    less    no different
March 1973

777. FAMILY LIFE EDUCATION

The following policy statement on the matter of Family Life Education has been prepared for the guidance of teachers, principals, district superintendents, and Board of School Trustees. District superintendents and principals are specifically requested to give personal attention to any developments being undertaken in accordance with this policy. It is also emphasized that, under the regulations governing the operation of public schools, principals have administrative and supervisory responsibility for the programme of teaching and learning activities conducted by the school.

The Honourable Eileen Dailly, Minister of Education, has authorized the development of new policies in respect of providing additional opportunity for studies in the field of human growth and family living. These studies have the objective of assisting young people in acquiring reliable knowledge and developing healthful understanding of themselves and their relationships with others. The rationale for such studies is simply that young people today are being subjected to a variety of pressures, half-truths and conflicting values, and the school must recognize and respond to their concerns by assisting their parents and others in providing opportunity to acquire the knowledge and insight necessary to cope with this situation. A curriculum which neglects such concerns may be perceived to be irrelevant.

It is emphasized that in the rationale for school programmes, there is no thought of contradicting or interfering with parental rights and responsibilities. The intention is simply to allow the school to supplement, not supplant the education parents wish to give their children. Nor is it envisaged that school programmes would try to impose a "state-determined"
set of values or code of behaviour. The only concern is that of assisting in implementing the age-old educational objective, "Know thyself".

At the elementary school level, a resource guide is being prepared for general distribution. This guide will include further references to the kinds of objectives deemed appropriate at this level, as well as ideas and suggestions as to the kinds of topics or questions concerning personal growth and family living likely to arise at different age levels. Also included are suggestions for using the "teachable moment" and some teaching materials which have been found helpful. This resource guide should not be regarded as a set of courses to be "covered". Nor is it intended to be prescriptive. As the term implies, it is simply a resource which teachers may use.

At the secondary level, it is envisaged that local authorities at their discretion will give consideration to the development of local programmes deemed appropriate to the needs of pupils and the desires of the community. Such programmes may be offered on a trial basis and are subject to the approval of the Board of School Trustees and the Department of Education. A number of districts have already implemented such programmes.

A set of Provincial guidelines will be developed, based upon the advice and experience of local schools and district authorities. In the meantime, the Department of Education offers the following recommendations and suggestions for consideration:

1. Public schools are the agents of the community and it follows from this that what they do in this field should have the approval of the Board of School Trustees as the representative of the community.

2. Parents have both rights and responsibilities which must be respected. Any proposed studies in this field must involve consultation with parents and a readiness to take particular actions in response to parents' advice and requests affecting the programme generally or the participation of their children.

3. In developing a programme and in discussing it with others, it is essential that there be a clear and precise explanation of what is being proposed (content), why or for what purpose, and how it will be carried out. It is recommended that parents be involved at this stage. Disagreement and criticism of studies in this field arise from two sources: one, misunderstanding or misinterpretation of what is proposed and two, failure to recognize or accept the fact that the nature of a public school imposes limitations on what it can and should teach in a compulsory, group-organized education system.
4. In considering the nature of the topics or content in relation to pupils, it should be recognized that maturity, background and family attitudes will differ. While it may be possible to identify "common needs" or common "learning" for a given group, there will be the need to recognize and make provision for differences. It is suggested that thought be given to including an "individualized instruction" component in dealing with some aspects. This may simply involve insuring that an individual pupil can obtain an answer to a personal question from a reliable individual in private.

5. Some proposed programmes in terms of time and detail appear to have overemphasized a study of what is referred to as the "sexuality of the individual". It is recommended that, in line with the philosophy of studying personal and family life, consideration be given to a total concept of family life, including topics or problems in the social life and the economic life of the individual and the family.

6. Past experience indicates that in organizing the content of a proposed programme, there is need to avoid undue repetition and an overemphasis on group discussion. The cyclical theory or organizing content according to maturity level should not be carried to extremes.

7. The effectiveness of studies in this field depends largely upon the persons providing them. Teachers should not be assigned to this work unless they wish to be and are considered knowledgeable and capable of doing it. Resource persons should not be called upon to "teach" simply because they happen to have a particular expertise. Both teachers or school personnel and resource persons need to plan jointly and the latter must be clear as to what is expected and how it may best be provided. Consideration should be given to in-service education programmes and to procedures which permit an integrated interdisciplinary approach to teaching.

8. There are many learning materials, books, films, pamphlets on the market and many of them have been produced in accordance with particular objectives, philosophy and value system. It is strongly recommended that this be identified and assessed in terms of the philosophy underlying the programme. Otherwise, such material may well defeat or distort the programme. Considerable professional judgment and discretion is needed, considering the fact that what is done in schools is generally judged as having the sanction and acceptability or an educational authority.
9. It is recommended that programmes be subject to regular professional evaluation and report.

J. R. Meredith
Superintendent
Instructional Services

JRM/bks/ja
School District No. 38 (Richmond)
FAMILY LIFE EDUCATION IN-SERVICE WORKSHOP*
October, 1973

SESSION 1
General Information
(a) Film "Sexuality and Communication"
(b) Small group discussion of the film
(c) Small group discussion of Communication Skills

SESSION 2
Sex Education
(a) Overview
(b) In the home
(c) In the school
(d) Opposition to sex education

SESSION 3
Sexual Patterns in Society
(a) Changing patterns in our society
(b) Patterns in other societies
(c) Small group discussion

SESSION 4
Anatomy, Conception, Contraception & Abortion
(a) Terminology
(b) Small group discussion of case studies
SESSION 5

Sexuality

(a) Personal sexuality & sexual expression
(b) Sex role identification
(c) Psychological implications for children
(d) Small group discussion

SESSION 6

Methodology

(a) Teaching techniques
(b) Practical experience in groups
(c) Evaluation

* Planned and conducted by Mrs. Bonnie McGhie, Counsellor, Douglas College, Special Programmes Division.
BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT NO. 38 (RICHMOND)
689 NO. 3 ROAD, RICHMOND, B.C.
TELEPHONE 278-9521

All principals and participants in
Family Life Education Workshops

TO
Coordinator of Pupil Personnel and
Special Services

FROM
18.03.74 - 4
3S

APPENDIX 4C

FAMILY LIFE EDUCATION PROGRESS REPORT

Curriculum Committee

Since the start of the 1973-74 school year, the Family Life Education Curriculum Committee has collectively contributed approximately 1,000 voluntary hours in order to create a complete but flexible structure for our proposed K-12 programme. The content for each grade level is being organized under several major concept headings such as: self-concept, social awareness, reproduction, addictions and dependencies, and parent communication. Behavioral objectives are being written with lists of attendant behavioral changes that teachers of the programme should be able to observe. Strategies for the presentation of the content are also being researched. Then with the assistance of the Resource and Audio-Visual Committee, appropriate resource material for both the teacher and the student will be presented in relation to the content. Although many hours have been put into to the curriculum to date, many more will be necessary in order to complete the task of creating a programme which will be meaningful to the students and will be a valuable, useful guide for those involved in its instruction.

Audio-Visual Committee

A list of films available for use in the Family Life Education curriculum is being prepared, giving a brief description of the content of each film. Grade levels for the films have been set down as suggested by the Curriculum Committee.
Resource Committee

At present the Resource Committee has subdivided so that each person may work at a specific level in conjunction with the Curriculum Committee.

Kindergarten - Mrs. Arvida Hutt
Primary - Mrs. Jean Haakonsen
Intermediate - Mr. Paul Stewart
Junior High - Mrs. Laurie Pettman
Mr. Fred Kristmanson

Letters have been sent to all Richmond schools (except those having the same librarian) asking for a list of material pertinent to the topic of Family Life found in their library. In due course, this information will be tabulated for teacher use.

Finally, a tentative meeting is being arranged for the Resource Committee to meet at McRoberts, 3:30, Wednesday, April 3, 1974. The purpose of the meeting is to relate our progress to each other.

In-Service Committee

Keith Reid and his committee have prepared the attached questionnaire to assist us in providing appropriate workshops for teachers. Please indicate the subject areas that would be of value to you in order of preference, 1 - 12. If there are other subjects that would be of interest to you, please add them to the list in the space provided.

Parent Education

In cooperation with the Continuing Education Department, a parent programme has been presented at McNair Secondary School. The response to the programme has been encouraging, and two more sessions are tentatively planned for May - dates to be announced.

We will require assistance in several areas of the programme. If you are interested, please complete the form at the bottom of the Workshop Survey sheet.
School District No. 38 (Richmond)

WORKSHOPS - FAMILY LIFE EDUCATION

(Return to Coordinator of Pupil Personnel and Special Services by April 5)

1. Changing Society and its Effect on Values and Attitudes
   Film Study: Future Shock

2. Media Workshop: preview of new films available
   elementary secondary 2 two-hour sessions or
   1 four-hour session

3. Venereal Disease - a workshop presented by the V.D. Control Centre
   Youth Service Nurses: a media presentation

4. Workshop in Group Dynamics: Mr. Paul Kirmmse, M.W.S., U.B.C.

5. Human Sexuality - multi-media presentation: Dr. George Szasz, U.B.C.

6. Community Responses, Needs and Priorities in Family Planning - a
   workshop concerning birth control presented by the Family Planning Assoc.
   of B.C.

7. The Adolescent and His Emotions: Dr. B. Wong

8. The Child and His Emotions: Dr. Margaret Csapo


10. Essentials for a Healthy Heart: B.C. Heart Assoc., Y.M.C.A.

11. The Parentless Child: presentation by Parents Without Partners

12. The Role of Public Health in our Community: Richmond Health Unit

13. _______________________________________________________

14. _______________________________________________________

15. _______________________________________________________
FAMILY LIFE EDUCATION

The Richmond Family Life Education Curriculum Committee has adopted as its basic point of view, the following definition of Sex Education.

"Sex education is to be distinguished from sex information and can best be described as character education. It consists of instruction to develop understanding of the physical, mental, emotional, social, economic, and psychological phases of human relations as they are affected by male and female relationships. It includes more than anatomical and reproductive information and emphasizes attitude development and guidance related to associations between the sexes. It implies that man's sexuality is integrated into his total life development as a health entity and a source of creative energy."

(Darden, 1967)

WHY FAMILY LIFE EDUCATION

Sex education is a continuous process. Without parental and teacher guidance sexuality may develop in an uncontrolled way. Adults must accept the responsibility of directing instruction so that young people may make rational judgements as they grow.

In former years, sex education was provided by the church, the home, and the community on a hit-and-miss casual basis. Social and cultural developments which have brought about changes in life style necessitates continuous changes in the traditional modes of guidance and instruction in matters of sex and family life because of the challenge of questioning youth.

From a very early age the child encounters a barrier of silence about one of life's most vital subjects. Strong emotional involvement and social pressure may act as a block to communication between adult and child. Hidden childhood concerns are often left unresolved and frequently lead to problems in later life. Much guilt, aroused by uninformed, over-
anxious adults regarding normal childhood explorations and experimentations may plague a child's conscience and effect his development. Continuous growth of wholesome attitudes is today complicated by the fact that many adolescents suffer from anxieties and fears about sex and sexuality. Recent research has shown that children and adults alike are often inadequately informed about human reproduction, family and social responsibilities. Ignorance plays a large part in many of the problems people face regarding human relationships.

We, as educators, have a responsibility to give children as complete an education as is possible. Dr. David Mace, former President of Sex Information and Education Council of the U.S. (SIECUS), has commented that:

"a child who has been able to learn the basic facts about sex, to hear the subject presented without embarrassment by at least one trust-worthy adult, and to participate in the discussion of the subject with other children in a healthy and wholesome manner, is the child who is going to cope effectively with his own emerging sexual feelings and needs."

(Mace, 1970)

The aim of sex education today is not to control or suppress, as in the past, but to indicate the immense possibilities for fulfillment that human sexuality offers.

The program is designed

1. to provide an understanding of the meaning and significance of marriage, parenthood, and family relationships, so that the family may be strengthened as a basic social unit,

2. to develop positive feelings of self identity, self worth, and personal responsibility,

3. to develop respect for others, and responsibility (social),

4. to develop an understanding and appreciation for the sexual side of human nature so that the child's emotional development may proceed without feeling of inadequacy, embarrassment or undue guilt,

5. to develop a functional and specific vocabulary to facilitate communication,

6. to open channels of communication between children, their parents, school personnel so that they will find it easier to seek infor-
mation from reliable sources rather than rely upon hearsay or misconceptions,

1. to develop an understanding that positive human relationships can enrich their lives, and, conversely, that distorted attitudes towards sex, love, and affection may lead to undesirable consequences for the individual and for society.

8. to develop an understanding of the basic anatomy and physiology of the male and female reproductive systems and of human reproduction, its relationship to mutual love and affection, and family life.

In general, our purpose is to teach the child that material which strengthens character and will contribute to the development of a well-balanced responsible citizen. It is our aim to prepare a well-adjusted student today so that they in turn will be the adequate parent of tomorrow.

THE TEACHER OF FAMILY LIFE EDUCATION

The scope of the Family Life Education Program can be shown in the type of training needed by teachers. Teachers require training with regard to:

1. Basic teaching methods in family life education,

2. The physiological development of humans from birth to old age,

3. The psychological development of humans from birth to old age, with emphasis on adolescence,

4. The socialization process of humans in our society and contrasting societies,

5. Family patterns, including traditional and changing family patterns,

6. Sexual role development in our society,

7. Group leadership and group membership,

8. Management of family resources of money and time.

Besides teaching experience the teacher must be a well-adjusted individual whom the children respect and one who can talk about sex and
reproduction without embarrassment. Any teacher who has these qualifications has an obligation to avail himself of the background required to use his talents properly.

Consideration must be given to the March 1973 Department of Education Instructional Services Circular 777, Family Life Education, which states that:

"The effectiveness of studies in this field depends largely upon the persons providing them. Teachers should not be assigned to this work unless they wish to be and are considered knowledgeable and capable of doing it. Resource persons should not be called upon to "teach" simply because they happen to have a particular expertise. Both teachers or school personnel and resource persons need to plan jointly and the latter must be clear as to what is expected and how it may best be provided. Considerations should be given to in-service education programmes and to procedures which permit an integrated interdisciplinary approach to teaching."

REFERENCES


APPENDIX 4E

RICHMOND SCHOOL DISTRICT

FAMILY LIFE EDUCATION PROGRAM

Respectfully submitted:
Bonnie M. McGhie

November 1973
FAMILY LIFE EDUCATION

The decision to introduce Family Life Education into the school curriculum in the Richmond School District at this time, indicates to the writer, a progressive and realistic step by the district.

Some homes are providing these specific developmental needs effectively, however, for many children the only possibility of receiving an adequate foundation of accurate information is through a well planned, sequential program within the school system.

The dimensions of the task ahead are somewhat overwhelming when consideration is given to a total program and the effects this will have on the district. With administrative support and careful planning, the goals expressed by the committees currently working in the district, are obtainable.

Family Life Education goes much beyond the one aspect of sex education. With a broad definition of personal development, it would seem that F.L.E. is an integral part of the Guidance Program in the Junior and Senior Secondary Schools. In many districts, because of facilities and teacher time availability, the Guidance Program is frequently tied into the Physical Education Program and is taught by teachers in this area. Many of these teachers are not specifically trained to teach nor are they interested in teaching in a broader guidance program.

Firstly, I would recommend a review of the existing Guidance Program in the Richmond district. The Guidance Program must become a strong and independent program existing on its own merits with as much consideration given to scheduling and trained teaching staff as any other subject area in the curriculum. Teachers from other subject areas, who feel interested, are willing to invest time in training, and who show the personal qualities needed, should have an opportunity to teach Family Life Education.

In order to implement an effective program for the district I would also recommend that a co-ordinator for Guidance and Family Life Education be appointed.

The job description of this co-ordinator would entail the following:

1. To review existing District Guidance Programs in junior and senior secondary schools.

2. To act as a guiding force in gaining support for Family Life Education Programs from school administrators, teachers, parents, and the community as a whole.
3. To develop a comprehensive Family Life Education Program for elementary, junior and senior secondary schools in conjunction with the committees currently working in the district.

4. To develop adult education programs in human sexuality and communication skills for parents.

5. To standardize Family Life Education course outlines in order to develop sequential programs from grade to grade. This is not intended to discourage adaption of the course outlines to meet individual school needs.

6. To develop criteria for selection of possible teachers in the area.

7. To assist school administration in the selection of teachers, where it is needed.

8. To review textbooks, A.V. material, pamphlets for appropriateness, level, and content.

9. To assist Family Life Education teachers in gaining Professional development opportunities and in-service training experiences.

10. To evaluate program objectives and teaching methods.

To summarize recommendations resulting from the workshops in Richmond School District and other work done in the introduction of Family Life Education programs in Canada and the United States, an optimal program might be characterized by:

1. District administrator for the program

2. Team-teaching where practical (male and female role models).

3. Mixed classes when appropriate

4. Primary level - an integrated program within the curriculum now in use.

5. Intermediate and secondary levels - establishment of a sequential Family Life Program, avoiding repetition of content beyond effective teaching procedures.

6. District-wide standardization of curriculum.

8. Continuing In-Service Training and Professional Development for teachers.

9. Adult Education Programs for interested parties.

10. Evaluation procedures as part of the total program.

Further in-service training workshops at specific teaching levels will be needed in conjunction with curriculum guides for each level.

Some adjustments will need to be made on a yearly basis, during the developmental phases of a sequential program, until the building process can be realistically based on experiences gained at other levels.

Consideration should also be given to pilot projects at many levels to gain support for the program, as well as providing a basis for further teacher training workshops at each level.

A final comment I would like to make is the need to exercise caution in the district to avoid rushing into a broad ineffectual program, taught by poorly prepared teachers. In the immediate future, while teacher training programs are in progress, time might be spent in gaining acceptance and support for the program from school personnel, parents, students and the public.

It is hoped that the information presented here will assist Richmond School District in the implementation of Family Life Education within the district.
SESSION 1 - GENERAL INFORMATION

a. The presentation of a brief history of Family Life Education followed by a description of McNair's "Education for Sexuality" special guidance programme - its content and its evaluation.

b. The presentation of an outline for the six week Parent Communication Series.

c. The film "Barnet the Child" followed by small group discussions.

SESSION 2 - KINDERGARTEN AND PRIMARY

a. The film "I'm 17, Pregnant And Don't Know What To Do" followed by small group discussions.

b. The presentation of the suggested content and objectives of the kindergarten and primary outline for feedback and criticism.

SESSION 3 - ELEMENTARY INTERMEDIATE

a. The film "V.D. - A New Focus" followed by small group discussions.

b. The presentation of the suggested content and objectives of the elementary intermediate outline for feedback and criticism.

SESSION 4 - JUNIOR SECONDARY

a. The film "Methods of Family Planning" followed by small group discussions.

b. The presentation of the suggested content and objectives of the Junior Secondary outline for feedback and criticism.
SESSION 5 - SENIOR SECONDARY

a. The film "Sexuality and Communication" followed by small group discussions.

b. The presentation of the suggested content and objectives of the Senior Secondary outline for feedback and criticism.

SESSION 6 - CONCLUSION AND EVALUATION

a. The presentation included an outline of the many stages of revision and evaluation the outline would have to undergo before it could be considered ready for implementation.

b. Evaluation by means of a written evaluation form.
APPENDIX 4G

Family Life Education Curriculum Outline
Preliminary Draft - October 1974

RECOMMENDATIONS OF THE ELEMENTARY INSTRUCTIONAL PLANNING COMMITTEE
(Revised December 3, 1974)

Introduction

Members of the Elementary Instructional Planning Committee received copies of the proposed curriculum in Family Life Education approximately two weeks ago. Since then we have had an opportunity for two study sessions and for one meeting with representatives of the Curriculum Committee. Members of the Elementary Educational Services Team have assisted the Instructional Planning Committee in responding to this curriculum proposal. While it is essential that we have more time to study the outline in detail, we offer the following preliminary comments and recommendations for consideration of all those responsible for and involved in the development and possible implementation of such a curriculum.

Members of the Elementary Instructional Planning Committee and the Educational Services Team are appreciative of the time and dedication of the Family Life Education Committee. Their efforts have resulted in a proposed curriculum guide which attempts to articulate elementary and secondary school objectives. Further, the Family Life Education Committee has presented a clear and precise explanation of the proposed curriculum for Kindergarten through Grade 10. This forms an excellent basis for further input and discussion with teachers, administrators, parents, community and resource persons knowledgeable in the areas of family life and human sexuality.

The explicit nature of the proposed curriculum outline has given the Instructional Planning Committee a tangible basis for study, for discussion, and for the following preliminary recommendations.
Recommendations

1. The Responsibility of Principals -

The ultimate responsibility for implementation of the programme rests with the principals in consultation with their teachers, support staff, and community. ("Consultation" implied collective decision-making by all parties affected by the implementation of the Family Life Education programme.)

a. It is therefore recommended that all elementary administrators refer to Family Life Education - Guidelines for the Development of an Elementary School Program (Department of Education, Victoria, 1973) and Instructional Services Circular 29.3973.

Quotes from these Department of Education publications on Family Life Education serve as a reminder of the responsibilities of principals:

It is expected that all principals will assume the responsibility for providing the guidance and leadership both in school and in the community, that will facilitate effective teaching and learning. (Curriculum Guide, p. 2)

It is also emphasized that, under the regulations governing the operation of public schools, principals have administrative and supervisory responsibility for the programme of teaching and learning activities conducted by the school. (Instructional Circular, p. 1)

b. In view of the foregoing emphasis, it is recommended that there be further study and input from administrators prior to implementation of the proposed curriculum on a pilot basis.

2. The Responsibility of Teachers -

...the classroom teacher must accept the overall responsibility for instruction in the classroom. (Department Curriculum Guide, p. 1)

It is recommended that teachers should not be expected to work with this programme unless they wish to and are considered knowledgeable and capable of doing it. Teachers who feel personal conflict or discomfort in implementing instruction in family life and sex education should be given the alternative of opting out of such a program.
3. Responsibilities to the Community

The value of any public school educational program in family life and sex education will depend to a large extent on the general support of the community and the particular support of the parents in a catchment area. The emphasis the Family Life Education Committee has placed on parental involvement in developing and implementing the program is commendable. Since this proposed curriculum outline is the first attempt by the district, on such a broad scale, to encourage parental and community involvement in curriculum development, it is recommended:

a. That a strategy for such participation be designed well ahead of any further decisions concerning the acceptance and implementation of this program in individual elementary schools;

b. That there be a thorough explication of the desired extent of parental involvement as it specifically relates to offering this program to pupils. "Family Life Education" implies that the school "family" and the home "family" act in concert as extensions of one another in the education of children. Professional Development programs should emphasize the expanded role of the teacher, principal, counsellor, and other resource personnel in parent education. Courses offered through the Adult Education Department do not fulfill the same objectives as informal and formal study and planning with parents of children in a specific school attendance area;

c. That the disfunctional influence on the child of negative parental attitudes toward Family Life and Sex Education programs in schools be minimized by having elementary staff deemphasize the program as a separate curriculum offering. (The negative attitude of parents likely has a greater impact on the child's attitudes than the positive effect of a good program.)

4. Integrated Interdisciplinary Approach

a. Family life and human sexuality are integral parts of each individual's total being. Consideration should be given to expanding the objectives already being taught in all subject areas to include discussions of family life and sexuality (e.g., emotional implications through novel discussions and English literature; family life and sexual beliefs of different cultures through Social Studies; physiological aspects of life and growth of organisms through Science, Physical Education and Health education.)
b. Because the proposed "content" of Family Life Education program should not be regarded as a separate subject in the elementary curriculum, the teacher's sensitivity to the "teachable moment" is critical. Specific timetabled periods for "lessons" in family life education and human sexuality should usually be avoided.

c. Further study should be given to resolving the conflict between use of the "teachable moment" and the necessity for parental consent for pupils to participate in discussions of family life and human sexuality.

    e.g., Highly controversial topics could be identified and explored carefully with teachers and parents to allow options for participation. Many other objectives are already compatible with work being done everyday in elementary classrooms in a non-controversial, low threat, functional setting.

d. Emphasize that the proposed district curriculum in Family Life does not replace the Departmental curriculum guide in Human Life Sciences.

5. Curriculum Design

It is recommended that the preliminary draft receive further study and input before pilot projects are implemented in elementary schools. Preliminary studies of the draft lead the Instructional Planning Committee to suggest possible modification of the curriculum in the following areas:

a. Emphasize that the curriculum outline is a guide - that it is descriptive rather than prescriptive.

b. Emphasize that covering specific content is less important than being responsive to the expressed interests and concerns of pupils and helping children gain greater self-understanding and self-acceptance.

c. Build the curriculum on a conceptual development framework spanning Kindergarten through Grade 7. The graded structure of the proposed outline does not encourage provision for individual differences in a natural way.

d. Avoid undue repetition of content in a learning spiral. This cyclical theory of organizing curriculum has not proven to foster positive attitudes on the part of pupils. (It is recognized that the committee is attempting to overcome this problem particularly in the films commonly used as part of the program.)
e. Provide teachers with summaries of the latest research on child development where it pertains to successful teaching and learning in family life and human sexuality.

f. Resource materials form a basic ingredient in the preliminary draft of the Family Life Education program. Therefore, considerable professional judgement and discretion is needed in the selection of these materials. The Committee recommends that further study is required so that each resource material suggested is appropriate and available and that it not be listed unless it is previewed by a committee and reviewed for its particular objectives and appropriate age level, philosophy and underlying value system (e.g., sexist viewpoint).

g. Curriculum objectives and suggested activities should not encourage evaluation techniques such as written pre-tests, listing, matching, filling in the blanks, etc. Observation of attitudinal and behavioral changes is a more professional and more appropriate method.

h. Further expert opinion should be sought on the total curriculum proposal. It is recommended that Dr. George Szasz be invited to review and comment on the preliminary draft of the Family Life Education Curriculum Outline.

6. In-Service Education and Professional Development Activities

It is recommended that continued in-service education programs for teachers and administrators emphasize:

a. Self-understanding - philosophy and attitudes in this area;

b. The quality of interaction between the adult and child rather than the content described in a curriculum outline as a means of accomplishing instructional objectives in family life and sex education;

c. Respect for the plurality of values of colleagues, parents, pupils and the community;

d. Instructional techniques in values education and appreciation of affective objectives;

e. Procedures which permit an integrated interdisciplinary approach and which assist in sensitivity to the "teachable moment";

f. Models for involving parents, the community, and resource personnel in the development of modification of a curriculum tailored for a
particular catchment area; helping educators be responsive to suggestions and expressed needs of parents.

g. Skills of conducting discussions with small groups.

7. Family Life - Implementation

It is recommended that, after further study and revision, pilot programs be implemented only in schools where principal, staff and parents indicate a desire to do so.

8. Conditions for Pilot Programmes

If a decision is made to introduce a Family Life and Human Sexuality program on a pilot basis, the Instructional Planning Committee recommends the following principles;

a. That there be School-Community involvement in joint planning of the program in the catchment area.

b. That an extensive professional in-service program involve the entire school staff and supportive staff. This should be undertaken whether there is a total school or part of a school involved in the pilot programme.

c. That an adequate sequence of teacher/parent pre-service and in-service be provided.

d. That the programme be continually evaluated as to effectiveness and as to whether modifications are necessary.

e. That resources required (hardware and software) be readily available and be appropriate for the needs and the use of teacher, pupil and parents.

f. That an alternate programme be available for the child whose parent wishes him to opt out of the programme.

The foregoing comments and recommendations represent the views of the following people as a result of preliminary study sessions: Bob Bone, Ken Clausen, Warren Dohemann, Jim McPherson, Joyce Mahy, and myself. The recommendations are respectfully put forward for the consideration of:
the Superintendent and Board of School Trustees; administrators and teachers; 
the Family Life Education Committee and those responsible for development 
and possible implementation of a curriculum in this area of study.

Beverley Buchanan
Director of Elementary Instruction
and Chairperson - Elementary Instructional
Planning Committee
Secondary Instructional Planning Committee Meeting

held at

Hugh Boyd Jr. Secondary School,

Tuesday, November 19, 1974

The Family Life Education Committee presented their report and the Instructional Planning Committee made the following recommendations:

1. The Instructional Planning Committee endorsed the curriculum outline as a basis for further study.

2. The Instructional Planning Committee feels that a pilot project should be established in selected schools.

3. The Instructional Planning Committee feels that implementation necessitates:
   a. prior and concurrent parent involvement
   b. prior and concurrent teacher in-service

4. The Instructional Planning Committee feels that the appointment of a co-ordinator for the programme is essential.

E. R. Ball, Chairman
Meeting of the District Principals Held at
Brighouse Elementary School
November 20, 1974

Resolutions Passed Unanimously:

1. The District Principals recommend that a Family Life Education program for the Richmond District be endorsed and that the preliminary draft of the Family Life Education Committee be the basis for further study and revision prior to implementation of any such program.

2. The Elementary Principals endorse the recommendations of the Elementary Instructional Planning Committee.

3. The Secondary Principals endorse the recommendations of the Secondary Instructional Planning Committee.
TO: Education Committee
   Board of School Trustees
   School District No. 38 (Richmond)

RECOMMENDATIONS FROM THE FAMILY LIFE EDUCATION COMMITTEE FOR
THE EVALUATION AND IMPLEMENTATION OF THE FAMILY LIFE EDUCATION CURRICULUM OUTLINE - PRELIMINARY DRAFT OF
OCTOBER 1974

SUMMARY OF RECOMMENDATIONS:

We recommend that the Board of School Trustees, School District No. 38

1. receive the Preliminary Draft of the Family Life Education Curriculum Outline as the report of the Family Life Education Committee.

2. approve in principle the establishment of a K-12 Family Life Education programme for the district.

3. adopt this preliminary draft as the basis for continued development with the understanding that extensive evaluation of the content and format will be carried out with appropriate recognition being given to the interdisciplinary nature of the subject matter. This evaluation and development should -

   a. include the input of parents, students, teachers, administrators, trustees, experts in various content areas and community agencies such as Health Services, district medical personnel, district ministerial personnel and law enforcement as a documented coordinated effort.

   b. include pilot projects at each educational level.
c. include and encourage extensive in-service training for all educational personnel both prior to and concurrent with a series of pilot projects.

d. include both communication and potential learning sessions for parents of students involved in the programme.

4. recommend that the in-service training and curriculum development be reflective of the present day needs of district educational personnel, and that continuous evaluation and design improvement considers the developmental level of said personnel, and that the content and resource material remains timely, relevant and effective.

5. ensure that consideration be given to the parent who expresses a negative concern for the programme but that equal consideration be given to the parents who either expect or desire the school to assist in the provision of Family Life Education as an integral part of a complete education.

6. consider the employment of a Family Life Education coordinator.

Supporting Statements for the Recommendations

1. RECEIVE THE PRELIMINARY DRAFT OF THE FAMILY LIFE EDUCATION CURRICULUM OUTLINE AS THE REPORT OF THE FAMILY LIFE EDUCATION COMMITTEE

Following the March policy statement as printed in the Instructional Services Circular 29.3.73 (Department of Education, Victoria) which...

...authorized the development of new policies in respect of providing additional opportunity for studies in the field of human growth and family living.

the Board of School Trustees, School District No. 38 (Richmond) directed Mr. R.M. Scales, Coordinator of Pupil Personnel and Special Services to structure a Family Life Education Committee to survey local needs and to construct a K-12 curriculum proposal.

A progress report was submitted to the Board Education Committee on November 26, 1973 at which time, the Family Life Education Committee received approval to continue the work of developing a K-12 curriculum outline. The Family Life Education Curriculum Outline Preliminary Draft dated October 1974 is the result of the committee's investigation.
2. APPROVE IN PRINCIPLE THE ESTABLISHMENT OF A K-12 FAMILY LIFE EDUCATION PROGRAMME FOR THE DISTRICT

Consideration should be given to the following statements:

a. Education Administration Report No. 11-74, 17 June 1974

II. Family Life Education

It is recommended that:

1. The Board approve a program of Family Life Education for this District.

b. Family Life Education - Guidelines for the Development of an Elementary School Programme (Department of Education, Victoria) which authorizes

the development of programmes for permissive implementation at the discretion of local authorities. As no one programme can, or should meet the needs of all people in all areas, it is anticipated that in districts in which the decision is made to introduce a Family Life Education Programme, the people responsible will accept the premise that a specifically tailored local programme must be created from the general guidelines issued by the Department. pp. 1

c. Excerpts from the SIECUS reprint - Our Children Have A Right To Know as found in the Sex Education Resource Packet (No. 3161-C) prepared by the General Committee on Family Life of the United Methodist Church.

This straight forward sentence from the Social Principles of the United Methodist Church affirms our denomination's long-standing concern that our people receive adequate sex education.

Our children desire and have a right to know before adolescence the facts regarding the origin of life and the nature of their personality as it relates to sex. Parents, if properly instructed, are best fitted to give this assistance; but if they are recreant to this duty, then qualified persons in the church should teach reverently the beautiful truths of life...

These words placed the responsibility for sex education squarely upon parents and the church. However, the 1952 General Conference resolution on family life, included a sentence which pointed to a new direction:
We endorse the growing tendency in our public schools to include sex education under competent teachers as a normal part of their curriculum.


The only way our society is going to achieve proper sexual stability and mental health, which are undisputed requirements for maturity, is to provide a sound sex education for everyone. Working toward this goal means that those who are in a position to instruct must freely admit to what they do not know, at the same time teaching that which they know to be the truth. They must educate, not indoctrinate; teach facts, not fallacies; encourage the formulation of a code of ethics, not preach asceticism; and seek objective knowledge, not emotionally biased ideas. This goal is difficult because most people have grown up in a culture which encourages sexual ignorance and maladjustment.

e. Excerpts from the SIECUS Statement of Beliefs

SIECUS believes that:

freedom to exercise personal sexual choice is a fundamental human right

such freedom of sexual choice carries responsibilities to self and others

these responsibilities call for acquiring knowledge and developing a personal ethical code, in order to provide a rational basis for decision-making in all human relationships.

3. ADOPT THIS PRELIMINARY DRAFT AS THE BASIS FOR CONTINUED DEVELOPMENT...


* James Leslie McCary - Professor of Psychology at University of Houston and Director of Psychological Services at Houston's Almeda Clinic. Winner of the American Psychological Foundation's 1972 Award for Outstanding Contributions to Education in Psychology.
a specifically tailored local programme must be created from
the general guidelines issued by the Department. pp. 1

With the understanding that extensive evaluation of the content and
format be carried out with appropriate recognition being given to the
interdisciplinary nature of the subject matter.

Preliminary Recommendations from Study Sessions of the Instructional
Planning Committee - November 19, 1974

...the Family Life Education Committee has presented a clear
and precise explanation of the proposed curriculum for Kinder-
garten through Grade 10. This forms an excellent basis for
further input and discussion with teachers, administrators,
parents, community and resource persons knowledgeable in the
areas of family life and human sexuality.

The explicit nature of the proposed curriculum outline has given
the Instructional Planning Committee a tangible basis for
study, for discussion, and for the following preliminary recom-
mendations. pp. 1

THIS EVALUATION AND DEVELOPMENT SHOULD -

a. INCLUDE THE INPUT OF PARENTS, STUDENTS, TEACHERS, ADMINISTRATORS,
TRUSTEES, EXPERTS IN VARIOUS CONTENT AREAS AND COMMUNITY AGENCIES
SUCH AS HEALTH SERVICES, DISTRICT MEDICAL PERSONNEL, DISTRICT
MINISTERIAL PERSONNEL AND LAW ENFORCEMENT AS A DOCUMENTED COOR-
DINATED EFFORT

Consideration should be given to the Instructional Services Circular
29.3.73 which states that

1. Public schools are the agents of the community and it follows
from this that what they do in this field should have the ap-
proval of the Board of School Trustees as the resrepresentative
of the community.

2. Parents have both rights and responsibilities which must be
respected. Any proposed studies in this field must involve
consultation with parents and a readiness to take particular
actions in response to parents' advice and requests affecting
the programme generally or the participating of their children.

3. In developing a programme and in discussing it with others, it
is essential that there be a clear and precise explanation of
what is being proposed (content), why or for what purpose, and how it will be carried out. It is recommended that parents be involved at this stage. Disagreement and criticism of studies in this field arise from two sources: one, misunderstanding or misinterpretation of what is proposed and two, failure to recognize or accept the fact that the nature of a public school imposes limitations on what it can and should teach in a compulsory, group-organized education system.

b. INCLUDE PILOT PROJECTS AT EACH EDUCATIONAL LEVEL

Such projects would allow us an in-depth look at the strengths and weaknesses of the proposed programme. The projects would necessitate and facilitate communication between the home and the school, and would also serve as a learning experience for district educational personnel.

The Family Life Education Committee concurs with the conditions for pilot programmes which are contained in the Preliminary Recommendations from Study Sessions at the Elementary Instructional Planning Committee – November 19, 1974

Conditions for Pilot Programs

If a decision is made to introduce a Family Life and Human Sexuality program on a pilot basis, the Instructional Planning Committee recommends the following principles:

a. that there be School-Community involvement in joint planning of the program in the catchment area

b. that an extensive professional in-service program involve the entire school staff and supportive staff. This should be undertaken whether there is a total school or part of a school involved in the pilot program

c. that an adequate sequence of teacher/parent pre-service and in-service be provided.

d. that the program be continually evaluated as to effectiveness and as to whether modifications are necessary

e. that resources required (hardware and software) be readily available and be appropriate for the needs and the use of teacher, pupil and parents.
f. that an alternate program be available for the child whose parent wishes him to opt out of the program. pp. 7

c. INCLUDE AND ENCOURAGE EXTENSIVE IN-SERVICE TRAINING FOR ALL EDUCATIONAL PERSONNEL BOTH PRIOR TO AND CONCURRENT WITH A SERIES OF PILOT PROJECTS

i. Refer to the SIECUS Statement of Belief

SIECUS is committed to vigorous efforts to affirm these beliefs.

The most important part of sex education training lies in helping teachers deal with their own feelings of sexuality and with the sometimes distressing (to them) experience of talking about sex openly...

Factual information can be acquired from the abundant supply of films and books at the instructor's own convenience...

It may be more instructive for teachers to hear experts talk about sex...

Sex education should have a broad concern for development of a healthy sexuality that is part of the well-adjusted, mature individual...

He will be open, empathic, freedom-giving, mentally healthy, emotionally stable, competent and confident, understanding, warm trusted, secure, flexible, sensitive, well-balanced, concerned, mature, responsible and relaxed, he will have high moral standards, know himself and, of course, have a great sense of humor...


A programme of this nature necessitates considerable in-service education prior to implementation. The teacher should ascertain his, or her, philosophy and attitudes in this area and be allowed the alternative of opting out should there be conflict. (It is assumed that this option would be provided parents for their children as well.) pp. 1

d. INCLUDE BOTH COMMUNICATION AND POTENTIAL LEARNING SESSIONS FOR PARENTS OF STUDENTS INVOLVED IN THE PROGRAMME
Refer to Family Life Education - Guidelines for the Development of an Elementary School Programme - Department of Education, Victoria 1973

Extensive community involvement in the initial planning stages and throughout the development of the programme is envisaged. In addition the parents will need to be kept informed of progress and allowed frequent and regular opportunities to examine specific aspects of the programme. Hopefully, the programme should soon become part of the total educating process of the school and, as such, would be reported to the parents in the usual manners...but in the initial stages extra concentration on communication should prove valuable.
The Health Department of Richmond endorses the preliminary draft of the Family Life Curriculum and in doing so makes the following recommendations:-

1. That the appointment of a co-ordinator is of prime importance to the involvement of the nursing staff in the implementation of the Family Life Education Programmes in the community.

2. That pilot projects at each educational level in select schools be conducted and evaluated before the Family Life Program is implemented.

3. That parent involvement is essential in the pilot and implemented programmes, and that teacher in-service education be conducted prior and concurrent to the implementation of these programmes.

Yours truly,

J. C. White, M.D., D.P.H.
Medical Health Officer

EL:JCW:db1
A Message to Richmond Parents —

FROM YOUR BOARD OF SCHOOL TRUSTEES

FAMILY LIFE EDUCATION

SCHOOL DISTRICT NO. 38 (RICHMOND)
689 No. 3 Road
Richmond, B. C.
FAMILY LIFE EDUCATION

We, the Board, are as concerned as you, the parents, that inaccurate information from misinformed sources is hindering our attempts to provide an opportunity for all parents to discuss a proposed Family Life Education Programme which would supplement, not supplant, the education parents wish to give their children.

It is therefore emphasized that in the planning of a Family Life Education Programme there is no thought of contradicting or interfering with parental rights and responsibilities in this field.

HERE ARE THE FACTS

March 1973 Excerpts from the March policy statement as printed in the Instructional Services Circular 29.3.73 (Department of Education, Victoria):

"The Honourable Eileen Dailly, Minister of Education, has authorized the development of new policies in respect of providing additional opportunity for studies in the field of human growth and family living. These studies have the objective of assisting young people in acquiring reliable knowledge and developing healthful understanding of themselves and their relationships with others. The rationale for such studies is simply that young people today are being subjected to a variety of pressures, half-truths and conflicting values, and the school must recognize and respond to their concerns by assisting their parents and others in providing opportunity to acquire the knowledge and insight necessary to cope with this situation. A curriculum which neglects such concern may be perceived to be irrelevant."

Further --

"In developing a programme and in discussing it with others, it is essential that there be a clear and precise explanation of what is being proposed (content), why or for what purpose, and how it will be carried out. It is recommended that parents be involved at this stage." (The point at which we are now.)
April 1973 The booklet, Family Life Education, Guideline For The Development of an Elementary School Programme, was received from the Department of Education.

April 1973 The Board authorized a study to assess the community's needs for a Family Life Education Programme from Kindergarten to Grade 12. Subsequently, a Family Life Education Committee was established consisting of staff and public health personnel.

April, June and October 1973 Douglas College staff assisted with the planning and presentation of in-service training workshops for teachers and public health personnel from this District.

May 1973 With parental consent, a mini course was offered to interested students at the senior secondary level - as suggested by the Department of Education Instructional Services Circular:

"At the secondary level, it is envisaged that local authorities at their discretion will give consideration to the development of local programmes deemed appropriate to the needs of pupils and the desires of the community. Such programmes may be offered on a trial basis and are subject to the approval of the Board of School Trustees."

October 1973, January & May 1974 Parent evening communication sessions for the District were held through the night school programme to acquaint parents with the knowledge that we were contemplating a structured Family Life Education Programme for the schools of Richmond.

"...Any proposed studies in this field must involve consultation with parents and a readiness to take particular actions in response to parents' advice and requests affecting the programme generally or the participation of their children."

As a result of these sessions, the following generalizations were provided for the guidance of the Committee:

1) Parents want to know what material is being presented to their children so that the home and school can augment each other - the school providing information and the home providing the moral teachings.

2) Parents want to be guaranteed that the programme will be well managed and taught by well trained personnel.
3) Parents want to be familiar with some of the resources being used by the school so that they can converse knowledgeably with their children and provide additional material in the home.

4) Parents appreciated being invited to share in the development of the programme and want to be able to participate in the evaluation of the programme at all stages.

Additional inservice workshops were held involving 120 teachers with representatives from each school and the public health services, drawing on expertise from U.B.C., S.F.U., and other community resource centers. These sessions were held in order to establish a core of knowledgeable personnel to facilitate staff and parental discussion in each school catchment area.

"In developing a programme and in discussing it with others, it is essential that there be a clear and precise explanation of what is being proposed (content), why or for what purpose, and how it will be carried out. It is recommended that parents be involved at this stage."

The Family Life Education Committee presented its report to the Elementary and Secondary Instructional Planning Committees, to a joint meeting of Elementary and Secondary Principals and to the Board of School Trustees Education Committee.

These committees agreed on the need for a Family Life Education programme and that the Family Life Education Committee report be the basis for further study and revision prior to the implementation of any such programme. The committees also recommended that parental involvement is essential and staff in-service education be an integral part of the programme planning.

Excerpts from Instructional Services Circular 29.3.73
(Department of Education, Victoria)

NEXT STEP IN THE PROCESS

The next step will be for the 1975 Board to consider the Family Life Education Committee Report and decide on acceptance or rejection of the Report. If accepted, the parents will then be involved in discussions in each school catchment area.
FACTS TO REMEMBER

There is no Board approved Family Life Education Programme in our schools at this time.

Your Board, in following the guidelines, has made every effort to safeguard parental rights and responsibilities.

It is considered the parents' right to discuss and influence the kind of Family Life Education Programme available for their child at the local school level.

Released by the Board of School Trustees
December 16, 1974

Trustee P.A. Fast       Trustee V.L. Hillman
Trustee K.N. Fox        Trustee M.E. Speers

Trustee I. Elliott,
Chairperson
APPENDIX 4J

AN OBJECTIVE APPROACH

Our group, Citizens for Family Life Education, believes that education in Family Life and Human Sexuality is the job of the home, the church, AND the school. We also believe that a decision on the proposed programme should reflect the views of a majority of Richmond residents after they have been fully informed about the content of this programme.

To help you in your assessment of the material, we suggest the following:

1. Look carefully at the objectives of the proposed curriculum.

Example #1

Reproduction Becoming "ME" - Kindergarten

OBJECTIVES
The teacher should be able to observe the student's ability to:
- show appreciation for the concept of life.

CONCEPTS AND UNDERSTANDINGS
1. All living things reproduce life from life.

2. Examine the concepts and understandings in each section.

Example #2

It does not suggest that our Kindergarten or primary grade children gain an understanding of "Positions used in sexual intercourse".

3. Review the suggested strategies or "happenings" and the resources. It must be stressed that the use of the suggested materials is not mandatory. They are the ones that are presently available and the people who prepared this curriculum wanted the parents approval of them before they were used. The report to the
Education Committee, Board of School Trustees, from the original Family Life Education Committee of November 1974, verifies this fact.

We feel that the above method of evaluation will help to clarify what is being asked of the Richmond people.

Examine the objectives! Do they contain material we want our children to learn? Is this how we want our children to learn it? Please let the Ad Hoc Committee on Family Life Education know your answers to these questions.
TO: RICHMOND PARENTS

VERY IMPORTANT INFORMATION RELATING DIRECTLY TO RICHMOND'S FAMILY LIFE PROGRAM

It can safely be agreed that the family is the basic fundamental backbone of a democratic society, and that sex education is a vital part of a healthy family.

We are all for Family Life and Sex Education...NOW LET'S DECIDE... Who is going to teach it? Where better to learn about family life than in the home? No public school teacher is likely to be as concerned about your children as you are. There will always be parents who won't teach their children. There will always be children with problems, but they are not the majority. They should receive special consideration, and be sought out by the professionals, medical and educators, but on a one to one basis not in a co-educational class with 25 other students.

Have you decided that the Richmond School system should now have the responsibility of teaching your children sexual instruction? Or will you as a parent retain that right and privilege?

If your answer is "yes"........Have you asked yourself.........

HOW MUCH???. AT WHAT AGE???. BY WHOM???

Reproduction instruction sections begin at 5 year olds in Richmond Curriculum. Have you thought about

- 12 & 13 year olds discussing male & female difference in sexual drive (Gr. 7, pg. 15). Development of the Sex Drive (Gr. 8, pg. 12)
- 13 & 15 year olds discussing mate selection (Gr. 8, pg. 15, gr. 10, pg. 12)
- 13 year olds understanding the appropriateness of time and place for necking and petting (Gr. 8, pg. 13)
- 14 year olds learning to show an appreciation of and a respect for the purposes of both necking and petting (Gr. 9, pg. 17)
- discussion of the perversions or "abnormal love" (Gr. 9, pg. 1 & 2)
Objectional books are constantly being discovered, example, "How Human Life Begins", Bibliography 4. This book has pictures of babies on the cover and photographs of nudes inside, including a photo of sexual intercourse. Parents have been assured this book may be used for teachers reference only, but it is found in one school library already. How long will it be before teacher resource material is shown to children in the classroom?

Each time an objectional book is found we are assumed it is either "teacher's reference" or a "mistake". Whose judgement is going to be used on these materials, time after time after time???

Are you prepared as parents to constantly read and evaluate the existing (over) 300 books and 200 films which are in the present proposed program, plus the many books and films which will be added as they become available? During the last public viewing of books in this program, only 25 of the 217 books on display were actually listed as resource in the Family Life Curriculum. Can an evaluation be made of a program without the material being available?

The Chairperson of the Original Family Life Committee responsible for development of this program stated that "new material will be added as it becomes available".

A program without structure leaves the parents without any control as to...HOW MUCH?...AT WHAT AGE?...AND BY WHOM?...Both the Richmond Proposed Family Life Curriculum and the Department of Education Guidelines for the Family Life Program do not offer any controls. To do so would mean to completely separate Family Life Education in general from Sex Education particular.

The objectional materials in this Family Life Program include Human Sexuality and Sex Instruction, Invasion of Family and Student privacy, Sensitivity Training and the encouragement of secular humanism (which teaches the belief in man rather than the belief in God).

It has been proven that SIECUS (Sex Information & Education Council of the United States) has a direct involvement in our Family Life Program through the resource material to be used. Also, excerpts from the SIECUS statement of Beliefs were used in a report from the Original Family Life Committee to the Richmond School Board. SIECUS book list was used at 1973 Workshop, many of which are in the Richmond Curriculum. A Family Life Program and eventual results will only be as good as the resource material, books, films and personnel used to teach it. LET'S LOOK AT SIECUS.
SIECUS is an organization with headquarters in New York, formed in 1964 as a clearing house of information on sex. SIECUS members have been promoting Family Life and Sex Education Programs all over North America for many years. They are determined to go into every school district in America changing curricula to include their free sex philosophy. Lester Kirkendall of SIECUS was in Calgary talking to the Calgary School Board in January 1969. SIECUS was fostered by the editor and contributors and co-editors of a pornographic magazine called Sexology.

Three editors of Sexology Magazine have material in our curriculum, and one is author of the SIECUS Study Guide #1, "Sex Education", teachers reference, (Grade 10, pg. 25). Contents of this Study Guide have been compared to the Goals of a huge Corporation called Elysium, Incorporated, which is in the business of publishing many pornographic magazines. "According to legal council these two documents could not have been written independently of each other. At least one of the Elysium, Inc. publications (Ankh Magazine) is openly advertised as "obscenity and pornography". Any intelligent person who examines the multitude of names and interlocking organizations behind sex education, humanism, and pornography in the United States will be convinced that this movement called sex education is but the stalking horse of an international pornography cartel."

The above information is from a statement of Dr. James M. Parson, M.D., concerning the report of the Commission on Obscenity and Pornography.

There are 24 books written by SIECUS Directors, Members or Sponsors, plus an additional 12 books from the SIECUS Book List, all in our proposed curriculum.

Further from Dr. Parson's report "All sex education curriculum guides inspected thus far by a Physicians and Surgeons Group in the U.S. bear the telltale vocabulary of Sensitivity Training: "role-playing", "encounter group", etc. "Role-playing" is the vocabulary used in the Richmond Proposed Curriculum.

By means of Sensitivity Training, students are mentally conditioned to exhibit their own private thoughts and relate most intimate experience of family life. Group conditioning takes place and family authority is undermined by student acceptance of peer group opinion. We will have teachers using psychological tools ordinarily used by Psychiatrists to treat problem cases.

THE BOOKS AND FILMS FROM THE RICHMOND PROPOSED FAMILY LIFE PROGRAM WILL AGAIN BE ON DISPLAY IN THE RICHMOND SCHOOL BOARD OFFICE...APRIL 14-18.
April 14-16 will be film showing in the evenings. THIS COULD BE THE LAST TIME THIS RESOURCE MATERIAL IS AVAILABLE IN ONE PLACE FOR YOU TO SEE. Also - a large public forum sponsored by the Richmond School Board will be held April 17th. PLAN TO ATTEND!

Presented by the RICHMOND CONCERNED PARENTS ACTION LEAGUE
c/o 806 Granville Avenue
Richmond, B.C.
Sex education in the school is not new. Most high schools have for years conducted courses which teach the biological facts of life. What is new is that these are now sneered at by sex educationists as "plumbing courses", inadequate for "modern social needs" - what is needed, we are told, is a jet-age "sex education" which really gets down to the nitty gritty.

The Richmond Concerned Parents Action League do not oppose the continued teaching of materials which are already being taught in our schools and which do not touch on Human Sexuality and Sensitivity Training of our children. But we do object to the Family Life Sex Education Program because of its content and the behavioral patterns which will develop, and because there will be no controls over material which will be used.

Family Life and Sex Education Programs are not unique to British Columbia. When checking into just what are Family Life and Sex Education Programs, we found the following information:

There is an organization with headquarters in New York called SIECUS (Sex Instruction and Education Council of the United States). This organization is a non-profit voluntary Health Organization with members who have been promoting Family Life and Sex Education Programs all over North America for many years. They are determined to go into every school district in America changing curricula to include their free sex philosophy, the objective being to convert North American youth to a new sexuality. FEW PEOPLE IN RICHMOND KNOW ANYTHING ABOUT SIECUS. We suggest you find out everything you can about this organization and the people in it who will be influencing our Sex Education programs in Richmond for many years to come. SIECUS was fostered by the editor and contributors and co-editors of a pornographic magazine called Sexology. It was formed in 1964 as a clearing house of information on sex.

There is an organization in Canada called SIECAN. The chairman of the Executive Committee which established the Sex Information & Education Council of Canada is Dr. John Rich, a Psychiatrist. Could this be the same John Rich author of "Catching Up With Our Children, New Perspectives In Sex Education" shown on SIECUS Book List, part of list of material on Human Sexuality as presented to participants of the October 1973, Workshop on Family Life Education?

Lester Kirkendall, a Director of SIECUS, an editor of Sexology pornographic magazine and past Director of the anti-religious American Humanist Association, was in Calgary, Alberta, in January, 1969. They have been
battling the Family Life Sex Education Program ever since. Mr. Kirkendall says, "Just sneak it (the sex program) in as an experimental course. Don't say that you are going to start a sex education course. Always move forward, say that you are going to enrich, expand and make it better". Also, he says, "If we want until we have a perfect program of teacher training, we'll never get going. It isn't really so terrible if a teacher makes a mistake or two". Mr. Kirkendall is author of books in our Grade 10 bibliography.

Wardell B. Pomeroy, Ph.D., a SIECUS Director, is an editor of Sexology Magazine. He is author of "Boys & Sex" and "Girls & Sex" listed in bibliography for Grades 6 and 8. If you want to learn more of Dr. Pomeroy's ideas on sexuality, try reading his article in March 1975, Cosmopolitan magazine on Oral Sex.

On page 10-25 (Gr. 10) is listed Teacher References SIECUS Discussion guides.

#1 - "Sex Education" by L.A. Kirkendall. Quote - "Sex education must be thought of as being education - not moral indoctrination!... The flouting of conventional standards did occur surreptitiously (secretly), but it was regarded as a violation, rather than a matter of choice. Quite a different situation now exists."

#5 - "Premarital Sexual Standards" by I.L. Reiss. Quote - "Now that our sexual attitudes and behaviour are more in line with each other, we may well soon witness a more rapid increase in permissive sexual behaviour and or attitudes."

Report to Education Committee of Richmond Board of School Trustees, November 1974, Supporting Statements for the Recommendations page 4(e) gives excerpts from SIECUS Statement of Beliefs.

The Richmond Proposed Curriculum Outline lists in the bibliography 24 books written by Siecus Directors, members or sponsors. An additional 12 books are listed on the SIECUS book list. The guidelines for a Family Life Program from Department of Education has 8 SIECUS authored books.

Any curriculum is only as good as the content and material and personnel used to teach it. Make sure you find out what is in the Proposed Curriculum, including books, films and kits, as they are made available in April 1975. WATCH FOR DATES!
URGENT QUESTIONS THAT NEED TO BE ANSWERED

1. Did you know that the teaching of "Human Sexuality" (Sex Education) is to be integrated into the following subjects at this point, Language Arts, Social Studies, Science, and Physical Education? (As stated on page 8, the Family Life Education Guidelines for the Developments of an Elementary School Programme.)

2. Did you know that the proposed Family Life Education Programme will be taught in "teachable moments"...and extensive use of integration with other subjects? (pg. 1 Guidelines for an Elementary School Programme, Victoria, 1973)

3. The above mentioned Guideline states that "if questions do not arise naturally and informally from children, the teacher may create a situation that will promote questions by guiding discussion following or during certain activities...? (pg. 11 same Guideline from Victoria)

4. Are you aware that this program is designed to be taught with facts and instruction only?

5. Do you think a teacher can discuss contraception, abortion, intercourse, masturbation, homosexuality, pre-marital sex, without imparting their own ideas or moral values?

6. Do you think that you will have knowledge before your children see films or take part in any sex education discussions or instructions? (A "teachable moment" can occur at any time of the day, it is not feasible to think that parents can be informed everytime the topic is brought up.)

7. Are you under the impression that if they would take out the objectionable materials and books, etc., that this program would be acceptable? (It would be well to remember the remarks of the Family Life Chairperson who spoke to the Ad Hoc Committee who said that information and books and materials would be added to the Program continually.)

8. Will parents know when each new book or teaching aid or guideline, etc., is added to the curriculum? How many parents are prepared to view each of the publications as they come into the schools? (If some of the materials are taken out now, there is no guarantee that they cannot be added next year.)
9. The State of Louisiana's Legislature voted ninety four to four to make it illegal to teach sex in the public school system, unless it was approved by every parent of every child (as quoted by Dr. Jack Hyles in his book "Sex Education Program In Our Public Schools: What Is Behind It?" Box 1099, Murfreesboro, Tenn. 37130). Is this any indication that the emphasis should be on keeping this responsibility in the home and that every parent must approve a program of this nature before it can be taught in a public school system?

10. Are you aware that there will be no basic text books, which leaves the program completely open structured, with no control over what books or teaching materials or methods, or personnel may be brought into the classroom to assist the teacher in their own particular teaching situation?

11. Are you aware that when this program was implemented in Calgary in December, 1974, $100,000 was allocated for it, with $25,000 for the salary of a Family Life Education Services Director? (Calgary Herald, Thursday, December 19, 1974, pg. 21). And that when Orange County, California, adopted this program six years ago it originally cost $375,000?

12. Do you think that the adopting of the all encompassing Family Life Education Program (Proposed) will increase the B.C. students educational standards? (In a report from the Faculty of Arts, Ad Hoc Committee on Minimal Standards in Writing and Reading, (U.B.C.) it states, "300 to 400 students entering U.B.C. each year can neither write nor comprehend correct sentences in English - remedial programmes for these students cost at least $112,000 a year.")
SENSITIVITY TRAINING

One part of the Proposed Richmond Family Life and Sex Education Curriculum Outline and closely related to Sex Education is Sensitivity Training.

The following information is given to you to inspire you to check the Richmond Proposed Family Life Curriculum Outline from Kindergarten through to Grade 10. Follow the pattern through the complete program and watch how the behaviour patterns can be developed. Watch for the "role-playing" and "discussion".

The Department of Education says in their Family Life Education Guidelines for the Development of an Elementary School Program...pg. 27...

...Still another factor has to do with the process whereby the individual's emotional defense mechanisms are deactivated so that he may look at new facts, new ways of behaviour, and new attitudes without having to lower his self-esteem. To bring about a situation in which all the needed factors exist is difficult, and there is no single method which could predictably accomplish a desired change in attitudes.

William McBurnie for "The Center for American Research & Education" says, "One phase of the SIECUS* (Sex Instruction & Education Council of the United States) program which is being adopted in many schools is called the Family Life Education Program. In this program, the most intimate discussions of family life are encouraged. By means of Sensitivity Training, students are mentally conditioned to exhibit their own private thoughts and to relate most intimate experiences of family life and particularly the relationships between father and mother." Primary page 11 "Suggested Strategies - build a family tree - bring in grandparents and other relatives, talk about."

John Steinbacher, a noted journalist, who has written the most complete expose on sex education in North America, says of Sensitivity Training - "A permissive attitude is created in the class, during which students are encouraged to freely express themselves. Psychodrama and role-playing require students to divulge home-family situations, and family authority is undermined by student acceptance of peer group opinion. Assignments may include diaries of innermost thoughts, or essays are written incorporating self criticism and confession." Primary page 8 and 9. Also see pages 4-4 family; 4-6 feelings; 5-2 family; 5-4 feelings; 5-5; 5-6 role-playing; 6-5 role-playing; 6-8 discussion "Parents and You"; 7-2 feelings - personal; 7-3 role-playing - magic circle; 7-4; 7-5 emotions; 7-6; 7-7 - this technique is used in adult sensitivity
7-8 - A MUST to check; 7-9; 8-10; 8-13.

By grade 8 - 13 years olds will be conditioned to discuss "Sex Drives" page 8-12. Page 8-13 Concepts & Understanding, Problems relating to dating; (e) necking and petting; (4) appropriateness of time and place; 9-6; 9-8; 9-9; 9-10; 9-13 family; 9-14; 9-17 "Objectives - to show an appreciation of and Respect for the purposes of necking and petting and effects..."; 9-17 - "Concepts & Understandings - (3) setting limits on boy-girl relationships; (4) petting; (b) a natural prelude to sexual intercourse"

Would this type of discussion come easy to 14 year olds without prior conditioning?

Since Sensitivity techniques can be incorporated into any class and into any subject, parents seldom know when their child is being experimented upon.

Sensitivity training is called by various names such as Group Criticisms, Group Dynamics, Management Development, Group Process, T-Group Training, Auto Criticism, Operant Conditioning, Human Relations, Synanon Games, Basic Encounter, Broad Sensitivity, Group Counselling, Leadership Class, Self Honesty Class, Self Examination, Interpersonal Relationships, Interpersonal Competence, Self Evaluation, Human Potential Workshop.

The Richmond Proposed Curriculum Outling has *24 books written by SIECUS Directors, members or sponsors. An additional 12 books are listed on the SIECUS Book List. The Guidelines for the Family Life Program from Department of Education has 8 SIECUS authored books.
QUOTES
FROM NOTED DOCTORS WHO OPPOSE
THE TEACHING OF HUMAN SEXUALITY AND
SEX EDUCATION IN THE SCHOOLS

1. Dr. Rhoda Lorand, Ph.D., a well known psychologist in New York City, Department of Psychiatry, State University Medical Center of New York.

"Child analysts have, during the past 25 years, accumulated incontrovertible evidence demonstrating that it is a mistake to interfere with the latency period (6 years to 10 years of age), when the major portion of sexual energy and curiosity is normally re-directed into learning academic subjects and physical skills. The body development leaves the young child in peace - nothing special is happening. He is not pre-occupied with his body and the temporary repression of sexual curiosity and activity leaves him free to learn in school and behave in a reasonably sedate and controlled manner."

2. The King's Physician, Dr. Ull Nordwail and 140 other eminent Swedish doctors and teachers petitioned the Swedish government with their concern over sexual hysteria in the young. They asserted that "Since it appears to be a product of modern education, it is now the business of schools to correct it." The Swedish Board of Health sent a warning to the government as well, Petitioners charged that: "The advanced pedagogues who now rule Swedish education have bombarded school children with sexual instruction for which their immaturity ill fits them...and the result has been that an unnatural over-sexualization of the rising generation...the young have confounded instruction in method with encouragement to practice..."

After 20 years of sex education in Swedish public schools alarming statistics have been noted, many of them directly attributed to that program. Among them:

a. Sweden has the highest venereal disease rate in the world (WHO statistics.

b. Promiscuity is so rampant that marriage is no longer respected and family life is disintegrated, 15 year old girls are prescribed the pill without parental knowledge.

(From a book by Birgitta Linner, Patheon Press, Sex & Society in Sweden)
3. Dr. Melvin Anchell, noted doctor in Los Angeles, author of many articles and books on sexual adjustment and psychological problems resulting from sexual maladjustments, states:

"Undue meddling on the part of educators, catapults children into a world of authoritative, factual sexual information, stunts normal development.

Sterile fact, devoid of mystery and fancy, do not sate children's sexual needs. Their unrequited minds build up tension and find it difficult to determine which is truth, fact or fancy. Some adults, experiencing no doubts about their sexual awareness, and others, feeling the child is obligated, expect children to express admiration and joy about learning sexual matters. These adults cannot conceive that shattering the fantasies and doubts of children without proper aging can act as a premature seduction, causing irreparable psychological harm, including perversion...

The sex instruction program, fails to comprehend the psychological force operating the regard to the sexual needs of children. The young will be seduced and it will cause psycho-sexual trauma from which the young will never recover...there will not be enough psychologists and psychiatrists in the whole country to take care of the matter.

PRESENTED BY: The Richmond Concerned Parents Action League
SENSITIVITY TRAINING

One subject closely related to Sex Education Programs is Sensitivity Training.

The following information is given to you to inspire you to check the Richmond Proposed Family Life Curriculum Outline from Kindergarten through to Grade 10. Follow the pattern through the complete program and watch how the behaviour patterns can be developed.

The Department of Education says in their Family Life Education Guidelines for the Development of an Elementary School Program...

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This beginning of desensitizing begins to show just a little in Kindergarten, see Kindergarten page 1...Objectives - reduction of self-consciousness or "Giggliness" when references are made to parts of the body". Also some role-playing example: Dusco Kit - page K-6, P-8. Primary begins with a program similar to Kindergarten.

John Steinbacher, a noted journalist, who has written the most complete expose on sex education in North America, says of Sensitivity Training - "A permissive attitude is created in the class, during which students are encouraged to freely express themselves. Psychodrama and role-playing require students to divulge home-family situations, and family authority is undermined by student acceptance of peer group opinion. Assignments may include diaries of innermost thoughts, or essays are written incorporating self criticism and confession." (See Curriculum Outline Primary page 8 and 9). "Strategies - group discussions - things that make me happy, sad, angry, shy, etc. - diaries". - activities of families - picture study..."

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Sensitivity Training, students are mentally conditioned to exhibit their own private thoughts and to relate most intimate experiences of family life and particularly the relationship between father and mother." (See Curriculum Outline Primary page 11 "Suggested Strategies - build a family tree - bring in grandparents and other relatives talk about..." - make accordion booklets comparing homes, jobs of each member, education, social, church, food, play, transportation."

The above references to the Richmond Proposed Curriculum refers to Kindergarten to Grade 3 only.

Since Sensitivity techniques can be incorporated into any class and into any subject, parents seldom know when their child is being experimented upon.

Sensitivity training is called by various names such as Group Criticism, Group Dynamics, Management Development, Group Process, T-Group Training, Auto Criticism, Operant Conditioning Human Relations, Synanon Games, Basic Encounter, Broad Sensitivity, Group Counselling, Leadership Class, Self Honesty Class, Self Examination, Interpersonal Relationships, Interpersonal Competence, Self Evaluation, Human Potential Workshop.

*There are 24 books written by SIECUS members, Directors or President, past or present, or SIECUS sponsors, in the Proposed Richmond Curriculum Outline. We have not seen the films to make an evaluation on the number of films produced by or for SIECUS.
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FROM NOTED DOCTORS WHO OPPOSE
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SEX EDUCATION IN THE SCHOOLS

1. Dr. Roda Lorand, Ph.D., a well known psychologist in New York City, Department of Psychiatry, State University Medical Center of New York.

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The sex instruction program, fails to comprehend the psychological force operating the regard to the sexual needs of children. The young will be seduced and it will cause psycho-sexual trauma from which the young will never recover...there will not be enough psychologists and psychiatrists in the whole country to take care of the matter.

PRESENTED BY: The Richmond Concerned Parents Action League
Please return Briefs to:
Trustee M.E. Noble, Chairman,
Ad Hoc Community Committee,
c/o Richmond School Board
689 No. 3 Road
Richmond, B.C.

DATE: __________

BRIEF SUBMISSION

From: ________________________
(Name of Organization) (Or Individual)

Names of: President:______________ Spokesman: ____________

Addresses: ________________________ ________________________

Phone Numbers: ________________________________

Membership (Number) ________________

The Brief should be a consensus (unanimity or majority), indicate which, of
opinion of your group or yourself.

Note: A minority report may also be submitted.

REPORT SHOULD INCLUDE THE FOLLOWING FOR CAREFUL EVALUATION (Keep to a maxi-
mum of 500 words):

1. Give reasons why you feel or do not feel that, Family Life Education,
as outlined in the Curriculum (Preliminary Draft), October 1974, with
its special guidance program in human sexuality, does or does not be-
long in the Richmond School system.
2. Outline your recommendations and approach to solution.

Signed: ________________________

Spokesman: ________________________

The following organizations have been requested to submit briefs:

1. Antonians
2. Richmond Medical Assoc.
3. Women's University Club
4. Beta Sigma Phi
5. Richmond Ministerial Assoc.
6. Chamber of Commerce
7. Lions
8. Kinsmen
9. Rotary
10. Kiwanis
11. Teen Challenge
15. Old Age Pensioner's Groups

Brief Form and Questionnaire will be handed out at the Public Forum with instructions to return to Chairman of Ad Hoc Committee before April 30th.

Briefs or Questionnaires received after this time will not be included in evaluation.
Your Views Please!

Introduction

The questionnaire that follows has been designed to enable the people of Richmond to give their views on Family Life Education.

We want to know what YOU think. We want to know whether you want or do not want Family Life Education and whether you think the school system should run it.

If you find the questionnaire does not allow you to express exactly what you want to say, please use separate sheets of paper.

A series of information meetings has been held recently to explain a Family Life Education Curriculum Outline (Preliminary Draft) that has been prepared for evaluation, revision and possible implementation in Richmond schools. If you would like to make comments on its contents, please check at the bottom of this page. The draft curriculum, which was devised by professional educators, has been the cause of considerably controversy because part of it deals with aspects of human sexuality.

Thank you for your time and co-operation. Please reply by June 27th to your nearest school, or to the Richmond School Board office, in a sealed envelope.

Peter A. Fast, Chairperson
Board of School Trustees
S.D. 38 (Richmond)
9 June 1975
NOTE: To prevent abuse of the questionnaire, you are asked to sign your name and give your address and telephone number. 10% of all respondents will be contacted to ensure that replies are authentic. To preserve confidentiality your name and address will be detached from the completed questionnaire before your answers are examined.

NAME: 

ADDRESS: 

PHONE: 

___ YES! I would like a list of the subjects suggested in the Family Life Education Curriculum Outline so that I can comment.
The aim of a Family Life Education program is to encourage the positive values of a successful family and make people aware of the family's influence on its members and on society as a whole.

A Family Life Education program could cover the following subjects:

-- personal health and hygiene
-- onset of menses and menstruation
-- body functions
-- body changes in adolescence
-- Venereal Diseases
-- child care and child development
-- respect for family traditions and private standards.

Parent participation before pilot projects or implementation at all levels would be essential to the success of any Family Life Education course. Because of this, the course content information and all resource material would be freely available. Parents would also be able to meet regularly with those running the program, if one was introduced.

In teaching such a course, respect will be shown to all members of the class, being certain no teaching situation shall permit the subjective reference to an identifiable person or persons within the classrooms, the school community or the school district community.

QUESTION 1:
In your opinion, should a Family Life Education course covering the topics listed above be available to the community run by one or more social agency (for example: the social service department, the health department, the public school system, the churches)?

YES  NO  DON'T KNOW/NO OPINION

IF YOU ANSWERED "NO" or "DON'T KNOW/NO OPINION" to the question, please go on to Question 6, complete the details at the bottom of page 1 and return your questionnaire.

IF YOU ANSWERED "YES" to this question, please go on to Question 2.

QUESTION 2:
The responsibility of teaching a Family Life Education program could be
shared between the home, the churches, the social service department, the public school system, the health department and others. Which of the following do you think should be involved in teaching a Family Life Education course?

PLEASE CHECK AS MANY AS YOU WISH

The home
The churches
The social service department
The public school system
The health department
Others (please specify)

QUESTION 3:

Which agency should be mainly responsible for the teaching of a Family Life Education course?

PLEASE CHECK ONE ONLY

The churches
The social service department
No one agency: responsibility should be shared equally
The public school system
The health department
The home
Other (please specify)

QUESTION 4:

A Family Life Education program could cover other subjects in addition to those listed in Question 1. Some possibilities are listed below. Please show whether you think them appropriate or inappropriate for inclusion in the course by marking the columns.
APPROPRIATE | INAPPROPRIATE

| Decision-making techniques |   |   |
| Drug and alcohol education |   |   |
| Vocational planning/job orientation |   |   |
| Communication skills |   |   |
| Individual responsibilities |   |   |
| Social skills: building and maintaining relationships |   |   |
| Methods of family planning |   |   |
| Consumer education |   |   |
| Guidance on human sexuality |   |   |
| Role-playing as a teaching technique |   |   |
| Human reproduction |   |   |

QUESTION 5:
In your opinion, are there any subjects NOT listed in Questions 1 and 4 above which should be covered in a Family Life Education program? (Please circle below)

YES   NO   DON'T KNOW/NO OPINION

IF YOU ANSWERED "YES" to this question, please specify the subjects that should also be included below.

QUESTION 6:
If by their answers to Question 1 and 3 the public as a whole seems to think that a Family Life Education program should be available and that the public school system should be mainly responsible for it, please say how you think the school board ought to make it available.

At what grade should Family Life Education start to be available? (Please circle below)

1 2 3 4 5 6 7 8 9 10 11 12
-- Should Family Life Education be compulsory or optional?

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>OPTIONAL</th>
<th>DON'T KNOW/NO OPINION</th>
</tr>
</thead>
</table>

-- Should Family Life Education classes be taught during regular school hours or at some other time (for example, evenings or weekends)?

<table>
<thead>
<tr>
<th>REGULAR HOURS</th>
<th>SOME OTHER TIME</th>
<th>BOTH</th>
<th>DON'T KNOW/NO OPINION</th>
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IF YOU ANSWERED "SOME OTHER TIME" please give your preference.

-- Should parents have the opportunity to be present when their children attend Family Life Education classes?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW/NO OPINION</th>
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-- Resource materials for courses offered in school have traditionally been chosen by the principal and the teacher. IF a Family Life Education program was introduced, would this method of selecting materials be adequate in your opinion?

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<tr>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW/NO OPINION</th>
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IF YOU ANSWERED "NO" please specify the changes you would like to see made. It would be helpful if you would say whether you think the materials for the course should be chosen at school, district or provincial level.

-- Please check below those subjects that you think can be adequately taught by the public school system in consultation with parents.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tr>
<td>personal health and hygiene</td>
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<td>decision-making techniques</td>
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<td>onset of menses and menstruation</td>
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<td>body functions</td>
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<td>drug and alcohol education</td>
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<td>vocational planning/job orientation</td>
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<td>body changes in adolescence</td>
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<td>Topic</td>
<td>YES</td>
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<td>Venereal Diseases</td>
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<td>communication skills</td>
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<td>individual responsibilities</td>
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<td>social skills: building and maintaining relationships</td>
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<td>child care and child development</td>
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<td>methods of family planning</td>
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<td>consumer education</td>
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<td>guidance on human sexuality</td>
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<td>respect for family traditions and private standards</td>
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<td>human reproduction</td>
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APPENDIX 4M

ANALYSIS OF THE RESPONSES TO THE RICHMOND FAMILY LIFE EDUCATION QUESTIONNAIRE

Chris Eve
Research Officer
11 August 1975

Introduction

The questionnaire distributed to every Richmond home during the week of 9th June was designed to give the public an opportunity to give their views on Family Life Education.

It was not an attempt at a scientific survey: the public was asked to comment separately if they found the questions restricted expression of their point of view in any way. The hope was that as many people who had opinions would give input.

The Ad Hoc Family Life Education Committee had among its members parents, trustees, school principals, a public health nurse, a doctor and a church minister who between them reflected a broad spectrum of opinion on both the desirability and course content of a Family Life Education program.

The questions were approved by the Ad Hoc Committee as a whole prior to publication. The intention was to find out whether or not Family Life Education was wanted, and if so, whether the school system should run it.

Level of Response

Of 22,000 questionnaires distributed, only 1,414 replies were received - a response rate of 6.42%.
Trustees may like to consider whether this is a result of reticence or apathy.

Main Points From the Comments

The opportunity to give input was widely welcomed. 57% (803) of the respondents asked to see the list of subjects in the "Family Life Education Curriculum Outline (Preliminary Draft)" and offer further comments. While a few replies indicated they thought distributing the questionnaire was a waste of time, most of those offering opinions on this aspect commended the board for its initiative.

Some doubt about the School Board's motives was evident: one respondent suggested that the questionnaire had been "specifically disguised with considerable craftiness to misrepresent portions of what the School Board has in mind for the course" and it went on to accuse the Board of having as its goal "the planned Family Life Education programme as a compulsory subject." Another echoed this point with the comment, "the biggest factor in this issue is trust. I trust my children. I trust the teaching staff. And I trust you, the Board of School Trustees." This was followed by an appeal to the Board to please make a decision in the traditions of a responsible democracy as procrastination was wearing this person's trust and patience very thin.

Doubts about the teachers' ability to teach Family Life Education were expressed. Some felt that a Family Life Education course should not proceed for this reason, but rather more people expressed the view that this shortcoming could be overcome by use of outside experts and additional training for teachers.

Lack of effective control of the course once in the schools was the reason offered by many for not having a Family Life Education program. Others felt that in their experience in other subjects there could be effective communication between school and parents and that they could be effectively involved. The opportunity was taken by several to pay tribute to the teaching staff in Richmond schools for their efforts in this regard.

Conflicting demands were made relating to the teaching of morals. The view most commonly expressed was that morals should be taught when sexual matters were. To others, the teaching of morals was anathema, but imparting factual information on sex was acceptable. A third group felt that teaching sex was unacceptable because it was not, in their view, possible to teach it without imparting moral standards, and that moral values were the exclusive preserve of the parents.
"It all depends how its taught and from whose viewpoint" was a popular comment when respondents were asked to consider the appropriateness of subjects for inclusion in the course. The broadness of the subject areas indicated in the questionnaire occasioned some criticism, which was often amplified with the comment "I want to know who is teaching my child and what they are teaching." Regular meetings - at least once a term - to preview forthcoming instruction in detail would be necessary for many parents.

Many parents expressed the view that while they had no objection to a Family Life Education program as such, it should be taught in the home by parents because they felt best able to judge when their child was ready to receive instruction. Some parents felt confident about giving instruction, but many expressed reservations and suggest that a course for parents on how to instruct their children would be valuable.

The point was made by people not wishing a program in the schools that if introduced on an "optional" basis, it would not really be optional as students not enrolled in it would be subject to peer group ridicule and labelled as "freaks". Another parent commented, "whereas I do not have the right to tell the people who do not want their children to participate in the Family Life Program that they must do so, neither do they have the right to prevent my children from benefitting from it." Scheduling the classes for the last period in the day, with Family Life being an optional program and those students not enrolled in it being allowed to go home early was suggested as giving "both groups what they want."

Increased emphasis on the three R's and discipline was a fairly frequent request especially among those not favouring a program in the public school system. Among supporters of a Family Life program, a common view was the "while the three R's are important, that's not all children need."

Finding an Area of Consensus

The preamble to question 1 is based on a proposal from the representative of the Concerned Parents Action League and represented, in the Ad Hoc Committee's view, a likely minimum area of consensus. Question 4 contained a list of more contentious items, with a view to testing the limits of consensus.

The results of question 4 are presented in total, and also by agency checked in answer to question 3.

The Health Department was heavily checked in question 2, but much less so in question 3, which could suggest that a supporting role would be more acceptable for it than a co-ordinating one would be, if the respondents to the questionnaire are representative of Richmond opinion as a whole.
Analysis of the Responses

FAMILY LIFE EDUCATION

The aim of a Family Life Education program is to encourage the positive values of a successful family and make people aware of the family's influence on its members and on society as a whole.

A Family Life Education program could cover the following subjects:

- personal health and hygiene
- onset of menses and menstruation
- body functions
- body changes in adolescence
- venereal diseases
- child care and child development
- respect for family traditions and private standards.

Parent participation before pilot projects or implementation at all levels would be essential to the success of a Family Life Education course. Because of this, the course content information and all resource material would be freely available. Parents would also be able to meet regularly with those running the program, if one was introduced.

In teaching such a course, respect will be shown to all members of the class, being certain no teaching situation shall permit the subjective reference to an identifiable person or persons within the classrooms, the school community or the school district community.

QUESTION 1:

In your opinion, should a Family Life Education course covering the topics listed above be available to the community run by one or more social agency (for example: the social service department, the health department, the public school system, the churches)?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1117</td>
<td>255</td>
<td>42</td>
</tr>
<tr>
<td>79%</td>
<td>18%</td>
<td>3%</td>
</tr>
</tbody>
</table>

If you answered "No" and "Don't know/No opinion" to this question, please go on to Question 6, complete the details at the bottom of page 1 and return your questionnaire.
If you answered "Yes" to this question, please go on to Question 2.

QUESTION 2:

The responsibility of teaching a Family Life Education program could be shared between the home, the churches, the social service department, the public school system, the health department and others. Which of the following do you think should be involved in teaching a Family Life Education course?

PLEASE CHECK AS MANY AS YOU WISH

- the home 923 83%
- the churches 464 42%
- the social service department 385 34%
- the public school system 732 66%
- the health department 891 80%
- others (please specify) 81 7%

Specified under "others" were the police, the family doctor, the YM/YWCA, businessmen, service clubs, high court judges, and youth groups (e.g., the scouts).

QUESTION 3:

Which agency should be mainly responsible for the teaching of a Family Life Education course?

PLEASE CHECK ONE ONLY

- the churches 2 0.2%
- the social service department 7 0.6%
- no one agency: responsibility should be shared equally 331 30%
- the public school system 319 29%
- the health department 70 6%
- the home 379 34%
- other (please specify) 2 0.2%
Specified under "others" was the family doctor. There were 7 respondents who did not answer this question.

QUESTION 4:

A Family Life Education program could cover other subjects in addition to those listed in Question 1. Some possibilities are listed below. Please show whether you think them appropriate or inappropriate for inclusion in the course by marking the columns.

<table>
<thead>
<tr>
<th>ALL RESPONSES</th>
<th>APPROPRIATE</th>
<th>INAPPROPRIATE</th>
<th>NO REPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making techniques</td>
<td>793(71%)</td>
<td>203(18%)</td>
<td>121(11%)</td>
</tr>
<tr>
<td>Drug and alcohol education</td>
<td>1018(91%)</td>
<td>47(4%)</td>
<td>52(5%)</td>
</tr>
<tr>
<td>Vocational planning/job orientation</td>
<td>919(82%)</td>
<td>125(11%)</td>
<td>73(7%)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>897(80%)</td>
<td>128(11%)</td>
<td>92(9%)</td>
</tr>
<tr>
<td>Individual responsibilities</td>
<td>947(85%)</td>
<td>95(9%)</td>
<td>75(7%)</td>
</tr>
<tr>
<td>Social skills: building and maintaining relationships</td>
<td>878(79%)</td>
<td>149(13%)</td>
<td>90(8%)</td>
</tr>
<tr>
<td>Methods of family planning</td>
<td>764(68%)</td>
<td>257(23%)</td>
<td>96(9%)</td>
</tr>
<tr>
<td>Consumer education</td>
<td>893(80%)</td>
<td>123(11%)</td>
<td>101(9%)</td>
</tr>
<tr>
<td>Guidance on human sexuality</td>
<td>691(62%)</td>
<td>303(27%)</td>
<td>123(11%)</td>
</tr>
<tr>
<td>Role-playing as a teaching technique</td>
<td>495(44%)</td>
<td>401(36%)</td>
<td>221(20%)</td>
</tr>
<tr>
<td>Human reproduction</td>
<td>826(74%)</td>
<td>201(18%)</td>
<td>90(8%)</td>
</tr>
</tbody>
</table>

ANALYSIS OF RESPONSES TO QUESTION 4 WHERE AGENCY MAINLY RESPONSIBLE WAS TO BE THE PUBLIC SCHOOL SYSTEM (QUESTION 3)

<table>
<thead>
<tr>
<th>APPROPRIATE</th>
<th>INAPPROPRIATE</th>
<th>NO REPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making techniques</td>
<td>259</td>
<td>45</td>
</tr>
<tr>
<td>Drug and alcohol education</td>
<td>309</td>
<td>6</td>
</tr>
<tr>
<td>Vocational planning/job orientation</td>
<td>265</td>
<td>42</td>
</tr>
<tr>
<td>Communication skills</td>
<td>279</td>
<td>29</td>
</tr>
<tr>
<td>Individual responsibilities</td>
<td>300</td>
<td>4</td>
</tr>
<tr>
<td>Topic</td>
<td>Appropriate</td>
<td>Inappropriate</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Social skills: building and maintaining relationships</td>
<td>297</td>
<td>15</td>
</tr>
<tr>
<td>Methods of family planning</td>
<td>298</td>
<td>12</td>
</tr>
<tr>
<td>Consumer education</td>
<td>271</td>
<td>35</td>
</tr>
<tr>
<td>Guidance on human sexuality</td>
<td>291</td>
<td>15</td>
</tr>
<tr>
<td>Role-playing as a teaching technique</td>
<td>202</td>
<td>71</td>
</tr>
<tr>
<td>Human reproduction</td>
<td>309</td>
<td>5</td>
</tr>
</tbody>
</table>

ANALYSIS OF RESPONSES TO QUESTION 4 WHERE "NO ONE AGENCY" WAS TO BE MAINLY RESPONSIBLE (QUESTION 3)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Appropriate</th>
<th>Inappropriate</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making techniques</td>
<td>264</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>Drug and alcohol education</td>
<td>309</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Vocational planning/job orientation</td>
<td>284</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>Communication skills</td>
<td>280</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Individual responsibilities</td>
<td>302</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Social skills: building and maintaining relationships</td>
<td>287</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Methods of family planning</td>
<td>251</td>
<td>51</td>
<td>29</td>
</tr>
<tr>
<td>Consumer education</td>
<td>276</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Guidance on human sexuality</td>
<td>221</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>Role-playing as a teaching technique</td>
<td>157</td>
<td>98</td>
<td>76</td>
</tr>
<tr>
<td>Human reproduction</td>
<td>259</td>
<td>38</td>
<td>34</td>
</tr>
</tbody>
</table>

ANALYSIS OF RESPONSES TO QUESTION 4 WHERE THE HOME WAS TO BE MAINLY RESPONSIBLE (QUESTION 3)
QUESTION 5:

In your opinion, are there any subjects NOT listed in Questions 1 and 4 above which should be covered in a Family Life Education program?

297 respondents answered "yes" to this question. Their suggestions were of two types: either to achieve a social objective or suggesting a subject area. The lists are not structured in any way.

Among the social objectives suggested were promotion of racial harmony, respect for rights and property of others, respect for law and order, morality and a willingness to work.

Subject areas for inclusion in a Family Life Education course suggested were:

- marriage - pros and cons, common-law relationships, divorce, parenthood;
- the Canadian system of government - relationship of Federal, Provincial and Civic governments; how to get involved;
- family finances - money management, credit, buying a house, mortgages, banking, taxation - how to fill out an income tax return;
- nutrition; health hazards of smoking;

### APPROPRIATE | INAPPROPRIATE | NO REPLY
--- | --- | ---
Decision-making techniques | 227 | 90 | 62
Drug and alcohol education | 322 | 28 | 29
Vocational planning/job orientation | 311 | 38 | 30
Communication skills | 288 | 51 | 40
Individual responsibilities | 283 | 60 | 36
Social skills: building and maintaining relationships | 241 | 90 | 48
Methods of family planning | 167 | 170 | 42
Consumer education | 293 | 43 | 43
Guidance on human sexuality | 138 | 189 | 52
Role-playing as a teaching technique | 111 | 187 | 81
Human reproduction | 200 | 139 | 40
- relationship of population to resources, ecology;
- sexual stereotyping: what it is and how it effects people;
- rape relief;
- aberrant sexual behaviour - not an emphasis, but just a statement of what it is and why it is considered aberrant;
- the feminist movement: history and significance to individuals, contribution of women to society;
- Judeo-Christian values;
- comparative study of families - from other lands, other cultures;
- driver safety, roadcraft;
- mental and emotional health;
- love;
- how to cope with life.

QUESTION 6:

If by their answers to Questions 1 and 3 the public as a whole seems to think that a Family Life Education program should be available and that the public school system should be mainly responsible for it, please say how you think the school board ought to make it available.

At what grade should Family Life Education start to be available?

<table>
<thead>
<tr>
<th>GRADE</th>
<th>People who answered &quot;yes&quot; to Question 1</th>
<th>People who answered &quot;no&quot; to Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>326</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>82</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
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</tr>
<tr>
<td>3</td>
<td>35</td>
<td>3</td>
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<tr>
<td>4</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>7</td>
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<td>6</td>
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<td>8</td>
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<td>10</td>
<td>36</td>
<td>20</td>
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<tr>
<td>11</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>GRADE</td>
<td>People who answered &quot;yes&quot; to Question 1</td>
<td>People who answered &quot;no&quot; to Question 1</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Don't know</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>No reply</td>
<td>121</td>
<td>108</td>
</tr>
</tbody>
</table>

Should Family Life Education be compulsory or optional?

<table>
<thead>
<tr>
<th></th>
<th>People who answered &quot;yes&quot; to Question 1</th>
<th>People who answered &quot;no&quot; to Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>293</td>
<td>8</td>
</tr>
<tr>
<td>Optional</td>
<td>741</td>
<td>142</td>
</tr>
<tr>
<td>Don't know/no opinion</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>No reply</td>
<td>65</td>
<td>101</td>
</tr>
</tbody>
</table>

Should Family Life Education classes be taught during regular school hours or at some other time (for example, evenings or weekends)?

<table>
<thead>
<tr>
<th></th>
<th>People who answered &quot;yes&quot; to Question 1</th>
<th>People who answered &quot;no&quot; to Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular hours</td>
<td>660</td>
<td>36</td>
</tr>
<tr>
<td>Some other time</td>
<td>219</td>
<td>107</td>
</tr>
<tr>
<td>Both</td>
<td>170</td>
<td>5</td>
</tr>
<tr>
<td>Don't know/No opinion</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>No reply</td>
<td>56</td>
<td>103</td>
</tr>
</tbody>
</table>

Should parents have the opportunity to be present when their children attend Family Life Education classes?

<table>
<thead>
<tr>
<th></th>
<th>People who answered &quot;yes&quot; to Question 1</th>
<th>People who answered &quot;no&quot; to Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>750</td>
<td>128</td>
</tr>
<tr>
<td>No</td>
<td>287</td>
<td>15</td>
</tr>
<tr>
<td>Don't know/No opinion</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td>No reply</td>
<td>39</td>
<td>110</td>
</tr>
</tbody>
</table>
Resource materials for courses offered in school have traditionally been chosen by the principal and the teacher. If a Family Life Education program was introduced, would this method of selecting materials be adequate in your opinion?

<table>
<thead>
<tr>
<th>People who answered &quot;yes&quot; to Question 1</th>
<th>People who answered &quot;no&quot; to Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>306</td>
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<td></td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>749</td>
</tr>
<tr>
<td></td>
<td>133</td>
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<tr>
<td>Don't know/No opinion</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>No reply</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>106</td>
</tr>
</tbody>
</table>

Respondents were asked to specify the changes they wish if they had answered "no" to this question. There was a strong consensus for control to be at school or district level with parents, teachers and other professional staff working together, but with parents having the final word. The range of material could be researched Provincially, and advice offered, but the decisions should be made at the local level.

PEOPLE WHO ANSWERED "YES" TO QUESTION 1

<table>
<thead>
<tr>
<th>Change</th>
<th>YES</th>
<th>NO</th>
<th>NO REPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal health and hygiene</td>
<td>1022</td>
<td>37</td>
<td>58</td>
</tr>
<tr>
<td>decision-making techniques</td>
<td>832</td>
<td>164</td>
<td>121</td>
</tr>
<tr>
<td>onset of menses and menstruation</td>
<td>907</td>
<td>130</td>
<td>80</td>
</tr>
<tr>
<td>body functions</td>
<td>828</td>
<td>184</td>
<td>105</td>
</tr>
<tr>
<td>drug and alcohol education</td>
<td>961</td>
<td>81</td>
<td>75</td>
</tr>
<tr>
<td>vocational planning/job orientation</td>
<td>981</td>
<td>59</td>
<td>77</td>
</tr>
<tr>
<td>body changes in adolescence</td>
<td>874</td>
<td>148</td>
<td>95</td>
</tr>
<tr>
<td>venereal diseases</td>
<td>915</td>
<td>116</td>
<td>86</td>
</tr>
<tr>
<td>communication skills</td>
<td>926</td>
<td>80</td>
<td>111</td>
</tr>
<tr>
<td>individual responsibilities</td>
<td>907</td>
<td>114</td>
<td>96</td>
</tr>
<tr>
<td>social skills: building and</td>
<td>852</td>
<td>151</td>
<td>114</td>
</tr>
<tr>
<td>maintaining relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child care and child development</td>
<td>863</td>
<td>160</td>
<td>94</td>
</tr>
</tbody>
</table>
PEOPLE WHO ANSWERED "NO" TO QUESTION 1

Please check below those subjects that you think can be adequately taught by the public school system in consultation with parents.

<table>
<thead>
<tr>
<th>Subject</th>
<th>YES</th>
<th>NO</th>
<th>NO REPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal health and hygiene</td>
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<tr>
<td>decision-making techniques</td>
<td>58</td>
<td>79</td>
<td>128</td>
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<tr>
<td>onset of menses and menstruation</td>
<td>61</td>
<td>71</td>
<td>123</td>
</tr>
<tr>
<td>body functions</td>
<td>51</td>
<td>96</td>
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<tr>
<td>drug and alcohol education</td>
<td>113</td>
<td>33</td>
<td>109</td>
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<tr>
<td>vocational planning/job orientation</td>
<td>152</td>
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<tr>
<td>body changes in adolescence</td>
<td>57</td>
<td>79</td>
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<td>venereal diseases</td>
<td>89</td>
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<td>64</td>
<td>123</td>
</tr>
<tr>
<td>social skills: building and maintaining</td>
<td>51</td>
<td>75</td>
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<td>55</td>
<td>73</td>
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<tr>
<td>child care and child development</td>
<td>20</td>
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APPENDIX 4N

GUIDELINES AND PRINCIPLES FOR HEALTH GUIDANCE PROGRAMS IN THE JUNIOR AND SENIOR SECONDARY SCHOOLS OF SCHOOL DISTRICT NO. 38 (RICHMOND)

This is a report compiled by the joint Citizens' Advisory Committee and the Teachers' Advisory Committee to the Board of School Trustees which was formed to set up general guidelines for the Health Guidance Programs in the Junior and Senior Secondary Schools of Richmond, B.C.

The following recommendations are unanimously presented to the Board. We recommend that the schools present courses, mini-courses, or units on the following subjects:

I. Basic Body Functions

II. Marriage

III. The Family

IV. Reproduction and Pre-Natal Development

V. Career Planning

BASIC PRINCIPLES FOR THE IMPLEMENTATION OF THE GUIDELINES

1. It is the Committee's objective to encourage extensive and well-defined coverage on Communication Skills as stated in the provincial English Curriculum.

2. All courses and subject matter mentioned in these Guidelines will be completely elective.
3. An on-going committee, expressing different community points of view, should be activated in each school to have input in selecting resource materials. (There has been some concern over the use of SIECUS materials. Therefore, it is suggested that, if SIECUS materials are considered, they should be evaluated carefully by the parent-teacher committees.)

4. Parents should be encouraged and notified that all classes and all class materials to be used are open to them to be viewed, examined or explained at any time (including examination or evaluation methods used by the teachers).

5. We recommend that consideration be given to developing a health-guidance curriculum for after-school classes involving students and parents.

6. Efforts should be made to involve as many professional resource personnel as possible in curriculum development.

7. We further recommend that any student with an apparent need for personal information concerning V.C., birth control or pregnancy be counselled on a one-to-one basis with parental co-operation and/or consultation where possible.

8. Specific instruction in sexual practices, abnormal practices, deviate or unusual behaviour, homosexuality, various positions of intercourse, and sado-masochistic sexual behaviours, etc. are not to be included in these courses. However, it is assumed that a teacher would answer any student question in a factual manner.

9. Teachers' reference material (used in personal class preparation) will not be screened by the resource committee and will not be made available to students.

10. No teacher should be compelled to teach these courses. We strongly recommend that the School Board provide in-service training for teachers and parents. In some instances, it is suggested that students could be involved in such courses in order to benefit from their insights and experiences.

11. Sensitivity training and sensitivity methods such as encounter sessions must not be used in classes.

12. Schools should encourage the development of strategies to open up communication lines between students and their parents and parents and teachers (i.e., a career evening involving parents, teachers and students).
13. These basic principles have been set up to protect the interests of both teachers and the public. These principles will prevail within all schools and all classes where this subject matter will be taught.

I. BASIC BODY FUNCTIONS

The principle behind the suggestions contained in this section is that the individual teacher will best be able to gauge his/her class' ability to grasp the depth dealt with in each area. The progressions outlined are therefore only suggestive and should be regarded as such.* It is assumed the teachers will respect the topic areas and depth of all subsequent levels as outlined by curriculum guides and prescribed texts, i.e., jr. - sr. high, 8-12

*They are only a few examples to illustrate the level of comprehension at that grade. It is hoped that many more topics will be generated at the local level.

A. Anatomy and Physiology of Various Systems

1. i.e., Digestion, respiration, circulation, and others
2. A special sense, i.e., eye, ear, olfactory
3. Reproduction

Suggestion that one organ of No. 2 be used to teach special senses. Reproduction is separated out because of its importance in biology. The scheme below is to act as a suggestion to teachers.

1. DIGESTION

<table>
<thead>
<tr>
<th>Grade 8-9</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
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<tr>
<td>General anatomy and physiology. General function of stomach, small intestine and colon. The principle of the intestine as being outside the body. Interface between food and body.</td>
<td>Review of anatomy. More detailed function, i.e., CHO, fat - protein acted on differently by substances in stomach - small intestine - colon.</td>
<td>Detailed physiology - to include control mechanism of the substances that act upon the food. Some good environmental factors acting on digestion (bacteria) some adverse factors (mercury, infection).</td>
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</table>
3. REPRODUCTION

This has been singled out because of it is of concern to parents that they should know what is being taught at grade levels. Principle: Teaching reproduction is not teaching SEX.

Grade 8-9
Example: Anatomical review with accent on the changes at puberty. Physiological effects producing change (i.e., ovary produces estrogen and testis produces testosterone). Could stress a variation in the age of onset as a reassurance to early or late developers as being normal.

Grade 9-10
Short review of anatomy and physiology introducing the pituitary into the system. Physiology aimed at control mechanism and establishing idea of feedback system.

Grade 11-12
Physiology and anatomy in detail. I.e., pituitary - ovarian axis in detail.

B. Genetics

Grade 8-9
What controls - eye colour - tongue curling - hair colour
Simple crosses - black and white mice

Grade 9-10
Genes, chromosomes - breaking, deletions; crossing over; Crosses monohybrid, dihybrid; F1, F2 generations

Grade 11-12
DNA structure - subsequent RNA structure and aberrations and their effects. DNA disfunctions - Down's syndrome - Haemophilia. Blood types and typing; radiation damage; circadian rhythms

C. Environment and Body Functions

Grade 8-9
Effects of "extra" substances or lack of substances on body drugs, alcohol, nutrition

Grade 9-10
Drugs - all kinds aspirin to LDS, radiation, genetic risk; nutrition - where are CHO's, fats, proteins used and lack or excess of these diseases

Grade 11-12
Drugs - physiological aspects of drugs - neuro-muscular junctions, etc.; long term effects, aspirin, alcohol - metabolism and breakdown, chemicals mercury, radiation,
Stress should not be placed on drugs per se; rather that any "foreign" substance or lack of any necessary substance may be deleterious.

D. Psycho-Social

1. Emotional changes in relation to bodily functions, i.e., premenstrual tension, period pains, sexual relationships, leading to changed rationality, Romantic Depression, menopausal changes.

2. Learning
   a. as a basic function
   b. factors affecting learning - chemical substances, nutrition, environment (home, school).

II. MARRIAGE

It is recommended that this course be taught at the senior secondary level, grades 11 and 12 (preferably, grade 11 because girls sometimes become engaged by grade 12).

We feel it is mandatory that the persons teaching this course be professionally trained in the fields of marriage counselling and psychology. (See recommendation 10.)

It is recommended, wherever possible, that resource personnel from our community be invited into the classroom to speak to the students. For example, when the topic of incompatibility is being discussed, a marriage counsellor could be asked to talk about the danger signs; a person who was married while a teenager could be invited to discuss teenage marriage.

It is suggested, also, that the problem-solving method be employed to deal with such topics as the financial problems encountered in marriage.

A. Evolution of Marriage
   1. Historical views of marriage
2. Cultural differences in marriage, e.g., matriarchy or patriarchy.

B. Preparation for Marriage

1. Emotional maturity.

2. Mate selection:
   a. The decision on selection of a marriage partner is influenced by
      i. personal needs and expectations - desire for intimacy e.g., we are attracted to people who are capable of meeting our emotional and physical needs.
      ii. family
         a. patterning after parents' marriage
         b. desire to resolve unresolved conflicts in parents' relationship
         c. parental expectations
      iii. sexual factors
      iv. socio-economic factors
         a. status
         b. financial security
      v. age factors
         a. teenage marriage
         b. discrepancy in age of mates
         c. differences in longevity of sexes
      vi. education, e.g., desirability of similar educational levels between mates
      vii. mutual interests
      viii. cultural or racial factors
   b. Signs of incompatibility
      i. frequent arguments regarding
         a. different value systems
         b. personality conflicts
         c. different moral and ethical standards
         d. differences in role expectations
         e. finances
ii. differences or conflicts which may be difficult to resolve
   a. dislike of in-laws, friends, activities
   b. religious incompatibility

iii. refusal of one or both partners to resolve conflict often reflected in avoidance of controversial issues

iv. resolution of conflicts through the use of physical violence

C. Reasons for Marriage

1. Desire to share one's life with another

2. Desire to establish a home and raise a family

3. Others including
   a. liking for prospective spouse's family
   b. opposition or approval of parents
   c. curiosity
   d. fad-friends getting married
   e. financial security
   f. escape
   g. loneliness
   h. lack of affection at home
   i. sympathy for mate
   j. pregnancy
   k. fear of not getting married
   l. sexual curiosity

4. Contemporary alternatives to marriage
   a. common-law marriage
   b. communal marriage
   c. open marriage
   d. childless marriage
   e. the single person

D. Process of Marriage

1. Dating
   a. purposes
   b. protocol
2. Engagement

3. Marriage Ceremony
   a. premarital counselling
   b. legal and medical procedures and aspects
   c. wedding arrangements and costs

4. Honeymoon (i.e., this is a time of adjustment and there needs to be an opportunity just to be together without pressures of family and excessive travel)

5. Planning for Parenthood

E. A Realistic Look at Marriage

1. Adjustment periods in marriage, i.e., first year disillusionment, birth of the first child, etc.

2. Stresses in marriage
   a. alcoholism
   b. mental illness
   c. unemployment
   d. physical disability
   e. death of a child or a mate, etc.

3. Re-evaluation and, if necessary, rearrangement of goals and objectives.

4. Sharing of responsibilities
   a. household tasks
   b. child-rearing
   c. careers
   d. living and housing costs
   e. retirement

5. Divorce
   a. statistics
   b. legal aspects
   c. costs
      i. financial
      ii. emotional
      iii. social
   d. as a learning experience
   e. alternative solutions to marriage problems, i.e., marriage counselling, separation
6. Remarriage

F. Maintaining a Marriage

Marriage is a relationship of growth in intimacy. It is never perfect, but it can be good and it can be better. What can be done to help the growth of a marriage relationship?

1. Both partners need to strive for the development of a mature love which involves
   a. unselfishness and thoughtfulness without loss of personhood
   b. supportive companionship with respect for privacy
   c. sharing of work and responsibility
   d. maintaining the fun and romance of marriage, i.e., planned time alone together
   e. showing tenderness and affection
   f. working out a balance between needs of each partner
   g. developing a satisfying sexual relationship

2. Mutual trust and honesty

3. Ability to cope with crises, illness, financial difficulty and misunderstanding

4. Capacity to communicate anger without being destructive, i.e., how to fight fairly

G. Future of Marriage

1. Economic influences
   a. changing roles because of need for two incomes
   b. necessity for day care
   c. problems with housing
   d. increasing mobility
   e. changes in working schedules, i.e., shift work and increasing leisure time

2. New marriage laws

III. THE FAMILY

The family is a common thread in the fabric of social history. Despite modern pressures, the family has lasted through generations.
The family is the primary institution for teaching and developing the personalities of children. Building lasting family relationships, resulting in a solid family unit, is the backbone of our past and present society. Its unique and special position in the development of mankind cannot be too highly stressed.

Recognizing different family patterns, it seems essential that this unit uniform, sustain, help, and promote an effective family unit.

A. Historical Aspects
   1. Family characteristics
      a. ties of kinship
      b. common residence
   2. Families differ very much from culture to culture
      a. number of members
      b. kinds of living quarters
      c. number of mates permitted
      d. ways mates are found or decided
      e. roles, rights, and freedoms granted individual family members
   3. Family patterns of mankind
      a. joint families such as in India, China, and Japan where parents and married children and their children live together and share the same residence
      b. the nuclear family which is the basic family structure of the western world
   4. The democratic pattern in the family
      a. the patriarchal family as seen in its purest form in China; the matriarchal family as seen in the Hindu family
      b. changing role definitions
      c. the European family, from which the modern Canadian family evolved

B. The Functions of the Family
   1. Caring for dependents
   2. Socializing the child
      a. a basic human need is to belong
      b. the family is still the principal institution for shaping the growing child
3. Giving economic and social support
   a. the family as provider
   b. the family as protector
   c. the family as principal teacher
   d. recreation and leisure

4. One of the main reasons people are still choosing to live within marriage and families, despite the pressures, is because it is still the most useful and satisfying and strengthening force that keeps people together

5. Providing a sense of continuity through family rituals and traditions

C. The Romantic and Practical Side of Family Living
   1. The "Ideal" family
   2. Myth versus reality in family living

D. The Impact of the Family
   1. Family name and identity - responsibilities, legalities and implications of the family name
   2. The family teaches respect for authority - it is from the family that the children learn respect for authority
   3. Family patterns - a child learns success or failure patterns within his family, which ultimately determine his place in society - the way he views and conducts his own family life
   4. Family needs during various stages of child development
      a. the couple stage
      b. the first baby
      c. siblings
      d. early childhood
      e. the adolescent years
      f. young adulthood
   5. The family constellation - the significance of sibling placement in the family

E. Achieving Good Family Relations
   1. Understanding individual human behaviour
2. Effective family communication
   a. verbal
   b. non-verbal
   c. listening

3. Making family decisions, problem solving
   a. career choice
   b. home financing

4. Varying family units
   a. single parent families
   b. joint or extended families (see unit on marriage)

   Integrated into the school curriculum, this section could be made more relevant and meaningful by involving parents in the process. Parent participation has potential for realizing better family communication and problem solving.

F. Family Crises
   1. Separation
   2. Divorce
   3. Chronic Health Problems
   4. Death
   5. Violence, i.e.,
      a. battering
      b. mental stress
   6. Prejudice
   7. Unemployment
   8. Physical and/or Mental Disabilities
   9. Other appropriate topics

IV. REPRODUCTION AND PRE-NATAL DEVELOPMENT

   The material in this section can be covered at any time during the Junior/Senior Secondary years depending upon the needs of the students. It is especially desirable that all this information be made available to
Senior Secondary students.

In discussing any of these topics, it is recommended that the positive and realistic aspects be stressed. It is hoped a respect for human reproduction, parenthood and families would be fostered in every class dealing with these topics. Segregation of classes is acceptable where the teacher deems it appropriate.

Many topics in this section could be taught with the help of appropriate resource people from our community. The most current material should always be presented (i.e., on nutrition, one use of drugs). For instance, up-to-date information is available from local agencies such as the Public Health Department.

A. The Female Reproductive System

Review the anatomy and the physiology of the female reproductive organs.

a. name all the various parts
b. study their functions
c. ovulation
d. menstruation (function of hormones)
e. female erection
f. masturbation (see recommendation 8)
g. orgasm

B. The Male Reproductive System

Review the anatomy and the physiology of the male reproductive organs.

a. name all the various parts
b. study their functions
c. mechanisms of erection
d. sperm and seminal emission
e. masturbation (see recommendation 8)
f. orgasm

C. Pregnancy

1. Physical Processes

a. intercourse (see recommendation 8)
b. conception and fertilization
c. implantation
d. stages of development of the infant - embryo, and fetus stage
   i. a study of the physical development of the child week by week
iii. effects of drugs, tobacco, alcohol and diseases on fetal development

e. birth of the baby
f. involution

2. Care of the pregnant woman

a. good pre-natal care
   
i. nutrition
   ii. medical care
   iii. exercise
   iv. rest
   v. pre-natal classes
   vi. travel
   vii. work (in the home, on the job)
   viii. maternity clothing

b. physical changes
   
i. signs of pregnancy
   ii. the three trimesters, i.e.,
      
a. changes in breasts
      b. weight gain
      c. quickening
      d. lightening, etc.

c. emotional changes
   
i. labile emotions, i.e.,
      
a. crying
      b. depression
      c. excitement

   ii. adaptation and adjustments to the changes that a baby makes in a home

d. role of the father
   
i. involvement with every aspect of pregnancy
   ii. emphasis on pre-natal classes
   iii. emphasis on the importance of the father's support and encouragement for the mother

e. the role of other family members
i. the importance of involving siblings in the pregnancy
ii. preparation for accepting the new baby in the family
iii. the help and support of the extended family

D. Prevention of Pregnancy

1. Abstention - responsibilities involved in intercourse

2. Methods of Birth Control
   a. sterilization of male or female - 0 per 100 woman years
   b. pill - 0 per 100 woman years
   c. I.U.D. - 2-3 per 100 woman years
   d. diaphragm and jelly - 10 per 100 woman years
   e. condom and foam - 12 per 100 woman years

3. Myths about birth controls - douches, breast feeding, no orgasm

4. We do not consider abortion to be a method of contraception

E. Termination of Pregnancy

1. Spontaneous abortion

2. Therapeutic abortion
   a. physical and emotional effects, i.e., an immediate solution but one which could cause lasting emotional trauma
   b. alternatives to abortion, i.e., adoption, support from community agencies
   c. criminal aspects of abortion
   d. the involvement of parental views where possible

F. Venereal Disease

1. Types and causes

2. Effects and Diagnosis

3. Treatment

4. Personal responsibilities
   a. to yourself
   b. to sexual contacts
V. CAREER DEVELOPMENT

It might prove helpful for students from Grade 8 onwards to be not only exposed to a wide variety of careers, but also to analyze themselves, their capabilities and their desires for the future, and begin pursuit in a career of their choice early (Grade 8). Even though ultimate goals of students may change many times, a constant searching and planning in careers would prove most beneficial.

A. "Know Myself"

How do I fit into one career or another?

1. Career expectations - what do I want out of my chosen career?

2. Evaluation of personal priorities - what do I want out of life?

3. What are my interests and what are my abilities?
   a. aptitude and interest tests
   b. a realistic appraisal of abilities
   c. a possible need for compromise

4. Personal discipline
   a. the need for establishing manageable short term goals
   b. looking at long term goals
     i. keep door open for possible change
     ii. the possibility of second careers

B. A Study of Various Careers and Job Opportunities

1. A survey of various careers - (architect to zoologist)

2. A focus on specific careers selected by the students
   a. a study of specific job opportunities
   b. qualifications required (academic and practical experience)
   c. a realistic look at the specific careers - advantages and disadvantages
   d. field trips and work experience

3. Opportunity for women
   a. new careers open to today's women
   b. homemaking as a career
4. Self-employment

5. Part-time employment

C. The "How To's" in Career Planning
   1. Job hunting - where, how and when
   2. Applying for a job
      a. letters
      b. resumes
      c. interviews
   3. Adjusting to a new job
ARE YOU AN APATHETIC PARENT? OR ARE YOU STILL A CONCERNED PARENT? -

Do you know what happened to the Family Life Program which was brought to an abrupt halt by your action in 1975-76? Do you know that this program has been brought out in a different form, which you may not like any better than the Black Book? If not, read on and be informed.

THESE ARE THE FACTS:

A 21 page guideline (program) was approved by our School Board in June, 1976. Copies of this program are available at the School Board Office and we urge all parents to obtain a copy - specifying the full 21 page version.

This program was adopted on an optional basis for all Junior and Senior High Schools. It is up to each individual school to write their own program in CONJUNCTION WITH THE PARENTS of that school, using the 21 pages as their guideline.

In view of the content of these 21 pages, i.e., (1) Basic Body Functions, (2) Marriage, (3) The Family, (4) Reproduction and Pre-Natal Development, (5) Career Planning; we strongly urge you to get on the PARENTS' COMMITTEE at your school.

Your Committee has had no control over the content of this program, therefore, it is up to you as parents to have some control over the contents of the program offered in your school. Whether your children are taking this course or not, YOUR TAX DOLLARS WILL BE PAYING FOR THE MATERIAL USED. Also, your children are influenced by their friends who may be taking this course.
QUESTIONS TO ASK:

1. Will the parents' committee have a limited membership or will all parents be welcome?

2. Will the 5 topics be separate subjects, each to take a semester or quarter semester, or will a student be required to take all 5 in order to get Career Planning?

3. If the above are separate subjects, what will be included in a semester of 100 hours or a quarter semester of 50 hours in any one of the first 4 topics?

4. Once this program is instituted in each school, is it an on going program or can it be revised each year by a new parents' committee?

5. Will the classes be segregated?

6. Will you have access to teachers' resource material? (SIECUS material is still allowed.)

Pam Lehto, our Richmond Concerned Parents' Chairman, has resigned. The balance of the Committee were not consulted prior to the publication of the 21 page guideline and could not and do not approve of ALL OF THE CONTENTS. THEREFORE, ONCE AGAIN IN CLOSING, IT IS NOW UP TO YOU. GET YOUR COPY NOW.

The School Board was recently increased to 7 members. There will be 5 positions to fill. The only 2 members remaining on the Board are Ken Williams and Betty Spears. IT IS VITALLY IMPORTANT THAT WE GET THE MAJORITY OF RIGHT THINKING PEOPLE ON THE BOARD. Get to know the Candidates.
GOVERNMENT OF BRITISH COLUMBIA

MEMORANDUM

TO: Mr. C. Holob
    District Superintendent of
    Schools, School District
    No. 38 (Richmond)

FROM: Coordinator of Pupil Personnel
and Special Services

DATE: January 14, 1975

SUBJECT: Family Life Education Expenditures, 1973-74

Our File 1 C-11
Your File

July 1973: 45 copies of reference book for teachers - Fundamentals of Human Sexuality $270.00

November 1973: Honorarium for Mrs. Bonnie McGhie 460.00
- 1 day in-service for group leaders
- 6 sessions in-service for teachers
6 copies of Human Sexuality text 30.00

April 1974: Resource Committee materials 25.49
Registrations - Chernick Workshop 60.00

May 1974: Honorarium for Dr. G. Szaz, in-service workshop 50.00

June 1974: Sessions for parents at McNair and Burnett Schools 984.00
In-service workshop for teachers, Dr. M. Csapo 25.00
Miscellaneous 8.93

November 1974: Typist (July 1973 - November 1974) 100.00
Committee resource expenses 139.31
150 copies of Committee report paper 127.89
Binders 155.30
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**Summary**

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**Total:**

$4455.68

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R.M. Scales

RMS/nm/ja
Family Life Education Progress Report

During October 1974, the final draft of the Richmond School District K-Gr.12 Curriculum will be completed for presentation on November 12 to the Elementary and Secondary Instruction Planning Committees; then to the School Board Education Committee on November 25, and finally to the Board of School Trustees on December 12.

In preparation for the pilot projects tentatively scheduled to commence in January 1975, the In-service, Curriculum, Audio-visual and Resource Committees will be meeting to finalize details related to their respective areas.

Chairpersons of the above committees met at the Board Office on September 20 to plan and make recommendations for 1974-75. Tentative plans for the programme development in the following areas were considered:

1. In-service workshop for teachers new to the district
2. Continuing in-service for present staff
3. Schools and grade level selection for pilot programmes
   a. School staff instructional curriculum meetings
   b. Parent information meetings where pilot projects are centered
4. Third presentation of parent education programme (4 to 6 sessions)
5. Provision of a programme for adults - to be sponsored by Douglas College
6. Provision of core resource kits for teachers
7. Public Health Nurses' time scheduled to assist teachers in presentations (intermediate and secondary grades)
8. Job description and responsibilities, etc. of the Coordinator - a written proposal is being prepared with appropriate recommendations
We are all well aware that the development of the curriculum has taken longer than anticipated and many of us have had mixed feelings as well as frustrating experiences. However, when one considered the scope of the project, the many facets involved and the fact that the K-12 Family Life Education Programme — "a first" — has been developed within the district and almost entirely by Richmond teachers and Public Health personnel, we will find that the end results will be well worth the trials and tribulations experienced by our commitment.
REFERENCES


