

P U B L I C H E A R I N G

before

SENATE AND GENERAL ASSEMBLY COMMITTEES ON EDUCATION

[Re Sex Education in Public Schools -
Assembly Concurrent Resolution No. 69]

Held:
August 14, 1969
Assembly Chamber
Trenton, New Jersey

MEMBERS OF COMMITTEE PRESENT:

Senator William T. Hiering (Chairman)
Senator Gerardo L. Del Tufo
Senator Wayne Dumont, Jr.
Senator Edwin B. Forsythe
Assemblyman Thomas H. Kean
Assemblyman Francis J. Coury
Assemblyman Samuel A. Curcio
Assemblyman John H. Ewing
Assemblyman Ronald Owens
Assemblyman John A. Selecky

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SENATOR WILLIAM T. HIERING: (Chairman): I would like to call the meeting to order.

First, I would like to introduce to you the members of the Legislature who are serving on the Senate and Assembly Education Committee who are here today. To my far left is Senator DelTufo; next is Senator Forsythe; to my immediate left is Senator Dumont; to my right is Assemblyman Kean who is Chairman of the Assembly Education Committee; Assemblyman Ewing; Assemblyman Owens; and Assemblyman Selecky.

The hearing today has been called as the result of the passage of Assembly Concurrent Resolution No. 69 which, in effect, provides that the Senate and General Assembly Committees on Education shall jointly undertake a study of sex education in our public schools.

Now we have a large number of witnesses who want to be heard today and we are going to try to accommodate everyone and try, where special circumstances exist, to get people on early if we possibly can.

I might state one other thing and that is that feelings seem to be running quite high, pro and con, as far as this particular matter is concerned, and I do want to ask that there be no demonstrations in the Assembly Chamber during the hearings and that there be no applause.

Prior to calling our first witness, Assemblyman Ewing asked to make a statement.

Assemblyman Ewing.

ASSEMBLYMAN EWING: Mr. Chairman and members of the Joint Education Committee, I thank you for this opportunity to make a brief statement as we begin our hearings and deliberations.

As a prime sponsor of Assembly Concurrent Resolution No. 69, which requested that the Joint Senate and Assembly Education Committee conduct hearings on the matter of sex education in our schools.

I appreciate this opportunity to state my personal reasons for sponsoring the Resolution and what positive results I hope will eventually evolve.

For many months prior to the introduction of the Resolution, a great number of people wrote and phoned me expressing their concerns and views relative to various sex education programs being conducted in the public schools which their children attended. By and large, these people were intelligent, interested and concerned parents. Their opinions were varied. The large majority of these people expressed concern, doubt or outright opposition to the program as they understood it. To be sure, some remarks made were highly emotional but a sufficient number did not appear to totally oppose the program in principle but rather their expressions of doubt and concern were directed to what they felt to be inappropriate methods or content in the program as they believed it to be.

In one sense it appeared to me, when you come to sex education, you're damned if you do and you're damned if you don't. I did feel, however, that the majority of

the people recognized the value of sex education but disagreed, in varying degrees, from mild to violent, on the content and methods. It was at this point that I felt that as representatives it was our duty, when a number of our fellow citizens were concerned and disturbed about a particular subject, to delve into the matter, inform ourselves of the problem and then, within our Constitutional limitations, attempt to assist in resolving the problem. It appeared to me that a starting point would be a hearing such as is taking place today.

I do appreciate, accept and support the philosophy that the Legislature has a limited role to play in the matter of content of educational programs. It is my understanding that traditionally we've adhered to the principle that irreparable harm would result if the legislative branch of government sought to impose its will in the area of curriculum and content. Thus it appears that the role of this Committee and objectives of this hearing may themselves be the subject of controversy. On balance, however, I felt that the subject was so vital that we were obligated to attempt to walk the tightrope in the hope that in the end we would have made a contribution of importance.

In conclusion, it's my hope that these hearings can inquire into the content of the various programs and perhaps recommend to the Commissioner of Education some broad guidelines for these programs, perhaps even suggest some limitation, keeping in mind that we are not charged with

the responsibility nor permitted by our precepts to dictate content or curriculum. It is my hope that both parents and educators will derive benefit from these hearings toward a better understanding of the objections and objectives of the other, with the eventual result of increased benefit to our children.

So as not to prejudge this matter, I should add that if it should appear that the programs have no value or, worse, are harmful, then I would expect that this Committee would also advise the Commissioner of that finding.

Of this one thing I am sure, namely that this Committee shares the concern of all parents and possesses the same desire, namely, to secure the best possible educational program for the children of this State.

Thank you.

SENATOR HIERING: Thank you, Assemblyman Ewing.

Our first witness will be the Honorable Carl M. Marburger, the Commissioner of Education.

Dr. Marburger.

C A R L M. M A R B U R G E R: Thank you, Senator.

Senator Hiering, Assemblyman Kean, members of the Committee, on January 4, 1967, the New Jersey State Board of Education issued a policy statement recommending that appropriate programs in sex education be developed in the local schools, noting that these institutions should develop curricula "cognizant of what is desirable, what is possible and what is wise." This statement made two essential points: (1) that "sex education is a continuing process through-

out life and, therefore, must be planned for during the entire school experience of the child," and (2) that "schools are important agencies in the development of healthy habits of living and moral values."

Neither of these concepts was new or revolutionary. For instance, as far back as 1948 the State Department of Education had developed and published guidelines for sex education programs in the elementary grades. The 1967 policy statement, and the subsequent guidelines, were promulgated largely in response to a growing number of requests from local boards of education for more explicit information on how to develop sex education programs, and they resulted after more than a year of study by a committee of eminently qualified educators, physicians and clergymen.

Implicit in the State Board of Education's policy statement is the principle that sex education cannot be taught separately and apart from morality. This principle is the basic tenet of the State Department of Education's Guidelines for Developing School Programs in Sex Education.

Also implicit in the State Board's recommendation is the necessity for parental involvement in sex education at the local level. This principle is stated clearly and forcefully in the State Department Guidelines:

"The school, the parents and the church share a concern for sex education and its ultimate goal -- responsible family and societal living."

In the two and one-half years since that statement was promulgated, there has been growing awareness on the part of parents of the necessity for balanced sex education programs in the public schools.

Dr. Thomas C. McGinnis, associate professor of education at New York University, reported in an address to the American Association of School Administrators last February that there is a "...quiet but astonishingly potent coalescing of forces in favor of introducing sex education."

Recent public opinion polls dramatically reinforce this opinion. A Gallup Poll, published this summer, reports that 71 per cent of the American public favors sex education in the schools. A similar poll by Good Housekeeping Magazine reports that two out of three readers surveyed approve of sex education in the schools.

Nor are parents alone in wanting sex education for their children in the public schools. There is wide agreement among medical, educational and religious groups.

An interfaith Statement on Sex Education, issued jointly in 1968 by working groups of the National Council of Churches, the Synagogue Council of America and the United States Catholic Conference Family Life Bureau, contains this statement: "We urge all to take a more active role -- each in his own area of responsibility and competence -- in promoting sound leadership and programs in sex education. We believe it possible to help our sons and daughters achieve a richer, fuller understanding of their sexuality, so that their children will enter a world where men and women live and work together in understanding, cooperation and love."

Similar resolutions approving appropriate sex education courses have come from the United States Department of Health, Education and Welfare, the American Medical Association, the American College of Obstetricians and Gynecologists, the Sixth White House Congress on Children and Youth, the National Congress of Parents and Teachers, the American Public Health Association, the National Student Assembly of the YMCA and YWCA, the National School Boards Association and the New Jersey State Federation of Women's Clubs.

It is clear from the statements of these groups that the public and the churches are strongly aware of the basic nature of human sexuality. "Sex", says Dr. McGinnis, "is much more than a biological phenomenon. It has deep psychological aspects rooted in culture, history and religion. It has to do with a person's concept of himself -- his entire self as a male or female, physically, mentally, emotionally and spiritually. This is what is so little understood, not only by the young but by many adults as well -- a person's sexuality is so basic to his nature that it permeates his entire personality. Failure to understand this is responsible for the treating of sex as something by itself, separate from the personality -- a thing, like a piece of cake to be eaten, or an appetite, a desire. This false concept is responsible for much tragedy."

Much of the apprehension about sex education in the public schools comes from a basic misunderstanding of the nature of the school program. It is not simply an anatomical and biological discipline, but it deals with human

sexuality in its broadest sense. It is not sex instruction, which deals only with the functions of organs, but a comprehensive attack on the problem of helping the child to understand his own personality, in which is embodied a full range of interrelated biological, sociological, psychological, cultural and moral components. The entire thrust of New Jersey's recommended sex education program is toward developing wholesome attitudes toward sex and a simple appreciation of the nature and purpose of the family. This, in itself, is a highly moralistic concept.

And because it is basically moralistic, and because human sexuality is a part of the personality and not a physical science, it is the view of the State Board of Education and the State Department of Education that sex education should not be treated as a sterile, self-purposeful study. Rather, it should be integrated into the total school curriculum where its relationship to cultural values, health studies and the social sciences is more readily apparent to the student.

There is no doubt that the best sex education is done by two parents who love and respect each other deeply and who convey this love and mutual respect to their children through their own example.

But it is a tragic fact of life in America, evidenced by a disturbing divorce rate, that such examples are infrequent, and it is because of such a gross lack of example that the schools have become the one logical segment of the community able to coordinate the interests of the parents and churches in sex

education.

Where then is the child to get factual knowledge and moral precepts concerning sex? Every reliable index demonstrates that most children will not get it from their parents. A recent poll of 1,000 teenagers conducted by a Purdue University research team showed that the majority learned the basic facts of life from their friends (53 per cent of the boys and 42 per cent of the girls). Another 15 per cent "pieced things together" from a variety of sources such as television, movies and books (pornographic and otherwise), 6 per cent received instruction from school and 7 per cent were advised by adults other than parents. Only 15 per cent of the boys and 35 per cent of the girls received sex information from their parents.

Opponents of sex education in New Jersey schools have cited the example of Sweden to bolster their argument. They suggest that compulsory sex education in the schools has actually contributed to problems of increased venereal disease, increased illegitimate births and increased divorce rates in that country. There is no statistical evidence to support this conclusion. These problems all existed in abundance long before sex education was introduced in the schools, and it was, in fact, because of these problems that public pressure was motivated to initiate compulsory sex education in Sweden. But the essential point to remember in any comparison of Sweden and New Jersey is that the two states are similar only in population. Basic moral values in Sweden are considerably different from those of the United States, and it is these moral values, not the single issue of sex education, which determines the societal base from which the nation's sexual code is derived. Another important difference is

that Sweden's sex education program is compulsory and state-controlled. It bears little relationship to family life or parental involvement, in contrast to New Jersey's recommended program, and it is not locally oriented. Furthermore, New Jersey's program is a matter of local option.

Opponents of sex education have introduced several arguments which bear refutation.

First, the claim is made that sex education in the schools is a denial of the parents' right to instruct their own children. It should be obvious that sex education does not imply any such denial and that parents should, if they choose, pursue a course of home instruction that is consistent with their own moral, religious or cultural precepts.

It has also been argued that sex education contravenes the language of Title 2A of the New Jersey statutes, which prohibits the exposure of obscene or indecent material to children under 18 years of age. It is the opinion of the office of the Attorney General that schools "may safely proceed with a sex education program along the guidelines of the Department of Education without fear of violation of any of the provisions of Title 2A."

I am not suggesting that all opposition to sex education is rooted in intemperate and emotional charges which do not consider programs on their merit. Many well-meaning, concerned parents are deeply troubled by apparent changes in American moral values and tend to associate these changes with what is going on in the schools. Furthermore, many parents are genuinely concerned that, in some instances, the quality of teaching may not be adequate for the sensitive

subject of sex education. I would be the last to claim that all public school teachers are well-informed or qualified enough to handle such a difficult subject. This is the principal reason why the State Department Guidelines stress parent involvement in sex education courses. The parents and churches should, and in most New Jersey communities do, make every effort to insure that responsible faculty members and medical, psychological and religious experts are chosen for this purpose.

I have every confidence that this inquiry will determine the facts about sex education in New Jersey in an atmosphere free of fear and emotionalism. I also have confidence that, should flaws be detected in the present program, the Department of Education and the State Board will respond willingly and rationally.

Thank you.

SENATOR HIERING: I would like to announce that Assemblyman Curcio has just joined us. He is the fourth gentleman on my right.

Now, Gentlemen, do you have any questions for Dr. Marburger?

ASSEMBLYMAN KEAN: Commissioner Marburger, I think there is some confusion on the state guidelines. On what other subjects does the State publish guidelines?

DR. MARBURGER: We publish guidelines on things like driver education, early childhood education. In other words, it's a responsibility of the State not to dictate curriculum to the local community. That is an

option for each community to determine. I think there's a basic responsibility for a State Department to publish guidelines for materials and suggested materials, recommendations, growth and development materials that cut across the board, and I think this is the basic responsibility we see.

I would be the last one to recommend a State-imposed curriculum. This is precisely the function of a local school system. But rather I think the State Department can be of great assistance to those local school districts in the provision of growth and development materials, guidelines for the instigation or origin of programs. We're in the process now of working toward one in aerospace education, for example, which would delineate some of the specific materials available, guidelines that would show school systems - smoking, drugs, narcotics are other aspects of curriculum guidelines that have been produced by the Department.

ASSEMBLYMAN KEAN: What led the State Department to make the decision to produce this particular guideline?

DR. MARBURGER: As I indicated, Assemblyman Kean, in the statement, it was a result of the inquiry by a large number of school districts saying we would like to start a sex education program in our community, can you provide us any help in terms of materials and guidelines that would be of help to the local communities.

ASSEMBLYMAN KEAN: The Committee saw a movie before this hearing called, I believe, "The Game."

DR. MARBURGER: Yes.

ASSEMBLYMAN KEAN: Have you seen that movie?

DR. MARBURGER: No, I have not, but it was reviewed, of course, by the Committee that produced the guideline.

ASSEMBLYMAN KEAN: I wouldn't want to ask you a question on it if you haven't seen it.

DR. MARBURGER: I have not seen the movie. I'm sorry.

SENATOR DEL TUFO: Dr. Marburger, I would like to clear in my mind this one point which is very important to me. In your remarks you mentioned something about the program being subject to approval by local option. Is that right?

DR. MARBURGER: That's right.

SENATOR DEL TUFO: In other words, if the board of education of that particular district rules out your program, then it does not go into effect?

DR. MARBURGER: Let me say, first of all, it is not my program.

SENATOR DEL TUFO: Well, the program.

DR. MARBURGER: It's a determination of the administration and the board of education in a local community and, by our recommendation, certainly the involvement of the community, the parents. It is their determination whether they want to have - what kind of a program it shall be in that local community. I cannot tell them what to have.

SENATOR DEL TUFO: Well, if that particular board rules that they don't want the program, are they forced to accept it?

DR. MARBURGER: No, sir. That is their option to make. If they don't want a sex education program, that is their option. The only ones that are required are on alcohol, narcotics and tobacco, the only ones that school districts must conduct programs on, but certainly not in sex education.

SENATOR DUMONT: Commissioner, in the first paragraph you talk about the entire school experience of the child, what does that mean? Does it start in pre-primary or kindergarten?

DR. MARBURGER: Yes, sir. I think it's a kindergarten through twelfth grade program that has been recommended by the guidelines.

SENATOR DUMONT: Now how many school districts asked for such a program?

DR. MARBURGER: May I defer to Dr. Hebel for this question, who was here at the time - I was not here at the time this guideline was produced, so if I could ask Dr. Hebel to just respond to the numbers.

DR. HEBEL: We had many requests for some information to start a program, particularly materials. We estimate, at the present time, perhaps about 50 percent of our school districts are having some form of program. However, that does not mean that that goes down entirely to the kindergarten program. It is more, perhaps, concentrated on junior

high school and above, I would say 50 percent or more. However, there have been more and more requests over the years, the past two years, for information, materials, etc. in the area of sex education. And as we developed these materials and programs we found the request was to go way down, and all of our indication as we reviewed, and our research, indicated that this program must start even pre-kindergarten, by the parents themselves. (Shouting)

SENATOR HIERING: Let's have no comment from the audience while a person is testifying. Everyone will get a chance to speak.

SENATOR DUMONT: Well now, there are five hundred and ninety some schools districts, as I recall it, in New Jersey - I don't recall the exact number but it's about 595 or so - you say half of them are giving sex courses.

DR. HEBEL: Senator, some form of sex instruction, not a complete course but a sex instruction content area. Now I did not say that it goes all down to the elementary, primary grades or the kindergarten, but they are giving some form in that school district, some place or another, junior high school level, senior high school level, or such.

SENATOR DUMONT: Well did you have requests from all those 50 percent, or so, that now are giving courses of one kind or another before you got underway with this study?

DR. MARBURGER: I think, Senator, the State Department has to respond. I can't give you a number. I think a number is inappropriate. If we have sufficient requests

for the development of, say, driver education materials, then we do it. Now, what sufficient consists of or means, I simply don't know how many that was but enough people are saying we need some help and I think it's our responsibility to respond to that request.

SENATOR DUMONT: This Committee that you talk about in the second paragraph on the first page of your statement, is that a statewide committee?

DR. MARBURGER: Yes, sir. That was a committee that was brought together and consists of educators, physicians, clergymen, and so on. It was a statewide committee, yes, sir.

SENATOR DUMONT: Who was chairman of it?

DR. MARBURGER: The chairman was Mr. Hebel who is the Director of the Office of Health and Physical Education.

SENATOR DUMONT: Over on page 5 of your statement you talk about a gross lack of example, apparently on the part of parents, to communicate to their children and therefore you say the schools have become the one logical segment. What do you base that statement on, about a gross lack of example?

DR. MARBURGER: I think the paragraph which follows that, sir, is one piece of data. We have other certain surveys of the same kind that indicate a large number of young people who are learning sex education information from sources other than their parents. As indicated in this one survey by the Purdue University team, only 15 percent of the boys and only 35 percent of the girls get their sex information from their parents, and the rest is all gleaned

from all these other kinds of sources.

SENATOR DUMONT: Well that was one survey by a university in Indiana. Now what do you know about the colleges or schools in New Jersey in this respect. Have any surveys been made in New Jersey?

DR. MARBURGER: I know of no survey made in New Jersey, sir. Obviously I can provide for the Committee pertinent research related to surveys that have been taken for maybe the past ten or fifteen years. If the Committee would so desire such information, I would be happy to pull out the research for you.

SENATOR DUMONT: Then actually what you're saying is that your term "a gross lack of example" is really reflecting a survey made at Purdue and --

DR. MARBURGER: No, sir. I couldn't possibly report all of the research to the Committee. I think it would be inappropriate to report it in a statement to you. I would be happy, however, to document the kinds of research which substantiates the statement which I've made through surveys other than just the Purdue University Study.

SENATOR DUMONT: Well I would be happy to see some other surveys other than just Purdue.

DR. MARBURGER: I'd be delighted to provide them.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Dr. Marburger, I have received and I presume members of the Committee have also received not hundreds but probably thousands of letters on both sides

of this particular problem, and one of the main complaints I seem to receive in hundreds and hundreds of my letters is a complaint against the Sex Information and Education Council of the United States, commonly known as SIECUS. Now I note that in your guidelines you have statements by one of the directors, the Executive Director of SIECUS; you have recommended certain documents that are published by SIECUS to be used in the sex education program. I would like to ask you, did SIECUS have anything to do with the formulation of the guidelines or did the State hire them to assist your Department in connection with formulating these guidelines?

DR. MARBURGER: Absolutely none, sir. (Shouts)

SENATOR HIERING: Now we are going to have order in here or we're going to clear the hall. Let's not have any more demonstration or any more noise in the hall. We'll have ample time today to hear both sides of the problem.

Now, were SIECUS members or its Board of Directors consulted in connection with the guidelines?

DR. MARBURGER: No, sir.

SENATOR HIERING: Now, in connection with your recommendation of certain SIECUS material, did your Department look into the background of SIECUS or the members of the Board of Directors or the staff?

DR. MARBURGER: No, we did not, sir. We simply reviewed materials that were generally available across the board and every one of the recommendations on materials or films, and others, were reviewed by the Committee, but we did not look into the specific backgrounds of the directors

of organizations who published materials.

SENATOR HIERING: Now, in connection with some of the information that's been submitted to me, and I think to other members of the Committee, a magazine by the name of Sexology was submitted. I have two copies of it here and it has such articles in it as "Seven Ways to Enjoy Sex More," "Big Breast Mania," "Eager Men, Reluctant Mates," "Sex in Nudist Camps," "Which Women Enjoy Sex Most," "Women Who Seduce Teenagers," "Exotic Messages on Lavatory Walls," and many more such as that, and we have been advised that the Editor of Sexology, Dr. Isadore Rubin, is the Treasurer of SIECUS, on the staff - by the way, Rubin is a Director, we understand, in SIECUS; a Dr. Lester A. Kirkendall, who is on the staff of Sexology, is also a member of the Board of Directors; we also have a Rev. William H. Jenny, John Mooney, and Wardell B. Pomeroy; all of these people, I understand, are on the Board of Directors of SIECUS and they are connected with the staff and the board of consultants of this, what some people consider a smut magazine. Now, was this information available to you when you promulgated SIECUS material?

DR. MARBURGER: Was the information about the magazine?

SENATOR HIERING: That these people were connected with this Sexology Magazine.

DR. MARBURGER: No.

DR. HEBEL: At the time, Senator, we just reviewed the materials put out by organizations. We never supported this magazine. We heard about it but we never supported

that, nor did we list it as being the recommended kind of material we wanted to see go in the schools. But the composition of an organization, we didn't go and view the background of those people because we were not an investigating group, all we were doing was trying to develop materials we thought would be worthwhile because at the time that we started these, Senator, there was so little material available and that's why the schools started to ask us and inquire what materials do you have available for us.

SENATOR HIERING: Dr. Marburger, now that you know that a number of the SIECUS people, who are on the Board of Directors, are connected with this magazine, do you think that you should take another look at the material they gave you and examine it as to whether you should use any of their material?

DR. MARBURGER: We'd be very happy, sir, to review the materials. Once again, I'm not sure that the activities other than the materials - the materials speak for themselves. If they are competent, appropriate materials, they're produced by McGraw-Hill or 3 M, or by SIECUS, if they are useful, I think we will certainly review and take whatever recommendations this Committee brings to the State Department in terms of a review of those materials. But I think it is an inappropriate activity on the part of the State Department to review the backgrounds of every board of directors for every one of the particular materials that are recommended as a part of this study.

SENATOR HIERING: Doctor, you just mentioned that you didn't see this movie "The Game" which was shown to the Committee.

DR. MARBURGER: No, I'm sorry.

SENATOR HIERING: Would you do this for us, would you check with the people in your Department who approved it and write us and advise us what was the moral to this story, what you were trying to attempt to teach the children in our schools about sex by the use of this particular movie.

DR. MARBURGER: All right, sir.

SENATOR HIERING: Thank you.

ASSEMBLYMAN EWING: Dr. Marburger, what would you think of teaching sex education on a voluntary basis?

DR. MARBURGER: You mean if a school system decided to do it on a voluntary basis, that is those children whose parents wished them to come? Is that the --

ASSEMBLYMAN EWING: Correct.

DR. MARBURGER: I think that's again a determination that has to be made by the local school system. Our recommendation is that all children in a school system, if the community so desires, should be a part of that program but I think that I cannot make that kind of determination for a local school district and I would not like to make it as a directive of the State Department that it be voluntary, I would like to see that be the local determination made based upon the guidelines we've promulgated.

ASSEMBLYMAN EWING: Then the same question, should it be taught after school, you would --

DR. MARBURGER: It would be just the same type of question, sir,

ASSEMBLYMAN EWING: Well, on the teachers who give these courses in the public schools, do you feel they should have any special education themselves?

DR. MARBURGER: Absolutely. I think this is part of it. I think they need training. I think the colleges and universities need to prepare our teachers for training of sex education so that they are appropriately trained. Indeed, we should not just rely, I think, upon faculty, upon teaching staff, but should reach out to the skilled people, the experts in the community who can bring both the moral, physiological and other aspects, psychological aspects, to the course. And that's why we strongly recommend the involvement of the community in the planning because we have, indeed, experts in the communities who could provide a great deal of information and help to children, religious and otherwise.

ASSEMBLYMAN EWING: Where do these teachers get their training from? Do you have courses being given?

DR. MARBURGER: We do not currently give any courses under the aegis of the Department. The training comes as a result of the experience they have in their teaching experience at the colleges and universities. We have no program from the State Department to prepare teachers.

ASSEMBLYMAN EWING: You have no program available to the teachers in the public school system.

DR. MARBURGER: Not from the State Department, only through the local school systems.

ASSEMBLYMAN EWING: Well, are you planning a teaching program?

DR. MARBURGER: We are not planning because, once again, this does take some money. For example, as a result of legislative action last year, we have programs for preparing teachers in the prevention of drugs and narcotics, so we are running a state-wide program as a result of the action of the Legislature last year. Indeed, I think the colleges and universities are often remiss in the teaching of some of these things and this could very well be a State Department function if the Legislature so determined.

ASSEMBLYMAN EWING: Well, are you going to make any request to the Legislature for funds to set up teaching courses for teachers in the public schools?

DR. MARBURGER: I have not planned on making such a request, sir, but on recommendations and judgments of this Committee, this will determine what my future actions will be.

ASSEMBLYMAN EWING: You don't feel, up to this point, that it has been necessary to have proper teachers in the public schools?

DR. MARBURGER: I feel it is important and crucial to have proper teachers teaching the appropriate materials. Once again, however, we felt it was a local option to make this determination as to who the proper teacher was and what kind of training and background they have. If the Legislature determines that they think such a state-wide program would be appropriate, we will be happy to mount such

a program with the experts qualified.

ASSEMBLYMAN EWING: Well we have qualifications for teaching certificates here in the State of New Jersey now.

DR. MARBURGER: Yes.

ASSEMBLYMAN EWING: Do you feel that those certificates cover the advisability of those individuals being able to teach sex as well as other subjects or do you feel that separate criteria should be set up?

DR. MARBURGER: I don't think we should have a separate certificate for someone to teach this course.

ASSEMBLYMAN EWING: No, but a separate criteria.

DR. MARBURGER: But I think there could be criteria in terms of the training of the persons coming to the colleges and universities, yes.

ASSEMBLYMAN EWING: We have no provision for it now?

DR. MARBURGER: That's right.

ASSEMBLYMAN EWING: When do you think you will have this criteria set up as to who should be teaching sex in the public schools?

DR. MARBURGER: Once again, sir, we have left that to a local determination based on the guidelines.

ASSEMBLYMAN EWING: And you won't give guidelines on it?

DR. MARBURGER: We have not made those kinds of guidelines as to the determination who should teach, except the general recommendations here. Once again, depending upon this Committee's deliberations, if you feel that's an

appropriate action of the State Department then we'll be happy to so comply.

ASSEMBLYMAN EWING: Do you feel that sex education courses should be directed to the class norm, as most courses?

DR. MARBURGER: I'm sorry, directed to?

ASSEMBLYMAN EWING: The normal group in the class. The normal child in a class.

DR. MARBURGER: I think it should develop as in all courses, I think we ought to direct it to the normal child, yes, and that certainly encompasses all children. I'm not sure what you mean by direct it to the normal child.

ASSEMBLYMAN EWING: Well because there are certain children that have emotional problems, etc., and I don't call them the normal child in class particularly when it comes to sex education, and maybe these children should be screened out. I was wondering what your feeling was on this.

DR. MARBURGER: No, sir. I don't think they should be screened out. I think this has to be the judgment of the local teacher and the faculty. I can't prejudge that by making a determination at the State Department level and that's why this is a local program. If they feel that a youngster, for whatever reason, because of parental request or whatever, should not be a part of that program, then I think that is a determination to be made by that local school district and not by the State Department. And this

is precisely why the State Department has not set up criteria for who should teach. It's a question of who controls education. I think there should be a determination made by the local school district. Now we would be happy to provide a training program if that's the will of this Committee and of the school districts. The guidelines do recommend in-service training programs within the school district for the training of their staffs.

ASSEMBLYMAN EWING: What do you feel the cost of sending a teacher to take courses in learning how to teach sex education - how much do you think that would run to the normal school districts?

DR. MARBURGER: Dr. Hebel indicates that they're having a course in several school districts in the State right now. To do this on state-wide level, I really can't estimate. For our drug abuse workshops, the Legislature provided us with \$50,000 to provide a series of training sessions throughout the State. We think that was an adequate amount of money to begin the program with, the local districts then picking up the more intensive training. We're training trainers, in effect, and this could be an appropriate amount of money, I suppose, for this if the State Department were the trainer. Local school districts, I can't really estimate, sir, what the cost would be to provide this kind of in-service training.

ASSEMBLYMAN EWING: Because I've had different school districts tell me the tremendous cost they're going into in order to have their teachers --

DR. MARBURGER: Once again, these are the kinds of data that I would be happy to provide the Committee and we could simply be in touch with the school districts and ask what their costs were and I'd be delighted to provide these kinds of information to the Committee.

ASSEMBLYMAN EWING: Will your Department gradually be getting these facts and figures together for us, do you think?

DR. MARBURGER: Yes, any of the facts and figures that you as a Committee wish, we will be happy to provide.

SENATOR HIERING: Is there anything further, gentlemen?

SENATOR DUMONT: Commissioner, this material and the development of the program must have cost some money, paid by the Department of Education, is that right?

DR. MARBURGER: Yes, sir.

SENATOR DUMONT: Did that come out of general appropriations or line items?

DR. MARBURGER: This came out of general appropriations.

SENATOR DUMONT: For your department?

DR. MARBURGER: That's right, sir.

SENATOR DUMONT: You did not, in the development of materials then, request any specific funds from the Legislature --

DR. MARBURGER: No, sir.

SENATOR DUMONT: -- is that correct?

DR. MARBURGER: No, sir. This was part of the on-going activity, as aerospace materials we develop, materials

on narcotics and tobacco, it's part of the on-going activities of the Department.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Is there anything further?

Thank you, Doctor.

DR. MARBURGER: Thank you.

SENATOR HIERING: Next, Mrs. James Sayer.

M R S. J A M E S S A Y E R: Gentlemen, I am Mrs. Elizabeth Sayer, President of the "Concerned Parents of Bernards Township," an independent, non-political group which was organized solely to examine more closely the question of the introduction into the public school system of a sex-instruction program commencing in kindergarten and continuing on through the last year of high school.

Several disturbing factors came readily to mind. As in many other communities in New Jersey where it has been introduced, this course has been begun to be implemented in our Township without ascertainment of any need for or desirability of such a course of instruction. The citizens of this community have never been consulted as to whether such a program enjoyed the support of a majority of the residents; whether a majority truly was unwilling or felt itself incapable of fulfilling its parental responsibilities in this regard, and thus preferred to pass the obligation on to the public school system. Nor was the formation of a Citizens Advisory Committee regarding the projected program any adequate response to this objection. The Citizens Advisory Committee was not assembled to examine the need for

a sex-instruction program. It was assembled some two years after the commencement of the preparation of the program, merely to advise as to what kind of kindergarten through 12th grade sex-instruction program shall Bernards Township have.

The tenor of certain confidential memoranda, moreover, which were made public only through the courageous action of a member of the Bernards Township Board of Education gave the distinct impression that the local school administration had little interest in ascertaining whether the parents of the community truly desired such a program. Two particularly worrisome excerpts read as follows: "In order to give the citizens a feeling of participation, the working draft they would receive would cater to that need, even to the point of some careless typing and spelling." and the next quote: "A planned program must be set up so that the open meetings and hearings of the Board of Education on this topic are well-packed with 'pro people' who ordinarily do not take an interest in the activities of the Board."

The latter statement was a suggestion made by a SIECUS representative to the Bernards Township School Psychologist and duly reported by him, via confidential memo, to the School Superintendent. The School Superintendent then passed the memo along to the Board of Education.

I have read and heard, time and again, that such tactics have been employed to insinuate the elementary level sex-instruction program into other public school

systems in New Jersey, and other states. Nonetheless, having the phenomenon occur "at home," is still a disturbing experience. The Congressional Record, 90th Congress, June 26, 1968, Wednesday, No. 110, quotes Dr. Lester Kirkendall, a founder and Board Member of SIECUS, as recommending that the best way to get the program into the public schools is to "just sneak it in;" that the opponents "cannot stop something which has already been started." The analogy between the SIECUS theory and the above-mentioned recommendation to our school system superintendent is too apparent to require elaboration.

Focusing upon the merits of systematic pre-adolescent sex instruction in the public schools from kindergarten through high school, 13 years, - making it the singly most stressed course in the school curriculum, it is readily apparent that the entire concept is by no means such an unmixed blessing, as free milk for public school children, for example, as to warrant introduction into the public schools without a thorough feasibility study.

There is, first of all, a serious moral issue at stake here. The interpretations of the Supreme Court of the United States of the concept of "separation of church and state," as contained in the First Amendment to the Constitution, require the public schools to eliminate all religious teachings from their curricula. For example, the Bible may be taught as "history," but may not be read in school as a source of spiritual inspiration, since this, it is held, amounts to an "establishment of religion" in violation

of the First Amendment. I would commend your attention to Abington School District v. Schempp, 374 U. S. 203, 1963; #142; Murray v. Curtlett, President, Board of School Commissioners, Baltimore City, ibid, #119; and Engel v. Vitale, 370 U. S. 421, 1962.

Thus, all sex instruction in the public schools must necessarily be couched in a purely secular context with no reference to religious moral values. For thirteen years, therefore, from ages 5 to 18, - and, incidentally, in sweden it's 7 years because they start their children in school in the year of their seventh birthday, not in the fifth year as we do here - children will learn about sex either as a purely biological function or, possibly, as a biological function the practice of which is circumscribed by a "situation ethic." This fact alone must give considerable pause to one who believes in the Judeo-Christian ethic in approaching the matter of sex and who is concerned with the survival of that behavioral system. Thus is created by these sex-instruction programs a "crisis of conscience" for significant numbers, if not the majority, of our citizens.

Moreover, any statements that the proposed public school sex-education program will constitute "a cooperative interplay between home, school, church and community," as appears in the policy statement of the Bernards Township course outline, are just so much pious jargon. The church point of view will not be reflected because it may not be reflected, unless our school system is prepared to violate the law of the land, which it obviously will not and should not do.

In addition, as taught under the aforementioned circumstances, the proposed program contains the potential for constituting a flagrant violation of familial privacy, and of being a prolific source of divisiveness between parent and child when the two value systems come into collision, and they inevitably must. This has occurred in Sweden, the nation with the oldest public school sex-instruction program in the world; as one can readily see from the book by Mrs. Birgitta Linner, entitled Sex and Society in Sweden, published by Pantheon Books, New York, 1967. This is a glowing apologia for the Swedish sex-education system. This book, incidentally, is recommended by SIECUS, the highly controversial sex-consultant organization formed in 1964 and which seems to be the actual driving force behind all the public school sex programs in the United States. The foreword was written by Dr. Lester Kirkendall, a founder and director of SIECUS. Mrs. Linner disposes of the matter of familial divisiveness by simply stating, "Generally, young people in Sweden have little difficulty in adjusting to the new trends, but the old people are finding it difficult."

Recently a very distressed mother communicated with our Committee Spokesman after reading a newspaper account of one of the Bernards Township Board of Education meetings. She identified herself as President of the "Concerned Parents of Livingston, New Jersey." She revealed, among a number of other objectionable matters, that at the end of each school day the youngsters are encouraged to relate to the teacher their family problems. To what end this is done is not clear,

but the very fact that such a practice should be fostered by an organ of government, local or otherwise, in these United States, staggers the imagination. How small is the next step, so repugnant to any civilized person, of informing on one's own parents. If this practice is an attempt at pseudo-psychotherapy by grade school teachers, it is equally to be condemned.

In Bernards Township the question of invasion of familial privacy has already been considered. I refer again to the aforementioned confidential memorandum of April 15, 1969 from the Bernards Township School Psychologist to the Superintendent of Schools, in which he reported on the outcome of his conference with the SIECUS representative:

"Item No. 3. That we must plan to meet the objection that sex education invades the privacy because the children are questioned about family life."

And again in the same memo: "9. -- they (the Board of Education) probably should know a little bit about the background of their own committee members."

The invasion of privacy has already been anticipated. The seeds of divisiveness have already been sown.

In consideration of the question of curing such sociological ills as venereal disease, illegitimacy, divorce or socially maladjusted persons through the means of sex instruction from kindergarten through 12th grade, the facts indicate that such anticipated results are illusory! If anything, each of the aforementioned social ills seems to be exacerbated by systematically inculcated sex instruction from early childhood on.

Again the only controlled experiment which can be used as an example is Sweden which has had the "panacea" for over twenty years - 10 optional and 10 compulsory. I refer again to Mrs. Linner's book, Sex and Society in Sweden. The following facts are significant:

1. A skyrocketing VD rate especially in the 15-19 year age group. Gonorrhea increased 74% in the eleven year period from 1954 to 1965. During the same period syphilis rose over 200%.

2. Very high illegitimacy rate. Some 35% of Swedish brides marry pregnant.

3. Extremely high divorce rate, 1 out of 6, which approaches the United States rate of 1 in 4. Yet Swedish marriage age is one of the world's oldest, a factor which normally reduces incidence of divorce, and United States' marriage age is one of the youngest which normally increases the incidence of divorce.

4. Teenagers extensively practice coitus, yet one-third never use contraceptives in spite of sex indoctrination from first grade, compulsory contraceptive instruction in all schools from age 14, and distribution of free contraceptive information and devices by the government.

The U. S. News and World Report of February 7, 1966 indicates:

1. Gonorrhea and syphilis are more widespread in Sweden than in any other country in the civilized world.

2. Reported rapes rose 55% during the two year period.

3. Drug taking has risen wildly among Swedish school children over the past few years.

The Plainfield Courier News of May 31, 1969, reports: The teenage suicide rate in Sweden is the highest in the world.

And Mrs. Linner's book, again, at page 37: "It is not scare propaganda but a fact that teenage suicide is often rooted in pregnancy."

The foregoing facts would seem to indicate the sickening failure of a fundamentally distorted concept. Yet Mrs. Linner is convinced that the negative facts merely indicate that there is much work yet to be done; that her nation is on the right course; that they must continue plowing new grounds, presumably toward some transcendental social good. The sociological panacea, meanwhile, has far from materialized.

It is fashionable for the proponents of public school sex-instruction programs to label all opponents thereof as reactionary, ignorant, extremist, or some such other unflattering characterization. This, however, is not the case. An impressive number of psychiatrists, psychoanalysts and other medical personnel are opposed to systematic pre-adolescent sex instruction in schools, particularly prior to ten or 11 years of age. Thereafter, they would approve only of very sensitively imparted information, in separate classes for girls and boys, regarding the biological changes which occur in both sexes during adolescence. They point out that there is a latency period between ages 5 and 11 in every human being's life when his sex drive is sublimated to the building of other facets of his personality; to the internalization of parental moral values and cultural attitudes;

to dreaming of being a hero and learning to be a man, or woman. Premature detailed sex instruction, according to these experts, can cause profound personality disruptions and learning disabilities by unnaturally stimulating sexual excitement and anticipating the anxieties characteristic of adolescence, in a still unformed and vulnerable personality. I refer you to writings of:

Dr. Melvin Anshell - Los Angeles - Psychiatrist

Dr. Rhoda Lorant - New York - Child Psychoanalyst

Dr. William B. McGrant - Phoenix - Psychiatrist

Dr. Max Levin - New York - Psychiatrist

Dr. Natalie Oburne - San Francisco - Psychiatrist

Dr. Michael J. Khlentazos - San Francisco - Psychiatrist

Dr. Karl M. Brenner - Orange County, Cal. - Physician

Dr. C. J. Trimbo - Amsterdam, Holland - Psychiatrist

I would also commend your attention to:

Dr. Benjamin Spock - Pediatrician - article in Redbook, November 1968 and January, 1969.

Dr. Frank J. Ayd, Jr., New York - Psychiatrist

The Association of American Physicians and Surgeons - Resolution 8, adopted April 12, 1969 by the House of Delegates opposing sex education in the public schools.

The recurrent theme reiterated by these experts is that each child develops at his or her own rate; that a child best sets the pace for his own sex instruction by his own questions; that all questions should be answered immediately and honestly without great emphasis on the physical details of coitus, conception, gestation and birth; that the place for

proper sex education is in the home by the parents; that if parents feel inadequate to impart sex information to their children they should take the time to go to the library and take out and read one of the plethora of books on the subject.

In conclusion, the Concerned Parents of Bernards Township opposes the introduction of pre-adolescent sex instruction programs into the public school system on the grounds that,

1. Teaching sex in a purely secular context violates established religious moral precepts and creates a crisis of conscience for many if not most of our citizens.

2. Teaching of sex in a purely secular context will bring about a clash of parentally inculcated and school inculcated values, causing familial divisiveness, and undermining of family stability and entails a gross invasion of familial privacy.

3. Systematic sex inculcation into young children does not reduce venereal disease, illegitimate pregnancy, immorality, personality instability, incidence of divorce - if anything, it increases these social ills.

4. As evidenced by the opinion of a number of highly qualified medical experts, systematic inculcation of sex instruction into young children interferes with the normal latency period, distracts them from the building of other facets of their personalities, results in an over-sexualization of the young, often causing profound personality disruptions.

I thank you. (Applause)

SENATOR HIERING: We asked previously that there be no clapping, that there be no noise in the Chamber. Let's not have this happen again on either side, if it does, we are going to have to clear the gallery and just have the witness in here and the Committee.

Now, are there any questions?

ASSEMBLYMAN EWING: I would like to ask Mrs. Sayer, what does your group think of teaching sex on a voluntary basis?

MRS. SAYER: I think that would be less objectionable. But, there again, Mr. Ewing, it would depend entirely on how this subject was to be approached. I think specifically we object to an integrated program in every subject and, specifically, at too early an age level. I think it's too much to expect of any teacher and I understand, from listening to Mr. Marburger, that many of them have not had any instruction which seems to me to approach the matter rather like putting a man in the driver seat of a car with no education as to how to operate the car.

We would not object to a type of sex instruction program begun at the secondary level with a single teacher in sexually separate classes and the option of the parents being able to say yes or no, and having viewed the program before it is put in.

SENATOR HIERING: Anything further?

SENATOR DEL TUFO: Would you object to the Department of Education preparing a sex program on a state level and making it available to the different school districts if the

Board of Education of that particular district wants the subject taught in the schools?

MRS. SAYER: I don't believe that anybody can want to have something forced down their throat. What I said before, if the program is available to the parents to view, if it's State recommended, that's not an objection. I don't think I understand your question.

SENATOR DEL TUFO: I don't think you understand my question. I say, would you object to the State Department preparing a program and making it available to any district that would want the subject taught?

MRS. SAYER: No.

SENATOR DEL TUFO: Did you understand my question?

MRS. SAYER: Well, you mean, do I object to the preparation of the program?

SENATOR DEL TUFO: That's right.

MRS. SAYER: No, I question there again any research that was done as far as the need for such a program was concerned and apparently no study was made. He referred to some few parents that felt they might use a little help.

SENATOR DEL TUFO: I have no fixation as to what I would want done. I'm probing just to guide myself accordingly.

MRS. SAYER: Yes, I understand that.

SENATOR DEL TUFO: Thank you.

SENATOR HIERING: Anything further?

SENATOR DUMONT: Mrs. Sayer, I take it that the Bernards Township Board of Education made no study in Bernards Township

prior to the introduction of the course there.

MRS. SAYER: No. They have said not. The implementation of the program was started as a recommendation from Mr. Marburger. As far as any need or advisability of the program in our Township, or any statistics which would indicate a serious crisis in the social area, nothing like that was done. As a matter of fact, our Committee did call the Public Health Department to find out if indeed we had an extreme rise in venereal disease or illegitimacy in the Township and we were very fortunate in obtaining the information that out of 140 births in Bernards Township one was an illegitimate birth. There is no recorded VD case in Bernards Township.

SENATOR DUMONT: Do I understand then that actually the Board started this --

MRS. SAYER: As a recommendation.

SENATOR DUMONT: -- at the recommendation of Commissioner Marburger?

MRS. SAYER: That's correct, and for no other reason.

SENATOR DUMONT: And it did not start from the Board itself to the State Department.

MRS. SAYER: No, it started with Mr. Marburger's recommendation.

SENATOR DUMONT: Well, I would commend you, Mrs. Sayer, on a very well researched and excellent statement.

MRS. SAYER: Thank you very much.

SENATOR HIERING: Anything further?

Thank you, Mrs. Sayer.

I would like to report that Assemblyman Coury has

joined us. He is over to my far right, in the rear.

Next we have a representative from the New Jersey Education Association.

M A R V I N R. R E E D: Good morning. I am Marvin R. Reed, Director of Communications for the New Jersey Education Association which has over 65,000 public school teacher and administrator members. What is taught in the schools - and how curriculum decisions are made and implemented - are of compelling interest to our members.

I would like to ask and answer some basic questions about sex education.

1. Why have sex education?
2. Why have it in the public schools?
3. Why the current uproar over sex education?
4. What should be done to assure fair treatment for the entire public?

We believe the need for sex education is obvious - to reduce divorce, pregnancy among unmarried teenagers, and venereal disease; to eradicate myths, fears, and misconceptions; to give children in our society preparation for an adequate family life.

Why have sex education in the public schools?

Basically because the public wants the school to do the job.

National surveys have consistently shown that most adults want sex education taught in the public schools.

Few parents argue with the premise that their children should learn the facts of life. The real argument is how to do this well.

Knowledgeable and enlightened families often do instruct their own children about sex, but many parents have traditionally sought outside help. In the past, this responsibility often went to the clergy and the physician. The clergymen took care of the moral questions and the family doctor answered the physical inquiries - when someone asked. Our society has determined that it has too many sex-related problems to depend entirely on whether someone develops enough courage to ask personal questions. Too much goes wrong from ignorance. It is understood that basic sexual knowledge should be available to all youth at the appropriate points in their development. When there is general need, society naturally considers its public schools to be the best means of reaching everyone.

Basic sex education has been taught in public high schools for decades, usually in courses called Health, Hygiene, or Family Life. For years, pressures have been rising for the schools to expand sex education. But, because as with any subject considered "touchy", some school authorities resisted. Then, in 1960, the Sixth White House Conference on Children and Youth urged that "the school curriculum include education for family life, including sex education." Thereafter, endorsements came from a number of organizations, UNESCO, the American Medical Association, the American Social Health Association, the National Education Association, the National Congress of Parents and Teachers, the National School Boards Association, the U. S. Office of Education, many state education departments, the National Council of Churches, the YMCA, the YWCA, the Synagogue Council of America, and the

Catholic Conference. With widespread support, school boards throughout New Jersey and the nation have expanded or considered new sex-education programs.

Why the current uproar?

This year, an organized movement spread to New Jersey and at least 34 other states seeking to halt all sex education in the public schools.

Self-serving groups have fanned public emotions with claims of promiscuity, experimentation, smut, and immorality. Printed materials from as far away as California have appeared in New Jersey. National organizations, such as the John Birch Society, try to attach sex education to the "Communist conspiracy" to ruin American youth.

Such "conspiracy" claims have no basis. But, since a "sex" label obviously helps arouse public interest to any issue, anyone in education must be certain that developments in sex education give fair and objective consideration to all public interests.

What should we do to assure fair treatment?

Since sex education is a public matter, the general public should decide, through their representatives on the school board, what is the most appropriate approach to sex education in the public schools. The local school board is the body empowered to make decisions about public school curriculum.

School boards can turn to representatives of their teaching staffs and their community for guidance and advice. Teachers, parents, clergymen, and physicians, for example,

should all be involved in proposals for instituting, changing, or expanding sex education programs.

But, in turn, when various points of view and interests are consulted by the school, each has an obligation to respond in as objective a manner as possible. The school is interested in securing general consensus on basic facts. Its goal is to combat ignorance and misguidance among youth. The school's sex education program is not a forum in which divergent sects and opinionated groups fight out their differences. Anyone involved should respect the school board's interest in finding the best methods to transmit adequate information to students based on local problems and local needs.

A school board should not be swayed by any single organized group, whether composed of members from one particular sect, one civic organization, or one political wing. This is especially true when any one organization tries to compensate for its lack of numbers by resorting to emotional arguments or personal attack.

More importantly, the State Legislature should not be stampeded by hysterical pleas from a small segment of the public to enact unwise legislation on sex.

Our public schools operate most efficiently when local boards of education, which are best able to involve local interests, retain jurisdiction over curriculum decision-making. The State Department of Education has acted wisely in providing guidelines and consultants to assist local schools. The Department has not been dictatorial about sex education.

NJEA believes that the best interests of education

will be served if the Legislature continues to respect this position of the State Board of Education and the State Department of Education. Allow these designated agencies to continue operating in an advisory manner.

Our American schools must continue to be free and responsive to the public. Curriculum decisions, on sex education or on any other subject, should not be made by legislation or be subject to legislative interference.

SENATOR HIERING: Are there any questions?

ASSEMBLYMAN KEAN: Your organization represents the vast majority of teachers in this State?

MR. REED: That's right.

ASSEMBLYMAN KEAN: Do you believe that it requires special training to conduct courses or to give information on sex in the classroom?

MR. REED: It depends on which type of thing you are talking about. If you're talking about a detailed course that might be given in a secondary school on health that becomes quite concerned about physiology and sex and emotional health questions and those issues, I would say yes. If you are talking about the kinds of things that are presented in the elementary grades, which have to do with family living and the natural development of family life and family values, this is the kind of thing that would be part of the regular preparation of elementary teachers and I think can be incorporated into the kind of training they get for regular teaching and does not have to be done in a course or certificate requirement labeled, per se, sex education.

ASSEMBLYMAN KEAN: Did you say should be incorporated or is incorporated?

MR. REED: In terms of --

ASSEMBLYMAN KEAN: In terms right now of the training of the elementary teachers.

MR. REED: Of elementary teachers? I always say should be and I would assume to a large extent is but that would have to depend upon the various institutions that prepare our teachers and just what the courses have been doing.

ASSEMBLYMAN KEAN: I am just speaking because I'm supposed to be a trained teacher and I never had any of this instruction. Do you believe the majority of schools now have this, the majority of teacher training schools or teacher preparatory programs, do they now include something of this nature?

MR. REED: They probably include something. In order to handle it as well as might be proposed in the State Department guidelines, they would probably have to reassess what they include in their courses too.

ASSEMBLYMAN KEAN: You start off on an elementary level, I'm sure, in the discussions, and you mean to keep it there. But if, as has been proposed in a number of guidelines that I've read, - I don't think the State guidelines but others - every question should be answered openly and frankly then this has to go further, doesn't it?

MR. REED: If the school were going to adopt that philosophy that any person in school should be prepared to answer any question that might be asked by any child at any

moment, then everybody in that school would have to have very expensive preparation for all the possibilities that might come up, if you were going to adopt that approach as your school philosophy.

ASSEMBLYMAN KEAN: So you would recommend or you believe certainly that if questions dealing with intimate kinds of family problems came up probably that teacher should not answer that question but should refer it to a trained person.

MR. REED: If the teacher doesn't feel adequate to answer the question certainly it should be referred to someone.

ASSEMBLYMAN KEAN: But sometimes the people who think they feel adequate are some of the worst to answer those kinds of questions.

MR. REED: Yes, that's a problem. We have that problem in every subject in the school.

SENATOR DUMONT: You mention here in the first page of your statement that this should be available, that is sexual knowledge, to the appropriate points in their development. Now, do you consider, representing the NJEA here today, that pre-primary or kindergarten is the appropriate point?

MR. REED: Appropriate point to answer what?

SENATOR DUMONT: To impart basic sexual knowledge - should be available to all youth at the appropriate points in their development.

MR. REED: There are certain appropriate things that

at the level of nursery school children and kindergarten children that have to do with what we call basic family relationships and their interest in themselves as boys and girls, and so forth, that would naturally come up, and I think that's outlined in the guidelines, the level of what we are talking about here. We are not talking about in the pre-school nursery of giving some elaborate chart type of instruction on detailed anatomy; we're talking about the fundamental kinds of questions about children, their role in the family, the respective roles that fathers and mothers play, and we're not talking about detailed descriptions of intimate intercourse with nursery school children, and that's what the guidelines talk about.

SENATOR DUMONT: Well, for example, before the hearing started today, we were shown a book which, as I recall it, is entitled How to Make Babies, with pictures in it. Now, do you think the proper place to start that, for example, is in pre-primary or nursery school?

MR. REED: Well, I don't know which book you are talking about.

SENATOR DUMONT: Well maybe you ought to get familiar with some of these things.

Now, in addition to that, does the NJEA, with your 65,000 members, - do you provide or sponsor any workshops for teachers in regard to teaching sex education?

MR. REED: We ourselves have not sponsored workshops, per se. There have been meetings at our convention that dealt with the topic that these various groups in the state

have sponsored, but particular workshops have generally been the province of the various colleges and universities in the State and usually have been organized under their auspices.

SENATOR DUMONT: A great many of the teachers in New Jersey or any other state, as far as that goes, are relatively recent graduates or completely recent graduates from college, and you don't conduct any workshops depending upon the development of these teachers, whether they are single or married or whether they've been at it in the first phase or first year of their instruction or several years later, you don't do anything about it.

MR. REED: Our organization does not but I assume that there have been workshops in some local school districts as in-service programs, and there have been workshops and institutes at colleges that have been available to teachers.

SENATOR DUMONT: Well, you're assuming that but you don't know it.

MR. REED: No, there have been.

SENATOR DUMONT: All right. Now on your last page you say the State Legislature should not be stampeded by hysterical pleas from a small segment of the public to enact unwise legislation on sex. Do you mean by that that we should not be stampeded by what you refer to as a small segment to enact unwise legislation against sex instruction?

MR. REED: Either mandating sex instruction or mandating that there not be sex instruction.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Anything else?

ASSEMBLYMAN EWING: Mr. Reed, did Dr. Hipp go over this release with you, this statement? Is this his statement that you are making for him?

MR. REED: Well, in general terms, I think, not in detail.

ASSEMBLYMAN EWING: But these are his complete thoughts.

MR. REED: I think that he would probably --

ASSEMBLYMAN EWING: Did he see this?

MR. REED: He's been away but we have talked to him about it.

ASSEMBLYMAN EWING: But you say, "Why have sex education in the public schools? Because the public wants the school to do the job. National surveys have consistently shown --" What surveys did you have done in New Jersey?

MR. REED: No, we're talking about the general national surveys and the national trend which would show that by and large public opinion supports this.

ASSEMBLYMAN EWING: But you have nothing relevant to New Jersey.

MR. REED: I don't know of surveys that pinpoint New Jersey per se.

ASSEMBLYMAN EWING: Now over to question 3 - you talk about self-serving groups and among them you mention the John Birch Society, etc. You say, "Such conspiracy claims have no basis." What basis do you make that statement on? Have you investigated that?

MR. REED: I see no reason why the people that have been involved in sex education institutes and programs and on

study committees should be claimed to have been engaged in the Communist conspiracy and intent on corrupting --

ASSEMBLYMAN EWING: I mean, do you have any facts or knowledge of this. That's all I'm asking. Did Dr. Hipp have any knowledge of this? I mean, did you make an investigation?

MR. REED: There is nothing to indicate that their connections or their motivations in any way relate to what we would normally call the Communist conspiracy.

ASSEMBLYMAN EWING: Well, would you give me the data that you have backing up that claim then? You must have done some research in order to make this particular statement in there.

MR. REED: You mean on the Communist connection?

ASSEMBLYMAN EWING: You say, "Such conspiracy claims have no basis."

MR. REED: Well on the basis of our knowledge of teachers in general and the kind of people in our schools we see no connection between them and the Communist conspiracy.

ASSEMBLYMAN EWING: But you didn't do any investigation?

MR. REED: We haven't done a poll of our members, or anything, to determine how many are engaged in that.

ASSEMBLYMAN SELECKY: Mr. Reed, do you believe the Legislature represents the public?

MR. REED: Yes, I think the Legislature does.

ASSEMBLYMAN SELECKY: Then how can you rationalize that belief with the last paragraph of your statement?

MR. REED: Well, the Legislature represents the public for the total State of New Jersey, but when we talk about

curriculum decisions we generally work on the basis that curriculum decisions are best made at a local level by local boards of education and our whole structure of education in New Jersey has been based on that premise, that it is best to make curriculum decisions in a local setting and a local context and that, by and large, the Legislature has not entered into the field of decreeing curriculum, saying what must be included in the curriculum and what must not and it's only in very few instances that this has happened.

ASSEMBLYMAN SELECKY: So, in other words, you're saying that we then do not represent the public, that your local boards of education represent the public.

MR. REED: Represents the local public and it's better that the local public makes local determinations of curriculum rather than the total public of the State of New Jersey, as represented by the Legislature, making a State-wide determination that one thing be taught in all schools in all places.

SENATOR HIERING: Anything further?

ASSEMBLYMAN COURY: Mr. Reed, I believe you stated that the local boards of education should make decisions regarding curriculum offers. Do you believe that such a controversial subject as sex education, which has aroused so much public interest, -- do you believe the local boards of education should perhaps provide backup statistical facts indicating the need before introducing such courses?

MR. REED: I think the general pattern is that a local board of education would delegate the study and the

development of whatever might be included in the curriculum to the kind of curriculum specialists in the schools, teachers in the schools and the kind of community involvement that I talked about, involving parents, clergymen, physicians and other people. And I would assume that a group that was doing this on behalf of a board of education in making its report to the local board would do this kind of thing and include it.

ASSEMBLYMAN COURY: In other words, you're saying that the local board of education would first present to the public in their area the specific need for such a course.

MR. REED: I think it should be in touch with the people in the area about the need of the course and just what the course is intended to do and what the course does do. A lot of our problems develop from misunderstanding of what is actually included and what is intended to be included in a local course.

ASSEMBLYMAN COURY: I believe you stated earlier, Mr. Reed, that in kindergarten class through grade 3 one of the subjects might be, or one of the comments might be related to the role of the mother and father in the family. Do you think maybe some of the comments made by the teacher might be contrary to what the parents themselves might feel about the role the mother and father play in the family?

MR. REED: Well, I think there you have to make a basic judgment in terms of our public schools in New Jersey and in the United States, if we basically feel that a healthy family life is an important institution in our society, then the schools have an obligation to in a sense projecting what is

normally perceived as proper roles of the mother and a father in a family and projecting these into the schools. Now it may entirely be that individual parents don't see this, that the father does not see any need or importance in being deeply involved in the family life, he turns most of the decisions about the children over to the mother and within a particular family that's the agreement. But that doesn't seem to be the kind of thing that normally we'd say is the proper balance or the proper roles in family life and I think our schools tend to project and tend to build up in children the kind of role that they might pursue and might perceive later on in their life, and they begin to do this at an early age so that they can see themselves as potential parents, as the breadwinner in the family, as the housekeeper in the family and mutual affection and these kinds of things.

ASSEMBLYMAN CORY: Do you believe that there may be a danger in having a teacher instruct a child as to what is proper and if the conditions at home are contrary to what the youngster is being taught this, therefore, might present a conflict to the youngster's mind as to whether or not his mother or father are assuming their proper function.

MR. REED: We have many problems in school and particularly because it often affects the learning ability of children, when children come from homes where there is not strong family ties and strong family attachments. And when this occurs in individual children it does become a concern of the teacher because it affects, often, that child's ability to learn, and I don't think a teacher would just make

one statement to a child and then let it go at that. The teacher is aware of the fact that that child comes from a broken home or he comes from a home where there are tensions in the family that the teacher must obviously do more than just make statements that the ideal way is such and such. The teacher has to look for compensating ways in the school and in the classroom, whether that means certain more attention that the child isn't getting at home taking place in the classroom and in the school.

ASSEMBLYMAN COURY: All right. I won't take up any more time because I know there are a lot of people waiting.

SENATOR HIERING: Anything further?

Thank you, sir.

MR. REED: Thank you.

SENATOR HIERING: Next, the Rev. Thomas F. Dentici.

R E V. T H O M A S F. D E N T I C I: I am Father Dentici, Family Life Director of the Diocese of Trenton and this morning I am speaking on behalf of all the Family Life Directors for the State of New Jersey, that would be the Family Life Directors of the Archdiocese of Newark, Diocese of Paterson and the Diocese of Camden. Also, as you perhaps see in your guidelines, I was invited to sit in as a member of the Committee that put together the guidelines.

I would like to make some comments, first of all, about the guidelines and the implementation.

As you will notice in the guidelines, it was strongly suggested that if there was going to be any sexual education program whatsoever it would have to flow from a community basis;

that the parent had the primary right; and that the right of the parent, the moral attitudes, the religious attitudes of the community could not be trampled upon. Now this was, this is my basic concept. This was the force of my contribution to the Committee report.

I would like to state at this particular time that I am very much disappointed in the way in which, not in all but in some of the local school boards, these guidelines were implemented.

As you heard from one of the witnesses already, I very much know because as you gentlemen have received a great deal of mail and telephone calls I, likewise, in my position in the diocese, have received much mail, many telephone calls and many personal visits concerning the implementation of these guidelines.

I think first of all what was forgotten was that it is true that some parents do not give sexual education but to hop from that particular premise to the decision, therefore, that the schools must take over, is not a very quick hopping. There is a great deal of thought, a great deal of investigation that must go into it.

I do agree, and I can only speak here for the Catholic parents, that many Catholic parents do not give sexual education to their children. Also I have found in the implementation of these guidelines many times the community was not consulted, namely, especially the religious community. I say that this did not happen in every local school board because I have participated in some school board discussions,

some school board courses for teachers, some school board lectures for parents, in which they did wish to find out what the will of the community was, what the wish of the parents might be.

At this particular time, if you were to ask me, you probably will so we will get it in right here, - am I in favor? In speaking for the Family Directors, are we in favor of sexual education in the public schools? I don't see, gentlemen, how at this particular time it possibly can be done. It is all very well - we can speak about the fact that sexual education means the training of the whole person as he is, male or female, and that this does mean the inculcation of virtue, of moral attitudes, of proper religious orientation and proper psychological orientation, likewise. At the proper time, at this present time, given the school situation in which the school cannot teach theology, in which the school cannot inculcate religious premises as we speak of them as religious premises, I do not know how the school can give a thorough sexual education. Sex education without moral orientation, without psychological thought, we believe would lead to chaos.

I am not thinking that if you have a sexual education course you are going to lower the statistics on immorality or gonorrhea, or any of these things. This is a debatable question. You have all types of statistics to speak one way or the other. What we are basically interested in is a positive thrust, that a boy or girl arrives at the decision of their sexuality that they are male and female with the human dignity that Almighty God has given them and that with

the proper sexual education they can make proper decisions relative to their vocation.

I grant you, as I know from my office, as I know from marriage counseling, many of our boys and girls because of faulty or the lack of proper sexual education are making bum decisions relative to vocations, especially when it comes to married life. And I realize that we must give them sexual education. But I do not know at this specific time, and I've been asked this question many times at lectures I have given, - I do not know how we will be able to implement that in the public school at this present time.

I would suggest, and it is only our suggestion since what we can implement in the church you, of course, cannot always implement in the school; that it is the parent who needs education at this particular time; that we throw the thrust of all of our efforts to the education of our parents in each community; that we speak about what is sexual education. I think this is part of the basic problem. Many people do not know what sexual education means, on both sides of the fence.

Our parents are crying for help. I know this. We receive many requests in the office, both from parents of public school children as well as parents of parochial school children, from our own Superintendent of Education as well as local superintendents, that they are looking for help. How can you educate your child relative to sexuality.

So I would suggest at this particular time, what we are doing and what we intend to do in the fall, gentlemen, the Roman Catholic Bishops of the State will be issuing a pastoral

statement on sex education and the thrust of that statement will be that we will be turning our forces to the education of our parents, and that working with our parents in the community, that is the parents working together with their ministerial group, with their churches, then they will have to make a decision - will they be able to go into the school, what can the school do for them.

I think there is another point that has got to be considered. You asked questions about the content and the training of the teacher. Now you can give a very good training course and you can likewise be very solicitous about content. I think there is a more important thing that enters into it, the attitude of the person, their whole attitude toward sexuality, their whole attitude toward this orientation both psychological and religious. This is not just a consideration, gentlemen, that public schools have to worry about, we've got to worry about this in our parochial schools too. So, likewise, we would move very slow in putting a program into the parochial school before first having worked with our parents and then definitely with our teachers. Curriculum would be the last thing we would have in mind to work on.

I would like to answer whatever questions you have and also, at this particular time, offer you, in speaking for all the Family Life Directors of this State and all that we have at our disposal in the Family Life Bureau, whatever we can do to assist, whatever programs you might decide to suggest to the Board of Education, we would be willing to work with

but understanding clearly that our main concern is the parents, how to help the parents educate their children, as well as community involvement, and that we would divorce ourselves entirely from any sexual education course that did not have proper moral and psychological orientation. This I believe is the thrust of the interfaith statement, although in the interfaith statement they speak of the fact that the schools can be of service. There are conditions added there, namely, the moral values, the psychological orientation, that at this particular time I don't think can be fulfilled in our schools. And there are two other things, our teachers have not yet had sufficient training at this particular time; also, this has become such a means of divisiveness in many communities, I don't think it is worth the trouble that it is causing parent fighting the parent, a credibility gap caused between the local board of education and the parents, the children thrust in the middle,- I don't think the value is worth it at this particular time to go full-steam ahead with sex education in the public schools.

I would reiterate, let's work with the parents and the context of the community and then let them decide if at all the public school can be of help to them.

SENATOR HIERING: Thank you, Father.

Are there any questions?

SENATOR DUMONT: Father, in the curriculum of the Catholic Schools in New Jersey, the Trenton Diocese and any other diocese, do you at this time or do you not have any sex education courses?

REV. DENTICI: We have some pilot programs, Senator, and most all of these pilot programs start at the 5th or 6th grade relative to the onset of puberty. But there are very few pilot programs. We have none at this particular time, that I know of, in our Diocese. In the Archdiocese of Newark they have had some pilot programs. Paterson was thinking about it but at the time of this controversy has let it go. Camden has done nothing, as far as I know, at this particular time.

SENATOR DUMONT: But whatever you have does not go any lower than the 5th grade, is that right?

REV. DENTICI: At this particular time, that I know of, no. To sort of fill out in answer to your question, Senator, there is a coordinating committee formed now concerning sex education in the province of New Jersey, that is the Roman Catholic Province, and on this committee at present are all four Superintendents of Education, all four Family Life Directors, all four Confraternity Directors, on how to implement sexual education in the Province. And, as I mentioned, in my testimony, the main thrust will be with the parents.

In this Diocese, as perhaps you might or might not know but there has been sufficient in the papers, we have been going around the Diocese speaking to parents; we have held lectures for them, lectures given by religious, by psychologists, by doctors and by parents, for parents on how to educate their children.

SENATOR DUMONT: Now the teachers who do teach in these pilot programs, does your church provide any special training of them before they teach?

REV. DENTICI: Yes. If they are going to teach in a pilot program, yes. There are certain things we're interested in, to reiterate, not just the training relative to methods, relative to content, but also attitudes. This is the biggest thing and this is the thing that is going to be one of the focal decisions on whether at all we will be able to implement this across the board even in our own particular schools. There is a great deal of training and discussion and reorientation that has to go into this.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Anything further?

Thank you very much, Father.

Next, Dr. Harold I. Lief.

H A R O L D I. L I E F: Gentlemen, I am President of SIECUS. I left my horns at home this morning. For further professional identification, I am Professor of Psychiatry at the University of Pennsylvania; Director of the Marriage Council of Philadelphia, which is one of the oldest marriage counseling agencies in this country; and Director of the Division of Family Study at the University of Pennsylvania. I am also Director of the Center for Sex Education in Medicine. My particular interest over the years has been in the sex education of medical students and physicians. And I have been, I hope, instrumental in increasing the quantity and quality of sex education in the medical schools of the country.

Because of this professional interest, I was invited to join the first Board of SIECUS in 1964 and at the present

time I'm President.

Now a member of the Committee called me yesterday and I thought that I would be here primarily to answer questions of the Committee. If it would be helpful to the Committee, I have a statement, not my own but one that deals with this whole issue, prepared by Luther Baker of the State of Washington. I would leave it up to the Committee whether I read this statement or answer questions of the Committee.

SENATOR HIERING: Doctor, if you will submit the statement we will make it part of the record and then we would prefer to have you make some general statements and question you. You might sum up briefly what the statement contains. (For statement - see P. 133-A)

DR. LIEF: Well the statement is entitled The Rising Furor Over Sex Education, and it was published in June, 1969, and the author is a Professor of Family Life at Central Washington State College, and it deals with the attempts by certain right-wing groups, notably the John Birch Society and the Christian Crusade, to capitalize on the whole controversy over sex education.

I think these particular groups, especially the Birch Society, make no bones about the fact that they're attempting to use this to achieve some political capital and their goal seems to be the control of the public school systems in the country. (Boos)

Over and over again the same groups are fighting bond issues, they fight the support of public school systems, they try to elect their particular representatives to local school

boards, and this seems to be the long-range goal of these particular groups.

Now there are many, many concerned parents who are apparently swallowing some of the propaganda put forth by these groups and their concern, and they have a right to be concerned and they should be concerned about the quality of sex education in the schools. I have no quarrel with that. I support that because no one is more concerned about it than we are at SIECUS.

Now there are, I guess, a number of groups in the country. There are the people who are in these extreme groups that only measure a few tens of thousands in the country and then there are other thousands of parents who are confused and concerned about the issue, and then there are other people who feel very strongly that some form of sex and family life education belongs in the schools.

All of the polls indicate that the majority of parents are for sex education. The Gallup Poll indicated that seven out of ten Americans are for it. A recent poll in New Orleans, despite the recent action of the Louisiana State Legislature, indicated that 90 percent of the people in New Orleans are for public school sex education.

So I think this is what we're facing. We are facing a very well organized attempt on the part of certain extremist groups to capture concerned parents and make political capital of this.

Now the statement that I have then discussed is not only these developments but then SIECUS's role in it and

there is a description of who forms the vociferous opposition and how should educators react. These are the main captions. And finally there's a list of the organizations on record as supporting sex education. I might read those because I think this should definitely not only be in the record but should be known to everybody interested:

American Association for Health, Physical Education and Recreation.

American College of Obstetricians and Gynecologists

American Medical Association

American Public Health Association

National Association for Independent Schools

National Congress of Parents and Teachers

National Council of Churches of Christ in the U.S.A.

National Education Association and American Medical Association Joint Committee on Health Problems in Education

National School Boards Association and American Association of School Administrators

National Student Assembly, YMCA & YWCA

Sixth White House Conference on Children and Youth

Synagogue Council of America

United Nations Educational, Scientific and Cultural Organization, or UNESCO

United States Catholic Conference

United States Department of Health, Education and Welfare through the U. S. Commissioner of Education

This indicates the widespread support for sex education. Now, I think there are a number of issues that I might devote myself to. Since there were so many distortions and misrepresentations in the statement of the lady from Bergen

County, I ought to deal with the role of SIECUS in these developments and then say something in general about sex education in terms of the Committee's interest.

I believe the lady said that SIECUS's aim was to sneak in sex education. Nothing could be farther from the truth. I think they took the statement from Dr. Kirkendall that was - I'm not familiar with it but it was probably taken out of context, as many of these are. It certainly does not represent the philosophy of the Board of Directors of SIECUS.

Incidentally, the Board of Directors of SIECUS is composed of 50 individuals. There are physicians, clergymen, representing each faith, social scientists, educators, psychologists, and interested communications experts and businessmen.

Now SIECUS is a consultant agency. It comes into a community only when invited. It comes in and believes that it is absolutely essential that all interested groups in the community be involved in the preparation of the sex education program, that it is a terrible mistake to try to introduce sex education in any school system without the parents previewing the materials and the cost content; the parents must go over these materials and that this must be a co-operative venture among the parents, the clergy, the teachers and school administrators, physicians and the local bar association, if they're concerned.

So this is the whole philosophy of how we approach a community. We do not go in except by invitation. And the idea that we would try to sneak in a sex education program

in a community is utterly and totally absurd.

Now I think that the role of SIECUS, as expressed by this lady, that we're some kind of sinister force behind the sex education movement in the United States is another ridiculous statement. Perhaps I ought to be flattered by that kind of allegation, but the fact is that SIECUS has rather minimum resources, we have probably worked in 100 or 125 communities in the country and there are thousands of counties in the United States. The sex education movement was growing long before SIECUS was formed and the development is the result of some social forces within the country. And the best that we can say for SIECUS is that it has expressed the concerns and I think the need for sex education and through our communications perhaps captured some of the attention of the people of the country.

SIECUS's primary goals have been two, I think, in number. Aside from the collection of information and the dissemination of information, these goals have been to get across the idea that what we should be concerned with as citizens and parents and teachers is more than physical sex. We're concerned with what has been called sexuality, the broad aspect of male-female relations, and we are concerned that this whole notion and the importance of sexuality in the personality development be understood by parents and children alike.

We feel very strongly that there has been a very narrow concept of sex and it is this narrow concept of sex that is expressed by these extremist groups. They're talking

about physical sex over and over again when we're concerned with the broader aspect of male-female relations.

Second, I think we've been trying to get across the notion that sex and sexuality is healthy to decrease the feelings among still too many thousands of people that sex is sinful or nasty or dirty or ugly.

Those have been our primary goals. So there has been a great misunderstanding of the role of SIECUS in sex education.

The notion that SIECUS is somehow connected with some kind of Communist conspiracy is again totally absurd. It's funny and ironic because the Communists beyond the iron curtain say that sex education is a capitalistic plot to undermine the morality of Communist youth. So here we have an attack on sex education by both sides of the political spectrum.

I, personally, have nothing but utter contempt for any political belief system that promotes thralldom of the mind. I think the freedom of thinking and freedom of expression are the essences of democracy, and it is these things in which I firmly believe. And I can assure you that the Board of Directors of SIECUS share this particular viewpoint.

Now with regard to some aspects of sex education, the timing of it, the relevance of it, the appropriateness of it, let me say this - the lady from Bergen County said something about psychiatrists expressing the notion that the latency period indicates that we should avoid any sex education during the primary school years. The latency period is a

Freudian notion and was a part of the Freudian psycho-sexual development - scheme of psycho-sexual development, and it's really interesting to me that these extremists have taken over this particular point of view an aspect of Freudian doctrine which is completely neglected - or perhaps "neglected" isn't the right word - it isn't important because almost all psychiatrists do not believe in the latency period, they felt that this was a cultural phenomenon restricted to Vienna of 1890 and 1900, at that particular time. The latency period, at best, is relative to certain children under certain circumstances. We know that by the age of 12 - and I'll give you Kinsey's statistics and they have not been upgraded, they go back to 1930 - by the age of 12 forty percent of boys have had some heterosexual play; thirty percent have had homosexual play; at least twenty percent have masturbated; and fifteen percent have attempted coitus or sexual intercourse; and the percentage is only slightly lower for girls.

Now if you take certain groups in the community, certain indigent groups forced to be housed in situations where privacy, especially sexual privacy is non-existent, we find that children of five and six are making coital efforts, and by the time the children are 11 and 12 there are full-scale sexual activities.

I am reporting, for example, from a study of a St. Louis housing project. So that the whole notion of latency is discarded, cast aside by the vast majority of psychiatrists.

If you want some authoritative statement of this, I can turn to statements by two recent Presidents of the

American Psychiatric Association, Dr. Lawrence Kolb of Columbia University, and Dr. Harvey Tompkins of New York City. So that listing a half dozen or even a dozen psychiatrists who believe in this is absurd, it doesn't mean anything. As a matter of fact, while we're talking about the latency period, Freud postulated that the primary function of the latency period was to repress the incestuous desires of boys and girls for their parent, that this was necessary so that they would repress these impulses which arise before the age of five and six. Even granted this premise, if we were to grant it, it would indicate that sex education ought to be conducted in schools rather than by parents during this age period because sex education conducted by parents would only create a great deal of anxiety and work against the possible function of the latency period, if there is one.

So these are all very hypothetical kinds of arguments used to bolster the contention that sex education has no place in the school from kindergarten or first grade on.

Our whole point of view at SIECUS is that sex education is a total community responsibility, parents should be involved, of course, the schools, the churches and the professional associations that have a concern and interest in this whole area, and that there ought to be this cooperation among all these groups.

Perhaps this is enough of a statement and I would certainly be happy to answer any questions.

SENATOR HIERING: Gentlemen, do you have any questions?

SENATOR DEL TUFO: Our Chairman, in questioning a

previous witness referred to two books - both are Sexology books - and if I have this correct, members on the staff for the publication of this book, or some of them, are also members of the staff of your organization.

DR. LIEF: Well, that's almost correct, sir. The Editor of Sexology was a member - he no longer is, but was a member of the Board of Directors of SIECUS, not the staff but the Board of Directors; and 5 of 50 members of the Board have at various times been editors of Sexology Magazine. There is no official connection between SIECUS and Sexology Magazine, but since you bring this up I would like to take the time to read the portion of this statement that deals with this.

SENATOR DEL TUFO: To get back to my question, as I understand it, your organization is very interested in educating children, to prepare them to meet the sex life.

DR. LIEF: That's one of our interests.

SENATOR DEL TUFO: That's one of your interests. And yet your organization either permits or allows members of their organization to become part of these types of magazines.

DR. LIEF: Well that's why I want to read this, if I may, because this answers it very well.

"Another primary object of attack is the magazine Sexology. Since the managing editor of this publication and some of its Advisory Consultant Board or its contributors are SIECUS Board members, a 'conspiratorial interlocking directorate' is seen. SIECUS states clearly that board members serve as individuals and

not as representatives of their organizations. The SIECUS Board of Directors includes numerous professional people who also hold memberships in other national organizations. Several of these professionals have also contributed articles to Sexology. But since this magazine is labeled as 'pornographic,' contained 'pure smut,' it is deduced that the leaders in the 'newsex' desire to promote pornography in the schools.

"Sexology is not intended as classroom material, and has never been recommended as such by SIECUS. It was created a generation ago for a newsstand clientele. Its readers have been predominantly from the lower socioeconomic classes who do not normally take subscription magazines and who generally receive no sex education except that gained from hit-and-miss distorting sources. The purpose of the magazine has been to provide such people with wholesome and reliable sex information. The editors quickly found that these potential readers will select this magazine from the newsstand only if its covers and article titles have an element of provocativeness about them. But once he has purchased the magazine, the reader is provided with helpful, authentic information. The editors have experimented several times with using pictureless covers and sales have plummeted. At the present writing this is being tried again, but the evidence strongly suggests that the superficial provocative element is essential to the promotion of this basically academic publication. It is clear from the unending volume of questions and comments from concerned readers, most of whom point out that they have no other place to turn, that this periodical is serving a vital human need.

"Sexology has long since had its day in court. During its 35 years several legal actions have been taken against it, two of which have gone to trial. In both cases the magazine was judged not obscene. In a 1961 case a New Jersey justice in dismissing the charges said: ' Sexology deals with sex, but not in an obscene manner. The articles are written in a clear and scientific manner, without any suggestion of arousing prurient interest . . . The articles certainly serve a valid social purpose, being informative about sex, a matter of human interest and public concern. They are literary, scientific and educational. Prohibition of distribution of such a magazine would clearly be unconstitutional.'"

That's the end of the quotation and I will cite the action. That was Polack, Justice Stanley J. "State of New Jersey vs. Irving Fetter" - Indictment No. 319-58, August 5, 1961.

SENATOR DEL TUFO: This finishes the sex question for me. But I heard you mention before that the opponents who are trying to fight sex education in the school system are those that are going around and trying to influence board members on certain subjects, are going around and trying to elect board members to their liking?

DR. LIEF: Yes, that's what happens.

SENATOR DEL TUFO: All right. Is there anything wrong in their right to petition, their right to try to elect people who will be molded in line with their reasoning if these opponents are the leaders of that community?

DR. LIEF: No, sir. This is part of a democratic

process. Nobody can object to that. What I was doing was trying to indicate the long-range goals of these extremist groups. Nobody can object to putting up people for election on a particular school board.

SENATOR DEL TUFO: In closing, I served six years on the Newark Board of Education and I welcomed suggestions and criticisms from the community.

SENATOR DUMONT: Dr. Lief, do I understand that you are trying to allege that everyone who has some doubts about the propriety of sex education in any school, public, private or otherwise, either belongs to the John Birch Society or some other right-wing group?

DR. LIEF: No, sir. I apparently did not make myself clear. I said that there are plenty of concerned parents who, unfortunately, are influenced by the propaganda emanating from these groups. And I said earlier, but perhaps I didn't make it clear enough, that I welcomed this concern because I think parents ought to be concerned about everything that goes on in the school system, and in an area such as this I think they should be concerned. That's why I said parents should be able to preview materials that are incorporated in a school system; they ought to have the right of review of materials and the right to discuss with school administrators the content of courses and the quality of teaching. I think this is their right. I have no objection to that. All I was saying is, a lot of parents who are concerned are swept away, to a certain extent, by this kind of propaganda.

SENATOR DUMONT: Well, you talked about extremist groups, now I take it you do not consider your group extremists in any way.

DR. LIEF: No, sir, it is not, not in any sense. The Board of Directors, in terms of its political spectrum, would be - across the board we have some members of the board who are very conservative politically.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Any further questions?

ASSEMBLYMAN EWING: Yes. Dr. Lief, I want to thank you very much for coming up today.

DR. LIEF: Mr. Ewing, there is one thing, I know the time is late but one of the allegations is that SIECUS introduces materials, in certain places they talk about SIECUS materials. The only materials that SIECUS produces are its newsletter and study guides and a recent handbook, and these are for professionals, these are for teachers, for educators, doctors, social workers, family life educators, and the like, these are not meant for classroom use. So that's another false allegation.

ASSEMBLYMAN EWING: Thank you for coming up on such short notice. It has been very beneficial to have you here today.

How do you feel about sex classes being taught separately after school on a voluntary basis? Do you feel there is any worth to that at all?

DR. LIEF: No, I don't. I think that sex education ought to be part of the school curriculum and that it ought

to be introduced from kindergarten on. Now my feeling about this - now I'm not talking about physical sex, I'm talking about human relations education. And one of the previous speakers from the Teachers Association spoke to this point. And this is what we feel should be introduced early on. It's extremely important, of course, to find out what is appropriate and relevant, not only to each grade level, but for children from different walks of life, from different socio-economic circumstances with different styles of life and different experiences. And SIECUS is really in the forefront of those urging that we continue research and study to find out what is appropriate and relevant. And it is here that we go along with the parents that are concerned. There is certainly a core of truth in their anxieties about this but that doesn't mean that we should throw out the baby with the bath water. I think we can find what's appropriate and relevant sex education in order to deal with some of these social ills which have been stressed earlier today.

ASSEMBLYMAN EWING: In the advice that you give the communities that you go into, how strongly do you recommend that the teachers who are going to give these courses take courses themselves?

DR. LIEF: Very much so. It depends again upon the content of the materials. Where there is, let's say, emphasis at the junior high school level or at the senior high school level on the physical aspects of sex or on the moral aspects of sex - and may I digress? Over and over again the point

is raised that you can't teach sex because you can't teach morals. It's ridiculous. You cannot separate the teaching of sex, at least at a certain age level and beyond that, you cannot separate this value positions. And when the teacher goes over with the children or youth a variety of value positions, this is not religious doctrine, these are value positions and they've been taught this way for generations in this country already. This is nothing new. So I feel, in answer to your question, it should be early on; I think that teachers, whether it's the physical sense of sex or the value positions, need special training because these are very tricky things to deal with. And I think that teachers have to be comfortable with this subject. More important than the content, more important than curriculum aid, educational aid, is the comfort of the teacher dealing with this material. And if the teacher is uncomfortable, just the way the parent is uncomfortable, that child is going to pick up the anxiety and the guilt and his own anxiety and guilt will be augmented rather than reduced.

ASSEMBLYMAN EWING: On the New Jersey guidelines, has your Board gone over this guideline?

DR. LIEF: I don't know. Perhaps our educational consultant has, I certainly have not. I have not had the opportunity of looking this over. And, as a matter of fact, my particular interest has been in professional education. I've learned a lot in the last few years about education at the primary and secondary levels, but I cannot claim to be an educational expert at these levels. I'm learning all

the time.

ASSEMBLYMAN EWING: Well the individuals that go into the community, if they ask them, are they experts at the elementary and secondary levels?

DR. LIEF: Yes. Well, anybody that we would send to work with a community - Esther Schultz, for example, who has been, is a Ph D, a graduate of Teachers College at Columbia, and she is the Educational Consultant for SIECUS.

ASSEMBLYMAN EWING: Thank you.

SENATOR HIERING: Anything further?

ASSEMBLYMAN COURY: Dr. Lief, are you a medical doctor?

DR. LIEF: Yes.

ASSEMBLYMAN COURY: Therefore you profess an expertise in your area of acting as consultant in the medical profession.

DR. LIEF: At least in certain aspects of the medical profession.

ASSEMBLYMAN COURY: In the role of providing consulting service for schools on the issue before us today, I think you stated you're learning.

DR. LIEF: That's correct. I think everybody is learning.

ASSEMBLYMAN COURY: We all recognize, of course, the reason why we are here, the importance of the sex education program that we're confronted with. You indicated in your report that the overwhelming majority of people, adults, are for teaching sex or sex education. Will this Committee be provided with the questionnaire you used for this poll?

DR. LIEF: This is a Gallup poll published in newspapers.

ASSEMBLYMAN COURY: Oh, it's a Gallup poll, what you're using.

DR. LIEF: Yes.

ASSEMBLYMAN COURY: Did you refer to a report made or a poll taken at a St. Louis housing project.

DR. LIEF: Not a poll, this was a study.

ASSEMBLYMAN COURY: A study. Well, was there a reason for conducting a study in a housing project? Would this indicate certain tendencies that might not be evidenced in other areas?

DR. LIEF: Yes. That report is in that handbook which is on your table, the SIECUS handbook.

ASSEMBLYMAN COURY: Then you're stating that perhaps different communities require different types of education?

DR. LIEF: Absolutely. There is an enormous variety from one community to the other. I think that the most the State can do at a state level is to set up certain guidelines. I think that each community has the task of deciding for itself what kind of sex education or family life education ought to be introduced.

ASSEMBLYMAN COURY: Then I believe you agree with a speaker previously that perhaps before a course be offered in a community that the parents be consulted first.

DR. LIEF: Absolutely. This has been a principle, number one, of SIECUS.

ASSEMBLYMAN COURY: To gain a parent's consent for such a course.

DR. LIEF: Of course.

ASSEMBLYMAN COURY: And if the parents don't agree and provide approval, do you believe the sex education course should be curtailed until such an approval has been obtained?

DR. LIEF: Well I would agree except that I would hope, since a lot of these groups opposing sex education are so well organized and those for it are not, that there would be some opportunity for all elements of the community to be heard on this question.

ASSEMBLYMAN COURY: Well this is the reason. In other words, we recognize that certain parents are for it and some are against it and some are indifferent, but if the majority of the parents in the community express their desire not to have a course provided or presented to them locally, do you believe there is any danger at all in offering a wrong type of sex education?

DR. LIEF: There is always danger in offering the wrong type of sex education. Let me state this, that anything that has a chance to be helpful, to be beneficial for a child also has the potentialities of doing harm. Anything that can influence, that has any power over human behavior, has the power to do harm. So it has to be well thought through.

ASSEMBLYMAN COURY: I would like to ask one more question and that's all. Questions have come to me from my constituents, say in Middlesex County, and I can't answer this, maybe you can, that is if any subject, regardless of whether it's sex, any subject that the parents have strong feelings about, and if a course is offered them or comments are made that are contrary to the parent's belief, would

this be a danger for the family?

DR. LIEF: You mean, let's say a course in math, physics or social study, something like that?

ASSEMBLYMAN COURY: Yes, that's right. In other words, if a parent has a strong belief, in other words, of course, this just doesn't exist because math being a pure science very few people will contradict the courses offered in school, but such subjects as social studies --

DR. LIEF: You see, we run into a danger here that after all the educators and administrators have certain expert knowledge. It may very well be, and this is one of the difficulties of a democratic process, that the community, let's say parents, less well informed than the administrators and educators may object to a course of study which in the minds of the school people is an appropriate course of instruction. So this is one of the dilemmas of the kind of society in which we live. It's the conflict between expert knowledge and the public, public opinion. And over and over again in a democratic society we get hung up on the horns of such a dilemma.

ASSEMBLYMAN COURY: Well my observation, I believe, - from the comment, I'm left with the belief that this decision for sex education should certainly rest with people who are experts. The question is, how do you determine who the expert is in this field and, secondly, certainly the parents should be involved in this course of study or else perhaps serious problems can result.

DR. LIEF: That's correct. And certainly in this

controversial area that's correct.

SENATOR HIERING: Anything further?

Doctor, I note that Lester A. Kirkendall who is a Director of SIECUS has contributed to your handbook and written articles for it. I note that he is also on the Board of Consultants of Sexology, and there are other people who are on the Board of Consultants of Sexology who are also on the Board of Directors of SIECUS.

DR. LIEF: There have been five, sir, five such people.

SENATOR HIERING: Now your Board of Directors of SIECUS determines the policy of SIECUS, does it not?

DR. LIEF: That's right.

SENATOR HIERING: Do you see any objection to having people who are on your Board of Directors being consultants or being on the staff of this type of book, of Sexology, which many people consider smut, you may not and maybe somebody else doesn't, but many people do consider it smut. Do you think that you should have people on your Board of Directors or perhaps even a majority of your Board of Directors who are contributing to this type of magazine and serving on its staff and as a consultant?

DR. LIEF: It has not been a majority. I said that there were 5 out of 50 Board of Directors, and it's been more than 50 now because we have a rotating board so it's probably more, like 5 out of 75 or 80 people who have served on the editorial advisory staff or editorial board of Sexology. So that it certainly has not been a majority. These have been a few people and we feel very strongly that

we cannot dictate to our board members their other activities in their professional life.

SENATOR HIERING: In other words, you don't see anything wrong with these gentlemen serving on the board of directors?

DR. LIEF: Well I have personally never written for this magazine and I have refused to write for it but not because I don't think it has some social value, I think it has a great deal of value for the man on the street whose only access to appropriate sex information is through this magazine, but because of some of the connotations surrounding Sexology I haven't written for it. But that's my personal decision. We on the Board of SIECUS felt that we have no right to throw off these five people, not all of whom, by the way, are still serving on the Board, but we felt that we had no right to throw them off because they did some editorial work with Sexology.

SENATOR HIERING: Well, I might suggest to you and the members of your Board that you subscribe to Sexology and find out what's in it.

SENATOR DEL TUFO: Pursuing that further, where you said only 5, that sort of affects me. Now you take poison, you don't need a barrel of poison to kill you, just a couple of drops can do it. Now isn't five members enough to contaminate the good objectives that you have?

DR. LIEF: No, sir. I don't think this analogy is at all accurate. You might say that I feel so strongly in the professional judgment of the Board, some of whose members have been George P. Berry, the long-time Dean

of Harvard Medical School; Mary Bunting, President of Radcliffe; and others of that sort. I think sufficiently in the professional integrity and judgment of the Board to be able to immunize any emanations coming from these five allegedly poisonous people. Actually these people have in no way damaged the principles and the policies of SIECUS. There has been no conflict in terms of their actions between their position on the Board of SIECUS and their work for this magazine.

SENATOR DUMONT: Doctor, was Mr. Kirkendall associated with Sexology at the time he got on your Board?

DR. LIEF: I believe so, yes.

SENATOR DUMONT: Well, when you elected him then you knew about his background, did you not? How did he get on your Board except by election of the other Directors?

DR. LIEF: Right.

SENATOR DUMONT: That's the only way anybody gets elected, isn't it?

DR. LIEF: That's correct.

SENATOR DUMONT: Do you examine the background at all of any director you put on?

DR. LIEF: Every one of them is examined thoroughly.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Anything else?

Thank you Doctor.

Next, Mrs. Rose Velella.

M R S. R O S A V E L E L L A: I wish to preface my statement by saying we are not an extremist group by any means and we are not influenced by any propaganda. We are parents whose prime concern is our children.

I am here today representing the many concerned parents of Livingston who are engaged in the current battle against Sex Education being taught in our schools. Our position is that premature and improper instruction in sexual technique and family living taught en masse in all grades of the school and the separation of sexual conduct from moral and religious concepts are immoral and unwise and can harm our young people irreparably and permanently and thereby weaken the family and the nation. It is gravely harmful to both individuals and society.

Each aspect of Sex Education should be dealt with when a child has the need and only the parents of that particular child could possibly know when that time has come. It is a parent's right and obligation to instruct his child as he sees fit according to the moral standards and religious values which prevail in his home. When the home has failed in sex instruction, only the children of that family are affected. When a school system fails, every child enrolled is affected.

We find this program, which is being taught in our Livingston schools, to be unnecessary, undesirable, amoral, degrading and detrimental to our children. We feel there is no need for this new unwholesome program since the subject has been part of our high school curriculum for many years and

was sufficient and good. The majority of the parents do not want the school to take over their responsibility in this area.

Funk and Wagnall's definition of amoral is "lacking in moral responsibility." Since God has been eliminated from the classroom and therefore morality cannot be taught there, can there be anything more lacking in moral responsibility than a course in Sex Education taught in our schools?

Degrading. [The definition is "humiliating."] Is it not degrading to have first-grade children climbing upon each other in an effort to demonstrate a mommy and daddy in the act of making a baby? Is it not degrading to be visiting a pet farm and have your children investigating an animal's genitals instead of appreciating the beauty of the animal itself? Is it not degrading to have your five-year-old explain to your guests, in technical terms, mind you, how to perform the sex act? Is it not degrading to have your sixth-grader define all the four letter words he learned in school, words which you have always taught him were crude slang words and not to be included in the vocabulary of a little lady or gentleman. Degrading? To say the least!

A detriment is something which impairs or injures or causes damage or loss. Therefore, I use the word "detrimental." Teaching any aspect of sex is a difficult chore. However, our Livingston school administrators are in such a rush to have this subject taught immediately, right now, so as not to be considered backward, we were told, that they have oversimplified teacher's preparation. A teacher, in carrying out his duty as "sex expert instructor," conveys not only facts

but his own attitudes. This can be very damaging as in the case of the high school teacher who thoroughly enjoyed telling his coed class about his sexual exploits in the navy. I have all this documented, gentlemen. Teachers have been instructed to use their own discretion. It was "teachers' discretion" which led to the following incidents: In the seventh grade at a Livingston Junior High School, the instructor decided it was absolutely necessary to write the number "69" on the black-board and define it as "oral genital relations" and as if that wasn't bad enough, went further to explain it in full detail. Sickening, isn't it? In the ninth grade at the same school another teacher wrote four-letter obscenities and also included the number "69". After defining the four-letter words just as astutely as the seventh grade instructor did, she added that the number "69" indicated "head positions." What "teachable moment" could the fourth graders at a Livingston Elementary School have indicated to prompt the teacher to show them a film intended for a higher grade? This caused one little girl to become so emotionally upset that she suffered with severe tension headaches and requested periodically to stay home from school. This was an "A" student who seldom, if ever, missed a day of school. Two doctors were consulted at different times and both diagnosed this case as being an emotional disorder most likely school related. We dare say that a teacher who would discuss sexual intercourse, ejaculation, homosexuality, why female breasts are attractive to men, sex operations - re Christine Jorgensen - and co-educationally viewing the films, "From Boy to Man" and "From Girl to Women,"

with ten- and eleven-year-old children, is definitely expressing her own attitudes toward sex.

You must admit that this program has been and still is detrimental to the children involved in the incidents just mentioned. One of these children is so fearful of returning to the Livingston School System that she continually begs her parents to send her to any other school rather than have her return to the schools in our town. Another girl is being sent abroad for her education rather than return to our Livingston School System. Is this not a crime?

This program of Sex Education in the Livingston School System has been from its very inception a detriment, not only causing harm to our youth, but also causing loss of confidence by parents in our educators since we felt that we had entrusted our children into the hands of competent teachers and have found since that we have been betrayed. Parents have been deceived by the school and representing clergy. I have the minutes here of our Sex Education Committee meetings and I will submit this to the Committee as part of their record. This is evident in the case of the ten-year-old girl used in a fifth-grade pilot program. When her parents realized what was being presented to their child, her mother objected vehemently to the principal. Receiving no satisfaction from him, she later met with her representing clergy, a member of our Sex Education Committee, and was told, "You are too late. There has been no feed-back." We feel the feed-back was deliberately withheld so that those who were aware of this program would believe that it was running smoothly. Gentlemen, we call this deception in

its most cruel form. There was definite loss of confidence in our educators by the parents of the tenth grader who was used in an experimental pilot class (co-ed, I might add) where the rawest facts on dating, necking, petting, emotions, pregnancy, the pill and contraception were discussed. This class was held without notification advising the parents. When the complaint reached the Assistant Superintendent of Schools he said, "It never happened; it is just a rumor." Was he lying or is it possible that this Curriculum Coordinator was not aware? As a part of the so-called Family Living program, a fourth grade teacher sat her students in a circle at the end of the day and discussed their family problems. Delving into personal family matters is an infringement on our legal right of privacy.

In view of the aforementioned facts, it is evident that Sex Education cannot and must not be permitted in our public schools. The obvious dangers of misuse and abuse far outweigh whatever merits, although unsubstantiated, may be credited to it.

SENATOR HIERING: Thank you. Are there any questions?

SENATOR DUMONT: Mrs. Velella, did the Livingston Board of Education start a sex education program by a request made to the Department of Education or was it by encouragement from the Department?

MRS. VELELLA: We were told it was done upon recommendation by Dr. Marburger, that they didn't want to do it, but they didn't want to be considered backward. But we seem to be unique in having the dangers done in our town.

SENATOR DUMONT: Was any survey made by your Board of the community before it was instituted?

MRS. VELELLA: None whatsoever.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Anything else? [No response.]
Thank you very much. If you leave your material, we will make it part of our file.

Next, Dr. Nicholas A. Bertha.

D R. N I C H O L A S A. B E R T H A: Mr. Chairman and members of the Committee: My name is Nicholas A. Bertha, M.D., and I am President of the Medical Society of New Jersey. In that capacity I welcome this opportunity to appear before this committee and to offer a statement relevant to its study of sex education in the public schools.

In furtherance of its purpose to advance the health and well-being of people of all ages and in all situations, Medicine has long recognized and emphasized the indispensable importance of imparting full and accurate information to the individual in order to enable him to exercise intelligent control over his life and actions. It is both the satisfaction and tragedy of human life that the health of body and peace of mind that as individuals we experience, in large part we bring about ourselves. To serve ourselves and society well, we must know what we should know and do what we should do. Education is the process calculated to so equip us.

The parent is the natural guardian of the child, and basically it is the parent's responsibility to so teach, guide,

and treat the child as to insure its full, harmonious, and happy development. Because of the advance of knowledge made possible by scientific investigation and because of the increasing complexity of daily living, from the earliest times parents, recognizing the limitations of their own knowledge and capabilities, have turned to other agents and agencies to assist in the proper education and development of their offspring. The physician, the clergyman, and the teacher are outstanding among those, who through the centuries, have, with the consent of parents, shared in taking care of their children.

The question which we are here considering is "What should be the role of the school in the sex education of children?" Some parents feel that that role should be nil. Others feel that it should be minimal. Still others feel that it should be total. All will agree that ignorance of the nature and responsibility of sexual activity can and does produce tragic consequences in terms of diseased bodies, distressed minds, and shattered family and social relationships. What advice has organized medicine to offer to eliminate such ignorance and the dark consequences which it produces?

At its recent convention in New York City, the American Medical Association adopted the following resolution as an expression of its advice in this regard:

Whereas, the traditional sources of sex information and guidance for young people are often inadequate; and

Whereas, the local public and parochial schools -- as social institutions accessible to all young people, reflecting broad community support and with sufficient intellectual and material resources -- can aid substantially in the development of sound individual codes of sexual behavior; therefore be it

RESOLVED, that the American Medical Association recognizes that the primary responsibility for family life education is in the home, but that the AMA supports in principle the inauguration by State Boards of Education or school districts, whichever is applicable, of a voluntary family life and sex education program at appropriate grade levels:

- (1) as part of an overall health education program;
- (2) presented in a manner commensurate with the maturation level of the students;
- (3) following a professionally developed curriculum foreviewed by representative parents;
- (4) including ample and continuing involvement of parents and other concerned members of the community;
- (5) developed around a system of values defined and delineated by representatives comprising physicians, educators, the clergy, and other appropriate groups; and
- (6) utilizing classroom teachers and other professionals who have an aptitude for working with young people and who have received special training; and be it further

RESOLVED, that local organizations be urged to utilize physicians as consultants, advisors, and resource persons in the development and guidance of such curriculum and that state and county medical associations be urged to take an active role in this participation.

This declaration contains significant points which I should like briefly to stress:

1) It recognizes that the primary responsibility for family education resides in the parents and belongs in the home. That responsibility may at their discretion be reserved to themselves by individual parents who wish not to assign it to, or share it with, others. However, for those who prefer to use the assistance of a family life and sex education program conducted in the schools, this declaration recommends that such a program be made available -- but on a voluntary and not a compulsory basis.

2) It would not feature the school family life and sex education as a separate entity, but would incorporate it as a component of an integrated health education program.

3) It would supply only such information as the maturity of the student makes him or her ready and able to accept.

4) The program's curriculum would be produced and presented cooperatively by representative parents and representative professionals, counselled and advised by physicians, clergymen, educators, and other qualified community members.

5) Carefully trained, selected professional personnel would be designated to conduct the agreed-upon program in the classrooms.

I wish to report that The Medical Society of New Jersey, through its House of Delegates, has commended the New Jersey State Department of Education for its work in this area. The Guidelines which it produced will, under the AMA

proposal, be subject to the consideration of those responsible for evolving and presenting agreed-upon programs in their local schools. As such, they should prove to be of practical value.

The proposal of organized medicine, as above noted, seems to suggest the means whereby a program can be involved in local communities, compatible with the wishes and approved norms of the communities, and sufficiently tempered to avoid the excesses of prudery on the one hand and of prurience on the other.

In the area of sexual activity, ignorance is not bliss -- whether that ignorance be of physiological facts or of moral and social standards. Proper, balanced knowledge of all considerations that make for a full, decent, and dignified mature human person must be supplied. With the true happiness of our sons and daughters and the peace of contemporary society as our goals, we should and must work together. Thank you.

SENATOR HIERING: Are there any questions, gentlemen?

SENATOR DUMONT: Doctor, what do you mean by appropriate grade levels? Do you include therein pre-primary or nursery school?

DR. BERTHA: No.

SENATOR DUMONT: Where would you start?

DR. BERTHA: We feel this should start higher in the education of the students. It certainly should be from the fifth, sixth grade on up.

SENATOR DUMONT: From the fifth grade up?

DR. BERTHA: From the fifth to sixth grade on up.

SENATOR DUMONT: And when you say that the program be made available on a voluntary basis, you mean for those students who want to go to such a class and not all the students?

DR. BERTHA: It should be made voluntary in that the parents should approve that this child go to that course and that child should go to that class and no other students if they are ---

SENATOR DUMONT: The approval should come from the parents?

DR. BERTHA: Absolutely.

SENATOR HIERING: Thank you very much, Doctor.

Next, Dr. Seymour F. Kuvín.

D R. S E Y M O U R F. K U V I N: Mr. Chairman and members of the Committee: I should like to identify myself. I am the President of the Morris County Medical Society. I am a psychiatrist and a pediatrician and I am also the School Physician for the Morris Township Schools.

Sex education is a continuing process from birth until death. This was described by Dr. Sigmund Freud over 50 years ago. It enters every facet of the child's life, including the hours he spends in school.

It is impossible for a child not to have a sex education. To avoid any mention of matters that pertain to a child's sexual identity and his relationship to persons of the opposite sex is to provide a negative education, but nevertheless to provide an education. For example, if a young child asks his teacher a question about her physical appearance

and the teacher does not answer in an appropriate manner, the child may misinterpret her silence and consider what may have been a simple fact to be a forbidden item - this is negative education. Whether one speaks or not, sex education is provided.

Sex education is a very broad term. It should be understood to encompass much more than sex information or reproduction information. Sex education includes such topics as human relationships, family living, understanding the need for moral values, understanding the roles of parent, spouse, and citizen, and understanding the development of one's own mental and physical processes. Actually, sex information would be the least difficult of the many topics mentioned to formally teach, because sex anatomy and physiology is inherently rather well-organized material. However, sexuality in the broad sense is learned everywhere and anytime: at home, by peers, and at school.

I am speaking today in favor of sex education in the public schools as complementing the undisputed primary role of parents who naturally are the most important and the most influential figures in the child's life. I believe this is the purpose of "Guidelines for Developing Sex Education Programs" as prepared by the New Jersey State Department of Education.

We entrust our children's lives for a substantial portion of the day to teachers in the public employ. They act as parent surrogates during this period of time and they can considerably influence a child's personal development. Some

children are in school perhaps more than they are with their parents. Teachers have always provided sex education knowingly or not. The New "Guidelines" serve to strengthen the teaching program, to aid teacher training programs, and to augment the curriculum.

Most children will have been presented with some sex information, reproduction information, before 10 years of age. And it is too bad that it is most often presented to them in a distorted fashion by their peers. These distortions may or may not be corrected before adolescence by someone who is better informed. Many times this can produce unnecessary anxieties and fears in the child and poor relationships with others. Many parents, either because of their own short-comings or because they are ill-informed, are loathe to present this information to their children. The "Guidelines" aim to fill the void - to supplement the parent at the appropriate time when the student is mature enough to understand. Parent-teacher cooperation is certainly to be sought for and parent education programs are also to be encouraged.

Then why has a very vocal opposition appeared - one strong enough to produce legislative inquiry into the educational curriculum? Are not the professional educators whom we have engaged to educate quality human beings competent in their professional roles? Is the opposition opposed to the material of sex education or, is there a real fear of misfits handling the subject? If the latter is the case, then opposition efforts should not be directed at the curriculum, but at the method of teacher screening and selection. Psychological

testing, as you all know, is well established in industry.

I do not think, however, that this is the prime reason for the objections. The current controversy in my mind to some extent parallels the famous "Scopes trials" or "monkey trials" of the early part of this century when the teaching of Darwinism of natural evolution was under attack. Then as now, parents are fearful of having their children taught what they were forbidden as children to discuss. While this is understandable, it is also true that we must provide our children with the best possible education for their needs in a changing world. The "Guidelines" are of a general nature and are flexible enough to develop a program best suited to each New Jersey community.

I do not see how this esteemed committee can recommend the abolition of sex education from the public school curriculum on the basis of the objections raised to date. Perhaps the hearing can help test the validity of the objections raised, reassure fearful parents that the public schools have their interests in mind too, and bring about a concensus of public opinion on this issue.

I will delete my summary because it is repetitious and is the summation of what the American Medical Association's statement was in July of 1969.

SENATOR HIERING: Thank you, Doctor. Are there any questions?

Yes, Doctor.

DR. KUVIN: I brought with me and I will submit for the record the outline that was prepared and the recommendations

that were prepared by the Morris Township board of Education Local School District.

In answer to some of the questions that have gone before, "What sort of education would you advise in the kindergarten or primary grades," these are sample questions and we have listed here what some of the typical questions are. For example, kindergarten, grades 1, 2 and 3, typical student questions, and these are repetitious - these are ones that have been repeated again and again and they have itemized these and I have several pages, but I won't go through them: Where do animals come from? Where do animals go to the bathroom? Why do some people adopt babies? If these questions are not answered directly and honestly, a child may sense that something surreptitious is going on - there is something forbidden - there is something dirty. The child is getting an education whether you answer the question or not. But whether the education is a positive one or negative one is open to question.

SENATOR DUMONT: Are you in agreement then with Dr. Bertha's statement as to where you would start the education, that is, in the fifth or sixth grade and also about the parental approval of such programs?

DR. KUVIN: When it comes to detailed reproduction information, if that is what we are talking about, yes, I would agree with Dr. Bertha. If we are talking about sex education in the sense that I know it and that I have presented it, no, I do not agree. I believe it starts in infancy with love of the mother and proceeds from there. The very moment the child is picked up and fondled, that's the time the child

begins its sex education.

SENATOR DUMONT: Is your statement on behalf of the Morris County Medical Society, Doctor?

DR. KUVIN: My statement is on behalf of myself. The Morris County Medical Society has formally approved or supported the guidelines as formulated by the New Jersey State Department of Education.

SENATOR DUMONT: This is actually your own personal statement.

DR. KUVIN: This is my personal statement as a school physician, psychiatrist and pediatrician.

SENATOR HIERING: Anything else?

ASSEMBLYMAN EWING: Dr. Kuvin, have you gone over the State guidelines?

DR. KUVIN: Yes, I have.

ASSEMBLYMAN EWING: Do you feel they are adequate or they don't go far enough or do they go too far?

DR. KUVIN: No, you can't go very far in something like this because the State guideline has to be a very flexible guideline. A local guideline has also to be a flexible guideline because you cannot pin down a teacher and say, "You must teach this when you are teaching sex." You cannot make it a rigid 1, 2, 3. You cannot teach it like you teach mathematics. It has to be taught almost individually to each class and perhaps to each student. It makes it difficult. It is not easy to teach sex. It is not as easy as mathematics and that is one of the reasons I say it is easier to teach reproduction than it is to teach sex as a broad term because reproduction is

1, 2, 3.

ASSEMBLYMAN EWING: Have any people brought to your attention instances where they think they have gone beyond the guidelines which you think is bad?

DR. KUVIN: To the best of my knowledge we have not had any complaints about the sex education program or none have been brought to my attention in our school district. Interestingly enough, my two children are in the fourth grade and in the first grade in the Livingston School District.

ASSEMBLYMAN EWING: Thank you.

ASSEMBLYMAN COURY: Doctor, you just made reference to having youngsters in the Livingston School District. Are you aware of the activities in the Livingston schools as described by Mrs. Velella?

DR. KUVIN: I am not professionally connected with the Livingston School District. I am a member of the Parent-Teachers Association. I am interested in my children's education and welfare. I am not aware of any of these activities, except what I read in the newspapers, and I am not aware of any instances in the school nor have I seen any adverse effects on my own children.

ASSEMBLYMAN COURY: Then this was the first time you heard about the incidences at the Livingston School, I take it.

DR. KUVIN: There have been some Letters to the Editor in the West Essex Tribune.

ASSEMBLYMAN COURY: We have a great responsibility here at this table of having to make decisions upon what we

hear. The witnesses are providing us with a great variety of activities throughout the State. On the one hand I have been informed of such activities in other areas, and, therefore, I thought it gives credence to some of the comments you made in your report that perhaps the parents are concerned and the resistance is not based upon the monkey trials in the early part of the century, but rather they question the adequacy of teachers teaching such a sensitive course and I am impressed at this time with this report.

DR. KUVIN: This facet of it is very interesting. If you hire a professional, a person who is supposed to be expert in a certain area and he does not perform up to reasonable standards, he should be fired. If we are not satisfied with our teachers or our administrators in the Education Department, let's get rid of them. But I don't think that they are incompetent. Don't misunderstand me. I think they are doing a very competent job. But if the majority of the people are not getting value for their money, let's look for it.

ASSEMBLYMAN COURY: Doctor, the question that was in my mind: Are they putting the cart before the horse? Industry that you referred to certainly wouldn't establish a department unless they had competent men to direct the department first. That is what we are trying to determine. Should we first train the teachers and be assured that they can offer certain subjects and then offer the subjects rather than offer a subject with perhaps incompetent instructors which would then create serious problems? So this is the question that comes to my mind. If you could help me resolve

it, I would appreciate it.

DR. KUVIN: Teachers have been teaching sex education right along. I think that they have been prepared for this. Teachers have been teaching reproduction education right along in the upper grade levels, in the high school levels, and the hygiene teachers and physical education teachers are generally well prepared for this.

ASSEMBLYMAN COURY: What level is this, Doctor? What grade level are you talking about?

DR. KUVIN: Reproduction education in high school. This has always been. I even remember it when I went to school. Teachers, I believe, are prepared to teach sexuality because they are prepared to teach. Now they do need in-service training programs to understand the psychological concepts involved. In-service programs are provided by many school districts. I will speak for our school district. In-service programs are provided for the teachers in this area.

ASSEMBLYMAN COURY: Are you saying, Doctor, then substitute teachers or part-time teachers should not be involved in this training?

DR. KUVIN: I don't know. I think that is too general a question to answer and I can't be pinned down to that because I don't know how well prepared that particular substitute is and how well that substitute teacher might know those children and I can't generalize on that.

ASSEMBLYMAN COURY: I guess what we have arrived at is

that the courses should not be offered by less than competent individuals and that must be determined.

DR. KUVIN: Right.

ASSEMBLYMAN CORY: Thank you.

SENATOR HIERING: Anything else? [No response.]

Thank you, Doctor.

We will now recess for lunch and return at two o'clock.

[Recess for Lunch]

Afternoon Session

SENATOR HIERING: May I have your attention, please. We will proceed with the hearing and the next person to be heard will be Dr. Virginia Bennett.

D R. V I R G I N I A D. B E N N E T T: I am a psychologist and Associate Professor at the Graduate School of Education - Associate Professor of Educational Psychology at Rutgers University. I am co-Director of the School Psychology Training Program at Rutgers. My primary interest is in children in the schools and in training psychologists to work in the schools. However, I also organized and conducted a Graduate course in Sex Education for teachers.

Some of what I had planned to say in my prepared statement has been said very well by my predecessors and I have considerable sympathy for these gentlemen sitting here. So I shall try to be brief.

My point of view, I think, is somewhat exemplified by Dr. Kuvin. The field of psychiatry and psychology have many similarities I know in this area. One of the primary distinctions I think it is important to make for the sake of what seems to be happening here today is the distinction between sex information and sex education. Sex information is just one part of the total picture of sex education.

I think you have heard several of us try to make the point that we consider this whole notion of growing up in society to be a responsible citizen is firmly rooted in whether or not you are a male or a female. As someone else has said, and said it very well, sex isn't what you do; sex is what you

are and to assume a responsible role in a job situation, in a community situation and certainly in the home depends upon your perception of yourself in your male or female role.

Sex information, on the other hand, is simply the specific facts of reproduction; as Dr. Kuvin said, in some ways this is almost the simplest part of it in the sense of the easiest to present. We have the words. Yet it is my feeling about what I have been hearing today that much of the misunderstanding is based on the notion that the sex facts in some sense may be pornographic or suggestive or stirring up things in children when either their age or understanding is not appropriate.

Sex information properly presented - and I mean by that in the context of simply giving the facts of anatomy and physiology the proper labels to the reproductive organs, for example, to even children of a fairly young age - is calculated to dull the influence of what is really pornography, if we accept the definition of pornography as being suggestive material. For example, when your six-year-old son sees the four-letter scrawl on the sidewalk or the billboard and asks his ten-year-old friend to tell him what the words mean, I do not think that the response that he gets from his ten-year-old friend is calculated to engender a sense of respect for the awesome aspects of procreation.

When your youngsters go into the corner store to buy their ice cream cones, they are faced with an array of paperbacks where even the most sedate classics have, what I heard someone use the word, rather gamey pictures. The constant barrage of

sexually stimulating material that is presented to our children in the growing permissiveness in our society of television, radio, the theater perhaps particularly, and even the newspapers, certainly demonstrates the need to have children be able to put these things in their proper perspective and to realize that these kinds of materials are neither valid nor true aspects of what is sexual behavior.

One of my predecessors made an allusion to a driver in a car which would led me to conclude with an analogy which I think is appropriate. We all know that it is rather difficult for young boys in our society to assume an appropriate male role. Gone is the day when boys worked beside their fathers on the farm. The car has become for the teenage male driver a way of demonstrating his power, his aggressiveness. The fact that he may be a menace to society when he is behind the wheel is really dependent upon his total personality, part of which, an important part of which, is how he feels about himself as a male.

Yet we have something else. Driver education after a great deal of controversy has been established in the schools. Driver education, per se, does not change the necessity of a boy to prove his maleness by being a menace behind the wheel. But we have very definitive and objective evidence. The insurance company tells us that driver education makes a more responsible driver of a teenager. Similarly, I would say that sex education makes more responsible citizens of our youngsters who in essence on the basis of the importance of the sex drive are sitting behind a 300 horse power engine.

Do you have any questions?

[Dr. Bennett's prepared statement can
be found on page 148A of this transcript.]

SENATOR HIERING: Are there any questions, gentlemen?

[No response.] Thank you, Doctor.

I understand that Mrs. Helen Winhardt has a petition
that she wishes to present to the Committee.

M R S. H E L E N W I N H A R D T: Since the Gallop
Pole has been mentioned here today, I would like to submit
169 names of parents and citizens not present today who have
signed the following petition.

[Reading]

"We, the undersigned, concerned parents and other
concerned citizens of New Jersey, would like to express our
interest in the hearings to be conducted in Trenton on
Sex Education on August 14th, 1969.

"Due to circumstances beyond our control, we cannot
appear in person. Therefore, we would like to express our
personal opposition to the proposed K through 12 sex education
program in our public schools in the State of New Jersey
by means of this petition.

"Our opposition to such programs is based on the
fact that we feel this is a personal matter to be taught in
the home by the parents with the spiritual and moral emphasis
which we feel to be their inalienable right as set forth in
the Constitution of the United States under the 9th, 10th and
14th Amendments.

"Therefore, we respectfully request that the State

Legislature special committee assigned to investigate and review this matter take into consideration the wishes and constitutional guarantees of the undersigned."

That is the end of the petition.

Incidentally these were gathered in a few hours by two women outside a shopping center in our neighborhood and contain the names of two monsignori and a few young teachers. Thank you very much.

SENATOR HIERING: If you will turn the petition in, we will be glad to make it a part of the record.

MRS. WINHARDT: I have made it part of the record. I have turned it in already.

SENATOR HIERING: Fine. Thank you.

Next will be Dr. William Ramsay.

D R. W I L L I A M W. R A M S A Y: Senator Hiering, Assemblyman Kean and members of the committees, my name is William Ramsay. I am executive director of the New Jersey Association of School Administrators. I wish to express our appreciation for this opportunity to appear before your committees.

As the esteemed legislators know, controversy is certainly no stranger to American education. About ten years ago, shortly after Russia's first space success, the schools were surrounded by a controversy not unlike that which we find today. In fact, the schools were subjected to a barrage of criticism that up to that point had been unparalleled in intensity. From the lowliest citizen to the White House, the cry was: "Our schools have failed us!" "Our schools are

too concerned with courses in life adjustment, and are unconcerned with courses which will encourage our 'better' students to go into science and engineering."

Well, many of the parents obviously at that time were upset. And like now, the literature was replete with incidents relating to the schools' weaknesses in these areas. Here we stand today, as we all know, with yesterday's experience, well ahead of the Russians in space achievement.

As a former public school administrator, I would be delighted to say that our school systems in a very few years brought us to this glorious point. But I can't. I can say that the American public school system over the years has been preparing people who have brought us to this level of achievement in space. And when the criticism was raging, we really only hit the nail on the head once when it was said that the real reason for the lagging space effort in those days was not the failure of the schools but the failure of the nation to place a priority on the space program.

But in the meantime, as a result of this, many schools beefed up their math and science programs, which was good. But then there are side effects. This was done sometime to the detriment of other programs for children, for example, who are less academically inclined. Then in 1965, the American Congress through the Elementary and Secondary Education Act indicated that the schools were not meeting the needs of the disadvantaged. And there were obviously some of us who had said during those 'Sputnik' days, "Well, listen, before we become completely immersed in beefing up science and math,

let's remember we have all the children of all the people." Well, the funds weren't available. We know the tax structure, etc. The reason I point this out is that the public schools do serve most of the children, most of the people, and must be available for all of the children. They, therefore, must rely upon the best possible advice and then develop their programs. They can't afford to bend like reeds in the wind, but at the same time they must be sensitive to the public wishes.

During the past year, we have heard many times the cry, "The program of the schools is not relevant. The schools do not assist students to meet the very real problems of life." And yet, we meet before this legislative body today because of criticism that the school is dealing with an area of instruction that has great relevance for our students in the year 1969.

President Kennedy once said: "I believe it is one of democracy's failings that it seeks to make scapegoats for its own weaknesses." If we consider the incidence of motherhood outside of wedlock, and the incidence of venereal disease among our youth, someone obviously has failed.

There are those that say that sex education in the school will promote promiscuity. We don't subscribe to this. We think the answer is not to set up a scapegoat somewhere, but to determine what the problem is and try to solve it.

We beseech the New Jersey Legislature to resist those who would forbid the schools to play a role in sex education. It is our position that the school has a distinct role in the

field of sex education. We believe that the primary purpose of sex education is to promote more wholesome family and interpersonal relationships. We believe that the public school has long identified with the role of assisting its students to live productive and wholesome lives.

We don't believe that the school should be assigned sole responsibility for sex education. The family and the church have definite roles in the process. We do see evidence that many children for a variety of reasons are not receiving this information from their families or from their churches or synagogues. The public school is the one agency which receives most of the children and therefore can be counted upon to reach the majority. Ideally, the family, church and school should cooperate in the development of systematic programs in sex education.

There is precedence for this cooperation through the Elementary and Secondary Education Act. Over the past four years, there has been a high degree of cooperation between public and private schools in New Jersey, private schools being independent and parochial, in a number of areas. It seems to me this would not preclude any sharing of ideas in this area.

The need for the development of systematic K-12 programs of sex education has been recognized by a number of reputable organizations on a national level, religious, educational and in addition the American Medical Association. I won't mention them here. They have been mentioned for the record and the members of the Committee have my testimony.

We are aware that the Legislature is under great pressure to remove the schools from the field of sex education. We commend the Legislature, and in particular the members of this joint committee, for giving consideration to this critical area of human growth and development, prior to taking any action. We believe that the Legislature should not only permit, but should encourage, the development of effective programs of sex education in New Jersey's schools. In these days when our youth is being bombarded by salacious influences through the various forms of communication media, there appears to be no alternative.

In the early part of this statement, I referred to a situation wherein the program of the schools was subjected to influences that did not take into consideration the needs of all the children. We believe that the Legislature of this State must be depended upon to see that the program in New Jersey's schools is not subjected to the whims and fancies of every group that "comes down the pike".

By constitutional provision, and by legislative enactment, education is a state function. We recognize this. The New Jersey Legislature in its wisdom, however, has provided through the years for local autonomy. We believe that the Legislature should continue to support the concept of local autonomy. We believe that the Legislature should support the Department of Education in its efforts to guide school systems in the development of effective programs of sex education; and further should provide funds for the conduct of this activity. I hope those funds will be sought. In this way will the

Legislature assure a situation wherein the needs of the greatest number of children will be met. Thank you.

SENATOR HIERING: Are there any questions?

ASSEMBLYMAN CORY: You raised several questions that came to my mind while you were talking. I am trying to remember some of them. I think one of them was along this line: You want to provide a program which will meet the needs of most of our children.

DR. RAMSEY: Yes.

ASSEMBLYMAN CORY: Do you really think most of our children need this sex education and on what basis do you make that statement?

DR. RAMSEY: I would say that all children need education for growing and developing.

ASSEMBLYMAN CORY: Do you believe that the majority of our children are receiving sex education now through their homes?

DR. RAMSEY: Do I believe that? No. I have taken no poll, but having been in education and being a parent and so forth, I have reason to believe the majority are not receiving it at home.

ASSEMBLYMAN CORY: What town are you mayor of, sir?

DR. RAMSEY: Pardon?

ASSEMBLYMAN CORY: Did you say you were a mayor?

DR. RAMSEY: No.

ASSEMBLYMAN CORY: Oh, I thought you said you were a mayor.

DR. RAMSEY: I was a school superintendent. I have been in a variety of positions relating to education.

ASSEMBLYMAN CORY: Where were you school superintendent?

DR. RAMSEY: In Eatontown, New Jersey - Fort Monmouth.

ASSEMBLYMAN CORY: Is that representative of most of our communities in New Jersey, would you say?

DR. RAMSEY: Actually it was kind of representative of the United States because the children at Fort Monmouth, of course, came from many states and some from other countries.

ASSEMBLYMAN CORY: The reason I raise the question, I am trying to place some credence on some of the statements you have made so we can arrive at a solution to our problem. You sincerely believe we need sex education to protect the future of our youngsters. Without sex education in the schools, what will the calamity be?

DR. RAMSEY: Well, let's say this: We have reason to believe that kids are getting sex education. You asked if they were getting it at home. I say I don't have reason to believe the majority receive it at home. But they are getting this education through a variety of sources, chiefly, communication media and so forth, the street, and what have you. A good deal of it is misinformation.

Sometimes people assume that all families are at a socio-economic level where there is similar understanding of the problems. This isn't so.

ASSEMBLYMAN CORY: Most families think that, although they may be wrong. I am sure in many communities the family

feels self-sufficient in this area and they question the right of anyone else teaching certain subjects to their youngsters, especially in this area. That is why we are here.

DR. RAMSEY: Right.

ASSEMBLYMAN COURY: As we know, in most any instance, we have extremes. We have been hearing about the extremes and then we hear a general statement, such as, "We need this subject taught for the benefit of the majority of our youngsters." You mentioned you hope the money will be made available in order to adopt ---

DR. RAMSEY: -- should the department request it and I have no reason to believe they won't at some point.

ASSEMBLYMAN COURY: Do you have any idea how much money will be required to conduct an adequate program?

DR. RAMSEY: I am sorry, not in the slightest. You are talking about Statewide?

ASSEMBLYMAN COURY: Yes.

DR. RAMSEY: No. I know that the Department today is not equipped to properly supervise the public schools in a variety of areas. I can only assume they would need the money for this area of activity.

ASSEMBLYMAN COURY: Assuming that the money would be made available, do you feel that the staffs are available to teach the subjects adequately if it were given to all the communities in the State?

DR. RAMSEY: I am not sure that there are today in the public schools sufficient professional people to do it. I

can't say that there are. I don't know this. I know that they should be made available at some point.

I mentioned the incidence of motherhood outside of wedlock and venereal disease. There isn't much sense taking these people who are already unwed mothers and the people with venereal disease and teaching them what they should have done to avoid the predicament they are now in. We have to get at the majority of the kids who are not in this situation. I mention in here strongly, and I mean it strongly too, that the school should not be the sole agent in this. I mention also that there is precedence for cooperation between the public and private schools, including the parochial schools.

ASSEMBLYMAN COURY: I think it is understood by the people in education that venereal disease is on the increase in certain communities, not in all communities. In other words, you can segment the State and isolate those areas that have an increase in venereal disease and other areas where it isn't on the increase. In fact, there are certain sections of the country where it is perhaps a desirable thing on the part of certain individuals to have this disease because they think this is a sign of some stature. I think you know whom I am referring to. So although a course in sex education may be required in certain communities - and I am not questioning that - I think what we should be convinced of is: Do we need it throughout the state? This is what the parents are asking us. Do we need it in every area? Do we need it in all communities?

DR. RAMSEY: I say young people need advice and

assistance in growth and development and understanding of their own inter-personal problems, their relationship with their family. As part of that, as has been said by a number of people today - as part of that should be an area related to sex or sexuality, helping them to understand.

SENATOR DUMONT: At what level of education do you think it ought to begin, Dr. Ramsey?

DR. RAMSEY: I think it should begin at the first level at which you receive the children in the public school. This would probably be the kindergarten or whatever it might be. To begin with these children around the fifth grade from the streets, etc., the communication media - they have already reached a certain level of understanding or misunderstanding - then it seems to me you have a much more difficult job, saying, "All right. Where do we start with these fifth graders," because of the variety of experiences up to that point, which is not as pertinent when you are working with five- or six-year olds and I am talking about five- or six-year olds being worked with at a level of understanding or need that they have.

SENATOR DUMONT: From your observation because you represent the Association of School Administrators, do you think it started with the boards of education or with the Department of Education?

DR. RAMSEY: Do I think that the programs ---

SENATOR DUMONT: Actually where did the programs originate, with the Department of Education under pressures from the boards or are the boards following the encouragement

of the Department of Education?

DR. RAMSEY: I couldn't be sure, Senator Dumont. I would assume that the department in its guide stimulated interest among many boards at that time. I don't know what the state level of interest on the part of boards was prior to the State guide. I imagine the State guide was a stimulous.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Anything further? [No response.]
Thank you, Doctor.

Next, Mr. Mark Hurwitz.

M A R K W. H U R W I T Z: Senator Hiering, Assemblyman Kean and members of the Senate and Assembly Education Committees:

I am Mark W. Hurwitz, Director of Special Services of the New Jersey State Federation of District Boards of Education. As you know, the Federation represents the 600 local boards of education in the State of New Jersey. We are grateful for the opportunity to appear before you today to discuss Assembly Concurrent Resolution 69.

ACR 69 provides for formation of a committee to study and evaluate the general policy set forth by the State Board of Education in its policy statement of January 4, 1967 on sex education; the propriety of the guidelines drawn by the State Department of Education to implement the State Board policy, and the value and effects of the actual programs of sex education which have been introduced into the public schools. I will address myself to each of these

three areas.

WISDOM OF THE GENERAL POLICY

In modern America, sex is widely exploited by communications and entertainment media. Interest in sex fills theatres, creates underground books, boosts cosmetic sales, influences the fashion industry, sustains the appeals of many Madison Avenue slogans. Sex is part of the daily life experience of every American old enough to scan a magazine rack or switch on a television set. Youngsters are surrounded by the symbols of the adult world's interest in sex. They are saturated in them. Nevertheless, ignorance and misinformation are widespread.

Many specialists agree that children need information as they mature and as body changes take place. Sitting a pre-teen or teen-ager down and trying in one hour to explain family life and sex is an inadequate way to handle sex education and, moreover, is too late. We are not suggesting that, therefore, the school alone should do the job. The fact is that neither the home, church or school alone can handle this task adequately. Many parents are uncomfortable about realistically discussing sex with their children and some have misconceptions themselves. The church does not have the time to do the whole job and to do it naturally. The schools, supplementing the work of the home and church, can provide sex education (suitable to each age group) smoothly and naturally and integrate it into the total curriculum.

The unhealthy atmosphere surrounding sex in our society motivated the State Department of Education, on January 4, 1967, to adopt a policy to guide local boards of education in planning sex education programs in the public schools. The Federation heartily endorses the State Board's statement that sex education is a responsibility which should be shared by the home, church and school and that each community and educational institution must determine its own role in this area.

PROPRIETY OF THE GUIDELINES

The publication "Guidelines for Developing School Programs in Sex Education" was published by the State Department of Education after months of study by a group composed of educators, physicians, clergymen and parents. These guidelines are designed primarily as an aid to local boards of education rather than as a prescription for a sex education program in a particular school or as standardized curriculum for the schools of this state. The guidelines are intended to be a valuable resource for local school districts. This point is made quite clearly on page 22 of the guideline. The publication also states emphatically that parents, church leaders and other interested and responsible citizens of the community should be alerted to the need for such a program, its objectives, and the contents to be covered in the curriculum. We feel that these guidelines should serve as one of many resources to local boards of education who are planning a sex education and family living program.

VALUES AND EFFECTS OF PROGRAMS IN OPERATION

Sex education programs, varying in content and scope, are being conducted throughout the State. Districts such as Roselle, Cherry Hill and Camden have instituted sex education programs. Parents, community leaders, teachers and administrators worked together in creating the sex education program in Tenafly. The programs at all grade levels are constantly in the process of revision and updating. In-service education for teachers is going on at a rapid pace and meetings are being held with parents to acquaint them with the curriculum. The community's various religious denominations have played and are playing a strong supportive role.

We hope this Committee will look into the successful sex education programs. Failures tend to get greater press coverage than successes, thus causing many people to generalize that all sex education programs are poor. Many research studies conclude that significant evaluation of sex education is possible only after the passing of many years and after the effects of wholesome sex attitudes show up in the success of these students in rearing their own children.

CURRICULAR DECISIONS

Throughout the history of American education the schools have responded to the pressures placed upon them by the people to meet the new and changing needs of the society. Driver education courses are one example

of the schools' response to a changing society. It must be remembered that originally it was pressure from parents concerned about rising rates of illegitimacy and venereal disease that prompted a large proportion of our schools to begin or expand sex education programs.

The Federation believes each board of education should have the right of making a determination regarding sex education in its schools according to what it considers best for its community. The Legislature, in its wisdom, has traditionally left matters of curriculum to local boards. They have mandated very few items. The result has been that local boards of education have the latitude and flexibility to design an educational program specifically suited for their community. New Jersey Statute 18A:35-5 clearly states that "each board of education shall conduct as part of the instruction in the public schools courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments." The Federation believes that no further direction is necessary from the Legislature. The decision as to how to carry out the objectives of this statute should be left to the wisdom of the local boards of education and the community. They are in the best position to decide what they want for their children.

It might be interesting for this committee to note that some authorities estimate that 95% of parents abrogate and totally avoid the responsibility of giving sex information to their children. A recent Gallup poll reports

that 71% of the American public supports sex education.

We urge this committee not to permit the vocal minority to dominate the important decisions to be made in regard to sex education. The public relations program conducted by these various groups has been far more intensive than that conducted by local boards of education. This is indeed a problem. The schools must constantly communicate their needs, goals and objectives to the community. Many school districts have failed in this regard.

We urge that the Legislature avoid the "band-wagon" approaches, crash programs, or piecemeal efforts focused on a topic that happens to be enjoying extensive press coverage at this particular time. Such approaches have been shown by past experience to be largely ineffective. We urge, instead, that the professional staff, the community, and even the student body of each school district be encouraged and permitted to work together to create a truly relevant and meaningful curriculum.

Thank you.

SENATOR HIERING: Are there any questions?

ASSEMBLYMAN CURCIO: Mr. Hurwitz, you mentioned in your statement at the bottom of page 5 and the top of page 6 that a recent Gallup poll showed that 71 per cent of the American public supports sex education. I believe that other ladies and gentlemen who have testified also have made that statement. Could you tell me the date of that recent Gallup poll?

MR. HURWITZ: Offhand, Assemblyman Curcio, I couldn't, no. I couldn't tell you the date of that. Other people have mentioned it today also. It has been quoted in many recent periodicals, but I could not give the date right now. I could certainly forward it to the Committee if you would like.

ASSEMBLYMAN CURCIO: I, personally, would like it. I am sure the other members of the Committee would like to have that information.

SENATOR DEL TUFO: You referred to Title 18 and if I understood you correctly, you said that no further legislation should be enacted and leave the subject as it is. Is that correct?

MR. HURWITZ: Yes, sir. We felt that 18A:35-5, which mandates that each local board of education will institute a program in health, safety and physical education, which course would be suitable for the age levels in each grade and department, is sufficient direction from the Legislature for the boards of education then to make decisions based on what is proper for their respective communities. When I said, "no further direction from the Legislature," I only meant as far as health courses were concerned. The direction is quite clear there.

SENATOR DEL TUFO: Not on the question of sex though.

MR. HURWITZ: Well, this is generally considered to be part of the health curriculum, sir.

SENATOR DEL TUFO: Are you considering health and sex in the same terms?

MR. HURWITZ: Yes, sir.

SENATOR DEL TUFO: If I understand you correctly, you were referring to health. Well, am I to gather from what you say that there should be further legislation on sex?

MR. HURWITZ: No, sir. I was saying that we are of the opinion -- and in most school districts in New Jersey and throughout the country this area, sex education and family life, is considered part of the health curriculum - health, safety and physical education. And direction is already given by 18A:35-5 in this area by the Legislature.

SENATOR DEL TUFO: I see what you mean. Thank you.

SENATOR DUMONT: You have here that in-service education for teachers is going on at a rapid pace. Who is conducting it?

MR. HURWITZ: Sir, in that regard I can see why you would ask that question. It is in Tenafly.

SENATOR DUMONT: You mean just in Tenafly.

MR. HURWITZ: Yes, sir, in that section. I am trying to pinpoint a sex education program that has been done the right way - community involvement, in-service training, etc.

SENATOR DUMONT: Is that under the sponsorship of the board?

MR. HURWITZ: Yes, sir.

SENATOR DUMONT: Are there any other boards doing it?

MR. HURWITZ: Offhand I could not tell you, sir.

SENATOR DUMONT: That's the only one you know of.

MR. HURWITZ: That I could document right now - that's correct.

SENATOR DUMONT: Out of what, 595?

MR. HURWITZ: 600 as of yesterday.

SENATOR DUMONT: 600. O.K.

MR. HURWITZ: That does not mean that they are not going on. It just means that I am not aware of it. The Federation, itself, next month will be conducting a program for local boards of education and also it is included in our October Workshop, which was planned this past spring in the area of sex education, and this program will include our advice as far as absolute community involvement in making this kind of decision.

SENATOR DUMONT: Where does most of the prompting come from for these programs, from the boards, themselves, or from the Department of Education?

MR. HURWITZ: I would say originally it came from out of the professional community and grew in the local districts. Many then were in contact with the State Department of Education asking for some kind of assistance since there is very little available. And this is where this publication most likely came from.

SENATOR DUMONT: What do you mean by the professional community, the doctors, the teachers?

MR. HURWITZ: No, I mean the educational community.

SENATOR DUMONT: O.K. You have said some authorities estimate 95 per cent of the parents totally avoid the responsibility of giving sex information to their children. Who are these authorities?

MR. HURWITZ: I could document that for you too, sir. Offhand, I couldn't.

SENATOR DUMONT: I would be interested in that.

MR. HURWITZ: Yes, sir.

SENATOR DUMONT: Thank you.

SENATOR DEL TUFO: I have one more question. I heard a few of the speakers mention the responsibility should be put on the parent, the church and the educators. That reminds me of the story, when they were going to bell the cat, if you remember, the rats and the mice got together and they said, "We can keep eating the cheese as long as we can hear that cat with a bell on him." Who is going to put the bell on that cat? Not I, not I, not I." So the cat was never belled. Now the same thing here, you say that the responsibility belongs to three different groups. Now in what degree would one group be more responsible than the other?

MR. HURWITZ: As far as responsibility is concerned, I don't think this is the question. I think the question is ---

SENATOR DEL TUFO: You said in your statement that responsibility belongs to three groups.

MR. HURWITZ: I am misinterpreting the definition of the word "responsibility." O.K.? I mean holding accountable. The three areas you are talking about are the home, the school and the church. None can do it by themselves for various reasons. We need what the church can contribute to this area. But the church has not had the time, the facilities and so on, to do the job totally. Many parents are ill-equipped and would prefer not to do the job. Not all parents - many can do a fine job themselves. But putting all three together, a job can be done.

Now I say in this regard, as far as sex education is concerned, I think the team working together can do the same for the child in regard to sex education as the team can do working together in molding the child in totality, the total child. I don't think we can separate sex education from the other areas. All three have to work together in forming the total child basically.

ASSEMBLYMAN CORY: Mr. Hurwitz, I understand in the article here that districts such as Roselle have instituted sex education programs. It was brought to my attention just recently that Roselle had a sex education program and they dropped it. Do you have any comments regarding why they dropped it?

MR. HURWITZ: I could not begin to tell you about Roselle's successes and failures. This is one of the things we are studying - successful sex education programs, programs that have failed and why - in the hope we can be of some help to local boards of education who in conjunction with their communities are going to be implementing such programs. We are studying this presently.

ASSEMBLYMAN CORY: It is not in effect right now in Roselle right now.

MR. HURWITZ: No, sir.

ASSEMBLYMAN CORY: I think you were justifying the introduction of sex education courses based upon a statement here: "New Jersey Statute 18A:35-5 clearly states that 'each board of education shall conduct as part of the instruction in the public schools courses in health, safety and physical

education, which courses shall be adapted, . . ." etc.

The question comes to mind - this justifies the introduction of sex education courses. I think it is clearly understood that the Federal Department of Health states that cigarette smoking is injurious to our well-being and I don't see the schools taking any stand on this. In fact, what they are doing, in one of my school districts, they are putting in a smoking room for the youngsters. Is there a conflict in reasoning as to why certain courses are offered?

MR. HURWITZ: Well, New Jersey statutes require instruction in alcohol and narcotics and these areas right now.

ASSEMBLYMAN COURY: I realize that. I just referred to smoking. Is there a justification for school boards asking for a smoking room for the youngsters if this may be injurious to their health and, if so, then on sex education, you wonder are we interested in the health of the youngsters.

MR. HURWITZ: The relationship between the two, I really don't see.

ASSEMBLYMAN COURY: All right. I am confused myself. We will let it drop.

SENATOR HIERING: Anything else?

MR. HURWITZ: But I will stop smoking.

ASSEMBLYMAN CURCIO: Could I ask one more question? Mr. Hurwitz, in other words, is my interpretation of your long paragraph on page 5, succinctly stated as follows: You in the Legislature keep off this. We know what we are doing and we will do it.

MR. HURWITZ: No, sir. The long paragraph on 5,

simply states the Legislature, in its wisdom, in its basic belief in local autonomy and local control and the fact that education is a State function, delegated to local boards of education who are officers of the State has left matters of curriculum decision to local boards and a curriculum will be devised appropriate for that community. The Newark Board of Education may determine their children should be taken out into the country and shown what a cow looks like. In the kind of district that I was superintendent of, we take the children into town to show them what paving looks like. My point here is that a curriculum has to be devised for each local community serving those children and the local board of education should have the freedom and the flexibility and the responsibility and accountability of providing such a program. And under present statutes provided by the Legislature, they do have this flexibility and we think that they should retain this flexibility.

SENATOR FORSYTHE: Mr. Hurwitz, it seems running through a good bit of the testimony that we have heard that possibly the communication of the school boards with their constituency is one of the major problems.

MR. HURWITZ: Yes, sir.

SENATOR FORSYTHE: Representing the school boards of the State, do you have any response to this problem which seems to me to be one of the real foundations. You speak of local autonomy and this has been spoken of by, I think, pretty nearly every expert that has testified here today. It certainly is an important facet of our system of education in New Jersey.

But how do we see that the boards of education do their job in terms of community involvement in a sensitive subject such as this?

MR. HURWITZ: Senator Forsythe, you are raising one of the most crucial problems in American education in my opinion. There has been a recent study compiled by Dr. Linley Stiles called "Project Public Information," and his publication was called, "The Present State of Neglect," and he surveyed public information programs conducted by boards of education. He found it is an area that is certainly underfunded. All problems are blamed on poor communication. That will solve any problem, so they so. And in my testimony I say that many school districts have failed in this regard. We would be the first to admit that many boards of education have failed in involving their community and in communicating their needs to the community. Now why is this? We can go to the basic cause for this. When we think of the fact that 25.1 per cent of our local school budgets were defeated this past year and then 90 per cent defeated the second time around with a 14 per cent voter turnout, we start to wonder. We wonder just who is interested in the schools. We see the board of education cutting its budget one or two times before it is submitted to the community. The community defeats it and many cut it a second time and it is defeated again. Then it goes to the Mayor and Council and is cut again. I contend that most voters would object to a school district hiring a person in the area of community relations and many have. Many Mayors and Councils have said this is an unnecessary expense. Now, thank goodness,

the Commissioner in his wisdom in a decision last year said this is a necessary expense for local boards of education where a Mayor and Council did cut this. This was appealed to the Commissioner. The Commissioner reinstated these funds, saying it was absolutely necessary. I think boards of education have been made aware and we are attempting to make them aware of the need for this communication and contact. We also need support both financial and general to be able to do the job. Do I speak around it or to it, sir?

SENATOR FORSYTHE: I think you got pretty close.

SENATOR HIERING: Thank you very much.

Next, Mrs. Arthur L. Davis.

M R S. A R T H U R L. D A V I S: Senator Hiering, Assemblyman Kean, distinguished committee: I am Mrs. Arthur Laird Davis, Legislation Chairman, and a past president of the New Jersey Congress of Parents and Teachers. Thank you for the opportunity to appear before your committee to discuss the PTA position on sex education in the New Jersey schools.

The Children's Bureau of the United States Department of Health, Education and Welfare has conducted a study in which they have found that seven per cent of the babies born in this country are born to unmarried mothers. It is interesting to note that the number of illegitimate births in the United States has more than tripled in the last 25 years. The annual increase of pregnant teen-age girls for the next ten years is predicted to be thirty thousand. Add to this the tragedy of young unwed fathers whose future is also affected when he

desires to marry and support a wife and child under these unfortunate circumstances. Many people feel that sex education in the schools is going to solve all this. Others feel that more sex education in the home is the proper way to handle the problem. Parent Education courses have been encouraged by many PTAs as well as Guidelines for this purpose.

Immoral and unwise sex acts by youngsters is blamed by some people as a lack of sex education and/or sex information and so, communities find themselves having a horrendous situation in coming to any agreement upon the whats, the wheres, the whens, and the whoms of sex education.

Sex education is not only charged with social dynamite, but it is further complicated because there is very little known about the effects of sex education, and the end result for youngsters.

This raises many questions for our consideration:

1. Is there evidence that answering questions about sex has enhanced their sexual or non-sexual lives?

2. Is there evidence that enlightened children do not experiment more with sex than the unenlightened?

3. Is there evidence that teaching sex in school is more efficacious than learning from one's peers?

4. Is there evidence that accuracy of biological or psychological information about physical or mental sexual activities aids sexual adjustment as well as other adjustments?

Appendaging sex education to the school curriculum may not be a guaranteed answer, but there are many children who do not receive any enlightenment about sex in their homes,

or from their parents. Sex education does not obtain its meaning from wisdom, nature, or biology. Nothing in any of these procedures tells us whether sex will be used for good or evil. Sex and its interrelations with the rest of life is a social invention. Its value is according to the functions assigned to it by society.

The PTA feels that to be effective in attacking problems associated with misuse of sexuality, it must involve the community in an honest discussion of the kind of children we want to have. If we want them to be chaste and obedient, then we must design an educational program and describe the kind of parents and community leaders we must be to make them that way. We cannot be ecumenical and permissive about the new morality and other social and moral decisions. But communities can develop a social climate supportive of the kinds of behavior being taught in our homes and our schools.

In a free society, the solution to social problems is found within the people of a community: how they behave, and feel, and think. Therefore, the PTA feels that the problem of sex education should be allocated to local control, according to each school district, and that every community should decide for itself as to how it wishes sex education managed, rather than by legislative mandate.

SENATOR HIERING: Are there any questions?

SENATOR FORSYTHE: Mrs. Davis, isn't your last paragraph right where we are? It is local control now.

MRS. DAVIS: Well, I don't agree with you. I think some communities are fussing about having it.

SENATOR FORSYTHE: But it is by direction of the local board that they do have it.

MRS. DAVIS: In every community?

SENATOR FORSYTHE: As I understand it, and certainly this was Dr. Marburger's testimony and it has been the testimony of every person involved that it should be local.

MRS. DAVIS: I understood, sir, that there are certain communities where it was just about to be introduced and I understood that this was one of the reasons that many communities were upset because it was about to be introduced and they weren't going to do it.

SENATOR FORSYTHE: Well, again, it goes back to the previous problem of communication and involvement of the community and your organization along with the boards of education certainly are two keys to it.

SENATOR DUMONT: At what level or in what grade or grades do you think this should begin, Mrs. Davis?

MRS. DAVIS: Well, very simply, it could be introduced in the early years. But I think around the fifth or sixth grade is a good time to probably have films and bring the parents into the picture and discuss the kind of things they want their children to see and review the things that they are seeing.

SENATOR DUMONT: Thank you.

SENATOR HIERING: Anything further? If not, thank you, Mrs. Davis.

MRS. DAVIS: Thank you.

SENATOR HIERING: Next, Mrs. Ethelyn Schalick.

M R S. E T H E L Y N G. S C H A L I C K:

I am Mrs. Ethelyn G. Schalick, immediate past president of the New Jersey Congress of Parents and Teachers whose membership totals 465,000 in 1445 local units throughout the state.

May I express my appreciation for this opportunity to speak on such an important phase of education.

PTA has long advocated that sex education should be taught in the schools. As early as 1965 the need for sex education in the schools was included in the National PTA's Action Program as one of the critical issues in our democracy.

In May of this year the delegates attending the annual convention of the National PTA in Cleveland, Ohio adopted a resolution reaffirming this position and which in part reads as follows: Be it

Resolved, That the National Congress of Parents and Teachers urge its members to support state departments of education in the preparation of suitable instructional materials that will assist school districts in giving proper emphasis and balance to the emotional, physical, ethical, and social responsibilities in sex education as a part of a sound curriculum; and be it further

Resolved, That superintendents, principals, teachers, and school board members be urged to work with local advisory committees consisting of parents, religious leaders, physicians, and qualified representatives of community agencies in developing their own school programs of sex education, selecting instructional materials, and making certain that teachers in these programs have been prepared for their important responsibility.

The New Jersey Congress of Parents and Teachers has fully supported the New Jersey State Department of Education in its recommendation that each local board of education make provisions in its curriculum for sex education programs.

It was my personal privilege to be a participant in the fall Sex Education Workshop conducted by the State Department of Education in Morristown in 1966, out of which came the basis for the policy statement of the State Board of Education. And it became apparent to me as State President that it was most important that parents and community groups in general appraise the need for sex education.

Consequently, our State PTA has held conferences, workshops and panel discussions in all areas of the state as well as during our annual State PTA conventions. In addition hundreds of programs have been presented in our county council groups and local units throughout the state with as many as 600 attending one meeting, and over 3,000 were in attendance at each of our state conventions.

These meetings presented the pros and cons, and again the conclusion reached clearly indicated the need for sex education to become a part of the schools' curriculum.

Two high school students were included on each panel during one series of state-wide conferences. One of the questions asked was, "How do you feel about having sex education taught in the schools?" Only one student spoke against it. All the others were in favor and remarked that they were embarrassed to discuss such things with their parents.

Quoting from the April 1968 issue of The PTA Magazine, (National publication), is the following: "Junior and senior high school nurses in one big-city school system, for example, are begging for more and better health education courses. 'Many of the girls we see,' the supervisor of nurses said, 'are genuinely unaware of how they got pregnant.' In a recent year 65 girls under 15 in that city had to leave

school because they were pregnant. In a yet larger city, 115 pregnant girls are seen at public clinics every month."

This points up another very serious situation. There are class differences in sexual attitudes and behavior, especially in ghetto neighborhoods among disadvantaged people. There is also in these neighborhoods a deplorable amount of ignorance about the "facts of life." If we intend to bring these people into the main stream of American life, it cannot be done by merely pouring hundreds of thousands of dollars into the areas. It must go much deeper and instill into the children and youth the desire to raise their standards. This can be done only if they understand the why, the what, and the how.

PTA has always given full recognition to the fact that the responsibility for children's sex education should take place in the home, and that sex education in the schools should serve to reinforce parents' teaching of family life. But, some other institution must take over where the home has completely disregarded its responsibility.

In far too many homes and communities, sex has been the silent problem...the problem that adults didn't want to talk about or face up to or about which they could care less. At the same time movies, TV programs, magazine articles and pictures have projected exactly the opposite and so children and youth have become very much aware of it but without the necessary guidance and direction. By our cowardly silence we have forced upon teenagers free choice in an area where they were too immature to make a wise choice.

Where are they to learn what adults are afraid to teach them? We must level with them and give up the old cliché, "This will give them ideas." They already have ideas. They get them from their friends or off the street. Too many times through distorted images. These street-corner words and interpretations will have

much less appeal if there is an education program where all youth has similar information and won't confuse each other.

In an article published in the May 1969 issue of The PTA Magazine, copy of which is attached, Mrs. Elizabeth Hendryson, the immediate past president of the National PTA has this to say, "Where but at school can we be sure of reaching these children and enabling them to gain the understanding and information on human sexuality that should be an essential part of every person's education? The children who are receiving sound sex education at home have nothing to fear or to lose from a rerun at school. Those who are not have a great deal to gain from a good sex education program in the school."

Finally, the PTA compliments the State Department of Education and the State Board of Education for their foresight in making available Guidelines for Developing School Programs in Sex Education for the use of school districts. At the same time we strongly recommend that these Guidelines be used by all school districts in the planning of sex education programs, and that parents and representatives from both lay and professional groups be included in the discussion of these programs.

Again quoting from Mrs. Hendryson's article, "To strengthen family life, to increase self-understanding and self-respect, to develop sensitiveness in human relations, to build sexual and social responsibility, to enhance competence for responsible parenthood...this is what education about healthy human sexuality is designed to do..... Every child, we believe, has a need and a right to be educated for a responsible, happy family life."

In 1970 the State PTA will be celebrating 70 years of service to the children and youth of New Jersey. This record speaks for itself and PTA will continue to be heard in the promotion of educational programs affecting the children and youth of our state and nation.

Education has taken great strides forward in New Jersey during the past ten years. As responsible adults, let us take all necessary action to keep it from being sidetracked on this important issue. Thank you.

[Article from The PTA Magazine referred to by Mrs. Schalick can be found on page 152 A of this transcript.]

SENATOR HIERING: Are there any questions?

SENATOR DEL TUFO: That was a very stirring speech.

MRS. SCHALICK: Thank you.

SENATOR DEL TUFO: Are we to infer from that that you are for compulsory sex education or optional as it is now?

MRS. SCHALICK: Optional. I think the statement that I read points this out, that it is up to the local school boards involving the parents and the community leaders before such action is taken.

SENATOR FORSYTHE: Mrs. Schalick, can you throw any light on this problem of getting community involvement so that this optional, local-autonomy system can work?

MRS. SCHALICK: As I indicated in the statement, we have done a tremendous work in this area. I think one of the faults of PTA is the fact that we don't publicize many times just what we are doing. We have had hundreds, as I said, hundreds of programs. We did this because we thought the parents needed to know the pros and the cons. We did not say to them, "This is what you must do." They have autonomy in that local association. It was a matter of education as far as the New Jersey State PTA was concerned and has been these past four years. Every time, almost without exception, when this program was

publicized, we had the best attendance probably of the year in the PTA. I think that in itself tells that parents are interested. Many speakers have indicated today they thought there should be this adult education and I thoroughly agree with them. And many times, I might say, where there have been problems - we don't like to admit this, but we don't have PTAs in every school system - but in many of them we have had this educational program.

ASSEMBLYMAN CURCIO: Mrs. Schalick, I gather in response to the question of the Senator that you favor local control.

MRS. SCHALICK: That's right.

ASSEMBLYMAN CURCIO: That would be determined by local boards of education?

MRS. SCHALICK: That's right.

ASSEMBLYMAN CURCIO: What would happen in a situation as we have in South Jersey, as you know, where children go to small community schools up to eighth grade and then go to consolidated schools for high school? What would happen - and this is possible, is it not - if a school district in a local community would say, "We will provide sex education for youngsters between fifth and eighth grades," and a youngster would get some smattering of sex education, and then he would go on to the consolidated high school and that board of education would say, "No, we don't believe in sex education"? Is that possible under the program that you espouse?

MRS. SCHALICK: Of course, it would be possible. However if there were a PTA in that particular locality, I am

sure that they would take care of it. However, as you say, there is no guarantee that a program will be carried on with another school board involved. I think this is where responsible parents, whether they are in PTA or in some other group, should see that if this is what they want, they should make their wishes known. I think you find out if parents really get involved, a great many times there is action.

SENATOR DUMONT: Mrs. Schalick, do you provide through the Congress of Parents and Teachers any in-service training programs for teachers who are going to instruct such courses?

MRS. SCHALICK: Sir, we are known as the Parent and Teacher Association.

SENATOR DUMONT: I know.

MRS. SCHALICK: However, as far as professional education would be concerned for teachers, they do attend our Parent-Teacher Conferences and our local associations. We do not feel qualified to take over the New Jersey Education Association's responsibility.

SENATOR DUMONT: Do you have any particular grade in the development of children where you think these programs ought to start?

MRS. SCHALICK: Well, Senator Dumont, anything that I would say would be purely personal because this phase, the age, -- well, let me say, I strongly recommend kindergarten through 12th grade. I really do. But we want to get clear that there is a difference between the physical aspects of sex education and sexuality as man, woman, boy and girl, and there is a great difference there. We certainly are not going

to tell the physical aspects of sex education to a kindergartener.

SENATOR DUMONT: Thank you.

ASSEMBLYMAN EWING: Mrs. Schalick, on the present guidelines, do you feel they should be strengthened, I mean, made mandatory and you can't go beyond that in the various grades that they are now set up or do you think the various boards should have complete discretion and go way beyond it if they wish?

MR. SCHALICK: I think perhaps, as has been indicated here today, there isn't any document that is written that isn't subject to revision because of the changing times. Offhand, not being a professional person, I wouldn't want to indicate specific areas. But I think, as was indicated, it might be again gone over and there might be areas that might be strengthened or revised. But on the whole, I would much rather see that those guidelines were followed in school districts rather than they go on their own without the support of the community or people who are involved with their children in that community.

ASSEMBLYMAN COURY: Mrs. Schalick, in a report here you indicate many young girls were pregnant, not understanding how this came about.

MRS. SCHALICK: This is a quote.

ASSEMBLYMAN COURY: This is one of the justifications for teaching sex education. I would like to state that it is questionable when you ask a person, depending on how the question is asked, whether anyone would admit to knowing how they became

pregnant. This is sort of a known fact in many areas of market research. If you ask someone, "How often do you bathe," a person may bathe only once a week and they will say seven times a week. I think if you are asking them to admit to some situation that is very embarrassing, perhaps young girls might say that. How do they determine the validity of that?

MRS. SCHALICK: The source of information was from the Supervisory Nurse in the school, in the actual school where it happened, and I said this in the statement. They are responsible people. There would be no reason for them to make this statement if they hadn't been talking with these young girls. Maybe the young girls weren't telling the truth. But this is the statement as quoted and I gave you a direct quote.

ASSEMBLYMAN COURY: I want to correct a misunderstanding. I am not questioning the response of the nurse or the person asking the question. But if that person were not qualified as a survey taker or a questioner, the statement coming from the person answering may not be completely truthful. But all the person asking a question can do is put down what statement they receive. Therefore, I think perhaps it is questionable whether sex education is required because people are not aware of what is happening.

MRS. SCHALICK: This particular report - may I also mention - came from a big city school and it was indicated that it was from the ghetto area.

ASSEMBLYMAN COURY: What area did you say it was from?

MRS. SCHALICK: From the ghetto area. I mentioned that in my remarks.

ASSEMBLYMAN COURY: I think then if it was in this area, there is a definite need for sex education in specific areas perhaps.

MRS. SCHALICK: This is what I was specifically saying at that time.

ASSEMBLYMAN COURY: Then if we leave the introduction of courses up to local communities because of the autonomous position that school boards are in and if Mr. Marburger directs a school board to conduct a course in sex education, what authority will the parents have over that school board in introducing or not introducing it?

MRS. SCHALICK: A lot of them come up for election from time to time. Some are appointed. We realize this. But I think you can get to a school board and indicate your desires. They listen. They are in public life. They want to complete what they started out to do.

I agree with you. There are areas that no one is exactly sure what is the best procedure. But if we don't use any procedure, we will never know.

SENATOR HIERING: Anything further? [No response.]
Thank you, Mrs. Schalick.

Next, Dr. Gerald S. Barad.

D R. G E R A L D S. B A R A D: I am an obstetrician-gynecologist. For the record, since this seems to be the manner of presentation, I would state that I am a Diplomate of the American Board of Obstetrics and Gynecology, a member of the American College of Obstetrics and Gynecology. I am

Director of Obstetrical and Gynecologic Service at the Hunterdon Medical Center, at Flemington. I have the title of Assistant Professor of Obstetrics and Gynecology at the New York University. However, I speak completely and totally for myself. I represent no organization.

I have been very much interested in this field of sex education. For the past 12 years in private practice of obstetrics and gynecology, it has become evident to me that we, at least in the sampling of people I have dealt with, are missing something somewhere.

I have had the privilege of teaching and directing parent education classes. These are classes that you give to young couples when they are expecting their first offspring. The kinds of questions that women ask, already pregnant, - and I am talking about married ladies and their husbands attending these classes - the kind of questions that these people ask often make you wonder as to where and when they received their own information and whether or not there wasn't some better way of doing this.

In addition, in the consultation room, dealing with patients who come with problems, the frequency with which total misinformation has been the root of the problem has been so painful to me as a physician that I felt the only alternative I had was that in some small way I would try to favor an education program where I would be able to reach at least some segment of the population.

For this reason, about ten or eleven years ago in our county, I made myself available on a purely voluntary basis to

any organization that would care to hear me speak on the subject and in the course of time it became possible to speak to practically every Parent-Teacher organization. We have about 28 school districts. I think I have covered about 25 - most of the service clubs, many organizations. I have had a chance to work with the County School Nurses' organization and we have found tremendous acceptance on the part of these groups. I would say that it is almost never that I have been faced with a person who has objected to the kind of things that we have favored once it has been properly explained.

I think the biggest difficulty that we are dealing with with these opposing groups is the fact that they are against something which I am not sure they are really completely cognizant of. I think when I have met this kind of opposition and explained what it is that we are for, the opposition has been much less. I think the kind of scare publicity that we have seen in the paper, the kind of material that people have been exposed to, would scare anyone and I don't blame them for being worried. I don't blame them for worrying about having their children exposed to this kind of thing. But what is the kind of thing that the children are actually to be exposed to?

I am in favor of a K to 12 program and I have said this on many occasions. And on one occasion I was quoted in the paper this way, "Dr. Barad favors sex education in the kindergarten." Well, as a headline, that doesn't mean anything like what actually is meant and what the substance of the material I presented was. Taken out of context, much of this

material appears wrong, but it must be taken in context.

We are dealing in a present climate of a society in which we are exploiting sex. I think we are all aware of the kind of exploitation that sexual material has had in the advertising business. I haven't the slightest idea of what a pair of pretty legs has to do with the selling of a Dodge automobile, but it does sell Dodge automobiles. I think that the lady who says, "Take it all off with shave cream," is selling shave cream, but she is selling sex and it is Madison Avenue that is selling it. I am opposed to this. This is the kind of climate that debases sex. It is the kind of climate in which we have a kind of loveless, exploitative and hateful sex and it is the kind of thing that exists in the world around us that we are trying desperately to fight.

I think much of our community has been afraid of sex. Traditionally we have been afraid of sex. And if we try to explore why we have been afraid of sex, this goes back into the entire history of western civilization. There are a great many aspects of this kind of fear that we can follow. I am not going to go into the entire history of western civilization.

We have several different courses that we can take. I think at the moment we can say, "Let's not change the existing system. Let's leave things alone." I think the kind of vacuum that this would create is so bad that we must discard the idea of no change.

We can talk of the parent doing the teaching and I think this is absolutely essential. As a matter of fact, there

is no parent willfully or otherwise who can avoid that role. A parent is a sex educator - and this has been said in different ways by different people who have testified here today - a parent is a sex educator simply by the inter-action that the parent has with the child. You talk about kindergarten being too early to start sex education; I think that is wrong. Sex education begins with the first time that a child is held, with the first time that a child is shown love, with the first time that a child is aware of the inter-action between human beings that show this kind of love, and the kind of growth that develops within this human being doesn't start at kindergarten - it starts before. As a matter of fact, most of the basic attitudes that we have developed are pre-school. Most of them come from the parent and the community before the school has had any opportunity to influence this child. This is not raw material that presents itself at the kindergarten for the first time. This is a well-formed personality that is well on its way. Many educators have said that this personality is formed by the age of six and much of what will become of it is already decided by that time, so that the school coming into the picture at that time is not starting at the ground floor.

I would like to look briefly at the kind of things that we have been afraid of. I think, firstly, looking at the historical aspect, I would like to give you a few quotations from a book by Dr. Warren Johnson, Professor of Health Education at the University of Maryland, on Human Sex and Sex Education and in this he presents the history of our attitude. He

describes the attitude of the early church - I am talking about the first few centuries after Christ - the early church in its relationship to women and to sex in general.

"Women were seen as distinctly inferior to men, as temptresses to evil." He quotes Tertullian as saying, "Woman, you are the devil's doorway. You led astray one whom the devil would not dare attack directly. It is your fault that the Son of God had to die. You should always go in mourning and rags." St. Ambrose is quoted as saying, "Adam was led to sin by Eve and mastered him whom she led to sin." St. John Chrysostom said, "Among all savage beasts none is found so harmful as woman."

It is surprising to read that it wasn't until the 16th century that the Council of Macon had decided that women do, after all, have a soul, and the decision was by a majority of only one vote. St. Augustine's writings indicate the feeling of the early church that man's need to propagate sexually is the result of Adam's sin of disobedience and, therefore, man's reproduction occurs only in sin. He notes that marriage was no real excuse and there was no material difference between the sinfulness of intercourse between man and wife or that between man and a whore.

These early teachings have largely been discarded by all forms of organized religion. But we must recognize that they have been a background on which we base much of our attitude. I feel that much of the negative approach that I felt in this room today bases itself on the whole history of western civilization that has this negative view toward sex. We have nothing comparable in any of the other attitudes toward

our bodily functions. To try to tell a dirty joke, you must tell a dirty joke about reproduction or elimination. I have never heard of a dirty joke concerning any other human function. We don't have dirty jokes about digestion or respiration.

The next item that I think has been brought up clearly and validly is that this matter of sex education of children is a parent's privilege and responsibility and I completely and totally agree. The problem is that if you survey young people, you will find-- and there have been a number of surveys. I understand that some of the members of the Committee have asked for documentation. I am sure I could find references for you on these quotes. But the number of surveys that have evaluated the source of sex information are legion. Most of them come out with a figure that less than 20 per cent of children receive their primary sex information from their parents and the peer group, their own age level, is the main sex educator for most people. Furthermore, if a child by the age of 13 has not established effective communication on a sexual level with the parent, this will never occur until a child again communicates with the adult on the adult level at the other stage of development.

We have lived so long with the concept of the one big talk. You know, we get behind the woodshed and we sort of talk things over with Junior and Junior realizes that the parent is turning purple and sputtering and stammering. So very kindly Junior pats the parent on the head and says, "Relax, Pa, I know all about it anyway." The unfortunate part about it is that what they know all about they have received from some

other 12- or 13-year-old.

We have lived with storks in the education of our children. We have talked about the stork fable. This is one of the greatest absurdities in the folk lore of this country. It was pointed out to me by none other than one of my own children how absurd this stork fable was when he pointed out, "They tell you that the stork brings the babies, but I have never seen one." We lifted the whole thing out of Central Europe and we never bothered to import the stork. We have all kinds of systems that we have built in to prevent saying that man and woman meet in sexual intercourse and conceive in love a child because we are ashamed of it. The basic purpose of the stork and the cabbage patch and the shopping cart and the doctor's bag or any other subterfuge to the source of true birth is basically so that a woman can remain pure in front of her children and that purity demands that she be a virgin regardless of how many children she has. We have no acceptance of ourselves as sexual human beings.

The kind of education that I seek for children is one where pride in the human experience and pride in human beings can exist. This has not been possible in the system of education that we have produced so far. The loudest proponents of home sex education are generally unable and unwilling to provide this kind of education. There are many effective sex educators among parents. I don't take this away from them. But at the same time, I don't think it is their right to remove a source of effective sex education from those who are not as effective as teachers as they are.

Another fear that parents have had is that they will have children coming home from school with discussion of material that they, the parents, are unfit to deal with, and that's a bit frightening, that we sit around the dinner table and we hear, "Guess what I learned in school today," and everybody turns purple.' That is a threat and I recognize it. But I think that the answer to that threat is not to ignore the fact that we have a problem and a teaching job to do.

Parents have complained that they would have inadequate teachers, that there hasn't been adequate education, adequate in-service, adequate work at the Teachers Colleges. I agree. At the moment, however, the 13-year-old is the sex educator, the primary sex educator. And I feel whatever feeble efforts we may be making, they will be better than the existing system of inadequacy. I think we need much more in the way of in-service education. I think our teachers' preparation requires a great deal more than they have had so far.

The matter of the automobile has been brought out in detail by several speakers, but I think it was a good point. I just simply restate it, that the concept that sex education as such is provocative and will cause children to go out and try it, I think at surface value seems sensible but actually with a little study can be seen does not hold much water. The purpose of driver education, as was said, is to make the more responsible person. The purpose of sex education is to put light on the situation and make these youngsters more responsible. Certainly the hush-hush, the unknown, is far more provocative than putting light on a subject.

There have been many who have quoted that there has been opposition of organized religion. This I state to be false because there is no organized religious body of a major faith in this country that has come out in opposition to sex education in the schools.

I would briefly want to say what an appropriate sex education program could encompass. Starting in the kindergarten, we are not talking about positions of intercourse. We are not even talking about that in the 12th grade. We are talking about the fact that simple concepts that life comes from life, that there are certain portions of the body that deal with reproduction, that humans and animals have families, can be taught safely to kindergarteners without upsetting them, without frightening them. It is far better than saying to a youngster that the baby grows in the mother's stomach and the youngster looks and says, "In there with all the green peas and mashed potatoes," and is terrified. This occurs. This is an actual quote from a kid.

The kind of program would enlarge itself to the point that by the time of the 5th and 6th grade we talk about body changes, about menstruation, about the changes in young people, about acne, about seminal emission and the problems that they are actually experiencing so that they know what they are dealing with. In the 9th to 12th grade, we deal with sociological problems, sex roles in society, dating, courtship and evaluations of standards.

We can tell them, "You must do such and such." You can do this to a dog. You can say, "You must go outside of the

house in order to eliminate." That is what you call training. It is not education. Education requires the evaluation of alternatives coming up with the best alternative for a successful life.

I have had the opportunity to get responses from youngsters and I will read this directly from two boys who are seniors in high school - and I am just about finished. They were asked, "How can the course be made more meaningful?" This was a sex education course in 12th grade. The answer from one of them was: "Your biggest problem was wondering how we would react to this sort of setup. Keep it coed. It's the best. It teaches the kids a little respect and shows them to keep their mouths shut once in a while. Press the importance of us teaching it to our kids. It's not something we giggle about when we are young and refrain from talking about when we are older." Another boy wrote: "Have more sessions of free talking. I like this idea of coed classes, but I think it is a little late. This should have been started back in elementary school. That's one of the reasons everybody is so afraid of the word 'sex.' We are supposed to talk free after 17 years of silence on the subject and it's impossible."

These kids are crying for a little direction. They have been facing a society that has been making something evil of sex, one of the highest means of human communication, one of the most beautiful aspects of the human relationship when properly dealt with. I think it is time we got rid of this kind of filth connotation and have a little more respect for our kids and give them the kind of programs they need.

Thank you very much.

SENATOR HIERING: Are there any questions?

ASSEMBLYMAN COURY: I would like to make one statement. You say there is a filth connotation with the word "sex." I think the only reason there is a filth connotation to sex and sex education is because there are so many descriptions of what is going on in some of the schools as presented by the lady from Livingston. This is what we are trying to stop or prevent. I think it was stated very clearly that sex education is needed. No one questions the fact that we need sex education. The question is: Do they get it at home or do we provide it at school or do we have community counselling sessions? But certainly I think it is clearly understood by everyone here - I think by you also, Doctor - that the courses cannot be taught by people who are not qualified. And if they are not qualified, then how do we start on a program on a State level? That's the question, I think.

DR. BARAD: In the body of my presentation, I stated that if we take that attitude that we stop and do what we are doing, then we have no change. We are where we are today.

I agree with you that the most qualified personnel available should be used, but that any personnel that would be used would be better than what is presently being used and what is presently available. This is my contention.

ASSEMBLYMAN COURY: I question that very much because I know a company that embarked upon a program without trained personnel. They lost a million dollars in one year, but they were large enough to survive and turn back the program. We are

not dealing with money now; we are dealing with youngsters. And I believe that in the hands of a wrong instructor, certain individuals, certain youngsters, may be brought into contact with terms that are above them and might create - this is the danger and this is the question that comes up - perhaps a new interest which they hadn't had formerly.

DR. BARAD: I think that is undeniable. I agree with you completely.

SENATOR HIERING: Thank you, Doctor.

Next, Reverend Jack Keep.

R E V. J A C K K E E P: I am the Reverend Jack Keep,
Pastor of the Parsippany Baptist Church in Parsippany, New Jersey.

Mr. Chairman. Members of this joint legislative committee.
As the Pastor of the Parsippany Baptist Church and a minister of the
Gospel, I feel it my duty to appear before this committee and express
the moral objections to sex education courses currently being offered
in the public schools of New Jersey.

There are many objectionable aspects of these courses which,
I am sure will be dealt with by other witnesses. Therefore, I will
confine my remarks to a specific area. My contentions are:

First - The sex education program of Parsippany-Troy Hills, which
complies with the New Jersey state guidelines, constitutes a denial of
the Judeo-Christian, Biblical morality, and is therefore a denial of
our constitutional right under the first amendment.

Second - that the advocates of public school sex education are
also promoting for profit the very erotic material which, they say,
causes the need for public school sex education.

THE ATTACK ON MORAL AND RELIGIOUS VALUES

I have here the instructional guide for the Parsippany-
Troy Hills schools entitled, Human Sexuality. The statement of the
Philosophy committee states in paragraph 5, "The classroom situation
presents an ideal opportunity to eradicate the taboos and ignorance
associated with sexuality." What are the taboos the sex educators
want to eradicate? We are not told here, but a study of the
Parsippany-Troy Hills Human Sexuality guide reveals that the tradi-
tional and Biblical moral concepts of the Judeo-Christian faith are
regarded as taboos by the zealots of sex education.

The Encyclopedia of Sexual Behaviour is one of the books
recommended on p. 160 of the Pupil Reference and Learning Materials
list in this guide. On p. 26 of Volume I we have the following
statement:

"Wilhelm Reich (1951) called for a 'sexual revolution'
that would free man from the age-old taboos and usher in
an age of sexual rationality. Meanwhile, from another
direction, aid and comfort arrived for the more radical.
Studies of anthropology and comparative religion had
shed a great deal of light on how the Judeo-Christian
taboos had arisen out of savage ignorance."

The sex educators intend to promote this "sexual revolution"
and liberate our youth from the "savage ignorance" of the ten command-
ments. On p. 103 of the same book is the statement:

"As a result of the Judeo-Christian condemnation of non-
procreative sex acts, which has somehow survived even in
much of the presumably 'scientific' sex and psychological
literature, relatively few Westerners feel completely com-
fortable with nonvaginal forms of intercourse."

There follows a lengthy discourse on oral-genital copulation. Other Judeo-Christian taboos discussed and advocated in this "sex education" volume are anal-genital relations, masturbation, extra marital sex relations and premarital sex relations. These themes are redundant in most of the books by the "experts."

In the opening pages of the Instructional Guide for the Parsippany school system the teacher is told that the outline is limited and represents "at best, only a point of departure."

On pages 83-86 of the Human Sexuality Guide there is a lengthy discussion of "The Physical Aspects of Necking and Petting" but not a hint that there are Biblical and religious standards for chastity.

In my opinion, these sex education courses foster and promote situation ethics which are contrary to the Judeo-Christian concept of morality. Situation ethics is moral relativism. On the other hand, the Judeo-Christian morality is based on the attributes of the holiness, justice and immutability of God. The teachings of the Bible, particularly the Ten Commandments, represent absolute standards which have been the backbone of most stable societies. The Human Sexuality guide includes on p. 87 a chart by Lester Kirkendall of SIECUS entitled "What is Moral and What is Immoral?" This chart is a guide to decision making under the philosophy of situation ethics.

Pages 88-91 of the guide contain a section called "Sex Standards?" Again, in typical SIECUS fashion, Divine standards of morality are ignored and the vague concept of "responsibility" is introduced. The section closes with a parting shot at the Bible ". . . the moral order is not something enshrined in historic documents like the family silver. It is a living, changing thing. . ."

On page 95 the student is told, ". . . all kinds of sex standards have been tried out. None has been completely successful. All have defects, all are grossly unfair to some people."

The statement on homosexuality on p. 138 maintains dogmatically that homosexuality is a psychological problem, while confessing ignorance about its origin and nature. The statement suggests this is a normal phase of behaviour. I quote, "Most homosexual experience occurs during late adolescence or early adult life and is but a passing phase - a form of sex experimentation. . . More recent court decisions have indicated a more liberal attitude toward homosexuals." The inference here is clearly that we too ought to liberalize our thinking about homosexuality. Ladies and Gentlemen, the Biblical view of homosexuality is that it is sin and needs to be treated in the same manner as other spiritual problems. We want to lead people out of these perverted practices, not justify their continuance in them.

A statement on masturbation on p. 139 views masturbation as a desirable experience for learning that sex is pleasureable. It is also suggested that this is an acceptable form of releasing sexual tension and achieving a sense of identity and self image. There seems to be a definite encouragement to this habit in the statement, "Medical opinion is generally agreed today that masturbation, no matter how frequently it is practiced, produces none of the harmful effects about which physicians warned in the past." This is followed with a slur on religious views opposing masturbation,

"On the other hand, untold numbers have suffered mental turmoil because of a sense of guilt . . . It should be clear that the psychological damage is not caused by masturbation itself but by the feeling that they have done something wrong; that they have violated a strong cultural, moral or religious ethic and that they know they cannot prevent recurrences.

Numerous passages in the Human Sexuality guide, in reference books and in the visual aids lead us to the conviction that the sex educators are endeavoring to bring about a total revolution of moral values.

I have attached to this testimony a list of Biblical passages which state the Judeo-Christian view of sexual sins. It is our belief that only the home, encouraged by the church can provide the type of wholesome instruction in sex and morality which is most in accord with the religious and ethical convictions of parents.

FINALLY, MAY I POINT OUT THE HYPOCRISY OF THE SEX EDUCATION EXPERTS WHO PROMOTE THE CAUSE AS WELL AS THE CURE.

Nearly every apologetic for public school sex education points to the erotic stimuli - the movies, TV, pornographic magazines - as causing a need for sex education programs. However, the so-called experts are promoting and condoning these very same erotic stimuli.

Mary Calderone, is the executive director of SIECUS and is proclaimed to be one of the foremost promoters of sex education in the public schools. The Calderones own three movie theaters, the Mineola, the Westbury and the Calderone, all on Long Island. I have here three color transparencies taken of these theaters. On the marquee of the Westbury you see advertized "Rachel, Rachel." This is reputed to be a tale of sex-starved old maid who longs pantingly for love and a lover. On the Calderone is an advertizement for "Three in the Attic." The third picture is the Mineola theater. This is the theater in which the Minsky burlesque show was staged in 1967 and again in 1968. Iistric Attorney William Cahn, of Nassau County, insisted that certain "obscene," "objectionable," and "lewd" scenes be deleted from the show. I am attaching a copy of the article from the Anaheim Bulletin of March 6, 1969 which tells the story in more detail.

I have here copies of Sexology magazine which are obviously "slick smut." Sexology is edited by Isadore Rubin, former treasurer of SIECUS. On the Board of Sexology are SIECUS Directors William Genne', Lester Kirkendall, John Money, Weldell Pomeroy. Sexology reprints are recommended on the Pupil Reference and Learning Materials list of the Parsippany-Troy Hills instructional guide.

As evidence of a further permissive attitude toward pornography I refer to p. 166 of this instructional guide. Here a pamphlet authored by the New Jersey Committee for the Right to Read, is recommended. The explanation reads,

"This is the report of a survey made of New Jersey Psychiatrists and Psychologists with respect to State legislation which would proscribe sexually oriented publications for persons under 18. The overwhelming majority felt that they did not regard such materials as being harmful for young persons, many feeling that these might in actuality serve to minimize anti-social behaviour by providing a vicarious outlet. A number of individual replies are reported."

I would like to add to this testimony some comments on the Doctor's statements who preceded me. He said that no major denomination in the United States or no organized religious group had come out against sex education in the public schools. I have attached to this document a copy of a resolution passed unanimously by the Parsippany Baptist Church. The same statement in essence was passed by the Garden State Fellowship of Regular Baptist Churches in March, and in June the General Association of Regular Baptist Churches on the national level passed a resolution opposing improper sex education in the public schools.

It is also interesting to note that the Family Life Commission of the National Council of Churches, which has favored in a joint statement on sex education, has on its board Rev. William Genne and Mary Calderone, who are both SIECUS people, and, of course, Mr. Genne is on the board of Sexology Magazine.

Gentlemen, I urge you to introduce measures which will remove sex education from the public schools and return this responsibility to the parents to carry out according to their own judgment and convictions.

Thank you.

SENATOR HIERING: Gentlemen, are there any questions?

[No questions]

Thank you very much.

Next is Lieutenant Colonel Clyde W. Hill.

C L Y D E W. H I L L: Mr. Chairman, Members of
the Committee -

SENATOR HIERING: Before you start, I notice you have quite a lengthy statement. We are trying to limit our talks to ten minutes. I don't know if you can do it.

LT. COL. HILL: Sir, I have got it down timed to about 12 minutes, if the Committee will permit me.

SENATOR HIERING: In other words, you are going to give us a resume.

LT. COL. Yes, sir. I do not plan on reading the extracts. I think they are self-explanatory for the Committee. I would like to make one statement prior to going into my prepared text, if I could. The discussion here about why so many of the schools are going into sex education without consulting the communities - I think Page 9 of the Guidelines, if you would refer to them, on talking about responsibilities, if I can still read the English language, states right out that there is only one person who can be held accountable or who is responsible for sex education in the schools, and that is the Superintendent. And I quote: "The ultimate responsibility for all curricular offerings in the school rests with the school administrator. He implements and directs the educational program in concert with the local board of education. Although this responsibility cannot be

delegated, the School Superintendent administers the school program through his appointed subordinates, his curriculum coordinators, principals, consultants, area chairmen and faculties. He is the individual who must make the determination regarding the implementation of sex education as a part of the school program. It is time to stop being defensive about the value or legitimacy of the subject. Apology is one of the chief symptoms of insecurity and a school administrator has no need to rationalize himself or others.

This, I think, is where much of the consternation is coming out about why the parents are not brought into the program. It is being brought in without the parents' consent.

In appearing here today we are requesting that this Committee take the necessary steps to have the Legislature of the State of New Jersey enact a law which would prohibit and ban sex education and sensitivity training from being taught in the public school system of New Jersey.

Because we have openly expressed our concern and opposition to the teaching of sex education as it is defined and recommended by the State Department of Education in its pamphlet, entitled: "Guidelines for Developing School Programs in Sex Education," we have been labeled as radicals, as Christian fundamentalists, as right-wingers, as extremists, and as liars. At the same time, those organizations such as Planned Parenthood, SIECUS, the State Department of Education, as well as individual educators who are applying these labels have not been able to offer a cogent reason or any other true

justification as to why the curriculum of our public school systems should be changed so as to expose our children to 13 years of totally integrated, co-educationally taught sex education. A program commonly referred to as the K-12 program.

There are many valid reasons as to why we oppose the teaching of sex education in our public schools. However, I shall mention only three here today.

First and foremost is the fact that the moral code concerning sex as it stems from our Christian-Judeo heritage would not and could not be taught along with the sex education program. A program such as the one recommended by the State Department of Education, if taught without morality will lead to the complete moral destruction of our youth, and to the eventual destruction of our nation. Sex education must be left to the parents and to the traditional church where it has rightfully been accomplished for centuries.

Now the proponents of sex education will state that the parents are uneducated as to the current sex education needs of their children and are shirking their responsibilities in this area. Therefore, the schools must assume this responsibility with or without the parents' consent. It is absolutely true that most parents do not teach their children at the age of three on how the act of intercourse is performed, as many of the advocates of sex education would like to see. However, most parents do relate the sexual facts of life, along with the appropriate morals, to their children when they reach the age and maturity at which time the information is required

and can be understood.

In addition, a number of the proponents of sex education argue that the K-12 program should be taught in our schools, because the aforementioned Christian-Judeo moral concepts are no longer applicable. Their reason being that we now have the pill, the diaphragm, intra-uterine devices, and other contraceptives available which will permit our children to engage in premarital sexual activity without the danger of pregnancy and the premature responsibility of parenthood.

I pose a question: "Does the technological advances made in the development of contraceptive devices give Man the right to change those moral concepts which were established by Almighty God, and upon which this nation was founded?" One of the questions that you will resolve during these hearings will be as to whether New Jersey will retain those moral principles which were established by our Creator, or will we renounce them as no longer being relevant, and replace them with the new "situation ethics." And in so doing, take the path that will lead to our eventual destruction.

Our second major area of concern is the lack of control over the material, written, visual, and verbal which could and would be introduced to our children in such a program. Included within the material recommended by the State Department of Education we find 56 films, 14 film strips, 17 sets of transparencies (each set containing 20 individual vugraphs), 44 teacher reference books, and 63 student reference books.

However, these figures do not represent the teacher references and student references which are further called for in the various teachers' guides which accompany the films, the film strips, and the transparencies. Nor do they include the supplemental materials which a teacher could bring into the classroom without the approval of the board of education or superintendent.

During the past few months, the America's Future Club of New Jersey has been holding public meetings on the proposed sex education program. As a part of these meetings we have presented several of the films which are recommended by the State Department of Education. These films have been rented from the film sources as listed in the "Guidelines," and are not substituted as alleged by a spokesman for the State Department of Education. The recommended films which we have shown are as follows: And, gentlemen, I will skip the description. You all have it and I think that you saw the majority of the films this morning.

However, I would like, as I discuss the film "Human and Animal Beginnings" to put into your record if you don't have it the teachers' guide that goes along with this particular film, sir.

Do you have this one, Senator?

SENATOR HIERING: No, we will be glad to make it part of the record.

LT. COL. HILL: O.K., because this will add to the fact about intercourse in kindergarten and grades 1, 2 and 3, and I quote: "The teacher's guide which accompanies this

film would have the teacher introduce to her little charges the following vocabulary: penis, vagina, uterus, and intercourse. Quote: 'The sperm comes out of the father's body through the penis. The baby grows in the uterus. It comes out of the mother's vagina, as we saw in the film. The father and mother love each other very much. When they lie close together, the form of the father's penis changes so that it slips into the mother's vagina and leaves the sperm there.'

This is the teacher's guide for "Human and Animal Beginnings" recommended for K-1, 2 and 3.

You did see the film strip this morning based on your conversation on "How Babies are Made," so I shall not go into the film. However, did you get a chance to look at the various teacher's guides which accompany the film?

SENATOR HIERING: No.

LT. COL HILL: O.K., sir, if I could I would like to leave these with you and introduce them in. This film strip or slides has been the most controversial item in the proposed sex education program, and rightfully so, since in our opinion it brings the human being down to the animal level as it concerns sex. The film strip includes scenes showing mockups of chickens (Slide 17) and dogs (Slide 25) in the act of copulating, followed by a slide showing a nude man and woman (Slide 32). This in turn is followed by a scene of a partially-covered man and woman lying in bed, with the position of the man shown as lying on top of the woman (Slide 33).

The teacher's guide which accompanies this film suggests that prior to showing the film to the children that the teacher should motivate them by first discussing with them, among other things, dogs copulating, and to have the children observe the reproduction and birth of live animals in the classroom. Now we're talking about Grades 4, 5 and 6. You will notice in the Guide, gentlemen, that this Guide recommends this particular film strip for ages 3 to 10.

After the children have viewed the film, it suggests such supplementary activities as having the children perform roles in plays about family life, have them draw pictures expressing death, life, growth, and the union of the egg and the sperm. In addition the teacher's guide provides 14 pages of questions and answers dealing with all facets of animal and human reproduction to include intercourse.

Also included with the film is a booklet entitled, "How Babies are Made - Student Review Booklet." It is a coloring booklet, as well as an examination booklet, thus the teacher can observe how well each child has learned his lesson in reproduction.

I would also like to make this a matter of record.

There is one other film I would briefly like to mention - "Human Reproduction." It is recommended in the State Guidelines, page 28, (Grades 4, 5 and 6) and in SIECUS Guide No. 7, on page 17. It is produced By Audio Productions, Inc., distributed by Contemporary Films, McGraw-Hill, time 20 minutes. "The purpose of this film is to show the structure and functions of both male and

female reproductive systems and how human birth is accomplished. It presents the reproduction process from conception to birth by drawings and animation. The birth stages are shown with a live scene in the delivery room where a mother is observed seeing her newborn child for the first time."

This film is recommended by its producer and distributor for high school, college and adult level audiences, and yet our State Department of Education recommends it for grades 4, 5 and 6. After viewing this film, no educator, doctor or psychologist would be able to offer a plausible explanation to the concerned parents or this Committee as to why this film should be shown to the students of these grades.

Moving ahead, gentlemen, to the film strips, we did get the catalog which contains all the transparencies from the 3 M Company. The transparencies recommended in the State Guide are a complete sex education program in themselves and it is called "Concept 6 of the School, Health, Education Studies. It is written by the SHES group down in Washington, produced and distributed by the 3 M Company.

The "Concept 6" of the SHES Program consists of four basic units and each unit contains the following: 1 basic document, 6 Teaching-Learning Guides, 6 Teacher-Student Resources bibliographies, and either 4 or 5 sets of transparencies, with each set containing 20 individual vignettes. Since we were not able to obtain the materials we could not ascertain their content, nor could we ascertain the number

of additional teacher and student reference books which are called for in the bibliographies.

The student references which are recommended by the State Department of Education for the K-12 Program No. 63. Due to the lack of time, we have been able to review only a small number of these books. So that you may have an indication as to the type of material which has been recommended, we have prepared for you extracts of two books - "Love and Sex in Plain Language," which I have available here if you would like to check it out, by Eric Johnson, and "What a Boy Should Know About Sex" by Dr. Bernhardt S. Gottlieb. These extracts speak for themselves and should need no further commentary. It should be pointed out to this Committee that several of the student references which have been recommended by the State Department of Education are authored by members of the staff and the board of directors of "Sexology" magazine.

Since the State Department of Education has recommended that the Sex Information and Education Council of the United States (SIECUS) be consulted by the superintendents of our local schools for further enlightenment as to the establishment of sex education programs, I would be remiss in my responsibility both as a parent and as a citizen if I failed to bring to your attention today a new book recently prepared by SIECUS and published by the John Hopkins Press. This book is entitled "The Individual, Sex & Society" and is described on its front cover as "A SIECUS Handbook for Teachers and Marriage Counselors." The paper-back edition costs \$4.50 and the cloth-bound edition \$10.00.

From its introduction I have extracted two short paragraphs and I quote: "This book, the first of its kind, is an attempt to eliminate that bottleneck by making available in one volume an extensive and reliable book of information for sex educators. We hope it will be useful as a text book in training new teachers and that it will serve as a reference book for those already in the classroom."

Gentlemen, pertaining to their views, "almost as many views as authors are presented here, but certain things run throughout these papers - that the sex education teacher by being frank, serious and open, in a sense, is the curriculum and is teaching his way of thinking and feeling about sex (not omitting his own value system) as much as he is in cold facts."

This book has 18 chapters and leads the teacher through the history of sex education, the establishing of a sex education program, sexual behavior in the Negro ghettos, premarital sexual standards, and normal sex functioning. There are also areas dealing with masturbation, contraceptives, homosexuality, and discussions on other forms of sex deviation, all of which are presented and discussed in great detail.

Of interest to the parents and to the members of this Committee is the accepted attitude for premarital sexual standards which is contained in Chapter 7, and the information on human sexual response which is contained in Chapter 13.

As stated, Chapter 13 deals with human sexual response and devotes 16 pages to a discussion of the sex act and its three phases, and I quote: "the pre-coitus period, including the initial approach and continuing through the sexual stimulation that develops into readiness for coitus; (2) the act of coitus and orgasm, the actual act of connection between the partners, continuing through the experience of orgasm and climax; and (3) the post-coitus period, the portion of the sexual experience that follows orgasm or climax and continues until both partners have returned to their previous unexcited state." Of the 16 pages devoted to the sex act, 5 pages are devoted to a discussion of the various positions of intercourse and oral-genital sex. This teacher's manual further lists 126 books as further reference material for the teacher.

Gentlemen, I ask you. Is this really what you want for our children?

And, Mr. Chairman, the other material I have in there concerns taxes, which I think is going to be a tremendous drain to try to put this program in.

As stated earlier, I came here today in behalf of the people to talk about requesting the Legislature to pass a law banning sex education from the New Jersey public schools.

Now there are among us those who would take the position that the Legislature cannot get into the business of regulating the educational subjects which are taught in our schools. We consider this to be an invalid position, because, if

the subject matter were different - and I only use this as an example - "fascism", and we were here today talking about fascism instead of sex education, you would find people demanding that the legislature act to prevent fascism from being taught in our schools, and rightfully so.

There are others who would prefer to take no positive action and would suggest that it be left up to the State Department of Education to resolve and perhaps come up with a new "Guidelines." In our opinion this solution would be entirely unsatisfactory, since we contend that the State Department of Education has already proven its incompetence in this area. We base this contention first on the published "Guidelines" pamphlet itself, and secondly on the statements which have come forth from the Department of Education since the publication of this pamphlet, primarily concerning what is contained in the Guidelines. I quote from the EVENING TIMES, Trenton, New Jersey, Thursday, July 3, 1969:

"Dr. Carl L. Marburger, State Commissioner of Education, was unavailable for comment but a spokesman described the protest against sex education courses as part of an organized campaign by right-wing extremist groups like the John Birch Society. The spokesman said that a private agency has shown sex education films at "PTA meetings" that are designed for adults. The films are fairly sophisticated and some parents get the idea the films are shown to students. That isn't so."

Some of the films we have been showing are recommended for adults and they are still recommended for the schools.

"Some of the controversy is based on a film produced

by Time-Life, Inc. This film includes a still shot with a man and woman in bed, under the covers. But I don't think that film is even being shown in New Jersey schools, the spokesman said."

But it is an indication to me that he did not know what was in the program.

ASBURY PARK PRESS - July 23, 1969. "More than two years ago the State Board of Education adopted a policy statement.....

"Marvin Levy, a former Supervisor on Health and Safety for the State Education Department, who played a key role in drafting the guidelines, said at the time that the State's policy was not intended to generate controversy and was generally viewed as innocuous."

He said, "There are critics who will ask 'Are you going to tell kindergarten kids about sexual intercourse?' The answer, he said, is 'of course, not.'"

Yet we see in the teachers' material it is proposed for K-2-3, and as of yesterday in Asbury Park we have an article here, "Hearing on sex education slated for tomorrow" quoting Mr. Clyde Lee of the State Department of Education. Mr. Lee makes a statement in reference to the fact that the State Department of Education does not recommend examinations for the sex education program. If you turn to Section 5 of the Sex Guidelines, you will find one of the things - now perhaps again I can't read - but when they say "Test for Knowledge of Human Reproductive Physiology, Growth and Development Facts and misconceptions relating to pregnancy, masturbation, venereal disease, homosexuality, etc.," to me that is an examination on the material the

children are getting.

In closing. I again thank you for permitting me to appear before you today, and I leave you with these questions:

Can we afford to experiment with a program which will result in the moral destruction of our youth, our leaders of tomorrow, and the future of our nation?

Can we tolerate in our public school system a program in sex education which, once approved and implemented, cannot be controlled as to what material will be introduced to the students?

Lastly, with the ever-increasing daily cost of living and the annual increase in property taxes, can we ask the people of New Jersey to dig deeper into their pockets for more money - money which would be thrown away on a useless and senseless program of sex education, when the same money could be better utilized by the taxpayers themselves to provide a better home environment for their children.

The obvious answer to the above questions is No, so once again I ask this Committee to recommend to the State Legislature the appropriate law which would ban sex education and sensitivity training from our public schools, thus leaving this responsibility with the parents and the church where it rightfully belongs and thereby removing the public schools of New Jersey out from under the influence of the sex education industrial complex.

Thank you very much, gentlemen. (Applause)

SENATOR HIERING: No demonstrations, please. Are there any questions? Senator Del Tufo?

SENATOR DEL TUFO: I just have a couple of short questions. You made a statement that dwelt on my mind. To me it was a strong accusation. You said that the Boards of Education are invoking the sex education programs without the consent of the parents.

LT. COL. HILL: Yes, sir, and I can show you where schools have developed a curriculum; in fact, Eatontown has teachers to learn sex education -

SENATOR DEL TUFO: Well, isn't it a fact that at every board meeting there is an agenda which is circulated to the teachers and through the PTA's, and the board goes through its regular meeting and then has a public meeting where the parents and the inhabitants of that town -

LT.COL. HILL: They can, sir. Sometimes they also meet in executive session, which you don't know.

SENATOR DEL TUFO: In other words, these programs are put into being without a public meeting being held?

LT.COL. HILL: Sir, if you want to know the truth and this I have no proof of, and I am trying, but I will venture to say that if a thorough investigation were conducted, you would find that these films are being brought in and shown to the schools without even the school boards knowing about it.

SENATOR DEL TUFO: Well, that's good to know.

LT.COL. HILL: I'm not blaming the boards of education because they themselves don't know what is happening.

SENATOR DEL TUFO: How about establishing an educational course in the school. Is that done without the knowledge of the parents?

LT. COL. HILL: Most generally if it appears in the curriculum, yes, sir.

SENATOR DEL TUFO: Well, don't they pass resolutions

at the board meetings before they can invoke such a study?

LT.COL. HILL: I can't answer that, sir, I don't know.

SENATOR DEL TUFO: Well, that is very important to me because Commissioner Marburger made a statement that it is optional. If it is optional, it has to be put through by the board of education at a public meeting. You are trying to tell me that Eatontown does not have a public meeting?

LT.COL. HILL: No, they had a public meeting but what I am saying is that the point of putting the stuff through was made before that public meeting was ever held.

SENATOR HIERING: Is there anything further?

ASSEMBLYMAN EWING: Colonel Hill, on page 5, you said "Since the State Department of Education has recommended that the Sex Information and Education Council of the United States be consulted by the superintendents.." Where did that appear in the Guidelines?

LT.COL. HILL: O.K., sir, just a moment. It is in reference to establishing the curriculum. It's on page 10, paragraph 3: "Obtain the services of a consultant in sex education from a college or university, the American Social Health Association, Sex Information And Education Council of the United States." Does that answer your question, sir?

SENATOR HEIRING: Are there any further questions?

SENATOR DUMONT: Colonel, why do you want the State Legislature to pass legislation on this subject, thus taking it away from the jurisdiction of the local boards of education rather than leave the decision and final analysis to the people whom you elect locally to the boards of education?

LT.COL. HILL: Sir, the reason is - how can a parent - there is not a superintendent who will vouch for what goes on in that classroom. I was working with a superintendent very closely on sex education and he said if we drew up the curriculum and let you see it, would you buy it? I said, "Could you control it, keeping within the curriculum?" and he said, "No. I cannot vouch for what any teacher says in that classroom." This is what bothers me, sir. We have some tremendously good teachers but the teachers' profession is no better than any other profession. They also can have some off-beats in there. Here we are messing around with morals; we are not messing around here with children's minds, and once the damage is done you are not going to correct it.

SENATOR DUMONT: You are also asking a level of government which is not as close to you as those you elect locally to make this decision and infringe, as we are accused, I might add, constantly of doing, once again on home rule. I was surprised to hear Mr. Hurwitz indicate that the State Legislature has mandated very few things, because that is not what most boards tell us when you are with them individually. Now you want the Legislature to take away one more thing that it seems to me you ought to be able to regulate through the people you elect locally.

LT. COL. HILL: Sir, we had a witness here earlier and I think he told this Committee exactly what the State Department of Education feels is their privilege. You give them authority under a certain bill - I guess it was on health education. They, therefore, believe that the rest of this

material falls under Health Education. You did not specifically give them authority to conduct sex education, but they are using this. They say, "You give us this authority and this is included in there."

SENATOR DUMONT: There is nothing to stop the local people from changing board members if they don't think they are measuring up.

LT. COL. HILL: Sir, I disagree with you.

SENATOR DUMONT: It would help if more people got out and voted at school elections.

LT. COL. HILL: I agree with you wholeheartedly. I couldn't agree with you more, and they should attend the school board meetings, etc.

SENATOR HIERING: Is there anything else?

ASSEMBLYMAN CURCIO: Colonel, did I understand you to say that some of the board members themselves don't know what's going on in the schools with regard to sex education?

LT. COL. HILL: Yes, sir.

ASSEMBLYMAN CURCIO: Well, can't the parents go to these public meetings that the boards are holding and tell them what's going on?

LT. COL. Hill: Let me explain. We had a meeting, and I have the clipping with me if you would like to see it. We held a public meeting Tuesday, a week ago Tuesday, on sex education. I was informed by them - we were talking about the expense of it, and I was informed by a teacher at that point that we don't have to worry about buying the films because they are already on hand in the county library

and all the teacher has to do is go get them. Now how are we going to control what that teacher gets out of that library? She said, I have a film for high school and college and I have already shown it to three elementary grades.

ASSEMBLYMAN CURCIO: I'm afraid you misunderstood my question. I said, is there anything to prevent the interested citizens and parents from attending the board meetings and apprising the members of the board what is going on in their schools?

LT.COL. HILL: We have been apprising them, sir, but, again, once a curriculum has developed and once the teachers have been trained you are going to find it difficult to get out of that program. In fact, the State guidelines, if you read it carefully, tells them when to bring their parents in; the curriculum is already developed and everything else before the parents are ever brought in to determine whether or not they want sex education.

ASSEMBLYMAN CORY: When the local parents get together with the board of education and the clergy and the specific groups supposedly to develop a curriculum, who is the representative group that will be recognized at these meetings? In other words, there can be a concerned parents group here and another concerned parents group from the same community attending.

LT. COL. HILL: Sir, we do not have groups elected; for example, we would not have a representative appointed for that committee.

ASSEMBLYMAN COURY: Then any group can attend and state they represent the concerned public.

LT. COL. HILL: If they are meeting on a particular curriculum, yes, it would be valuable but if they appoint a committee and the committee meets by itself, how are you ever going to say whether it's good or bad.

SENATOR HIERING: Is there anything further, gentlemen?

If not, thank you, Colonel.

Next, Mr. Patrick Lundy.

P A T R I C K L U N D Y: Senator Hiering, Assemblyman Kean, members of the Joint Committee and fellow citizens of the State of New Jersey, my name is Patrick Lundy. I am a member of the Bernards Township Board of Education, Somerset County. I am also a teacher; I am also a parent, and I would like to congratulate the NJEA, of which I'm a dues-paying member, for finally coming up with a position paper. I went to the NJEA headquarters on July 17, 1969, and I asked the Director of Research did NJEA have a position paper on sex education in New Jersey. The answer was no. I'm glad to hear it today. It took three weeks to write that position paper.

By the same token, I'm a member of a Board of Education. I was also intrigued to hear a spokesman for the Federation also say something I never heard before. I would like to leave the thought with the Committee that they might not take anything on face value today and that they very carefully check into all these authorities and surveys that we have been hearing about.

I will continue with my prepared statement.

At this moment there is a great deal of concern in Bernards Township because of the administration's K through 3 sex education proposal. I have written a statement in opposition to this proposal on the basis that the source materials provided to me did not indicate the need for such a program at these early levels.

Because of the failure of the board and the administration to provide valid information to members of the public, I was later motivated to write another statement in which I outlined all that I knew concerning this proposed program. I also censured the administration for its poor handling of this delicate matter. There has been so much evasiveness and conniving in the formulation of the present study that I have lost confidence in the responsible parties. I will not read those statements now, but I will include copies for this Committee's study. I believe this Committee can do much to transform all the heat that has been generated over this question into light if it will address itself to the following considerations:

1. the need to define clearly what is meant by the term "sex education." Is this different from "human sexuality" and "sexology"? In my mind "sex education" represents the bull's eye of what we should be aiming at; that is, the necessary biological facts presented in an appropriate manner and at an appropriate time in the development of our children. If this is what we are talking about, I am ready to listen. but get

too far away from that center target into the ill-defined and ever-expanding possibilities proposed by those who would push this concept to the outer limits and you can expect to have trouble. The key word is "appropriateness," and it must be defined - the what, when, and how of the subject.

It is misunderstanding of this concept, no doubt, which has caused the following kind of statement to be made by the administration to the Bernards Township Board of Education, and I quote: "Some feel they are crusading for the public good by trying to stamp out sex, erase it from children's minds and to insulate children from it." In other words, the administration equates opposition to its K through 3 proposal with opposition to any, perhaps more appropriate, kind of sex education. Furthermore, I know of no one in Bernards Township with such ridiculous and unrealistic intentions.

2. the need to protect those who have legitimate criticisms of such programs from being labeled extremists. This is the constant cry of Dr. Mary Calderone of SIECUS. Such was the emphasis of the recent convention of the NEA, of which I am also a member. In the Bernards Township study material there are many examples of such charges. As a professional educator, I repudiate them completely as being an unworthy technique to shut off any criticism, regardless of its source.

3. the need to establish clear procedures for the formulation of any sex education program. Let us have some definite ideas of:

- A. how a community's need or desire for such a program should be ascertained.
- B. how an advisory committee should be composed and how it should operate; do the representatives truly represent their organizations or do they merely represent themselves; should the administration conduct the meetings or should it act as a resource agent for the lay members; should the committee have a hand in formulating a basic philosophy as well as establishing the broad framework from initial study to implementation?
- C. how will citizens be kept informed and how will their approval of the completed proposal be sought and honored?

4. the need to study the experiences of other States such as California. Why was there such a strong reaction to sex education programs in California? Why did the California State Board of Education issue its resolution adopted as recently as April 10, 1969, which embodies the following important ideas:

- "Programs dealing with sex education should be voluntary and not be mandatory.

I learned today that on August 2nd the Legislature of California made that a law.

- "Earliest instruction relative to human reproduction not to be introduced prior to age of 9.

- "Elimination of SIECUS materials from California schools."

In conclusion, permit me to express disagreement with the basic premise of those who so ardently seek to initiate sex education from K through 12th grade. This premise states that because we live in a sex-saturated society, we must prepare the young to live in it. Supposing we were discussing another kind of pollution, air pollution, would the same kind of logic insist that we fill our classrooms with smog, smoke and exhaust fumes so that our children can breathe easier when they enter the adult world? Perhaps we should study this problem in its entirety and pinpoint the cause of our concern. I fear we are attempting to cure the symptoms as manifested in our young people, instead of the disease created by our adult society.

Let us consider how we should respond to President Nixon's call for a "citizens' crusade against the obscene and new laws to battle smut in the mails." and Commissioner Romney's exhortation to the National Chamber of Commerce as reported in the TIMES of May 15, 1969: "You know what you can do? Fight pollution. I don't mean physical pollution. I mean filth and obscenity and pornography."

Thank you.

SENATOR HIERING: Are there any questions?

SENATOR DUMONT: Mr. Lundy, were you here when Mrs. Sayer testified this morning?

MR. LUNDY: I have been here since the very beginning.

SENATOR DUMONT: She indicated, as I recall it, that

the implementation for proposing a program of sex education in Bernards Township, which I understand is not yet actually operating, had really come from the Department of Education, not the local board of which you are a member. Is that correct?

MR. LUNDY: Yes.

SENATOR DUMONT: I take it that you are not, therefore, in consonance with some of the other members of the board who have made this proposal or you don't like certain portions of the proposal.

MR. LUNDY: Well again we are talking about definitions and timing. As you well know, it is the local board's responsibility to initiate certain ideas and, therefore, to give the stamp in a general philosophical way, they then being mainly lay people as far as education goes, and have to leave it to the administration. So it is the administration that has told us, or has told me as a board member, that the study which is still a study in Bernards Township was initiated because of the guidelines from the State Board - or the policy statements from the State Board and the Guidelines from the Commissioner.

SENATOR DUMONT: Are you the only member of your board of education who is taking issue with this proposal?

MR. LUNDY: Yes, I am.

SENATOR DUMONT: Since you are a member of the local board of education - perhaps this is a foolish question to ask you, because you are one - would you rather have the authority remain with the board or, as the last speaker indicated, have the State Legislature regulate such a thing?

MR. LUNDY: I am a great believer in local control and, therefore, I do not like to see local people point to Trenton and say it's because of something down there that we should do this. You can't have your cake and eat it.

SENATOR DUMONT: But in substance, that's actually what you are saying about the State Board of Education and the Department of Education now, despite the fact there is no State law on the subject.

MR. LUNDY: I have gone on record in one of my statements saying something to the effect that if we really mean what we mean by local control, why should we wait until we are told by Trenton that you must not do this thing? Is it because of the concern that has been generated? The last three or four board meetings have been in large attendance, people obviously concerned asking questions and not getting appropriate answers. It should be obvious that something should be done on the local level, and I have addressed myself not to generalities but to the problems as I have termed them in Bernards Township.

SENATOR DUMONT: Thank you.

SENATOR DEL TUFO: Pursuing Senator Dumont further, did I understand you to say that the Administration can put into effect a sex study program without the consent of the Board of Education?

MR. LUNDY: No, I didn't say that. I said that in certain matters the Administration must initiate, matters of a strictly educational nature -

SENATOR DEL TUFO: But not on this sex study program.

MR. LUNDY: No, I said that the board of education has gone on record in a general philosophy statement which pretty much parallels the State Board's philosophy statement, but it then must leave the implementation - the study, the research, the formulation and the final drafting - of the program which it then hands to the Board for approval.

SENATOR DEL TUFO: For approval.

MR. LUNDY: Yes.

SENATOR DEL TUFO: But it does need approval. The formulating of it, the policy, the setting up of the system is left in the hands of the Administration. Right?

MR. LUNDY: Yes.

SENATOR DEL TUFO: But they do need approval to put the course into being. Right?

MR. LUNDY: The final stage is the approval of the Board of Education. But I am concerned about the step prior to the final step.

SENATOR DEL TUFO: I want to get that clear in my mind because we were told by Dr. Marburger that it is optional. And the optional, as far as I'm concerned as a former Board member and as a legislator - means that the Board of Education represents the people and they pass on it. The final analysis of putting it into being is left to the Board. Right?

SENATOR HIERING: Thank you very much, Mr. Lundy.

Next, Dr. William Farley.

W I L L I A M J. F A R L E Y, M. D.: I am Dr. William Farley, a pediatrician residing in Nutley and I am here to represent the New Jersey Chapter of the American

Academy of Pediatrics.

I will be brief. I will initially present a statement, a joint statement by our national organization, the American Academy of Pediatrics, the joint committees on School Health, Infant and Pre-school Child, and the Committee on Youth, and I quote: I might say that this isn't entirely repetitious but I think in some degree it summarizes many of the things that are said here today.

"The American Academy of Pediatrics is deeply concerned with the increasing social health problems in today's society, particularly those that relate to the function of the family as a unit and to the behavior of its children and youth. Some of the signs of the serious social, moral, and ethical crisis facing us are: increasing illegitimacy, early marriage, dangerous drug use, rising incidence of venereal disease, family fragmentation manifested in divorce, and lack of restraint within the mass media in presenting sexually stimulating material to youth and immature persons.

"It is the Academy's conviction that all segments of the society of responsible adults, lay and professional, must mobilize now in support of personal and collective action to help children and adolescents grow to a healthy maturity as intellectually, socially, and sexually secure individuals. We join with other national organizations, such as the National Congress of Parents and Teachers, The American Medical Association, the National Congress of Parents and Teachers, The American Medical Association, The National Education Association, and support the interfaith statement of the Nation's major religions in officially

supporting health education, including family life and sex education. We urge programs that will create a vigorous and healthy social climate in which family life can flourish and which foster mature sexual behavior in each individual. With this large goal in mind, we propose and endorse the following general programs and actions.

"1. Every concerned adult, lay or professional, must be encouraged to examine his own values and behaviors in order to develop an openness which permits a meaningful rapport with children and youth. Some examples of how this can be done and alluded to before are: adult education classes, in-service training, and group discussions under the auspices of the school, church, or other community institutions.

"2. Because the home is the primary and most important source of individual values and standards, educational programs which focus on parents, especially those with infants and very young children, can be of great value. In this setting, the pediatrician and family physician carry an important responsibility and must constantly seek improved ways of communicating with young parents and their children. The process of assisting the child to grow to sexual and emotional maturity begins with the inter-personal adjustment of his parents before he is born and must continue by sensitive, instructional parental example through the early and critical formative years.

"3. Schools must be encouraged to develop a comprehensive health education curriculum which presents family life and sex education directed to the individual as himself and as

a member of the society or group in which he lives.

In addition to other curriculum units in health education, instruction in family life and sex education should be integrated effectively and appropriately throughout the total curriculum, and should be presented by competent and perceptive teachers who experience no difficulty themselves in being open and direct in discussing these topics. It must be stated that very few of today's teacher education institutions offer adequate professional training in comprehensive health education. This situation is to be deplored and warrants vigorous efforts on the part of those in positions of influence to see that changes are brought about in teacher certification requirements.

"4. Research into instructional methodology and the teaching techniques of family life and sex education is sorely needed. Our society is beset with rapid and dynamic change which is brought about by overpopulation and poverty; social and health problems related to the ready accessibility of contraception; changing values regarding dangerous drug use; and the profound effects of automation on the basic family structure, on our socio-economic system, and on leisure and recreational activities. There is a critical need for presentation of accurate and current answers to the eager, but often troubled, young minds of those who comprise tomorrow's adult generation. Experience amply demonstrates that platitudes and empty phrases of reassurance are not enough.

Finally, as citizens and parents, we should demonstrate our concern for proper surveillance over our society's

advertising and entertainment media because of their profound effect on all persons, particularly on our youth. The potent buying power of children and young people in our affluent society has been well described and makes them prime targets for economic exploitation .

"Therefore, the recommendations of the American Academy of Pediatrics are:

"1. Teach health, including the best precepts of family life, effectively in the home and in our schools.

"2. The parent role within the family unit needs to be strengthened. The establishment of education programs in family living, starting prenatally and continuing through the preschool years, should be encouraged. In this context, the pediatrician and the family physician can make a valuable contribution as teachers and as advisors.

"3. The physician can serve effectively as a supportive link and catalyst for the inter-action between parents and schools by his endorsement of good health education programs. In his unique role as family medical advisor, citizen, and professional health expert, he can do much to promote improved programs by supporting and helping to coordinate the respective roles of home, school, and church.

"4. The schools must take the responsibility for development of a comprehensive curriculum in health education, including family life and sex education. This curriculum should include, at an appropriate age and maturity level, instruction in human biology and reproductive physiology to augment the efforts of parents and physicians.

"5. Teacher training should include preparation for health education at all levels, incorporating this as a prerequisite for teacher certification.

"6. Comprehensive research in all aspects of the field of health education is needed and must be vigorously supported by public and private funds.

"In conclusion, the following principles must be emphasized:

"An appreciation of human relationships, including sexuality, cannot be disassociated from the learning process or from any phase of development and behavior in the growing child.

"Sustaining human values and attitudes with an adequate personal identity and image of one's self are formed in a stable home environment in early childhood, largely before school age. Assurance in this regard must be given to the great majority of parents with understandable anxiety in this sensitive area. In the light of present knowledge, the most effective sexual education a child can have is the knowledge that his parents love each other, respect each other and enjoy being husband and wife as well as parents.

"However, one cannot assume that in any given family, group, school or community that their own particular knowledge, beliefs, values or philosophies will be the most acceptable or dominant influence on the younger generation. Today, young people are exposed to a wide variety of deviant opinion and behavior. Counter-balance must be provided especially for those vulnerable children that have not had the good

fortune to be reared and cared for in a satisfactory home and community. Perhaps this is the most valid reason to develop a responsible health education program based on moral concepts and fundamental inter-personal relationships, tailored for each individual school district and designed for the needs of the children themselves.

"An understanding of the physiological, emotional, social and cultural needs of the young is an essential ingredient and can only be acquired by listening and talking to them individually and collectively. This dialogue must be maintained between children and parents and teachers to formulate a truly meaningful program.

"The Guidelines of the State Department of Education under question here provides sound and reasonable recommendations to assist any school district to properly integrate 'sex education' into the total curriculum of the whole child. To legislate against this wholesome and worthwhile approach toward a better understanding between human beings is not only unwise but impossible and would be a disservice to the children and parents of this State.

SENATOR HIERING: Doctor, what do you think would be an appropriate age for a child to be given sex education in school?

DR. FARLEY: As was alluded to before by some of our speakers, this is a continuing process. There is a foundation that must be acquired before the child enters school. In the Guidelines as presented by the State Department of Education, you will note that there are characteristics and fundamental

concepts that are pursued. This is not in the realm of sex education, but in order to prevent any deviant behavior, juvenile delinquency or drug abuse; it's a foundation of basic values within the family. These are the things that children should be exposed to within the school, those things that can reinforce the family life of this child. The answer to your question is that it should begin in kindergarten; it should be commensurate with the developmental levels of these children, but if you have ever sat in the classroom and tried to teach, there are questions that children demand of you. To avoid discussion of certain topics is a great shortcoming. In many of our schools, these topics are conspicuous by their absence. There is no reason in the world to consider that a teacher who is sincere in his job cannot do a reasonable job of saying the proper things to a given child when he asks questions that must be answered. We can't always say in the classroom you've got to go home and ask your parents. So the answer to your question is that it should begin in kindergarten.

SENATOR DEL TUFO: Doctor, one question: You referred to a certification and I tried to follow you. Did I understand correctly that you said in order for a student to be certificated as a teacher, he must take a course in sex education? Or did I misunderstand you?

DR. FARLEY: No, I didn't say that. I said that this may well be a requisite for his or her job as a teacher in the school, that elements of this type of instruction must be given and are not given at the present time in many of our teacher institutions.

SENATOR DEL TUFO: Well, would you require it as compulsory toward their certification as a teacher?

DR. FARLEY: I think the curriculum content of our teachers colleges must be reviewed to include this element, including just basic health education, which, obviously, is the Number One subject in the whole curriculum. It's more important than the large box of academic subjects that are taught in the schools.

SENATOR DEL TUFO: Thank you.

ASSEMBLYMAN COURY: Doctor, it seems to me when we heard from Reverend Keep of Parsippany that he made reference to certain freedoms within the State Guidelines which allowed the teaching of more than just health education and perhaps family living, which perhaps included sexuality beyond what we would normally consider acceptable by our society. If his statements were accurate -

DR. FARLEY: Sexuality, did you say, beyond -

ASSEMBLYMAN COURY: What we normally consider acceptable in our society. Do you believe that our State Guidelines are adequate to control a healthy course in sex education?

DR. FARLEY: I think that it offers informational material that should be critically reviewed in each local school district and each program should be tailored to that school district. What should be taught in the center of Newark may not be the same as should be taught in Short Hills.

ASSEMBLYMAN COURY: Were there any phases of the course as indicated by Reverend Keep so far as you are concerned - should they be excluded from sex education in any areas of the

State?

DR. FARLEY: I can't pinpoint just exactly what you mean by the Reverend's statement in that regard.

ASSEMBLYMAN CORY: I don't have my copy; I gave mine to someone but I think he referred to certain techniques of -

DR. FARLEY: Intercourse, etc.

ASSEMBLYMAN CORY: Right.

DR. FARLEY: The subject matter of intercourse certainly ought to be taught in the older grades. In the Junior High School level, there is a great exposure or a great deal of physiological development that occurs at this age; their being met with this fact that men and women join to create children. I think that the subject matter should be appropriately reviewed.

ASSEMBLYMAN CURCIO: Doctor, what happens when you get a kookie teacher, a teacher who herself or himself is not sexually properly mated, who is unhappy and has fights with her husband or he has fights with his wife if a male? What kind of an education are these kids going to get in family living.

DR. FARLEY: I think hopefully this does not occur, but I am sure there are odd balls in teaching, as well as in the medical profession and in the political field, and obviously this has to be prevented as much as possible.

ASSEMBLYMAN CURCIO: That's exactly what I mean. How do we prevent this?

DR. FARLEY: I think in a practical sense, it must be up to the school district itself, the principal within the school, to be sure there is enough review of this material

in order to prevent it, in order to get an insight into the personality of the teachers.

ASSEMBLYMAN CURCIO: Well, Doctor, we have had testimony today from interested citizens who have said that even board members or principals don't know themselves what is going on in the classrooms. What do we do about that?

DR. FARLEY: This is an unfortunate situation and I have no comment in this regard. I don't understand why they cannot have enough rapport with their school administration in order to find out what is going on. I think perhaps the medical profession or the school physician within that school perhaps may not take as active a part as needed.

ASSEMBLYMAN COURY: One more question. Doctor, as a pediatrician, do you find that youngsters - I think you indicated that family life or the parent had more of an influence on the youngster than the education received at school. Is it possible that if the course is offered in perhaps certain areas that are in extreme need of these courses that the course may not be effective because of the family life and the attitude at home?

DR. FARLEY: I think definitely with some children who have had no guidance at all and are in the fringe of serious personality defects, the problem is a grave one for them. Hopefully one can identify these children through group discussions at the proper time.

ASSEMBLYMAN COURY: I am impressed at this moment anyway, where we express an extreme need for the subject, it perhaps will fail and those areas where we really need it

won't be as effective as in those areas where the need isn't so great because the family life has directed the youngster properly.

DR. FARLEY: In my statement I did suggest that this is a must. Somebody must relate to these children that have gone by the boards up to the age of 7 or 8. We do know that effective communication with teachers many times saves these kids from serious personality maldevelopment and going into juvenile delinquency and the like.

ASSEMBLYMAN CORY: You say juvenile delinquency?

DR. FARLEY: Yes. The personality structure of any growing child is the primary reason why deviant behavior occurs. It is apart from sex education. The same element is associated with the development of any kind of juvenile delinquency, drug abuse. Sex education and sexuality can't be disassociated from the strength that this child must receive some place.

ASSEMBLYMAN CORY: I get back to the beginning each time it seems. I am trying to get this resolved in my mind. Many people stated that a youngster's personality develops at a very early age and, therefore, it is justification for sex education at a very early age. Obviously the environment this youngster is exposed to at a very early age is in his home, his mother and father, and therefore he has developed up to a point of 5 years or 6 years old. Do you mean to say that sex education at school can overcome this very powerful influence that has been exerted over him up to that moment, or will we have to have a course for the parents? Or would you remove the youngster from that environment altogether in order

to train him correctly?

DR. FARLEY: What you suggest is true and I agree, as I said before, that this early development is most important, that if a child does not receive this moral fibre or this strength to combat the cultural milieu of our day, I do not think that the sex education program is going to do the whole bit, nor the drug abuse program, nor any other of our curriculums that deal with social ills.

ASSEMBLYMAN COURY: Maybe I have been impressed by the Taxpayers Association on some other bills but in reviewing this sex education program, it seems as though we may embark upon half-planned programs in trying to help certain individuals who really need it and therefore not really obtain the results sought unless we draw the parents into the total program.

DR. FARLEY: Absolutely and before school too if possible. And this I suggested was perhaps the role of the physician and the pediatrician within this family.

ASSEMBLYMAN COURY: Are we saying, Doctor, then that as a pediatrician and from your experience with youngsters unless we have a program for adults, we should not embark upon a sex education program in these very needy areas?

DR. FARLEY: No, I didn't say that. We think both should be done.

ASSEMBLYMAN COURY: Both should be done?

DR. FARLEY: Absolutely.

ASSEMBLYMAN COURY: But without one, the other is useless. If not, then why both? Let's do only one then.

DR. FARLEY: This is true and I would agree with you that it is within this home this child receives all that it needs in regard to its growth and development and there is no need for anything within the school itself, but the fact remains and is borne out by some of the ills we have today that a great many children are not receiving it; the fragmentation of families is a serious thing and these kids have to relate to somebody and hopefully we will pick up the essential elements of human relationship in interpersonal communication at a time when it is important.

ASSEMBLYMAN CORY: Doctor, would you agree- We in the State of New Jersey have a program of assistance for children -

DR. FARLEY: Dependent children.

ASSEMBLYMAN CORY: - dependent children, right. Would you say it would be extremely difficult to educate these youngsters in the area of sex education?

DR. FARLEY: Yes, I would. I would say that it is not a lost cause, coming from terribly poor homes. One can hopefully make some contribution to this child's development within these areas that we are discussing.

SENATOR HIERING: Anything further? If not, thank you, Doctor.

We will take a ten-minute recess, at which time we will attempt to determine how long we will go with the hearing today and whether it will be necessary to come back for another day. I might mention that if there is anyone here who cannot stay and doesn't want to come back another day, if you have a written statement you can turn it in and

we will make it a part of the official record of the proceedings today. So during the intermission if you want to turn in your statement, you may do so by giving it to Mr. Lee here.

[R E C E S S]

SENATOR HIERING: The hearing will come to order, please.

I should like to report that we have considered our future action here, and we have so many people yet to be heard that it would be absolutely impossible, no matter how late we worked tonight, to hear them. So we decided that we will continue on until six-thirty this evening and then we will announce very shortly another hearing date, which probably will be within two weeks. So those of you who have not been heard or would not put your statements in the record can come back at that time and be heard. We are very sorry that this happened but we didn't realize and we didn't know that so many people would request to be heard in this matter and many of them came in very late. We have over one hundred requests. So we will continue now until six-thirty.

The next person to speak will be the Rev. Harry Downs.

R E V. H A R R Y D O W N S: Honorable Chairman and Members of the Education Committee of the New Jersey Legislature: My name is Rev. Harry L. Downs, a Christian Reformed Minister from Paterson, New Jersey, and President of both the Eastern Regional Board and the N. J. Chapter Board and also a member of the National Board of the Christian Action Foundation. It is on behalf of the Christian Action

Foundation, especially the New Jersey Chapter, that I address you today. And I would like to say that I would like the entire testimony recorded, although I will not be reading the entire testimony here.

I would like to say at the outset that the sex education crisis currently facing the State of New Jersey is part of the total educational crisis facing all America. It is the crisis of God-centered or Bible-centered education versus Man-Centered or Non-Bible-centered education. It is the crisis of education based upon the religious principles or laws or moral standards of God's word, the bible or the religious principles or laws or moral standards based upon human reason.

The sooner we realize that there is no such thing as a neutral or non-religious education, also with respect to sex, the further we will be on the road to solving the sex education crisis as well as the total educational crisis.

The crisis or dilemma which we face today in American Education in every subject, including sex, marriage, family, divorce, etc. is this: How do you wed these two faiths or religious-moral points of view in one school system; namely, a school system which attempts to be neutral over against God and the Bible and the moral principles set forth in that Bible for all of life.

Permit me to illustrate with respect to the point in question; namely, sex education. I shall speak first of all about the non-bible-believer's position. Note that I said he is a believer. His religion or faith or belief which

motivates and molds his entire life, learning and education (whether he is a parent, teacher, educator, administrator or whatever) is based upon his own reason or upon the aggregate of human reason. I call this religious point of view secular, meaning separated from God and Bible, humanism (man-centered reasoning and living).

The above-mentioned worldly or secular humanistic religious viewpoint is reflected in the "Policy Statement on Sex Education" adopted by the N. J. State Board of Education on January 4, 1969, and I quote: "The primary purpose of sex education is to promote more wholesome family and interpersonal relationships and therefore more complete lives." Or again, "Schools are important agencies in the development of health habits of living and moral values."

As I read this quote you will note that I stressed such words as "Promote more wholesome family and interpersonal relationships," "More complete lives," "Moral values." All of this indicates that even our State Board of Education senses the need for some kind of religious or moral education with respect to sex. But the government and its schools can at best provide a subjective religious or moral standard, depending upon the religious or moral viewpoint of the person teaching, as long as it is not a biblical one, because the government and its schools prohibit bible reading and bible teaching in any subject. Once you reject the absolute objective standard of the bible, you are left only with the relative changing subjective standard of human reason.

This standard of human intelligence and wisdom is the religious and moral standard of every non-bible-believing and non-biblical program of sex education which I have been able to examine. And I refer to some of those in my testimony. I will not mention them now unless they come back in question.

So you see, as long as you have bible-believers and non-bible-believers both within the same school system, among the parents, students, administration, and the teachers there will always be a conflict. Therefore, if you, the legislature of the State of New Jersey, allow this non-bible-believing position on sex education to be forced upon the bible-believers and subject their children to its teachings, you can only expect conflict. Nor is it even democratic to do so in a pluralistic society.

In order to make my point clear, I must speak very briefly upon just a few very essential points of the bible-believers' position with regard to human sex education. The bible-believer, taking his stance upon the Bible, holds that both man and woman were created by God and in the image or likeness of God. Therefore, he holds to the position that man's sexuality is received from God and therefore is subject to the law or will of God. Since man's (and woman's, of course) nature has become sinful and corrupt because of the fall of man into sin, the Bible-believer accepts the biblical teaching that a man's life, including his sexuality, cannot be used aright except that he be restored to fellowship by God through the obedience of Jesus Christ, also with respect

to his sexuality and home and family relationships and through the atoning work of Jesus Christ on the Cross of Calvary.

The Bible-believer further holds to the biblical teaching that even men and women restored in Christ still have a sinful nature as long as they are in this world and, therefore, they need certain restraints and regulations concerning their relationships to each other. Therefore, a man or a woman, whether within or without the bond of wedlock is not free to do as he or she pleases. Man cannot be free outside of the law for his existence; namely, the law of God, any more than a fish can be free outside of the law for his existence; namely, water.

The Bible-believer must also hold to the biblical teaching for authority. The primary authority from which all authority comes is the authority of God. And as far as the training and teaching of children also with respect to human sex or sexuality is concerned, God has delegated first of all to the parent. The school is there only as an aid to the parent and therefore must teach everything, including sex, in harmony with the religious-moral beliefs of the parents. Much more could be said on this point, but I believe that here we have the crux of the matter.

The New Jersey State Board of Education in its "Policy Statement on Sex Education" states the following: "Sex education is a responsibility which should be shared by the home, church and school. The State Board of Education and the State Department of Education support the philosophy

that each community and educational institution must determine its role in this area. Therefore, the State Board of Education recommends that each Board of Education make provision in its curriculum for sex education programs."

Now the central problem is this: Within each municipality and within the State there is at least one community of parents and church members and educators which cannot be represented in any educational program which does not recognize the Bible as the norm, and that group is the Bible-believers. It is this group's religious-moral belief and conviction that you cannot "promote more wholesome family and inter-personal relationships," you cannot build "more complete lives," you cannot develop proper "moral values," without using the Bible as the basis or standard. Therefore, this part of the community cannot be truly represented in such human sex education programs. This part of the community of parents, church members, and educators cannot determine its role in educating and having its children educated according to its biblical religious convictions.

Therefore, the Bible-believers, whether parents, church members or educators of each community cannot accept the non-bible-believing position of our government schools, but they are unable to afford to either send their children to a school founded upon the principles of the Bible or establish such a school of their own. And yet those who hold to the non-bible-believing position of education in general and sex education in particular are able to send their children to the school of their choice; namely, the public or government

schools without being economically penalized.

All of this is taking place in a democracy where everyone is supposed to have the right to hold to and propagate his own point of view as long as his views are not detrimental to the well-being of the whole community, State and Nation. And who can deny that the Bible-believing position can only be beneficial to the well-being of the entire Nation.

Even if you try to separate the State and Church as an establishment, as the Constitution correctly does, you cannot separate religion from life and education, including sex education, because people think, handle and work consciously or unconsciously from out of the religious conviction upon which they stand and believe.

Therefore, in conclusion, the only real solution to this very important problem currently facing the municipalities, the State of New Jersey, and all America is for parents, church members, educators, school administrators, school board members, and everyone, and above all legislators, to work together in putting through legislation which opens the way for economic justice for the citizens to educate their children in every subject according to their religious convictions. Where the parents and the school are in agreement in religious viewpoint there will be agreement also regarding the matter of sex education as well as all kinds of education.

Thank you, Mr. Chairman.

SENATOR HIERING: Are there any questions? (No questions)

Thank you very much.

REV. DOWNS: May I just reiterate. I think that Father Dentici this morning very correctly enforced this same thought - from the Diocese of Trenton, the Family Counseling. I think that this is really the only solution that we can adopt, some kind of - shall we call it - Junior G.I. Bill of Rights for all parents such as was adopted, regardless of their religious convictions, back at the time of the Korean conflict and has been in effect for a long time with respect to higher education. Many G.I.'s accepted money, State funds, which were part of the tax dollars, from the government to go to the school of their choice, and the question was not asked whether it was a State school, private school, or Christian school, or whatever.

Thank you, Mr. Chairman.

SENATOR HEIRING: Are there any questions? (No questions.)

Next is W. X. Burke.

W. X. B U R K E : Gentlemen, I would like to thank you very much for the opportunity to speak here today. I am here this evening to speak both as a citizen, as a candidate for the State Assembly, 12-B, and as a Sunday School teacher with long experience with children. Certainly we are a long way from the 3 R's, which is the real function of our schools. Judging from some of the students that we generate today, who can neither read nor write from my experience, perhaps we should spend more time on subjects of importance such as the 3 R's. If sex education is to be taught, other subjects are certain to suffer because the school day is not being lengthened to my knowledge.

I consider these courses an invasion of privacy. One

example I might give of that is that a number of films that I have seen leave the end up to the children. They suggest something. There is a discussion between a boy and a girl about what is happening in their families, and then the film goes off by saying, "What's happening in your home, boys and girls out there in the classroom?" This is supposed to be the moment when the children in the class can participate. Of course, their whole world is their family so they are going to be talking about what is happening in their homes, which certainly sounds to me like an invasion of privacy.

Furthermore, these courses are to be taught by teachers who themselves may have problems. According to a survey conducted by Dr. Louis Kaplan in 1959, at that time at least 120,000 seriously maladjusted teachers, with over three million children in their classes, were teaching school. He didn't even attempt to enumerate the number of sexually maladjusted teachers. Teachers such as these might very well end up teaching my children or someone else's children sex education. No amount of guidelines or screening is going to eliminate these kinds of people from a course such as this. Think of the irreparable damage that could be done to children's morals and to their minds. A few examples come to mind: This fellow that they caught out in Ypsilanti, Michigan, just the other day was an education major and he would have been teaching school in a few years, and he might very well have ended up teaching a course such as sex education. There was another example in a town here in New Jersey where a Vice Principal of a school was arrested for indecent exposure before some

children, and he pleaded guilty and shortly thereafter he received a promotion and is now Assistant Superintendent of Schools. These are the kind of people you will find in any walk of life. This is not prevalent in education any more than in any other area but it is certainly something to be considered.

If a teacher makes a mistake about when Columbus discovered America, no great damage is going to be done. A child might learn it was in 1494, or something like that. But if a child were to learn there is nothing wrong with homosexuality or something along those lines, tremendous damage can be done and parents might never find out about it, simply because the child might never discuss it with his parents.

Furthermore, what damage could be done by even good teachers to children who are emotionally disturbed or to normal children who are just not as mature as the rest of the children in the class? We all know there is a tremendous difference between children of the same age. Some of them are much more mature than others. What would happen to them? Children are very likely to mistake instruction to mean license to practice, and with the reality of our over-sexed society - created, I might add, to a great extent by the people associated with SIECUS and sexology who are now incidentally offering the solution - they create some of the problems and then they are the first people to jump in and offer a solution. I question the character of people

like that. Doesn't it strike each of you as an insult to be told that you can't do your job as a parent and that without these courses, which we didn't have either, the kids will suffer. I think the majority of Americans are fairly well adjusted in the past and I think perhaps the same is true today. The people who are suggesting these programs are the ones who may themselves not have adjusted. Do any of you really think that a lack of information is the problem? It seems to me that the kids today have more information than any other past generation. A great deal of the bad information is again provided by magazines such as Sexology, which is condemned by the National Organization of Decent Literature. Children today need good examples in proper behavior and they need an emphasis especially on good morals and proper conduct. They don't certainly need any more sex education. Telling them about sex with animals, homosexuality, other sex positions, and so forth, is certainly not going to cure anything. And that's exactly what most of these courses I have seen consist of.

Do we want a promiscuous society such as Sweden has? They have had sex education now for 21 years. The statistics on Sweden are available in a book I saw on the table here earlier - "Sex and society in Sweden." If you do want a society like that, then we should ignore the warnings of many doctors, including the Society of American Physicians and Surgeons, who have come out against sex education. All we have to do is institute these programs and we can

pretty much expect that America will look very much like Sweden in about the same number of years.

I have an article here from PARADE magazine, dated February 23, 1969, and they say that about 90 per cent of all physicians feel inadequately trained to deal with the sexual problems of their patients, and yet I hear this evening some doctors who are all in favor of sex education for the students, yet the survey indicates that over 90 per cent of them don't feel like they can do it for their patients.

For a course to be considered for school, it would have to be shown that not only was there a need for a course but that also it could accomplish some good. I have yet to hear any evidence today that these courses will accomplish one solid thing, and I do have information that SIECUS Director, Lester Kirkendall, has already stated "Most people have the vague hope that sex education will somehow cure half the world's ills, reduce casual sex experience, cut down on illegitimate births, and eliminate venereal disease. To be perfectly blunt about it, we have no way of knowing that sex education will solve any such problem."

Now here is a man from SIECUS saying he doesn't even know if it will accomplish anything. I haven't hear any evidence today that it will accomplish anything. Nobody is denying that there is a problem, but I deny that this is the solution.

It is purported by SIECUS that a Gallup Poll showed that most of the people wanted sex education. I'll guarantee

that if the people knew what these people mean by sex education, they wouldn't want it. Most parents think it is simply a health course such as the kind we all had in school - a half year in high school which just gave the basic facts. Nobody realizes it incorporates such things as I have already mentioned. There are surveys and then there are surveys. That's part of my business. I'm in market research and I can make a survey show most anything I want to by the type of questions that I ask. Parents know their children best - not a schoolteacher who may have hundreds of pupils a day. The pompous attitude that we have seen here today that says, "We know what's best for you," which is held by many of these people who testified today, doesn't take into account that courses such as sex education can't afford to have "C" students. A student who gets a "C" or an "F" could very well turn out to be somebody other than desirable in our society. It also doesn't take into consideration the fact that there is so much difference in students. They are just going to give it to everybody in such and such a grade, the third, fourth or fifth, or whatever it is, notwithstanding the fact that there is tremendous differences in the maturity of the students. Because some teachers would avoid the subject, they would probably just pass over it lightly because they are embarrassed to teach the subject. A child would get at least a spotty education. One teacher might come on very strong and give the course with a whole heart and another teacher might just pass right over it and forget it, so in the first grade they get a good one, in the second grade they don't get anything,

and in the third grade they get something else, and they're going to have a very spotty education with tremendous gaps.

Teaching about birth control, such as most of these courses involve, would certainly violate the rights of some parents who are of different faiths and are opposed to this type of information. This would certainly be a problem for the State Legislature.

I feel compelled to say that it is certainly not far fetched to feel that Communists would gain something from these types of courses. There is evidence today that in 1919 in captured Communist documents and furthermore the testimony of different Communists throughout the years up to 1951, and again Mr. Hoover just about two months ago, stated that the youth is definitely a target of the Communist establishment and certainly to impair the morals of the children would be something they would want to do.

In conclusion, I urge you to not pass any new legislation. I'm not in favor of any legislation that would in any way restrict local boards, but I do feel that an investigation of this sort, with your findings that would be opposed to the incorporation of sex education courses in the school system would be invaluable to the parents at home fighting these types of courses. If we had the State Legislature on our side, I don't feel that there would be any problem whatsoever in defeating it in our home districts. I don't feel that there is any need to pass restrictive legislation. The findings of the Committee would certainly be enough in my

estimation.

Thank you very much again for my opportunity to appear here.

SENATOR HIERING: Are there any questions, gentlemen?

(No questions. Thank you very much.

Next I will call Dr. Carl McIntire. (No response)

I will call next Mr. Ronald F. Vanadia.

R O N A L D F. V A N A D I A: Senator Hiering, Assemblyman Kean, and Members of the Committee; My name is Ronald F. Vanadia. I am President of the Parsippany-Troy Hills Education Association. Our 520 membership is made up of 477 classroom teachers and nurses in addition to principals, vice-principals and their secretaries.

I wish to express the appreciation of our association for this opportunity to present our viewpoint concerning sex education, and sex education in Parsippany in particular. I have taught in Parsippany four years and have been a residential homeowner for the past two and a half years. A great many of our members of our association reside in Parsippany also.

Since January 1967 when the New Jersey State Board of Education issued a policy statement concerning sex education, the Parsippany Board of Education has followed a most deliberate investigation of community and faculty interest in such a program.

A poll taken among our membership proved overwhelmingly that Parsippany's faculty felt sex education was a must for the students of Parsippany.

Guest speakers favoring sex education packed the high school auditorium and answered questions into the early morning hours.

Lay groups were formed consisting of doctors, clergymen and interested citizens.

Adult courses in sex education, materials and approaches to be used for its teaching were offered to the citizenry.

I personally took part in one of the first in-service courses offered for our faculty. Hundreds of our teachers have participated in the program since that time. This number is 266, which makes up 56 per cent of our classroom teachers.

We reviewed concepts and curricula from every program that was available. Areas pertinent to development of a sex education curriculum for Parsippany were maintained and other areas were deleted or formulated as deemed necessary by our own staff.

This tentative guide was printed and distributed to all staff members who spent many long hours evaluating and revising the program.

This year four elected positions for our Board of Education posed a hotly contested campaign based on this major issue of sex education. Six insurgent candidates ran on anti-sex education platforms. Each of these individuals was soundly defeated in all election districts throughout the township.

So concentrated was the political warfare that materials attacking the program, school officials, the PTHEA, and its leadership were distributed under the cover of night on residential lawns. So great was the opposition's concern for the morals of Parsippany's youngsters, they offered no apology when children of all ages gathered up the three and four-page leaflets on the way to school in the morning. Still this did not halt the John Birch Society's MOTOREDE from making successive distributions at later dates.

So vile was the mail opposing sex education that a libel suit was issued by members of our school administration.

After being rejected by the township's voters, the leader of PAUSE promised "a fight to the death" in her cause against sex education. The chairman of MOTOREDE was rejected as a primary candidate for city council in June's local primary elections. Supporters of these groups formed a Taxpayers Association of Parsippany. All of its members have political aspirations and a majority of them have been rejected by voters in various recent municipal elections.

The concern for the people of Parsippany and their vested interests prompted the Board of Education to print the tentative, unrevised guide in a local newspaper for everyone to examine.

In defense of our membership and the attacks upon the PTHEA, our organization took a poll of our own. We mailed out 10,000 questionnaires to residents. The result of over six per cent who responded proved nearly 4 to 1 in favor of a sex education program, although some expressed concern over aspects of the published tentative guide. We forwarded all suggestions and citizen responses to the assistant superintendent in charge of curriculum development. Local newspapers printed the results of all responses we received for a month. We even received checks from citizens to help us defray the heavy cost of printing and mailing.

These same suggestions and recommendations were then forwarded to the curriculum group in charge of the revision of the tentative guide.

Meanwhile ten clergymen representing all of Parsippany's religious denominations publicly supported the program and commended our board's approaches in the development of the program. One of the two religious dissenters refused publicly to state whether he was a member of the John Birch Society and was subsequently rejected by the voters in his attempt to win a seat on the Board of Education.

Our local board of education has not acted hastily in formulating this curriculum for Parsippany. Those truly interested citizens, some ninety of them, have found the time to assist in the development of our program.

The majority of our local citizenry has given the board and the program overwhelmingly favorable support. In the minds of our citizenry in Parsippany, this issue has been settled several times over.

Statewide and nationwide groups such as PAUSE and MOTOREDE must have a cause to champion. However, when the rights and the democratic principles of the majority can be denied by a highly vocal minority, we border on social anarchy. Although this may be the age of protest, the will of the majority must be protected. Just as small numbers of students can disrupt a college campus, members of minority groups with strong financial backing can disrupt a total community.

For the members of extremist groups who threaten to take over local governments, school boards and PTA's have proven that they cannot accept the democratic principles upon which this nation and State are founded.

If this Committee were to intervene and block local programs where voters have already approved sex education, it would be supporting these extremist groups and their self-perpetrating form of anarchy. Thus the democratic rights of mankind in our State and nation would be seriously weakened and the will of the majority of people denied.

Gentlemen, if I may, I would like to comment on the statements by the Rev. Keep. Although he read correctly, he read from our Human Sexuality Instructional Guide areas that were set aside for teacher reference, not for students' presentation.

SENATOR HIERING: How about the statement he made on the Sexology Magazine and the fact that Sexology reprints are recommended on the pupil reference and learning materials list of the Parsippany-Troy Hills instructional Guide. That was for the students, wasn't it?

MR. VANADIA: I really do not know. There was a gentleman here - (boos).

SENATOR HIERING: Let's have order here.

MR. VANADIA: I have been sitting here listening to those opposing all day long.

We do have a gentleman here who is a co-chairman of our Instructional Guide and I feel that the questions involving the Guide itself should be directed to him, because he certainly is more knowledgeable on the facts involving the revision and the formulation of the Guide.

SENATOR HIERING: Well, do you know, as a matter of

fact, whether the Sexology articles are recommended or not?

MR. VANADIA: My own personal opinion is that they are not.

SENATOR HIERING: Haven't you studied your own Guide?

MR. VANADIA: I have studied the grades pertaining to me, yes, sir.

SENATOR HIERING: What grades are they?

MR. VANADIA: The seventh, eighth, and ninth.

SENATOR HIERING: Are there any other questions?

ASSEMBLYMAN EWING: How many people or how many of the teachers have taken courses in sex education in your group there?

MR. VANADIA: We have 197 teachers who have completed in-service courses provided by the Board of Education. Additionally all physical education people, health and hygiene people, and administrators in nurses must, in their preparation to be certified, have courses in sex education.

ASSEMBLYMAN EWING: They didn't take any outside courses - did any of them go to outside colleges or anything like that?

MR. VANADIA: Yes, this is provided by the Board in Montclair State College.

ASSEMBLYMAN EWING: How long a course is that, and how much does it cost? Do you know? Did you attend one?

MR. VANADIA: Yes, I did. I attended one of the early ones. As a matter of fact, I think it was one of the first. This is back in the early part of 1967 and after the formulation was suggested by the State Committee, and the Board had asked the administrators to poll the teachers and, out of the

total number of teachers we had, including new teachers and teachers ready for retirement, there was not one teacher in Parsippany who was against the teaching of sex education. However -

ASSEMBLYMAN EWING: How much did the course cost you? How long was the course and how much did it cost?

MR. VANADIA: The course is one semester long. I do not have exact knowledge of how much it cost.

ASSEMBLYMAN EWING: Was it full time, or did you go in the evening?

MR. VANADIA: In the evening, yes.

ASSEMBLYMAN EWING: Who makes up the Guidelines for Parsippany-Troy Hills, that book that we have?

MR. VANADIA: This was formulated by the lay group, teacher recommendations, and the Curriculum Study Committee.

ASSEMBLYMAN EWING: In how many various classes have you taught sex education? Did you say just the seventh and eighth grade?

MR. VANADIA: Have I taught?

ASSEMBLYMAN EWING: Yes.

MR. VANADIA: I don't teach it.

ASSEMBLYMAN EWING: You don't teach it?

MR. VANADIA: No. This is not being taught now. It is being proposed.

ASSEMBLYMAN EWING: On this libel suit that was instituted by members of the school administration, what is the status of the libel suit now?

MR. VANADIA: Once again I understand it is in process.

The President of our Board of Education is here and I feel that perhaps he could answer that question better than I could.

ASSEMBLYMAN EWING: And is MOTOREDE a part of the John Birch Society?

MR. VANADIA: From every indication that we have, yes, sir.

ASSEMBLYMAN EWING: What indications are those? I mean, where do you develop those indications?

MR. VANADIA: The Chairman, himself, saying that he is a member of the John Birch Society.

SENATOR HIERING: Is there anything else?

ASSEMBLYMAN CURCIO: Do the parents in your community who don't want their children to have sex education - do they have to have the kids take it? Is it optional on the part of the parents or the youngsters, or does everyone have to take it?

MR. VANADIA: I believe the way the program is devised right now, it would be compulsory. There are two feelings growing in the community about this; one, I think, from a professional standpoint, is that in order for a program to have validity, it should be compulsory. In other words, if we allow programs such as sex education to be on a voluntary basis for obvious reasons or personal reasons, then we allow other areas of the curriculum also to be open to voluntary or involuntary basis.

ASSEMBLYMAN CURCIO: Well, you do have elective subjects

in high school, do you not?

MR. VANADIA: Yes, we do.

ASSEMBLYMAN CURCIO: This apparently is not elective; it's a must.

MR. VANADIA: This program has not been adopted yet, but as it is formulated it is hoping to be a compulsory K through 12 program.

SENATOR HIERING: Anything further?

SENATOR DUMONT: Where do you plan to start this? In kindergarten?

MR. VANADIA: Yes, sir. I think that a program from a professional standpoint such as sex education - we have heard many of the pros and cons so far - it is sound practice to begin as early as possible from a learning standpoint, just as we teach reading, math, the 3 R's, as people have mentioned, in the early grades, and build upon principles that students have learned in the younger grades right on through the time they are ready to graduate from high school. Such a program has been developed for Parsippany.

SENATOR DUMONT: Your testimony in some respects sounds a lot like the President of SIECUS - if somebody opposes you, then they belong to an extremist group, but there is nothing extreme about the group you represent or SIECUS in general. Now if you are going to have any harmony in a district, I don't think calling each other names is likely to accomplish anything.

MR. VANADIA: I don't think so either, sir. But I think when a group puts together a three or four-page

leaflet and sneaks around in the middle of the night to tuck this underneath my front-door mat, throws it on my lawn, throws it out of a moving car, litters the roadways with it - I think this is truly an extremist position. The questionnaire that we moved out, these people could have done it through local agencies - our Joint Civic Council has done a study; I do not have the results of it with me - our religious leaders in town, ten of them representing all of the groups, have endorsed it. I have a copy of that endorsement if you have not received it. I don't think that necessarily all the groups - and certainly from the testimony I have heard here today - all the school districts are without provocation in wanting this held up. But I am certain that in Parsippany we have done everything - and when I say "we," I am talking about the school administration, - the teachers and the citizens who are interested in this program have done everything to see that this program will run smoothly.

SENATOR DUMONT: When are you planning to start?

MR. VANADIA: This, I do not know, sir. You will have to ask the President of our Board.

SENATOR HIERING: Anything else?

ASSEMBLYMAN COURY: You indicate here that you sent out 10,000 questionnaires in your community to evaluate the acceptance of your program.

MR. VANADIA: Yes, sir.

ASSEMBLYMAN COURY: Do you have a copy of that questionnaire that we may have?

MR. VANADIA: Yes, I do.

ASSEMBLYMAN COURY: May we have one for the Committee. Did you mail these to members of your organization?

MR. VANADIA: The mailing was quite at random. It was trying to get a feeling from the public to the teachers directly and by-pass the school administrators. This was because of some of the charges made in one of the other pamphlets that charged that the teachers were being persuaded into teaching courses under threat of losing their jobs, etc. This was totally unfounded and, in order to combat this, we sent out our own flyer, and it was done off the voter registration list at the county office.

ASSEMBLYMAN COURY: Was this one hundred per cent of the residents? Or how many people?

MR. VANADIA: No, it was not. Our registered voter list was 21,000. We tried to get over 50 per cent but did not make it. Thirty nine hundred people turned out to vote.

ASSEMBLYMAN COURY: The reason I raised the question: It is obvious if you only got a response from 6 per cent, it amounts to some 600 people -

MR. VANADIA: Six hundred and thirty-three.

ASSEMBLYMAN COURY: Right, and then you have a membership of some 500 and some. I wondered how many of the 500 members of your organization were involved in the responses. Do you know how many?

MR. VANADIA: That's a very good question, sir. We have, I would say, 30 or 40 professional members of our group living in town. The one I will leave with you is my own personal copy. I did not mail it in, obviously. As I said,

once again, we had many people who said to us, "I didn't receive one. I would like to receive one." I have newspaper clippings also from the papers. They ran almost daily articles and people knew that we could not cover all before election time. We rented a post office box, the local post office, and people mailed statements to us and we tried to incorporate these in the revision of the program.

ASSEMBLYMAN COURY: Then before we can make a determination of the validity of the responses to your questionnaire, if you will mail a copy of it to us -

MR. VANADIA: I will be happy to leave one with you.

ASSEMBLYMAN COURY: - because it is difficult for me to comprehend how people could respond to an acceptance of a program except or other than that which was presented to them, saying "This is what we want to offer."

MR. VANADIA: The program itself was published in one of our local newspapers, grade level by grade level, before we mailed out our questionnaires. Now on the receiving of the questionnaire, once again you mail out 10,000 and you get 633. We have 21,000 registered voters in Parsippany and 3900 turned out to vote. We think the significant thing is that all of these people who oppose our sex education program were defeated in every single district throughout the township. I have the facts and figures and the articles from all the local papers to substantiate this.

SENATOR HIERING: In formulating this program which hasn't been adopted as yet, did you have professional help from SIECUS?

MR. VANADIA: I believe that there was some of their material looked at. However, no SIECUS representative came to any of our meetings. No SIECUS material has been adopted for student use. It is in our Guide under Teacher Reference if they so choose to use that reference.

SENATOR HIERING: It is recommended to your teachers.

MR. VANADIA: Yes.

SENATOR HIERING: Is there anything further?

ASSEMBLYMAN EWING: In the program you have developed for Parsippany-Troy, do any of the classes go beyond what the Guidelines now state?

MR. VANADIA: No.

ASSEMBLYMAN EWING: It is the same as in the Guidelines by the State, the recommendations.

MR. VANADIA: I believe so, yes, sir.

ASSEMBLYMAN EWING: But you're not sure.

MR. VANADIA: Well, Mr. Burns is here if you would care to ask him.

ASSEMBLYMAN CURCIO: One further question. Suppose I were a resident of Parsippany, why do you feel so militantly that you would have to teach my child sex education if I didn't particularly want you to?

MR. VANADIA: Personally I don't feel that I would have to teach your child sex education if you don't want it. Personally I do not feel that it should or necessarily has to be compulsory. However, when we take a program, be it any program, and allow children or parents to make decisions that perhaps they are not fully knowledgeable about in the area of

what is being instructed or how it is being instructed, we must be careful that parents do not deny their children certain basic rights without knowing it. For instance, if we were allowed -

ASSEMBLYMAN CURCIO: Excuse me for interrupting, but are you saying you know more about what my children need than I do? (Applause)

MR. VANADIA: What I'm saying is that the majority of people in our town say they want their children to have it, and what I'm saying is that I don't believe this Committee should have the right on the State level to say they should not have it. Now, you've been asking doctors and ministers and what not why sex education. Ask an educator and I'll be happy to tell you - because we constantly, daily, pick up notes of filth and misconceptions, and we constantly are working with youngsters to guide them and to help them in their misconceptions, because some come from broken homes, because some parents work, because some kids can't get through to their folks on little things let alone things concerning sex education.

SENATOR HIERING: Anything further? Thank you very much.

Mr. Charles F. Moss.

C H A R L E S F. M O S S: Mr. Chairman and Members of the Committee, I wish to thank you for the opportunity of appearing here to make a statement. As I mentioned in my letter requesting this time, I am Chairman of a group in West Milford, New Jersey, which has been named, "Citizens for Moral Education."

We have a membership of over 100 people in the Township who are actively engaged in an all-out effort to keep sex education in the privacy of the home where it belongs. It is interesting to note that a large number of our members are parents under the age of 30. Personally I am a professional man, a chemical engineer, presently engaged in technical service and sales work. I studied for a teacher's license in the State of Indiana and for a time I was an instructor in a university.

The statement which I have distributed to you is not the statement that I am presenting here now. I'll explain it. I have given you a copy of the Policy Statement which has been approved by our group. In the interest of saving time, I will read only the last paragraph in the statement, which is actually a summary of our position:

"We, therefore, SHOULD NOT TOLERATE ANY SEX INSTRUCTION IN THE SCHOOLS except for scientific courses in biology, physiology and hygiene which have been taught for many years. Furthermore, we should not allow these scientific courses to be 'expanded and improved,' to use the words of the so-called experts in sex, as this inevitably leads to detailed instruction in human sex which we consider unacceptable. Furthermore, any courses currently in the curriculum under the title of family living studies or home management, or any other fancy title, should be critically studied to make certain that they are not in fact sex education." (See Page 164 A of transcript.)

We do not think sex is dirty; we believe that it is

personal, private and intimate. We resent the implication that we are extremists, puritanistic, and ignorant. We believe that we are none of these.

At this point, Mr. Chairman, I think it would be wise to explain what we mean by sex education. We mean by sex education the intimate and detailed instruction in the mechanics of sexual intercourse between human beings. This also includes detailed instruction in the various forms of sexual perversion, masturbation, contraception, and abortion. All of these things are matters which should be dealt with by the parents in private. Most of the Guidelines I have seen include all of these subjects.

I would like to state that there is absolutely no scientific or clinical evidence to prove that sex education in the open classroom, in the schools, is a good thing. And yet we are rushing headlong into it for some reason or another.

I want to emphasize that the rest of my statement includes my own personal views and not necessarily those of Citizens for Moral Education. However, I have no doubt they would all agree with what I am about to say. I just have not had the time to check this statement with the membership.

In a recent telephone conversation with one of our legislators, I asked him what he thought the outcome of this legislative investigation would be. He said he thought the consensus would probably be in favor of recommending that no sex education be taught prior to the fifth or sixth grade, and no instruction in contraception before the eighth grade.

Just offhand, frankly I don't understand why an eighth grade child needs to know all forms of contraception. That would seem to imply that he or she might be going to use it in the next four years.

Gentlemen, if this is the kind of thought you are indulging in, you are missing the point entirely. We do not want any sex education in the schools whatsoever. Here I must emphasize that I am referring to the definition of sex education which I gave above. No one objects to courses in biology which explain the development of the embryo in the womb of the mother, etc.

Another legislator pointed out to me that he did not think education is the business of the legislature, that this is the business of the State Department of Education. With this point of view, I strongly disagree. You are the representatives of the people of New Jersey and as such you should reflect the opinions and desires of the people who elected you. It is my considered opinion -, and it is an opinion; I have no poll - that the vast majority of the people of this State do not want sex education in the school. Even if a bare majority wanted a program, they would still have no right to inflict it upon a huge minority which is obviously opposed to it. There are some things which are not subject to a vote of the people. That is why we have a Constitution and a Bill of Rights. There is no question in my mind that sex education involves moral values and is, therefore, not subject to a vote of the people. It is the exclusive right of the parents. We, therefore, strongly recommend that this legislative committee

urge that the Legislature pass a strict law with teeth in it which would prohibit the State Department of Education, or any local Board of Education, from introducing any sex education programs into the schools of the State of New Jersey and demand that all existing programs be abolished. The very least you can do is direct Mr. Marburger of the State Department of Education to keep out of it. These programs are being introduced in many communities that do not even know what is going on.

In conclusion, I would like to say that the founding documents of our country by the founding fathers are replete with references to God and our inalienable right to life, liberty and the pursuit of happiness, and so on. One of the most fundamental rights is our right as parents to teach our children in matters concerning faith and morals. It is obvious to everyone that sex education involves faith and morals. The parents cooperate with God in creating the child. If you permit the State to usurp this right as parents, you will destroy the very foundation of our civilization.

Mr. Chairman and members of the Committee, the responsibility rests on your shoulders. Please do not shirk this responsibility. Thank you.

SENATOR HIERING: Are there any questions? Senator Dumont?

SENATOR DUMONT: Mr. Moss, why do you want the Legislature to handle this rather than leave it to the discretion of each local Board of Education?

MR. MOSS: Well, as I pointed out, Senator Dumont, these programs are being introduced in many communities and the people don't even know it. I get letters from all over the State and I have gotten them from several areas where they say, "We've got this sex education and we didn't know we had it." Now in my own community we have an excellent Board of Education that has been listening very patiently to our point of view and I think they are going to do the right thing. However, due to the pressure from the citizens of the community, they requested the professional staff to review all films and educational materials which might be construed as sex education. They reviewed all these films and they found some which were indeed sex education which the Board of Education knew nothing about, and they had the good judgment and the good sense to throw some of them out - they were that bad. So I don't believe that the people in all these communities really know what's going on, and these things are put in by the professional staff on their own accord.

As a matter of fact, I went to one of the members of the Board and said, "How did this film get into the school system without your approval?" He said, "Well, let's go ask" - I won't mention any names - "let's go ask the curriculum coordinator." We went and asked the curriculum coordinator, we asked him how long it had been in, and he said it had been in two years. I asked him how he got it in without the authority of the Board and he said, "I put it in on my own accord." So this is what you're up against.

SENATOR DUMONT: Well, they may slip up, as all of us do. You probably do too, Mr. Moss. My point is that I think

you ought to have faith in the people you elect locally to positions of government and authority in your community.

MR. MOSS: Well, I will say this for our own community: I think that our Board of Education is certainly alert to the problem now and this won't happen again. Nevertheless, there are many communities within the State of New Jersey that are not as well off as we are.

SENATOR HIERING: Is there anything further?

Thank you, Mr. Moss.

We will now recess and you will be notified very shortly of the date for further hearings. We will put a press release just as soon as possible setting forth the date. Thank you for coming.

[A D J O U R N E D]

JUL 23 1969

The Rising Furor Over Sex Education

June 1969

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The material in this booklet was prepared by Dr. Luther Baker to assist educators, community groups and parents in learning the truth about SIECUS and the current controversy over sex education. Additional copies may be obtained from

SIECUS Publications Office
1825 Willow Road
Northfield, Illinois 60093

THE RISING FUROR OVER SEX EDUCATION

Luther G. Baker, Jr., Ph.D.
Professor of Family Life
Central Washington State College

"Sex education is a new scheme designed to demoralize our youth, all part of a giant conspiracy to rape the people, weaken their wills and make them sensuous, atheistic slaves."

So runs the charge currently leveled against programs of sex education in the schools. A concerted campaign is being launched to arouse public fear and suspicion, aimed at exorcising the demon of sex from the schools.

"The sex educators are in league with the sexologists," writes Gordon Drake in "Blackboard Power." (2)

They represent every shade of gray morality, ministers colored atheistic pink, and camp followers of every persuasion; offbeat psychiatrists to ruthless publishers of pornography. The enemy is formidable at first glance, but becomes awesomely powerful when we discover the interlocking directorates and working relationship of national organizations which provide havens for these degenerates.

One of the most widely distributed pieces of propaganda is a small pamphlet by Drake entitled "Is the School House the Proper Place to Teach Raw Sex?" (3) In it the author misquotes and distorts numerous leading exponents of sex education, weaving an intricate mosaic purporting to reveal a diabolic and nefarious plot to seduce the minds and morals of little children. Educators, physicians and clergy alike are charged with intentional or unwitting complicity in a great plan for communist takeover. Their statements are quoted out of context and given an interpretation which implies an attack on the Bible and the churches, indeed on all religion, as superstitious, inhibiting, and detrimental to human fulfillment. The fact that certain well-known clergymen are among these writers is viewed only as evidence of the serious apostasy in the church. Proponents of sex education are pictured as interested mainly in luring youth into narrow, sensuous expressions of sexuality.

The accusations in this newest diatribe are specific. The "burning mission" of SIECUS (Sex Information and Education Council of the United States), it is claimed, is to "alert and convert the youth of America to a new sexuality." To the author this conjures up visions of rampant promiscuity, "sex rooms" in the

schools, and teachers advocating a life dedicated to sensuous pleasure. Of one university course titled "Family Insights Through Literature," the author remarks that it might just as well have been subtitled, "A Short Course in Pornography."* In fact, it is suggested that SIECUS exists mainly to provide a scientific excuse for gathering and disseminating the literature of smut.

The opposition forces have concentrated on two tried and true tactics of attack. The first is name-calling. Sex education is un-American and it is anti-Christian. Those supporting it are "dupes," "degenerates," "atheists," "filthy perverts." The second is guilt by association. The activities of several nationally prominent figures in what Drake calls the "newsex" are reviewed to show some tie with groups labeled by the House Committee on Un-American Activities as Communist or Communist-front organizations. In spite of the fact that these ties were never established as possessing any meaning or significance, these lists are marshalled once again to prove a connection with the "international communist conspiracy."

It is not possible in a brief article to answer all the accusations against people and programs. Most of them are not new, they have been hurled in numerous forays against this or that educational innovation. Informed persons acquainted with the philosophy and personnel of sex education are able clearly to discern the irresponsible misrepresentation in these attacks, and are apt to dismiss them out-of-hand. Many people, however, are not familiar with the purposes and materials of sex education, and are easily alarmed and agitated by such propaganda. The public concern generated by this misinformation is deep and genuine, the fears expressed are real and honest, and the demand for clear and accurate information is imperative.

What is the Truth?

IT IS TRUE that responsible sex educators wish to promote a broader and more inclusive concept of sexuality. The narrow erotic view of sex which permeates much of our literature and is exploited by Madison Avenue is limiting, distorting, and unhealthy. Human beings are sexual creatures, male and female, and this fact encompasses vastly more than genitalia. Sex education at its ~~best~~ focuses on human relationships and is concerned about all

*Typical of the attackers' tactics. The author provides no documentation for this charge, just a vague accusation against "something."

the ways men and women relate to each other. The attackers tend to think only of the physical aspects of sex, and their failure to comprehend the psychosocial character of sexuality leads them to misunderstand the focus and meaning of sex education. It is this narrow and inadequate frame of reference which sex educators seek to change.

IT IS TRUE that rumors often abound of sensational and even morally objectionable procedures used in the classroom. Such allegations frequently run through a community like a rolling snowball, the report growing bigger and more salacious with each turn. Concerned investigation, however, reveals a different story. Some person passing in the hallway may overhear an isolated remark by a teacher in the class, or a youngster may idly repeat something that was said, out of context and under circumstances which clothe it in an altered light. Too often these comments, and their editorial embellishments, are spread until they bear little or no resemblance to reality. When some concerned individual does bother to check the facts he finds either that the report is wholly untrue, or that placed in the context of the original setting it carries an entirely different and acceptable meaning.

An excellent illustration is found in a story presently being circulated in printed materials by opposition groups. (10) A young "sex education teacher" in Michigan is reported to have stripped before her class to emphasize a point. The writer blithely accepts the report then asks, "Would you approve of this in your child's classroom?" An inquiry at the Michigan school set the record straight. (11) A Physical Education teacher was attempting to demonstrate to her all-girl class how differently constructed garments affect perceptions of the human figure. She brought several dresses to class, and changing into the different styles discussed the subtle meanings which attach to clothing and the manner in which it is worn. At no time did she "strip" before her class.

IT IS NOT TRUE that sex education is anti-Christian. Certain sex educators may be non-religious in the usual sense in their own beliefs, but they are against only that which hampers the full development of man's creative potential. Other teachers are dedicated practicing Christians seeking divine insight into every human condition. If certain religious attitudes about sex have been detrimental to openness and honesty in human sexual relationships, then non-religious and religious alike have attacked them as basically un-Christian. Those who do not understand the dynamic nature of Christianity regard this as a threat to the fundamentals of the faith.

Much is made of the fact that a "humanistic point of view" pervades the writings of some of the proponents of sex education. Humanism is often equated with atheism and this in turn with immorality. It is assumed by some that without reliance upon supernatural concepts of reality there can be no basis for moral behavior, and that crime and immorality will be rampant. That the latter exist is distressingly apparent. The "humanistic ethic," however, is as opposed to and concerned about this as is the Christian. Humanism focuses directly upon man and his needs, and bases both its faith and its practice on the improvability of mankind. Thus, whatever may be their philosophical differences concerning the source of man's "divinity," humanist and orthodox Christian can and do labor side by side for the betterment of man and his human condition.

IT IS NOT TRUE that sex education is un-American. This charge is so ridiculous as hardly to merit reply. The basis for this allegation appears to lie in the fear that the "newsex" undermines trust in authority. The "new morality" of "situation ethics" is misinterpreted to mean a doing-what-is-right-in-one's-own-eyes morality, thus producing anarchy. It is predicted that this "loosening of the morals" will not only destroy the moral fiber of youth, but will also weaken the basis for social order and stability. Recent excesses in juvenile rebellion and the outright ~~flouting~~ ^{flouting} of authority by a tiny minority of youth are cited in support of the prediction. Sex education, of course, cannot be responsible for these excesses. Scarcely any of the youth participating in them have been exposed to such programs. The roots of adolescent rebellion lie in altogether different soil.

The thrust of the present thinking about morality is not toward anarchy, but toward social responsibility. Its major emphasis is that all human behavior has social consequences, and that the individual is responsible for his behavior. Its challenge is that each person accept the personal obligation to make rational and responsible decisions, to judge each situation in its own unique context with its own potential outcome, and to choose that which augurs the greatest good for the most people. Those who reject this approach frequently fail to understand that while the individual is ultimately responsible for all his choices and his acts, he does not make his decisions in isolation. The "distilled wisdom of the ages," his awareness of his involvement in all humanity and his concern for the common good all inform and influence his decision-making. To the extent that any of these ingredients are misunderstood or ignored, he is not acting morally.

Sex education, then, far from leading to anarchy, tends to social solidarity. Any program designed to enhance a sense of personal and social responsibility in the members of a society is bound to improve the order and stability of that society.

What About SIECUS?

The "Sex Information and Education Council of the United States" has come under severe attack by the critics. What is the truth about it?

SIECUS is a non-profit organization formed in 1964 by a group of prominent professional people who were concerned with helping our society cope with problems relating to human sexuality. These problems are becoming increasingly urgent as our society grows more open about sex, as contraceptive measures are improved and as the influence of other cultures impinge upon us. These issues will not go away by wishing or playing ostrich. The whole changing social scene with its confusing impact on human relations is completely ignored by the dissidents. (5)

The program of SIECUS is a simple one. It seeks to provide information about programs and materials which schools and community agencies across the country have developed, and to serve as consultant to those who seek its assistance in developing programs and procedures. SIECUS has no "sex education plan" beyond that of encouraging communities to develop their own programs and advising them upon request. Its only publications are its quarterly Newsletter and a series of study guides, presently ten in number, dealing with specific topics of sexual problems. These are not designed for public classroom use. They are resource for professionals in their own study.

The only connection SIECUS has with the development of materials for use in the public schools is through its occasional consulting association with other groups, as for example its former temporary advisory relationship with Guidance Associates, a division of Harcourt, Brace and World Publishers.

One evidence that SIECUS is serving a real need is the increasingly heavy demand for its services. Since its inception it has grown from a staff of two part-time persons to around twenty, in addition to the fifty persons who comprise its Board of Directors and who give freely of their time, energy and money in the service of the organization. SIECUS has no regular source of income. Its funding is primarily from interested and concerned citizens and

occasional grants from educational foundations.

What About Sexology?

Another primary object of attack is the magazine Sexology. Since the managing editor of this publication and some of its Advisory Consultant Board or its contributors are SIECUS Board members, a "conspiratorial interlocking directorate" is seen. SIECUS states clearly that Board members serve as individuals and not as representatives of their organizations. The SIECUS Board of Directors includes numerous professional people who also hold memberships in other national organizations. Several of these professionals have also contributed articles to Sexology. But since this magazine is labeled as "pornographic," containing "pure smut," it is deduced that the leaders in the "newsex" desire to promote pornography in the schools.

Sexology is not intended as classroom material, and has never been recommended as such by SIECUS. It was created a generation ago for a newsstand clientele. Its readers have been predominately from the lower socioeconomic classes who do not normally take subscription magazines, and who generally receive no sex education except that gained from hit-and-miss distorting sources. The purpose of the magazine has been to provide such people with wholesome and reliable sex information. The editors quickly found that these potential readers will select this magazine from the newsstand only if its covers and article titles have an element of provocativeness about them. But once he has purchased the magazine, the reader is provided with helpful, authentic information. The editors have experimented several times with using pictureless covers and sales have plummeted. At the present writing this is being tried again, but the evidence strongly suggests that the superficial provocative element is essential to the promotion of this basically academic publication. It is clear from the unending volume of questions and comments from concerned readers, most of whom point out that they have no other place to turn, that this periodical is serving a vital human need.

Sexology has long since had its day in court. During its 35 years several legal actions have been taken against it, two of which have gone to trial. In both cases the magazine was judged not obscene. In a 1961 case a New Jersey justice in dismissing the charges said, (9)

"Sexology deals with sex, but not in an obscene manner. The articles are written in a clear and

scientific manner, without any suggestion of arousing prurient interest ... The articles certainly serve a valid social purpose, being informative about sex, a matter of human interest and public concern. They are literary, scientific and educational. Prohibition of distribution of such a magazine would clearly be unconstitutional."

As evidence of the quality of the articles themselves, in 1968 the managing editor, Isadore Rubin, and a major contributor, Lester A. Kirkendall, selected 38 articles dealing with adolescent sex problems and concerns, which were then published in book form by Association Press. The following excerpts from reviews illustrate the favorable response to this publication.

"(This book) attempts, successfully, to meet head-on sexual problems of today's youth ... This is a "must" for every parent, pastor, and leader of youth." Baptist Sunday School Board, Book Review Service

"Essays by authors of impeccable academic qualifications cover the gamut of concern ... This collection ... should help parents, teachers, and others approached for counsel to provide informed responses." Saturday Review, June 15, 1968

"Teachers of home economics, health education, and psychology (as well as counselors, youth workers, clergymen and parents) would ... find it helpful." Adult Leadership, September, 1968

The editor of Sexology, Dr. Isadore Rubin, has come under fire more severely than any other individual, and his case is a clear example of the smear tactics of the opposition. It is alleged that, as a long-time communist sympathizer, Dr. Rubin uses pornography and sexual perversion as tools to prepare the minds of youth for communist conquest. The truth is that Dr. Rubin was never officially charged with being a member of the communist party. In 1948 he was called for questioning by the House Committee on Labor in connection with a statement which had been taken out of context and used to challenge his patriotism. Four years earlier, in 1944, Isadore Rubin was a member of the 805th Tank Destroyer Battalion in Italy. In an army contest he won a \$500 first prize and a personal citation from Gen. Mark Clark for an essay on "What Victory Means to Me." The essay was subsequently

used by the army in its orientation program. On Christmas Eve that year Walter Huston read it on a nationwide broadcast, and later hundreds of newspapers carried comments upon it. Among these was the Daily Worker in which a columnist remarked, "Russia has its Ilya Ehrenburg and we have our Isadore Rubin." That last phrase, "our Isadore Rubin," quoted out of context, has been taken up by the irresponsible to vilify the motives of a loyal and dedicated American.

Not only Dr. Rubin, but many others have been accused of subversion on the basis of their summons before some investigative committee during the late 40s and early 50s. In certain instances the accused protested the un-American activities of these committees and refused to answer their questions. It is to their credit that no accusation against them has been substantiated and that both Congress and the Supreme Court have repudiated the tactics employed by the committees. Few Americans remember with pride that brief period in our history when guilt by association was substituted for the traditional principle of guilt established by due process. Surely few would like to see that clearly un-American period revived.

Who Forms the Vociferous Opposition?

In nearly every community there are a few self-styled "defenders of the faith." They are against everything which seems to violate their particular concept of the traditional "American Way": Taxes, welfare, dogooders, hippies, and sex education. They find support from certain organizations with national dimensions which obtain financial resources by playing upon people's fears and prejudices, and which claim to find some dark, lurking danger in any new idea or program. Over the years one finds these same organizations attacking first this, then that bogey, moving from mental health, to vaccination, to fluoridation, to sex education, professing to see in all of them a sinister design to weaken the will of the people, subvert the truth, and destroy the nation. (1,6) The booklet (3) previously mentioned is published by such a professional "anti" group.

While not the only organized opposition, the John Birch Society is presently in the vanguard of the battle. In a January 1969 bulletin, (4) the Executive Committee of the Society announced the "inauguration" of a new effort to be carried forward by MOTOREDE Committees (for Movement to Restore Decency) in communities throughout the United States. The committees are to concentrate "on one most urgent requirement."

That requirement is organized, nationwide, intensive, angry and determined opposition to the now mushrooming program of so-called sex education in the public schools. Various stages of the program have already been imposed on some five to ten percent of the schools. Deep-laid plans have been carefully initiated to spread this subversive monstrosity over the whole American educational system from kindergarten to high school. But a preponderant majority of the American people are not yet even aware of this filthy Communist plot, of the tremendous drive that is behind it, or of its triple significance.

(The program) begins, for instance, with varied and elaborately designed exhibits, colored slides, and other visual aids, to demonstrate the raw facts of sex to children from three to eight years old! ... Increasingly, in classes for older boys and girls, the instruction on sexual methods is followed by encouragement to experiment and practice ...

In schools where the full program has been adopted--and all of the usual Communist-style falsehoods, deceptions, pressures, and pretenses are subtly utilized to get school boards to fall in line--it is not unusual for a high school teacher to ask his students (boys and girls together, ages fifteen to eighteen) to tell the class about, or write themes about, their participation in the following activities: kissing, masturbation, light petting, fondling breasts or genitals (for boys), fondling male genitals (for girls), sexual intercourse, sexual activities to near intercourse, and sexual activities with an animal.

In light of their published statements and with the experiences of a number of communities to enlighten them, educators are probably well advised to regard the vociferous opposition, particularly those allied with the John Birch Society and the Christian Crusade, as unappeasable. (8) The utter lack of moral integrity exhibited in the foregoing combination of distortion and falsehood suggests that the organized opposition is interested only in takeover, not truth. The present drive has all the earmarks of being, basically, an attack on the public school system. In literature being disseminated in many communities, citizens are urged to "boycott all school bonds, hold up all school funds" until all "non-academic"

courses are removed. (12) It has been tacitly admitted by some of the opposition that their main concern is a drastic overhaul of public education, and sex education is merely providing a convenient bludgeon with which to beat the schools into submission. The fact that sex can be used with such effectiveness and such ferocity is, unhappily, the consequence of our failure to do an effective educational job earlier. But retreat now will only compound the problem.

How Should Educators React?

It is easy enough to understand the mass appeal of preachments of fear and hate. Security and safety are essential to individual and social stability, and safety seems to the unthinking to lie in what is tried and true, in the old and familiar. The new and unfamiliar, when poorly understood, are threatening. Fear-arousing tactics exert their greatest impact among people whose own future seems a bit shaky and for whom, therefore, any serious threat to "the way it has always been" is especially frightening. While the hard core of the opposition is thus a small cadre of perpetual doomsayers who will, under no circumstance, approach the issue rationally, the majority are seriously concerned citizens, even though misinformed, who merit patience and understanding.

For the reasoning majority of citizens the most effective method of countering the opposition is to do a good job in sex education. Programs already begun should be strengthened and those in the planning stages should be implemented. While it is clear that current programs require continuing review and improvement, then the importance of the task is too momentous to succumb to the threats of a vociferous few.

The great majority of parents are clearly, if silently, in support of public sex education. Until the current attack, with its gross misrepresentation, numerous community surveys, such as that in New Orleans, revealed that more than 90% of the parents believed the schools should have such courses. Even in the midst of the present controversy, experience in several localities demonstrates that a large majority of the public is still basically in support of such programs. A new Gallup Poll shows 7 out of 10 in favor. It is to this significant majority that educators must turn their attention. Family life-sex education programs are, of course, nothing new. For more than a generation effective and well-supported programs have been in operation in dozens of communities all across the country. Their test of experience has long since validated the appropriateness and acceptability of sex education in the schools.

Numerous national organizations and public agencies have gone on official record in support of public sex education. A list of them is appended. The official policy of the United States Office of Education is to "support family life education and sex education as an integral part of the curriculum from pre-school to college and adult levels." The unanimous judgement of such groups is that responsible family life and sex education are essential to the health of the nation and its people. It will be pertinent here to quote a brief excerpt from an Interfaith Statement on Sex Education prepared by the National Council of Churches Commission on Family Life, Synagogue Council of America Committee on Family, and United States Catholic Conference Family Life Bureau.

Human sexuality is a gift of God, to be accepted with thanksgiving and used with reverence and joy ... Responsibility for sex education belongs primarily to the child's parents ... In addition, the religious community and the school have a vital role in sex education ... The increased concern and interest in this vital area of human experience now manifested by parents, educators and religious leaders are cause for gratitude. We urge all to take a more active role, each in his own area of responsibility and competence, in promoting sound leadership and programs in sex education.

It is apparent that in this important educational endeavor no one can go it alone. The school, community and home must work together. The public has a right to know what is being taught in the school and it is imperative that people be informed in an honest and straightforward manner. Experience has shown, however, that with a carefully planned and well-developed program, and with adequately prepared and competent teachers, schools may proceed in sex education confident of sufficient community support and undismayed by the occasional emotional attacks which may occur.

The following are among the organizations on record as supporting sex education in schools:

American Association for Health, Physical Education and Recreation (AAHPER)

American College of Obstetricians and Gynecologists
(Committee on Maternal Health)

American Medical Association

American Public Health Association (Governing Council)

National Association for Independent Schools

National Congress of Parents and Teachers (PTA)

National Council of Churches of Christ in the U.S.A.

National Education Association (NEA) and American
Medical Association (AMA) (Joint Committee on Health
Problems in Education)

National School Boards Association and American
Association of School Administrators (Joint Committee)

National Student Assembly, YMCA & YWCA

Sixth White House Conference on Children and Youth

Synagogue Council of America

United Nations Educational, Scientific and Cultural
Organization (UNESCO)

United States Catholic Conference

United States Department of Health, Education and
Welfare (U.S. Commissioner of Education)

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3. Drake, Gordon. Is the School House the Proper Place to Teach Raw Sex?, Christian Crusade Publications, Tulsa, Oklahoma. Paperback, 50¢
4. John Birch Society (The). Bulletin, Belmont, Mass., January 1969
5. Kirkendall, Lester A. with Elizabeth Ogg. Sex and Our Society, Public Affairs Pamphlet, 318 Park Avenue, South, New York, New York, 10016. This pamphlet is often cited by the opposition. It is an analysis of forces which are altering the social structure within which sexuality is expressed.
6. Marmor, Judd, Viola W. Bernard and Perry Ottenberg. "Psychodynamics of Group Opposition to Health Programs." The American Journal of Orthopsychiatry, Vol. 30, No. 2, April, 1960, pp. 330-345. A study of the characteristics of the individuals and groups which opposed fluoridation.
7. Mead, Margaret and Rhoda Metraus. "Image of the Scientist Among High School Students." Science, Vol. 126:384-90, 1957. An analysis of attitudes which suggest that we are moving into a period of anti-intellectualism.
8. National Congress of Parents and Teachers. "Extremist Groups." Order flyer from the national office, 700 North Rush Street, Chicago, Illinois 60611. Flyer 15¢; \$5.00 for 100.
9. Polack, Justice Stanley J. "State of New Jersey vs. Irving Fetter" (Indictment No. 319-58), August 5, 1961.
10. P.O.S.E. (Parents Opposing Sex Education in Public Schools, Inc.) "What Parents Should Know"
11. Private Correspondence, April 18, 1969.
12. Timetable for Takeover, CSOS, P.O. Box 59, Diamond Springs, California.

As a psychologist with primary interest in children in schools, my point of view is based on the premise that it is the function of the schools to provide children with opportunity to develop whatever skills, knowledges, and experiences they need to prepare them for a productive, responsible, contributing, and satisfactory personal life in our society. To provide these opportunities, education must go well beyond the three R's in order to provide for growth and development to cope with the problems of living with and dealing with other people. Success in society demands more than academic skills. A productive, contributing and satisfactory life requires understanding of self, of other people, and of human interaction. In other words, our hope for our children is expressed in such terms as "good adjustment" and "mental health." We want our children to learn to handle life's problems; to be effective as adults in the job situation, in the community, and in the family.

Sex education is one part of the development of good interpersonal relationships and overall adjustment. Sex education must be seen in a broad sense - only one part of sex education is sex information. Sex information consists of the facts concerning anatomy and physiology of the human body, and the biology of human reproduction. Sex education is the incorporation of sex information in the framework of ~~view~~ about self as a male or female in our

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society and helps determine overall adjustment. As it has been put so well, sex isn't what you do, it's what you are. Each of us functions in society as jobholder, as parent, as spouse, always in the context of whether we happen to be a man or a woman. Sex education in this sense is primarily taught in the home. Children learn the masculine or feminine role in our society from what parents and/ or other authority figures tell them, and even more so from their observations and sense of their parents' interaction with each other, and with other people. From earliest infancy we treat boys and girls differently; we are helping them learn what it is to be a man or a woman in our society - rare is the father who purchases his week-old infant daughter a football! The schools broaden sex education in that they help children learn to handle interpersonal relationships - cooperation with and respect for others.

The schools also provide other adult authority models which may modify the child's growing sense of male or female role identification.

Much of the misunderstanding leading to these hearings seems to stem from confusing sex education with sex information. To give just sex information is neither adequate nor appropriate. Every human being somewhere, sometime, in his life, picks up "sex information." Research evidence indicates that most boys pick up some information about sex facts, distorted as it may be, by the

time they are 9 years old - and that this information does not usually come from home or church. Sex information alone, whether it comes from parents, school, or friends, does not do the necessary job unless it is put in the context and broad framework of sex education. With the increasing permissiveness of advertising, the public press, television, movies, and theater, children are constantly exposed to nuances, suggestiveness, hints, and outright references to genital sex. When your youngster buys his ice cream cone at the corner store, he may be confronted by a rack of paperbacks whose covers are sexually suggestive, even on books considered sedate classics. Sex information, properly presented as factual material, helps our boys and girls put pornographic material in its proper place; they are better able to take it in their stride. The impact of pornography is dulled if children learn it is neither a true nor valid aspect of sexuality. Sex information, properly presented, is preventive mental health - it heads off the influence of pornography. We are all aware of what seems to be an increasing number and variation in four letter scrawls on sidewalks - when your six year old son asks his ten year old friends what the words mean, it is unlikely that he will get an answer calculated to engender a sense of respect for the awesome miracle of procreation.

I'd like to make an analogy: Youngsters frequently learn from their parents how to drive a car. They get driving examples

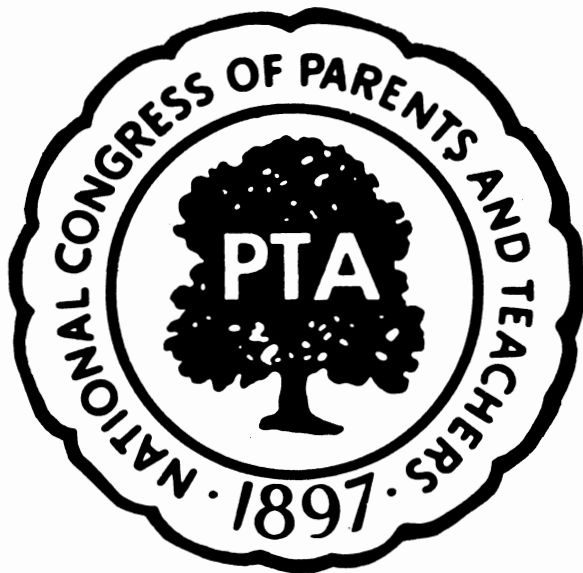
from their parents' sense of courtesy and responsibility behind the wheel. In addition, boys tend to see a car as a means of demonstrating masculinity in a society that has few ways for boys to prove their maleness. The less secure a boy feels about himself as a male, the more he needs to prove his daring, his power, and the more likely he is to be a menace to society when behind the wheel. In other words, how the 17 year old drives is dependent upon his total personality and his feelings about himself as a male. Yet the insurance figures tell us objectively and definitely that driver education in the schools makes more responsible drivers of teenagers.

Sex information contributes to sex education in the way driver education contributes to driver responsibility. Sex information is one part of sex education - all of which helps children to become responsible citizens - well adjusted men and women who handle their sexuality wisely and well, and who are not a menace either to themselves or to society. Sex drive is powerful - and like the 300 HP engine is more responsibly controlled and positively used as a result of education.

Angus B. Bennett, Ed.D.
Associate Professor of Educational Psychology
Purdue University

August 14, 1969

the president's message



The Case for Sex Education

Like politics, national defense, and student unrest, sex education is an issue on which most of us have firm convictions. Nor do we feel any hesitation in expressing these convictions. And perhaps that is as it should be. All four of these subjects touch us closely, and yet all pose questions that are not capable of precise resolution. Hence we tend to believe that our opinion may well be just as valid as anyone else's, no matter what his credentials are.

On the other hand, reason and incontrovertible evidence from the social sciences lead many of us to believe that sex education in the schools is not only desirable but necessary. Ideally the home should be the source of sound sex education, and for many children it is that. But what about the millions of children who for various reasons are either denied such education or receive miseducation on the subject?

Where but at school can we be sure of reaching these children and enabling them to gain the understanding and information on human sexuality that should be an essential part of every person's education? The children who are receiving sound sex education at home have nothing to fear or to lose from a rerun at school. Those who are not have a great deal to gain from a good sex education program in the school.

Over and over again the PTA has expressed the belief that sound education about sexuality is basic if children are to understand human development, cope with the stresses and pressures of adolescence in modern America, and become adults capable of successful marriage and responsible parenthood. The goal of sex education, we believe, is to develop responsibility in human relations—relations between boys and girls, husband and wife, parents and children.

Of course parents have a major responsibility in this important area of education. Whether we parents are aware of it or not, from a child's earliest years we are imparting to him information and attitudes about sexuality—about what it means to be a boy or girl, a man or woman, a husband or wife, a parent. But important as this kind of teaching and learning is, it is not enough. And for "the more," many parents, even the best of parents, feel incompetent and inadequate. They feel ill prepared, factually or emotionally or both, to teach about sexual development, sex relations, and reproduction, with all their psychological, social, and ethical implications and consequences.

Hence the PTA has long advocated that public schools reinforce good home teaching, as well as help overcome the lack of or the wrong kind of teaching, by providing sex education or family life education—whatever one may choose to call it. It has urged a school role in such education because it has heard the pleas of parents for it. And parents, in their pleas for school help, have had the support of clergymen, physicians, nurses, and social workers who know well the damaging effects of sexual ignorance and lack of sexual ethics.

One of the lessons we have learned over the years is that the public schools are hard put to teach successfully what the community does not want, and in no area is this truer than that of sex education. Where such education has been excellent, it is be-

cause the community wanted it and had a voice in deciding what was taught, and how, and when, and by whom. Here home-school cooperation is clearly essential. The most successful programs, I repeat, have come about through community understanding of the need and value of a sex education program and community participation in the development of its content and method.

When sex education was first introduced in the public schools, there was, as one might expect, opposition in some places from some people. These people objected that the school was usurping a responsibility that rightfully belongs to the home and the church. They ignored the fact that many churches provide no sex education or that if they do they want reinforcement from the school. They also ignored the fact that many homes provide no sound sex education whatever and that many of these homes, like many churches, are eager for the schools to share this task. They disregarded still another fact—that rather than rushing into the sex education field, the schools entered it only after long and careful consideration. The truth is that public schools regard sex education not as their exclusive responsibility but as a responsibility shared with parents, religious institutions, and youth agencies.

Some people object to sex education per se; they believe that information provokes sexual curiosity and stimulates sexual experimentation. The reverse is closer to reality. Ignorance is not a protection. Physicians and nurses report that many teenage girls have no idea how they became pregnant. And the curiosity of children and youth will not be denied or suppressed. When their questions are brushed aside or inadequately answered by parents or teachers, children and youth will seek answers elsewhere—from each other or from older boys or girls. The answers they get may be false and dangerous. The answers may all too often be prefaced by the smirk or sneer that distorts whatever scraps of information may be forthcoming.

It is impossible to insulate children today from information and misinformation about sexuality. As Dr. Haim G. Ginott so cogently puts it in his new book, *Between Parent and Teenager*: "In words and pictures, our children are exposed to sex that is often sordid and vulgar. Our streets are a ceaseless source of misinformation. Smut sellers never hesitate to share sex 'facts' and feelings. Precocious peers willingly tell of experiences, real and imagined."

We cannot shut off children's access to newspapers, magazines, books, movies, television, and advertising. The mass media abound in stories, reports, and discussions of sex relations, sex ethics, venereal diseases, contraception, homosexuality. Some of the material is sober and responsible. Much of it is sensational, irresponsible, pornographic or verging on it. The ques-

tion is not whether the community should provide sex education. The question is whether it is to be a scrap bag or a well-designed package. Unless we provide sound sex education by informed and responsible adults, the chances that our children will be mis-educated rather than educated about human sexuality are dangerously high in our sex-oriented, sex-saturated society.

Hence the need for responsible sex education by trustworthy sources is imperative. This imperative need was recognized by the Congress of the United States when it authorized funds in Title III of the Elementary and Secondary Education Act to assist schools and communities in establishing or improving family life education from preschool through adult levels.

With the need for sex education so obvious and so urgent, its provision by the public schools is now assailed by extremist groups. In the January issue of the bulletin of the John Birch Society the society's founder and president calls for "organized, nationwide, intensive, and angry and determined opposition" to sex education in the public schools. Sex education, he charges, is a Communist plot to weaken the family, corrupt youth, and destroy the concept of morality.

The PTA response to this irrational attack must be nationwide and rational. We must back up our school boards and school administrators in resisting extremist pressures to abandon sex education. We must initiate intensive, nationwide efforts to increase public understanding of the values and purposes of sex education and the crucial need for it. In our efforts we can count on the help of physicians, clergymen, nurses, social workers, family life specialists, educators, and many, many other persons concerned for the well-being of children and youth.

To strengthen family life, to increase self-understanding and self-respect, to develop sensitiveness in human relations, to build sexual and social responsibility, to enhance competence for responsible parenthood—this is what education about healthy human sexuality is designed to do. If America's children and youth are to be rightly educated in this crucial area of human responsibility, the PTA must forthrightly oppose any elimination or weakening of sex education. We are committed to work for expansion and improvement of family life education and for home-school cooperation in providing it. Every child, we believe, has a need and a right to be educated for a responsible, happy family life.

Elizabeth Wunderson

President, National Congress of Parents and Teachers

RESOLUTION ON SEX EDUCATION

PARSIPPANY BAPTIST CHURCH

PARSIPPANY, N. J.

December 15, 1968

WHEREAS the Parsippany-Troy Hills Public Schools are planning a sex education course for grades K-12 to be implemented in February, 1969.

AND WHEREAS such sex education courses intrude upon the God-given responsibilities and privileges of parents and the sanctity of the home, break down natural barriers of modesty between boys and girls, particularly when taught in co-educational classes, and make no provision for those whose parents object to the program,

AND WHEREAS serious moral dangers exist when such topics as homosexuality, pre-marital sex relations, masturbation, sex deviation, pornography and illegitimacy are discussed in a classroom without teaching of Biblical Christian morality,

AND WHEREAS the morality of such courses is most often the "new morality" or situation ethic which denies the immutability of God's moral standards,

AND WHEREAS many of the recommended books and visual aids border on obscenity, and the use of and discussion of four letter words is encouraged in the classroom,

AND WHEREAS several members of the Board of Directors of SIECUS, the leading proponent of such programs, are associated with Sexology magazine, which is obscene and immoral in content,

AND WHEREAS the New Jersey State Guidelines for Developing School Programs in Sex Education, encourages surveys of student's attitudes "as well as their parents' ideas, attitudes and prejudices about human sexuality," thus invading the privacy of the home, and which guidelines also admit the experimental nature of the program, which may only be evaluated "after the passing of many years,"

AND WHEREAS Sweden, which has had sex education in its public schools for 12 years, is experiencing increased maternity in the 15-18 age group, an increased rate of venereal disease, an increase in the rate of divorce, an increase in alcoholism, and an estimated 5,000 to 30,000 illegal abortions annually,

BE IT THEREFORE RESOLVED that We, the members of the PARSIPPANY BAPTIST CHURCH go on record as being opposed to the implementation of Sex Education K-12 in the Public Schools of Parsippany-Troy Hills and urge the Board of Education to discontinue its plan to introduce this course in the school system.

BE IT FURTHER RESOLVED that we urge all parents to recognize and conscientiously carry out their God-given responsibility and privilege of training their children in matters of sex and morality, seeking out if necessary the aid and counsel of their family doctor and spiritual leaders.

AND BE IT FINALLY RESOLVED that we express our opposition to the flood of obscene literature, pornographic matter, immoral movies, erotic advertising, double standards and the "situation ethic," which influences have caused a serious decline in private and public morality and have marred the honor of the United States of America.

SUBMITTED BY REV. JACK KEEP _ PASTOR, PARSIPPANY - TROY HILLS
BAPTIST CHURCH

Statement to: PARSIPPANY-TROY HILLS BOARD OF EDUCATION March 13, 1969

In October, 1967 the joint PTA's sponsored Dr. Gilbert Shimmel to promote compulsory sex education of the SIECUS variety. At that time I attempted to obtain a place on the program for someone to express an opposing point of view on this matter.

The first contact was with Mrs. Dutton (through Dr. Johnson). Mrs. Dutton suggested I call Dr. Oldham. Mr. Oldham, I was told, was not in and I was steered to Mr. Sheehy. Mr. Sheehy told me, "We are not going to have any other side presented." It was suggested that I join one of the committees and express my views, which I did to no avail.

The so called "60 man advisory committee" was nothing but a mock committee and a front to give the appearance of community consensus of approval.

The assistant superintendent glibly maintained all along that there "is no program, we are just exploring the need," when there was, in fact, a guide already prepared for K-12 grade.

Every meeting having to do with the compulsory sex education program is so tightly controlled that there is no opportunity for a fair balance of opinion or debate.

Questions must be written on 3 x 5 cards which are screened before answering. Sometimes the cards must be signed. The questions are sidestepped, sidetracked, or answered in a mocking manner. There is no opportunity for rebuttal by the questioner.

At a panel in Eastlake school, the entire panel of 6 were in favor of the compulsory sex program. When someone in the audience commented on this fact, each panel member piously denied that he was chosen on the basis of his views.

Whenever anyone attempted to express themselves they were shouted down by the moderator and PTA representatives.

The school system has published and distributed statements, literature and resolutions by every group they can align with them. These groups include the PTA, the Philosophy Committee, PTHEA, Ten Clergymen and some state health organization. Yet no statement, literature, or resolution from any opposing group is permitted to be distributed or displayed at the meetings.

When other attempts to silence dissent fail, the schoolmen resort to the ultimate weapon - a lawsuit - (against one lone, concerned, homeowner - parent).

This compulsory program of sex education has been, from the beginning, thinly veiled behind a tissue of lies. For example, a film is shown with the name SIECUS clearly printed in it. Yet the Assistant Superintendent denies - immediately following the film that the Parsippany program has anything to do with SIECUS.

On Tuesday evening, March 11, 1969, the Assistant Superintendent (John Sheehy) denied he had seen any statistics about Sweden. This is a falsehood since the Parsippany Baptist Church sent a resolution to this board in December citing those statistics which were gathered from the Swedish Bureau of Health Report and from the Book Sex and Society in Sweden, which is on the bibliography of the Par-Troy Guide.

Anyone opposing the program is invited to Mr. Sheehy's office for a brainwashing session on the evils of those who oppose the program. The Assistant Superintendent keeps a file on those who oppose the program, it should be known. People who express their views to this man are belittled and spoken down to.

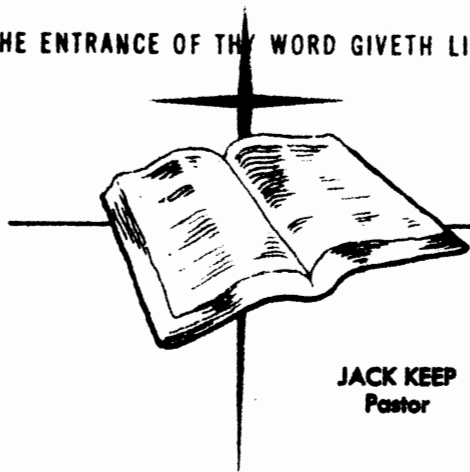
The time is long overdue for the Superintendent's office, the Board of Education, the PTA and the Teacher's union to demonstrate some old fashioned honesty and sponsor some speakers for the other side of the issue. I MIGHT ADD, AS A MINISTER I RESENT THE ASININE REMARKS ABOUT DIRTY 'STORIES IN THE BIBLE BY THE PUPPETS OF SIECUS!

By: Reverend Jack Keep
Parsippany Baptist Church
Box 165, Parsippany, N. J.

Recorded at a public meeting of the Parsippany-Troy Hills Board of Education, March 13, 1969, and printed as a public service by:

Citizens Committee of Morris County
Box 397, Madison, N. J. 07940

THE ENTRANCE OF THY WORD GIVETH LIGHT



JACK KEEP
Pastor

Parsippany

BAPTIST CHURCH

LITTLETON RD. • P. O. BOX 165 PARSIPPANY, N. J. 07054

The Biblical View of Sexual Sins

Space will not permit me to list all the statements of Scripture which name sexual sins, but the interested student may easily search them out with the help of a good concordance. I will mention those sins listed in the Commandments and judgements and a few passages from the New Testament.

Two of the ten Commandments have to do with sexual sins. "Thou shalt not commit adultery" and "Thou shalt not covet thy neighbor's wife." (Ex.20:14,17) Jesus said, "I say unto you that whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart." (Mt.5:28)

Deuteronomy 22:5 condemns transvestism: "The woman shall not wear that which pertaineth unto a man, neither shall a man put on a woman's garment: for all that do so are abomination unto the Lord thy God."

Pre-marital infidelity is dealt with in Deut.22:23,24: "If a damsel that is a virgin be betrothed unto an husband, and a man find her in the city and lie with her; then ye shall bring them both out unto the gate of that city, and ye shall stone them with stones that they die; the damsel because she cried not, being in the city; and the man because he hath humbled his neighbor's wife."

Adultery is condemned in Deut.22:22: "If a man be found lying with a woman married to an husband, then they shall both of them die."

Deuteronomy 22:25-26 deals with rape: "If a man find a betrothed damsel in the field, and the man force her, and lie with her: then the man only that lay with her shall die: but unto the damsel thou shalt do nothing; there is in the damsel no sin worthy of death: for as when a man riseth against his neighbor, and slayeth him, even so is this matter."

Promiscuity on the part of a man gained him a wife according to Deut.22:28-29: "If a man find a damsel that is a virgin, which is not betrothed and lay hold on her, and lie with her, and they be found; then the man that lay with her shall give unto the damsel's father fifty shekels of silver, and she shall be his wife; because he hath humbled her, and he may not put her away all his days."

Promiscuity on the part of a woman had a different name: "There shall be no whore of the daughters of Israel." (Deut. 23:17)

Incest is prohibited. "A man shall not take his father's wife. Cursed be he that lieth with his father's wife. Cursed be he that lieth with his sister. Cursed be he that lieth with his mother-in-law." (Deut.22:30; 27:20, 22,23)

The vile sin of sodomy is condemned in Deut.23:17: "There shall be no ... sodomite of the sons of Israel."

Unnatural relations with animals is condemned in Deut.27:21: "Cursed be he that lieth with any manner of beast." "Whosoever lieth with a beast shall surely be put to death." (Ex.22:19)

I Cor.6:9-10 names fornication as a condemning sin: "Be not deceived . . . fornicators . . . shall not inherit the kingdom of God." This is, of course, referring to premarital sexual relations and promiscuity.

Paul wrote to the church at Rome explaining why God gave certain men up to their own evil desires. "For this cause God gave them up unto vile affections: for even their women did change the natural use into that which is against nature: and likewise also the men, leaving the natural use of the woman, burned in their lust one toward another; men with men working that which is unseemly, and receiving in themselves that recompence of their error which was meet." (Rom.1:16,27) This passage refers to homosexuality and those who practice it.

It is important in our day and age to study the teaching of the Bible concerning sexual matters. God's Book gives us a right view of the proper attitude toward sex and an authoritative view of the sinfulness of the misuse of sex. You will notice in the passages quoted above that many things condemned in the Word of God are being accepted in our day. Some cases in point are the growing acceptance of sexual relations between the unmarried and the promotion of the myth that homosexuals are not sinners, they are "sick." Some even go beyond that point and suggest that homosexuality should be as acceptable as heterosexuality.

October 1967, the sex education fad hit Parsippany. Part of the indoctrination included a vulgar dialogue by Gilbert Schimmel, a member of SIECUS.

We objected strenuously and were ridiculed for our beliefs. My wife was told by Mr. Oldham, (Supt. of Parsippany schools) that she was mentally ill and that there was something sexually wrong with her, ect. Mr. Sheehy (Ass't Supt. and coordinator of the sex education program) phoned my wife and proceeded to question her about our family's religious views and participation. Miss Park, the principal of the elementary school my children attend, threatened her with the law and told my wife to take the children out of the school, if we didn't like what was going on in the schools.

We were told that we were the only ones objecting to the sex education. My wife could not believe this and that is why she originated PAUSE (People Against Unconstitutional Sex Education) to organize people who hold the same beliefs we do and to fight to keep them. She proceeded to advertise in the newspapers. Mr. Sheehy still persisted in harassing her, by stating to PTA gatherings and newspapers that the people who might join this group, had better be careful of those who formed same.

My wife phoned Professor Garland of Montclair State College, the person who traveled to Scandinavia to view the progress of their sex education program. Professor Garland made the statement that if she had children in school with this sex education program, she would NOT want her children to attend. She also stated that "they" want to bring the entire sex education program from Sweden to this country, including the use of animals in the classroom. Professor Garland never established who "THEY" were; unless she meant SIECUS

I would like to know why all the County Extension material (Home Economics) on sex education is almost entirely SIECUS material, reading material, films ect. It even advertises the SIECUS newsletter. And we are told that the State of New Jersey has nothing to do with SIECUS materials.

Our 7 year old daughter was unfortunate enough to get a teacher who was on one of the committees. She harassed the child and even screamed at her that she was lying to her mother, making the child cry and embarrassed in front of her classmates. My daughter was even left out of classroom activities and teachings, because of our views on sex education. My wife requested that our daughter be sent out of the classroom if there was sex education of any kind in her classroom. The school obliged, and she was sent out of the class 3 times in one week..Yet the school officials still insisted that they did not have a sex education program in the school. If so why why was my daughter sent out of the class? Why was she discriminated against? The teacher also stated that she cannot help any individual students who have a problem with schoolwork, because of the time element. Yet they intend to incorporate another subject

(sex education) into the curriculum of the teachers' hard-pressed-for-time day. Why don't teachers concentrate on teaching the 3R's and forget about social and sexual reform? The classrooms are not experimental laboratories and the children are not experimental specimens, to be used by the State for a select few whose ideas and morals do not coincide with those of the parents.

We were even denied medical service for our baby. The doctor's wife took the call, was in the process of making an appointment for the baby, until she heard the name Valent. My wife was pointedly told to take the baby to another doctor. This doctor's wife is a member of the PTA and is actively working for sex education.

We were told by the Parsippany Board of Education, at two different intervals, that if we did not desire sex education for our children, we would have to take them out of the school system. Where would we send them to school? We cannot take on the expense of a private school. We pay taxes and the public schools belong to us too. The Constitution of the U.S. says the public schools have to provide an education for our children, even if we are the only ones objecting to sex education. We accuse the Parsippany school system of not only usurping the rights of the parents, and of their children, but they have also violated the civil rights law, by discriminating against the right of my children to have an education. This we intend to pursue further.

My wife requested to be on one of the committees. She was told she could. This is when the committees began to have their secret meetings, and only those who were for sex education, knew where they were being held.

If sex education is forced on ^{our} ~~my~~ children in the schools, we must refuse to send them there for immoral indoctrination. Compulsory sex education is against the dictates of our consciences, and we will not allow our children into any establishment that will destroy our parental teachings and the morals we are instilling into their receptive and formative minds. They are our children, and don't you for-get it.

Submitted by Rev. John D. Painter

The Montgomery United Methodist Church

MONTGOMERY TOWNSHIP, NEW JERSEY

MINISTER
REV. JOHN D. PAINTER

PARSONAGE
GREEN AVE., AT REVERE RD.
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PHONE: 359-6986

October 3, 1969

The Honorable William F. Hiering
Court House Square
Toms River, New Jersey 08753

Dear Senator Hiering:

Please include the attached statement as part of the official hearing record, Joint Legislative Hearings on Sex Education in the Public Schools.

A STATEMENT ON SEX EDUCATION IN THE PUBLIC SCHOOLS

I am in favor of sex education in the public schools. I am convinced that this program must be included as a balanced part of a general approach to the subject by home, school, and church. But none of these agencies is capable of handling the entire job alone.

Our homes play a large part in the program, particularly in the shaping of attitudes. But our homes are also, at the present time, often the repository of some of the most misguided and misinformed opinions on this entire matter. Left to their own devices, a vast majority of parents, I believe, will not broach the subject with their children, and a good number will communicate to their offspring their own personal embarrassment and difficulty with the subject. An effort which sees the school and home jointly working toward the sexual education of children, K-12, will prove far more successful, I believe, in breaking down the unwarranted attitudes toward the sexuality of human beings.

There is nothing inherently evil in the use of proper terms for bodily parts or bodily functions, and yet the score of euphemisms which exist for the genital and reproductive organs and functions bear witness to our national embarrassment over this human function. The home again is the center from which most of these terms emanate. The home is also the place where the greatest shock is often expressed when a young child suddenly uses the proper term for his reproductive organs. Again, the school must share in the breakdown of this "false modesty" within the home.

Certainly an adequate program of sexual education will involve the theological dimensions of the sexual nature of human beings. The "traditional" religious

bodies of our nation view the sexual aspect of life as a gift from God. Any religious group which attempts to state that the Judeo-Christian heritage frowns upon sex, or sees sex and sexual relations as "dirty", has prostituted the tradition. The Bible, which is the source of understanding for both Jew and Christian, never once supports that view. Sexuality is witnessed to as a gift of God. Its misuse is what is opposed within the tradition, not its use. It is imperative, therefore, that the churches and synagogues stand as a third part to this entire program of sex education, providing the religious dimension to the discussion. The school is ill-equipped and technically unable to provide this. The home may do so, with the encouragement of the church.

Therefore, sex education is like the three-legged stool upon which the farmer sits to milk his cows, if you will pardon the analogy. If any one of the legs is missing, the stool will fall, and the farmer with it. Therefore, I support a comprehensive program of sex education in Kindergarten through 12th grade in our public schools.

I would add the following observations, as well:

1) Either the churches or the schools had also better become more active in the sex education of parents. An embarrassing "knowledge gap" is current on this matter. Our parents need education in an attempt to break down their embarrassment over the subject.

2) No generation of children should ever be allowed to grow up again totally devoid of knowledge of this important area of humanity. Never again should we have to resort to "peep shows" and dirty movies to satiate our sexual appetites; no longer should novels of vivid sexual description and magazines which cross the lines of probity be the method by which young men and girls gain attitudes toward sex.

3) Silence on the subject until the sixth grade or later is irresponsible and dangerous. The Freudian concept of latency is a myth. Perhaps a child is not outwardly expressive of his sexual desire, but his concepts on that subject, as well as others, are being shaped. Certainly no one would advocate withholding knowledge of history until the child asks about the Civil War. No one would advocate that we not teach a child proper health techniques until he catches a cold or has pneumonia. Silence on the subject is as much a teaching of attitudes as the words we say. What we don't say, or how we react to the subject, may stick with the person far longer than any words we do say.

4) A more adequate and more detailed course of study should be offered to teachers on a state-wide level. Teachers should be examined for certification

to teach the subject in the schools. They should receive counseling from psychologists and clergymen on the subject. Their own attitudes toward sexuality should be determined, as much as possible, so that they will in turn communicate only the healthiest attitudes to the children.

5) The state of New Jersey should aid parents to realize that the concern for the "moral and ethical dimensions" of sexual education rests clearly with the church and home. If parents feel that this aspect of the education is missing within the school, it is their right and responsibility to provide it, within the proper context - i.e. home and church. I personally object to the way history is taught, at times, because I believe it is difficult to understand history apart from the movement of God. But the responsibility for communicating this fact is then mine, at the Church and in the home. I should not attempt to derogate that responsibility either by demanding that the school teach it, or not teach history at all, or by remaining silent about it when the opportunity is mine to speak. I am certain that many of the attitudes about sex which teachers in our schools will convey to our children will not meet with my wholehearted approval. But in this case, the responsibility to present my side of the discussion rests with me. I believe, frankly, that presented with several different ways to look at the subject, the child will be much freer to grow in knowledge and understanding. Growth does not come from the presentation of one opinion, alone. Dialogue, conflict, discussion, openness are all the components of a sound educational system.

I hope that the Legislative Hearings on the subject of sex education in the public schools will conclude that such a program is vital for the future health - physical and emotional - of the children of New Jersey. Let us try, after centuries of neglect, to communicate something healthy to the children of the nation about this subject.

Very sincerely yours,



John D. Painter

NOTE: This is a personal statement by John D. Painter, an ordained clergyman in The United Methodist Church. In no way does this statement attempt to reflect either the views of the congregation I serve, nor the denomination of which I am a part, though I am in complete sympathy with the statements of both the General Conference of The United Methodist Church and of the Northern New Jersey Annual Conference of The United Methodist Church on the subject of sex education.

1. SEX IS A PRIVATE, PERSONAL, INTIMATE AND TO SOME, A SACRED MATTER, and belongs in the privacy of the home with the parents as the teachers. While it is certainly true that some parents have neglected this responsibility, the usurpation of the rights of all parents because of the neglect of a few, is not the answer. This is especially true when the usurper is an agency of government. The proper procedure must be to increase personal responsibility which will strengthen the family relationship.
2. SERIOUS MORAL DANGERS EXIST WHEN SUCH TOPICS AS HOMOSEXUALITY, FORNICATION (PRE-MARITAL SEX RELATIONS), MASTURBATION AND PERVERSION ARE DISCUSSED IN MIXED CLASSES OF BOYS AND GIRLS. Sex instruction without any emphasis on morality and God's plan in granting this wonderful gift reduces the matter to a purely physical and animalistic process.
3. GROUP INSTRUCTION RESULTS IN SOME CHILDREN RECEIVING EXPOSURE TO SEX BEFORE THEY ARE PSYCHOLOGICALLY READY FOR IT AND STILL OTHERS RECEIVE IT LATER THAN APPROPRIATE. It will embarrass many, cause callousness in some, and provoke others to experiment. Simultaneous instruction to both sexes will foster over-familiarity and acute embarrassment. On the other hand, separating the sexes for special sex instruction when they normally meet together, will create unwholesome speculation and undesirable after-school discussion. In other words, this instruction belongs in the home!
4. CONTINUOUS SEX EDUCATION FROM KINDERGARTEN THROUGH HIGH SCHOOL AND INCESSANT REPETITION IN CLASS, AFTER CLASS WILL CREATE A DANGEROUS OBSESSION WITH SEX IN THE MIND OF THE YOUNG PERSON. In addition, explicit instruction on the reproductive process can frequently excite, rather than educate. It is not INFORMATION that is needed but FORMATION, that is, FORMATION of character and self discipline.
5. SEX EDUCATION COURSES FREQUENTLY DISCUSS MATTERS THAT ARE TOTALLY INAPPROPRIATE, UNNECESSARY AND DOWNRIGHT HARMFUL. Deliberate silence concerning some aspects of sex is prudent and can be the wiser course. According to the testimony of eminent psychiatrists and child analysts, sex education in the schools can cause irreparable psychological and emotional damage to our youth.

WE, therefore, SHOULD NOT TOLERATE ANY SEX INSTRUCTION IN THE SCHOOLS except for scientific courses in biology, physiology and hygiene which have been taught for many years. Furthermore, WE SHOULD NOT ALLOW THESE SCIENTIFIC COURSES TO BE "EXPANDED AND IMPROVED", to use the words of the so-called experts in sex, as this inevitably leads to detailed instruction in human sex which we CONSIDER UNACCEPTABLE. Furthermore, ANY COURSES CURRENTLY IN THE CURRICULUM UNDER THE TITLE OF FAMILY LIVING STUDIES OR HOME MANAGEMENT, SHOULD BE CRITICALLY STUDIED to make certain that they are not in fact sex education.

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