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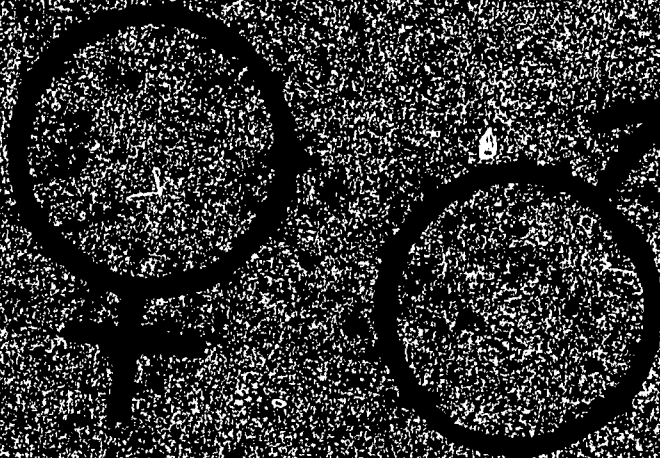
ABSTRACT

To describe the attitudes of Arizona educators toward sex education, a questionnaire survey was made of all practicing teachers and administrators in the state's public school systems. Data were collected on topics such as subject content and who should teach sex education. Based on the findings of the survey, it is implied that the lack of unified support for particular forms of sex education may be instrumental in blocking implementation of workable programs. (JS)

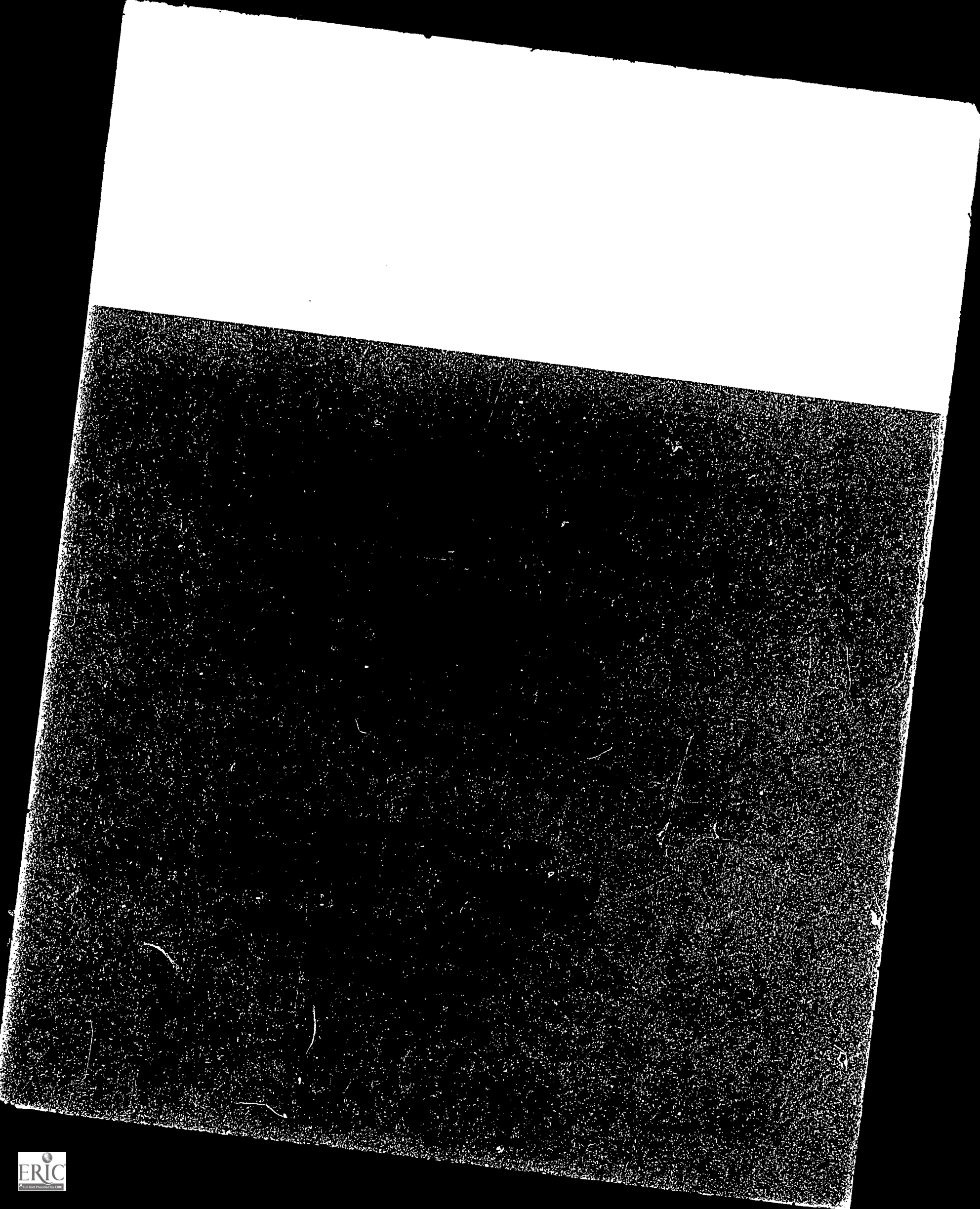
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POWER AND INFLUENCE IN BULLETIN NO. 17

Aims and Objectives of the National Education Commission



RESEARCH OF THE NATIONAL EDUCATION COMMISSION AND SERVICES
THE NATIONAL EDUCATION COMMISSION AND SERVICES
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EDUCATIONAL SERVICES BULLETIN NO. 37

ATTITUDES OF ARIZONA EDUCATORS
TOWARD SEX EDUCATION

Based on a Report by Dr. Robert Schuck
Director of Medical Research, University of Pittsburgh

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FOREWORD

The search for meaning so essential in the nature of man has recently centered on a personal struggle for psychological freedom. A major component of this struggle is a re-examination and definition of human sexuality. The present study is an attempt to ascertain insights into the attitudes of educators in Arizona toward the dimensions of an adequate sex education program. The choice of Arizona as an appropriate population springs from the influence of professional colleagues and a deep interest in the state.

The writers wish to take this opportunity to express deep appreciation to Dr. James Greenberg and Mr. Bruce Barnhill for their assistance in the development of this study. We are also indebted to the Arizona State Department of Education and Superintendent of Instruction, Dr. W. P. Shofstall, for their support and to the teachers and administrators of the State of Arizona who contributed their time in response to our inquiries.

Robert F. Schuck, Ed. D.
University of Pittsburgh

INTRODUCTION

The bases upon which decisions are made--both knowledge and belief bases--are primarily value questions. Thus, in order for educators and the publics they serve to make responsible decisions, they must analyze their own values as well as those of the sub-culture to which they are accountable.

It is difficult in our society to find a more value-laden or emotionally tinged label than sex. When combined with the sensitive connotation of education, it is indeed a potent and, to some, terrifying concept. As has been demonstrated by the innumerable articles, books, films, controversies and discussions generated by such a topic, public interest and concern remain consistently high.

6/7

This growing interest in sex education was reflected by, and in turn spurred, of general support which Harold Howe issued in Washington on August 30, 1966. and attention have raised many issues and questions relative to sex education, there is a 'paucity of research' in the area and a consequent lack of data which sight into the problems."¹

Therefore, in an attempt to provide a data base from which to determine direction as public education responds to societal forces, Dr. Robert Schuck, then affiliated with the Division of Research in Medical Education at the University of California and presently Director of Medical Research at the University of Pittsburgh, designed an exploratory study in an effort to describe the attitudes of Arizona educators toward several recognized specific issues in the area of sex education. With the cooperation of the Arizona State Department of Public Instruc-

tion, Dr. Schuck devised to which all but one of responded. It is from explore further the un- ricular, institutional utilization of informa- access to the initial liography. Thanks to study, titled "Attitudes ward Specific Issues in tion," was completed e the most tentative con-

¹Robert F. Schuck, Attitudes of Arizona Educators Toward Specific Issues (Los Angeles: University of Southern California, School of Medicine, 1970), p.

interest in sex education was reflected by, and in turn spurred by, a policy statement which Harold Howe issued in Washington on August 30, 1966. "While increasing interest raised many issues and questions relative to sex education, it has been noted that 'of research' in the area and a consequent lack of data which might provide more information."1

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tion, Dr. Schuck devised an attitude questionnaire to which all but one of Arizona's school districts responded. It is from these data that we wish to explore further the underlying assumptions, curricular, institutional implications and possible utilization of information, as well as providing access to the initial study and its extensive bibliography. Thanks to the cooperation of many, the study, titled "Attitudes of Arizona Educators Toward Specific Issues in the Area of Sex Education," was completed early in 1970. Although only the most tentative conclusions were inferred from

Schuck, Attitudes of Arizona Educators Toward Specific Issues in the Area of Sex Education (University of Southern California, School of Medicine, 1970), p. 7.

the responses, the data do provide additional information to permit us to view this area of concern from still other vantage points. It is generally conceded that the attitudes of educators are essential determinants of what sex education programs are, or will be like, and of whether or not they exist at all. Such importance has been confirmed by Isadore Rubin. He stated,

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educator is of crucial
termine the purpose, co
guidance."² Furthermore
have placed the burden
opment of individual pr
educators, since they h
of implementation at th

²Isadore Rubin, "What Real Sex Education Means," *Sex in the Adolescent Year*
and Lester Kirkendall (New York: Association Press, 1968), p. 18.

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"It is clear that the basic attitude of the sex
educator is of crucial importance; this will de-
termine the purpose, content and method of his
guidance."² Furthermore, "official" agencies
have placed the burden on definition and devel-
opment of individual programs on practicing
educators, since they have the responsibility
of implementation at the local level.

Rubin, "What Real Sex Education Means," *Sex in the Adolescent Years*, eds. Isadore Rubin
and Wendall (New York: Association Press, 1968), p. 18.

Isadore Rubin summarized the existing range of values approaches to sex and sex education in a widely cited article. In his continuum, he defined six major value systems. The first was "repressive asceticism," which he described as completely closed and negative regarding anything in the sexual realm. The second was "enlightened asceticism," described as David Mace's position of holding to traditional morality but being open to discussion of all points of view. Third was "humanistic liberalism," described as supportive of Lester Kirkendall's emphasis on the quality of relationships rather than on the sex act itself. Fourth was "humanistic radicalism," purported to go further than Kirkendall by actively calling for greater sexual freedom and opportunities for sexual expression. Fifth was the position of Albert Ellis, denoted "fun morality," which was described as holding that sex is fun and the more sex, the better. Sixth, and last, was the level of "sexual anarchy," attributed to the French jurist Rene Guyon. Rubin's categorization served to delineate the alternative ethics presently existing in sex morality. This recognition, notably of the emergence of an open pluralism of sex values, has also been cited by other authors as eminently important to the consideration of values approaches in sex education.³

³Isadore Rubin, "Transition in Sex Values--Implications for the Education of Adolescents," Journal of Marriage and the Family, 27:186-187, May, 1965.

SELF

EDUCATORS

The consequence of the "local-determination" policy has been to place the educators' opinions and attitudes in the position of being the basic resource for resolution of sex education issues. As has been noted by observers of this condition, the resolution of these issues--or the lack of it --and the pertinent attitudes of the educators involved, may be a key to the problem of sex education implementation.

While no one would argue with the need to know oneself, until recently professionals have neglected giving this component much serious thought as it relates to curricular decisions. Research in recent years indicates that the knowledge people have and beliefs they hold about themselves have a significant effect on decision-making processes.

Because the multiple publics which claim our attention maintain a variety of philosophical stances as well as differing views concerning implementation of any program in this sensitive area, it was felt that those to whom the responsibility for decision-making is delegated might best be served by a brief commentary on the highly tentative results of the original lengthy study. A process model may be prerequisite to further action in this domain and is currently in the design stages by the authors.

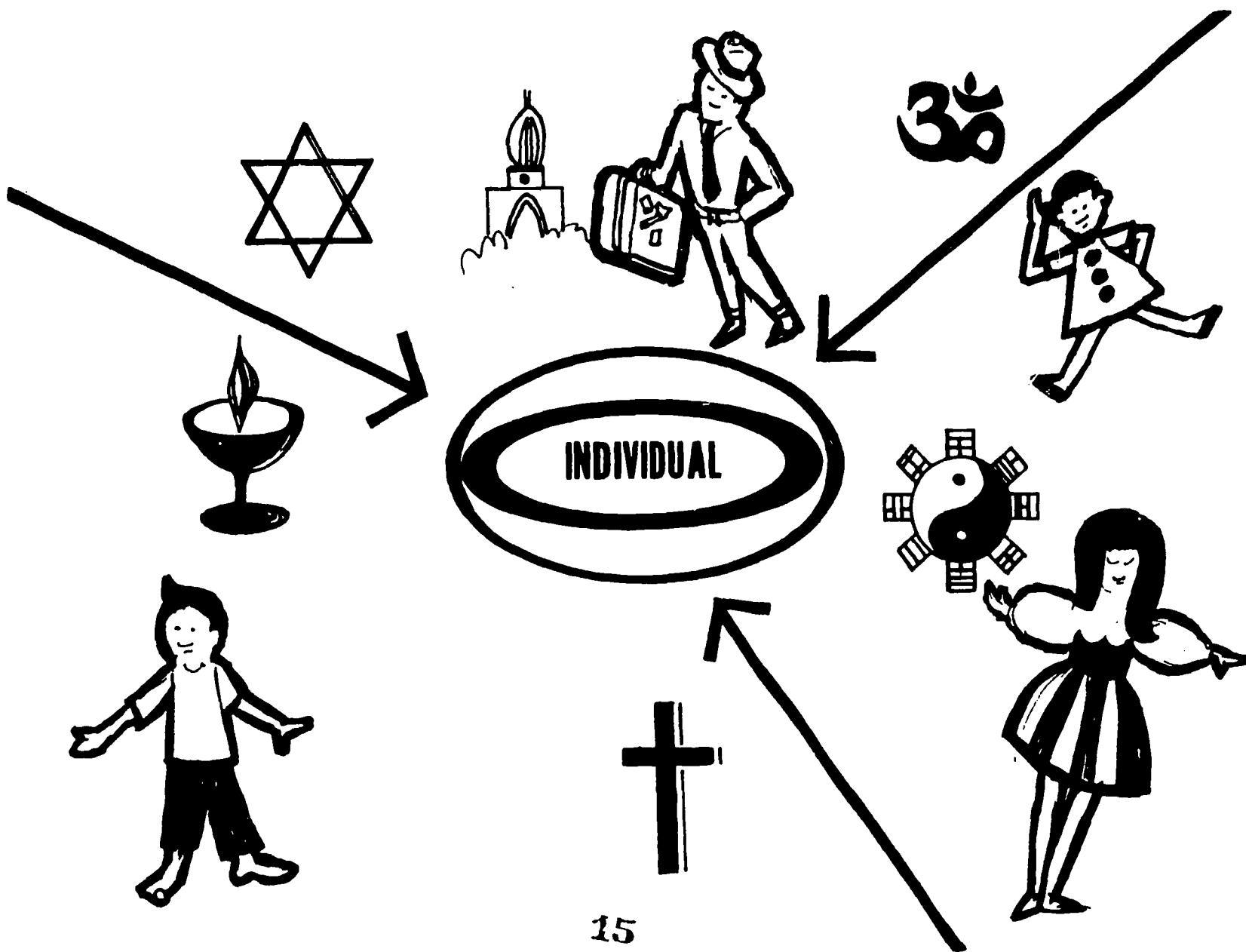
IN THE
OPPOSING
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Let us exa
may underl
study....

multiple publics which claim our
variety of philosophical
differing views concerning
any program in this sensitive
area at those to whom the respon-
sibility-making is delegated might
be a brief commentary on the
results of the original lengthy
model may be prerequisite to
this domain and is currently in
the authors.

IN THE REALM OF CONFLICT CAUSED EITHER BY
OPPOSING FORCES OR BY TIME, SPACE, ENERGY AND
DEMANDS, WHERE DOES ONE PLACE THE HIGHEST
PRIORITY VALUE?

*Let us examine the forces as we view them which
may underlie a significant finding in Dr. Schuck's
study....*



SCHUCK'S STUDY DETERMINED THAT

"WHILE AGE AND RELIGIOUS DIFFERENCES
MAY BE FACTORS IN DEFINING ATTITUDES,

THE MAJOR VARIABLE IS
STILL THE IDIOSYNCRATIC
NATURE OF THE INDIVIDUAL."⁴

⁴*Schuck, op. cit., p. 139.*

Schuck's was an exploratory study which attempted to describe the attitudes of Arizona educators toward several recognized specific issues in the area of sex education. Also considered was the significance of differences in personal and occupational factors of the educators surveyed.

The study was necessarily exploratory for several reasons. First, previous investigations have rarely attempted to describe attitudes toward specific issues in sex education. Available data provide no more direction than an indication of support or non-support for school sex education as a *general* entity, and some inconclusive reports of reaction to single questions on certain issues.

Second, the full range of administrators and secondary and elementary school teachers has not been studied as a unified population. Previous investigations have mostly surveyed only administrators, and the rest have surveyed only teachers.

Third, the issues focused on in this study have not been clearly delineated previously. The literature has suggested that these issues are major problem areas, but there has been inadequate definition of the alternatives within these areas, and a general lack of establishment of clear-cut pro and con positions.⁵

⁵*Ibid.*, pp. 12-13.

For these reasons, conclusive identification of definitive attitudes was not expected. Rather, it was hoped that some direction for further investigation and definition might be provided by describing current patterns of favorable and unfavorable response to several tentative alternatives within recognized areas of general conflict.⁶

PURPOSE OF THE STUDY

The purpose of the study was to describe the attitudes of Arizona educators toward specific issues in the area of sex education. Answers were sought to the following questions:

⁶*Ibid.*, p. 13.

1. What are the expressed attitudes of Arizona educators toward aspects of specific issues in sex education, namely:
 - (a) Values approaches in school sex education.
 - (b) Treatment of contraception in school sex education.
 - (c) Coeducational classes for school sex education.
 - (d) Integration of sex education in school curricula.
 - (e) Who should teach sex education.
 - (f) Subject content in school sex education.
2. Are there observable patterns of agreement or disagreement relative to aspects of these issues?
3. Do educators express more agreement on some aspects within issues than on others?
4. Do patterns of response to the items presented suggest any redefinitions of alternatives?
5. Do any of the alternative proposals relative to these issues obtain a more or less favorable response than other proposals?
6. Do personal background and occupational variables make a difference in overall response to the issues surveyed?

POPULATION AND SAMPLE

"Arizona educators" was the population used for investigation in this study. This population specifically included all practicing teachers and administrators in the public school systems of Arizona. It was decided that a stratified random sample of Arizona educators would be drawn in order to assure adequate representation of strata in the target population. Actual selection of the sample was carried out by using a list of educators in Arizona supplied by the Arizona State Department of Education. The three strata taken into account in the sampling procedure were (1) teachers, grades K-6; (2) teachers, grades 7-12; and (3) school administrators.

The final questionnaire was mailed to the entire sample. The number of completed forms which were received totaled 242, resulting in a return of 96.8%.

A mail-questionnaire was used to obtain information relative to the question posed (Appendix A). The questionnaire was developed and pretested and the final form was submitted to a stratified sample of Arizona educators as described above.⁷

⁷*Ibid.*, pp. 13-14.

FINDINGS

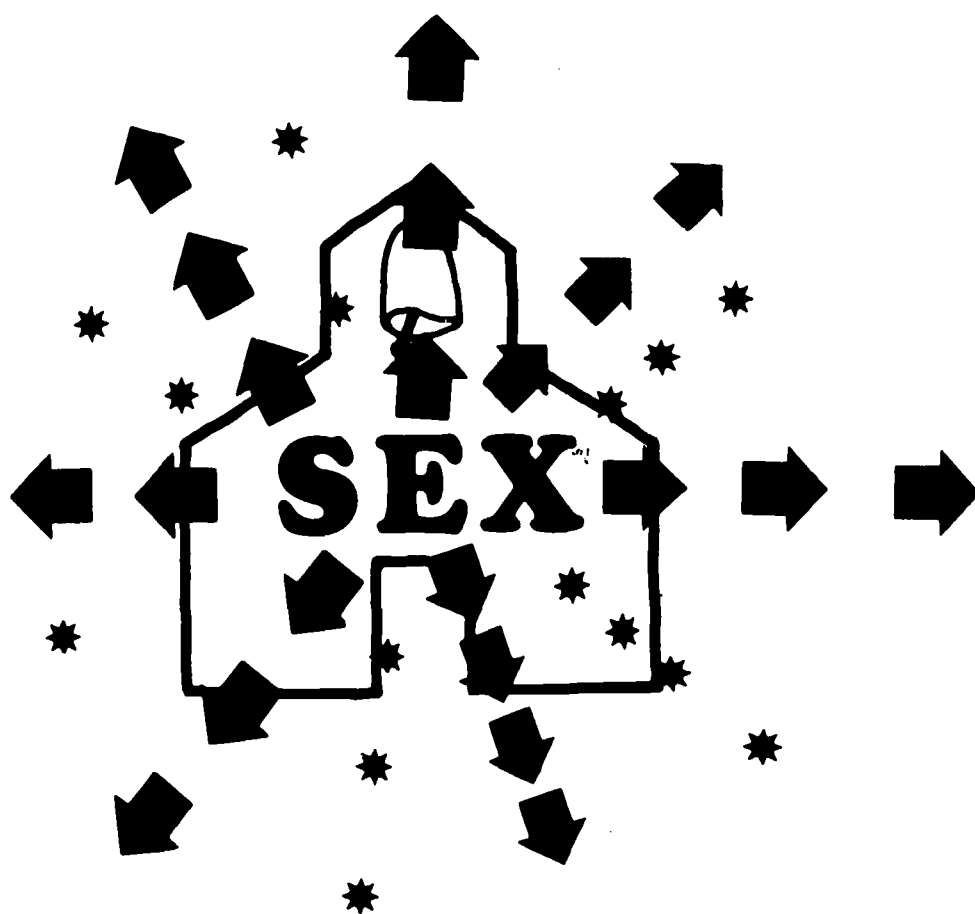
IT
WOULD
APPEAR
that

EDUCATORS AGREE ON BROAD GENERALIZED CONCEPTS BUT TEND TO
STRONGLY DISAGREE ON A VARIETY OF SPECIFIC ISSUES.

Five categories of statements were included in Part A of the Sex Education Questionnaire distributed in Arizona corresponding with six specific issues under investigation. The attribution of a positive or negative "value" to statements was based on an alternative position established for each issue. While the selection of an alternative position to use as a criterion on any issue was basically arbitrary, each had foundation in the body of relevant literature.⁸

- (1) Values Approaches
- (2) Contraception
- (3) Coeducational Classes
- (4) Curricular Integration
- (5) Who Should Teach
- (6) Subject Content

⁸ *Ibid.*, p. 105.



Of the two basic alternatives offered in the category "Values Approaches," respondents indicated a consistent preference for school-given guidelines of appropriate behavior rather than for self-development of standards by students. The pattern of responses indicated that this preference was expressed more strongly for the general referent of "premarital sexual behavior" than for any denoted specific level of behavior.⁹

Attitudes toward the general idea of "Coeducation Classes" were positive. However, there was an equally great expression of support for sex-segregation in certain cases of age and special topic consideration.¹⁰

⁹*Ibid.*, p. 134.

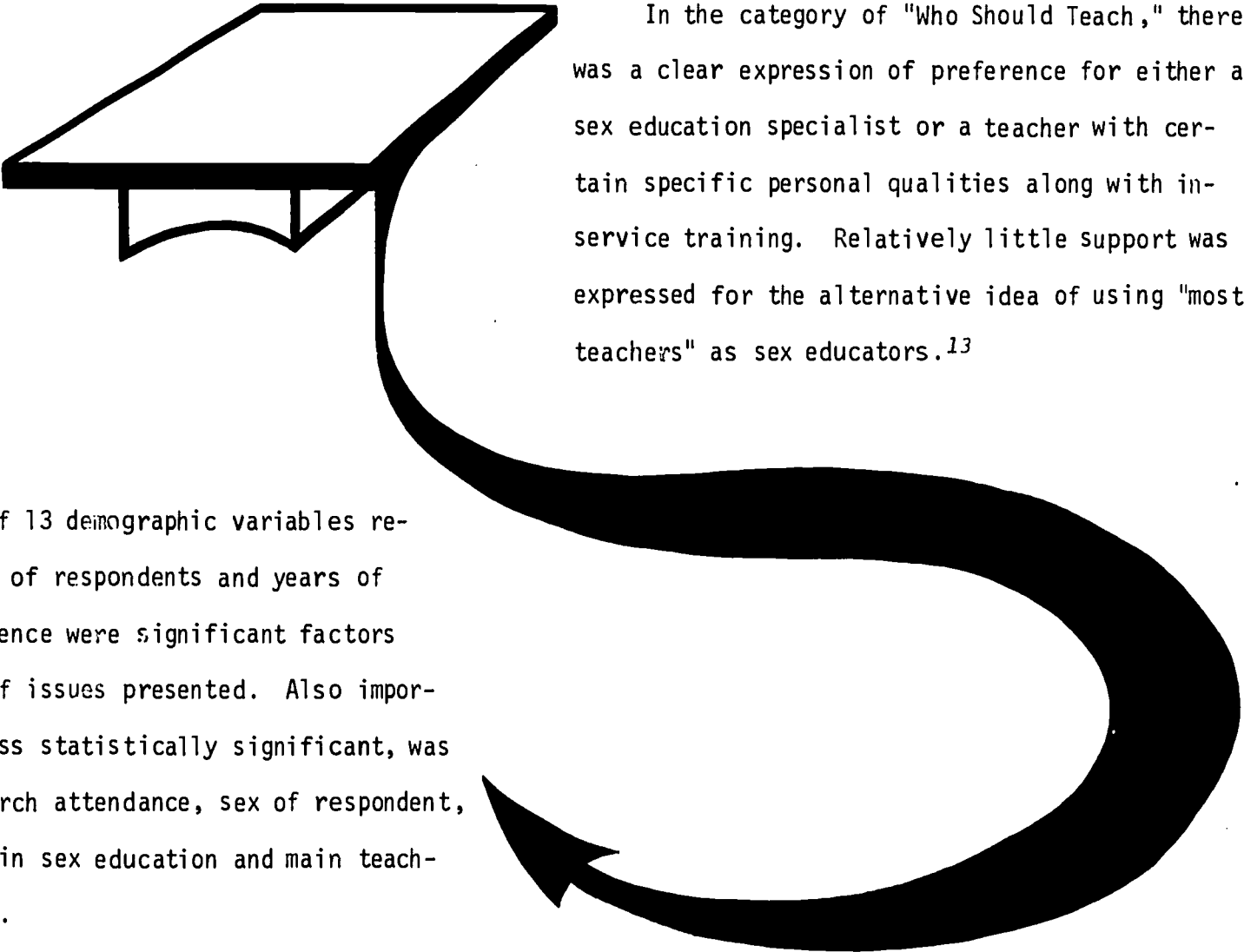
¹⁰*Ibid.*, p. 135.

In regard to "Treatment of Contraception," a favorable attitude was expressed toward the general concept of including contraception education in school. A majority of respondents also favored including certain of the specific aspects proposed, but no aspect received as much support as the general concept. Only instruction in the actual use of contraceptives was directly opposed, but some overall conflict of attitudes toward specific levels of "treatment" was evident.¹¹

¹¹*Ibid.*

¹²*Ibid.*

In the category of "Curricular Integration," a positive attitude was expressed toward the general idea of integrating sex education at relevant points in the school curriculum. More support was given to "full" integration on the elementary school level than on the secondary level. A more favorable attitude was also expressed toward the proposal made for treating sex education within social studies than for that made in regard to English.¹²



In the category of "Who Should Teach," there was a clear expression of preference for either a sex education specialist or a teacher with certain specific personal qualities along with in-service training. Relatively little support was expressed for the alternative idea of using "most teachers" as sex educators.¹³

Analysis of 13 demographic variables revealed that age of respondents and years of teaching experience were significant factors in acceptance of issues presented. Also important, though less statistically significant, was evidence of church attendance, sex of respondent, his background in sex education and main teaching assignments.

¹³*Ibid.*

From Dr. Schuck's study one would expect that a divorced science teacher in a community of more than 100,000 persons would be most permissive in expressed value, while a married math teacher in a town of under 3,000 population could be expected to be most conservative.

Because much of the disagreement beclouding the instructional mode relative to sex education centers around the qualifications of those persons chosen to provide the learning climate, Dr. Schuck's study probed attitudes on the question, "Who should teach?" In this area also the literature indicates that consensus is indefinable. Like the Maryland sample in which one-half of the respondents favored the classroom teacher and one-third sought "experts," McIntire in Connecticut found general lack of agreement as to such attributes of the classroom teacher as the vague prerequisite that they be involved in "marriages of some duration". A national sample of elementary school teachers indicated that a third felt competent to handle "it" themselves, one-fourth favored the school nurse, and still others selected the physical education teacher. In a Louisiana survey, mothers were among those designated to share responsibility. Nowhere was there any data establishing that marriage "per se" lent reliability for competence; nor is there adequate definition of "marriage of some duration," so that such information further confuses rather than aids in clarification.



Authors such as Eleonore Luckey and Philip Contit favored "specialists"; however, those persons generally perceived as specialists tended to be clergymen or physicians equally untrained in this specific area. The most prevalent view favored utilizing the regular classroom teacher with prerequisite personal qualities in combination with in-service and workshop training. ARIZONA EDUCATORS CLEARLY SUPPORTED A PREFERENCE FOR EITHER A SEX EDUCATION SPECIALIST OR TEACHER WITH CERTAIN SPECIFIC PERSONAL QUALITIES IN CONJUNCTION WITH SPECIALIZED TRAINING WHILE REJECTING THE ALTERNATIVES THAT "MOST TEACHERS" COULD FUNCTION EFFECTIVELY AS SEX EDUCATORS.

Arizona educators maintained a general consensus on the need for trained personnel but tended to disagree on whether such persons should emerge from the ranks of the regular classroom or should be specially recruited for this specific purpose.

Lack of Implementation of Sex Education Programs. Although the literature is replete with support and justification for sex education, there is apparently little relative "action" in the way of program implementation. Numerous articles have simultaneously praised sex education, cited support for it, and then lamented the lack of progress in implementation of actual programs.¹⁴

Importance of Educators' Attitudes. The responsibility for definition and implementation of sex education programs has been placed on educators in local school systems. The attitudes of these educators, therefore, must be viewed as important elements in the process of such definition and implementations.¹⁵

Various "allegations" regarding attitudes of educators are evident in the literature. Some reports have concluded that educators basically favor sex education. One report concluded that teachers strongly favored sex education, but negative attitudes of administrators blocked implementation of programs. Other statements have contended that educators have basically negative attitudes toward sex education and that these attitudes are the major deterrents to implementation.¹⁶

¹⁴*Ibid.*, p. 10.

¹⁵*Ibid.*, p. 11.

¹⁶*Ibid.*, p. 12.

IMPLICATIONS

Certain basic trends and patterns which emerged from the results of this study may have meaningful implications for the area of school sex education.¹⁷ These implications pertain to aspects of definition and implementation of sex education programs. The perceptions of the results and the implications suggested are as follows:

A fairly consistent trend of response on the part of the educators surveyed seemed to be that of expressing greater levels of agreement with generalized propositions than with any specific aspects pertaining to those propositions.¹⁸

Lack of agreement on specific approaches and ways of dealing with sex education may be blocking implementation despite generalized expressions of support. Part of the motivation for this study was to see if proposals on specific issues were supported by educators as much as sex education as a whole and was reported to be supported.¹⁹ Evidently, they are not, and this relative lack of agreement on the more detailed levels of considerations indicates that REPORTS OF SUPPORT FOR SEX EDUCATION ARE MISLEADING. In fact, lack of unified support by educators for particular forms of sex education may be instrumental in blocking implementation of workable programs.

¹⁷*Ibid.*, p. 136.

¹⁸*Ibid.*, p. 137.

¹⁹*Ibid.*

Venereal disease, menstruation, conception and divorce received almost unanimous approval for inclusion in a sex education curriculum at some stage, while teenage slang, pornography, oral genital sexual contact and sexual techniques were least favored in the rank ordering of 18 specific content areas by Arizona educators (Table 1).

While the relative lack of consensus on details of approaches may be a hindering factor, the indicated support for certain general concepts could have a positive effect. Curriculum workers in this area might take note of the fact that "contact points" do exist. On some level at least, and even in the case of specific issues, there is a modicum of support for concepts. These favored concepts, or "contact points," could be used as a base from which common attitudes might be analyzed for their similarity. The insights gained could then be of help in achieving agreement on more specific levels.

TABLE 1
RESPONSES ON SUBJECT CONTENT FOR SEX EDUCATION BY RANK ORDER OF APPROVAL

Content Topic	Rank ^a	SA		GA		UN		GD		SD		N	Mean
		No.	%	No.	%	No.	%	No.	%	No.	%		
Venereal Disease	1	165	68	61	25	3	2	5	2	6	2	242	1.43
Menstruation	2	145	60	80	33	6	4	3	1	6	2	242	1.50
Conception	3	122	50	105	43	3	3	6	2	3	1	242	1.57
Divorce	4	111	46	84	35	18	9	17	7	10	4	242	1.85
Illegitimacy	5	105	43	83	34	14	7	25	10	13	5	242	1.97
Menopause	6	90	37	100	41	14	6	23	10	13	5	242	2.02
Male and Female Sex Roles	7	98	40	82	34	19	9	17	7	24	10	242	2.07
Contraception	8	94	39	82	34	19	9	26	11	19	8	242	2.10
Masturbation	9	72	30	91	38	35	16	17	7	25	10	242	2.27
Abortion	10	73	30	97	40	18	9	28	12	24	10	242	2.28
Homosexuality	11	65	27	97	40	29	13	23	10	26	11	242	2.33
Venereal Disease Prophylaxis	12	68	28	67	28	36	16	39	16	30	12	242	2.54
Impotency and Frigidity	13	52	21	88	36	34	15	37	15	39	12	242	2.57
Sexual Behavior within Marriage	14	64	26	73	30	35	16	29	12	39	16	242	2.58

TABLE 1 (CONT.)

RESPONSES ON SUBJECT CONTENT FOR SEX EDUCATION BY RANK ORDER OF APPROVAL

Content Topic	Rank ^a	SA		GA		UN		GD		SD		N	Mean
		No.	%	No.	%	No.	%	No.	%	No.	%		
Premarital Sexual Intercourse between Couples	15	52	21	85	35	28	13	26	11	49	20	242	2.70
Premarital Sexual Intercourse between Non-engaged Couples	16	54	21	81	33	30	14	28	12	49	20	242	2.73
Sexual Deviations and Perversions	17	43	18	77	32	46	20	38	16	36	15	242	2.75
Premarital Petting	18	54	22	70	29	28	13	42	17	46	19	242	2.79
Teenage Sexual Slang	19	44	18	64	26	30	14	41	17	61	25	242	3.02
Pornography and Erotic Literature	20	29	12	50	21	37	16	40	17	84	35	242	3.39
Oral Genital Sexual Contact	21	20	8	37	15	53	23	58	24	72	30	242	3.50
Sexual Techniques	22	12	5	25	10	29	13	53	22	121	50	242	4.00

* Due to rounding, percentages may not total 100% in each case.

^a Computed according to mean score of respondents on each item.

^b SA = Strongly Approve; GA = Generally Approve; UN = Uncertain;
GD = Generally Disapprove; SD = Strongly Disapprove.

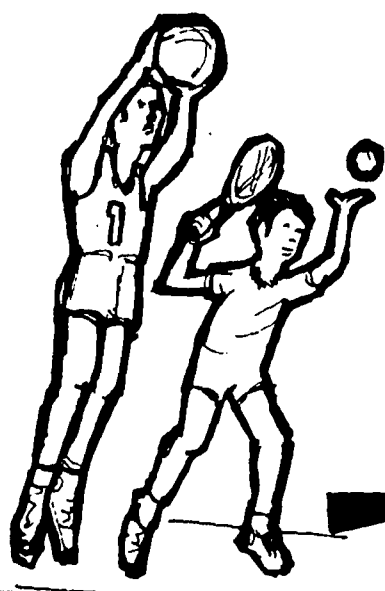
Existing literature substantiates these results. Southworth reported that his study of sex education in Wisconsin echoed findings of an older study in Pennsylvania which found that physiological subjects received major emphasis in school sex education. He further noted that no Wisconsin school covered all the topics surveyed in the study, and tended to avoid most controversial topics.²⁰ Johnson and Schutt found administrators to be favorable to almost all topics in sex education. Only one area, frigidity and impotency, received support from less than half (45 percent) of their respondents. Abortion, homosexuality, fertility and sterility were less acceptable topics than others, though they still received support from 60 to 70 percent of the respondents. Grade Teacher researchers presented their sample with a list of content areas including masturbation, homosexuality and venereal disease. A majority of teachers responding felt that all the subjects presented should be included in sex education before the end of high school.²¹

²⁰Warren H. Southworth, "A Study in the Area of Family Life Education," High School Journal, 38:88 and 93, December, 1954.

²¹"Sex Education: Who Wants It," Grade Teacher, 86:63, November, 1968.

On the most general level, it is clear that respondents agree with the idea of including sex education in the total school program. However, responses to specific references indicate that there is more support for integrating sex education in elementary school than for a secondary school approach of the same type. On the secondary level, however, a mixed response was evident. While 46 percent agreed that sex education on the secondary school level should be restricted by at least a "time period" allotment, 52 percent stated that it would not be desirable to integrate it into existing courses on that level.²² The two academic areas most often mentioned (in the literature) as appropriate for integration of sex education are English and social studies. Responses to the two alternatives proposed relative to these areas were mixed.

²²Schuck, *op. cit.*, pp. 95-96.



SCIENCE
LANGUAGE
ART



$$4+2=6$$

$$7-3=4$$

$$8 \div 2 = 4$$

$$12 \times 2 = 24$$

In light of Dr. Schuck's finding that those educators who demonstrated the most permissive attitudes in value approaches were assigned as science, language or art teachers, while the least permissive were teachers of music, physical education, industrial arts and mathematics, administrators may choose to utilize certain of these sub-groups within the educational framework to meet community demands.

The overall implication of the comparisons by demographic groups is that generalizations about group membership cannot be made strong enough to overcome the

essential
necessity
of
individual
consideration.

While some fragile projections about support from certain types of teachers and resistance from certain others might be made, the greater probability of exceptions exists. Variables that could have indicated practical implications, such as town size or position as administrator, elementary or secondary teacher, did not appear to be significant. What is further implied, therefore, is that allegations of teachers that administrators are negative to sex education, and vice-versa, are unfounded. Rather, while age and religious differences were significant in some cases, the

major
variable
is
still
the
idiosyncratic
nature
of
the
individual.

RECOMMENDATIONS FOR FURTHER RESEARCH

- (1) An in-depth follow-up probe of some, or all, of the attitudes indicated in this study. By use of interviews, an investigator could attempt to determine what the particular motivations for certain responses were, what level of thinking existed on the subject, and what other alternatives educators had in mind. Confrontation about some of the choices expressed might provide insights into the underlying ideas which affected them, and into the firmness or mutability of these perceptions.²³
- (2) A pre-test--post-test study to investigate the effectiveness of inservice training on sex education attitudes of educators. Evaluations of openness, attitude toward specific alternatives, and liberalism could be made before an inservice program began. Like evaluations at its conclusion might indicate whether such a program significantly helps in changing perspectives and in enabling educators to productively deal with the major aspects of sex education planning, development and implementation.²⁴

²³*Ibid.*, p. 137.

²⁴*Ibid.*, p. 140.

(3) A study to test the consistency of expression of attitudes in an anonymous form, such as the one used in this investigation, and in a face to face school environment situation. A written form of attitude assessment could be mailed to a group of teachers and results formulated as in the present study. Then, with the investigator as participant-observer, these teachers could be convened for the purpose of discussing sex education for their school(s). The ensuing confrontation could be directed to the same issues contained in the written form, and the effective verbalized attitudes could be analyzed and compared.

(4) MOST OF ALL, A GREAT DEAL OF EVIDENCE IS NEEDED TO GIVE PERSPECTIVE TO EXPRESSIONS OF OPINION. DEPENDING ON FORMULATION OF GOALS AND CRITERIA, THEN, THE FOLLOWING ANALYSES WOULD BE VALUABLE:

- A. ANALYSIS OF STUDENTS' SEX VALUES BEFORE AND AFTER A SEX EDUCATION EXPERIENCE. EMPHASES ON ENCOURAGING SELF-DETERMINATION OF VALUES VERSUS SCHOOL-SPONSORED VALUE GUIDELINES COULD BE COMPARED FOR ACTUAL EFFECT ON STUDENTS' SEX VALUES.
- B. ANALYSIS OF THE EFFECT OF CONTRACEPTION EDUCATION ON LEVELS OF PROMISCUITY, PREMARITAL PREGNANCY, AND ORIENTATION TOWARD SEX AND INTERPERSONAL RELATIONS.²⁵

²⁵*Ibid.*

- C. ANALYSIS OF THE EFFECT OF COEDUCATIONAL VERSUS SEX-SEGREGATED CLASSES AT CERTAIN AGES AND ON DIFFERENT SUBJECTS IN SEX EDUCATION.
- D. ANALYSIS OF DIFFERENCES IN EFFECTS OF SEX EDUCATION ON STUDENTS WHEN DEALT WITH IN SEPARATE COURSES BY SPECIAL TEACHERS AS OPPOSED TO AN INTEGRATED SETTING USING REGULAR CLASSROOM TEACHERS.²⁶

²⁶*Ibid.*, p. 141.

AT CERTAIN POINTS SEEMINGLY CONFLICTING ATTITUDES WERE EXPRESSED BY THE EDUCATORS SURVEYED. THIS COULD IMPLY THAT OPINIONS ON THE AREAS IN QUESTION WERE NOT WELL DEFINED AND THAT INCONSISTENCY WAS PARTLY A RESULT OF NOT HAVING CONSIDERED THE IDEAS PREVIOUSLY. THE LIKELIHOOD THAT THIS INFERENCE IS VALID IS STRENGTHENED BY THE FACT THAT 80 PERCENT OF THE RESPONDENTS REPORTED NO MORE THAN "SOME READING" AS THE EXTENT OF THEIR BACKGROUND IN SEX EDUCATION. IF EDUCATORS IN THE SCHOOLS ARE TO BE INVOLVED IN DEVELOPING SEX EDUCATION PROGRAMS AND IN MAKING DECISIONS ABOUT THEIR NATURE AND CONTENT, A NEED FOR INSERVICE TRAINING BEFOREHAND IS IMPLIED. AS IS OFTEN THE CASE AT PRESENT, UNINFORMED EDUCATORS ARE ASKING TO PLAN PROGRAMS AND MAKE POLICY DECISIONS WITHOUT KNOWLEDGE OR FORETHOUGHT. IF PRIOR EXPOSURE TO THE CONTENT OF THE FIELD AND TO THE RELEVANT THINKING OF SCHOLARS WERE MADE A PART OF THE PROCESS, NUMEROUS DIFFICULTIES AND INADEQUACIES MIGHT BE OVERCOME.

Certainly the individual's religious orientation will affect the priority system. Similarly, his ability to receive and process information has impact on internalized priorities. One's skill in coping in a sophisticated fashion with the ambiguity of our complex culture shadows his value filter as does the very media to which he exposes himself. When, in addition, he is expected to act in educational unison with others equally value-certain, his task is frequently overwhelming.

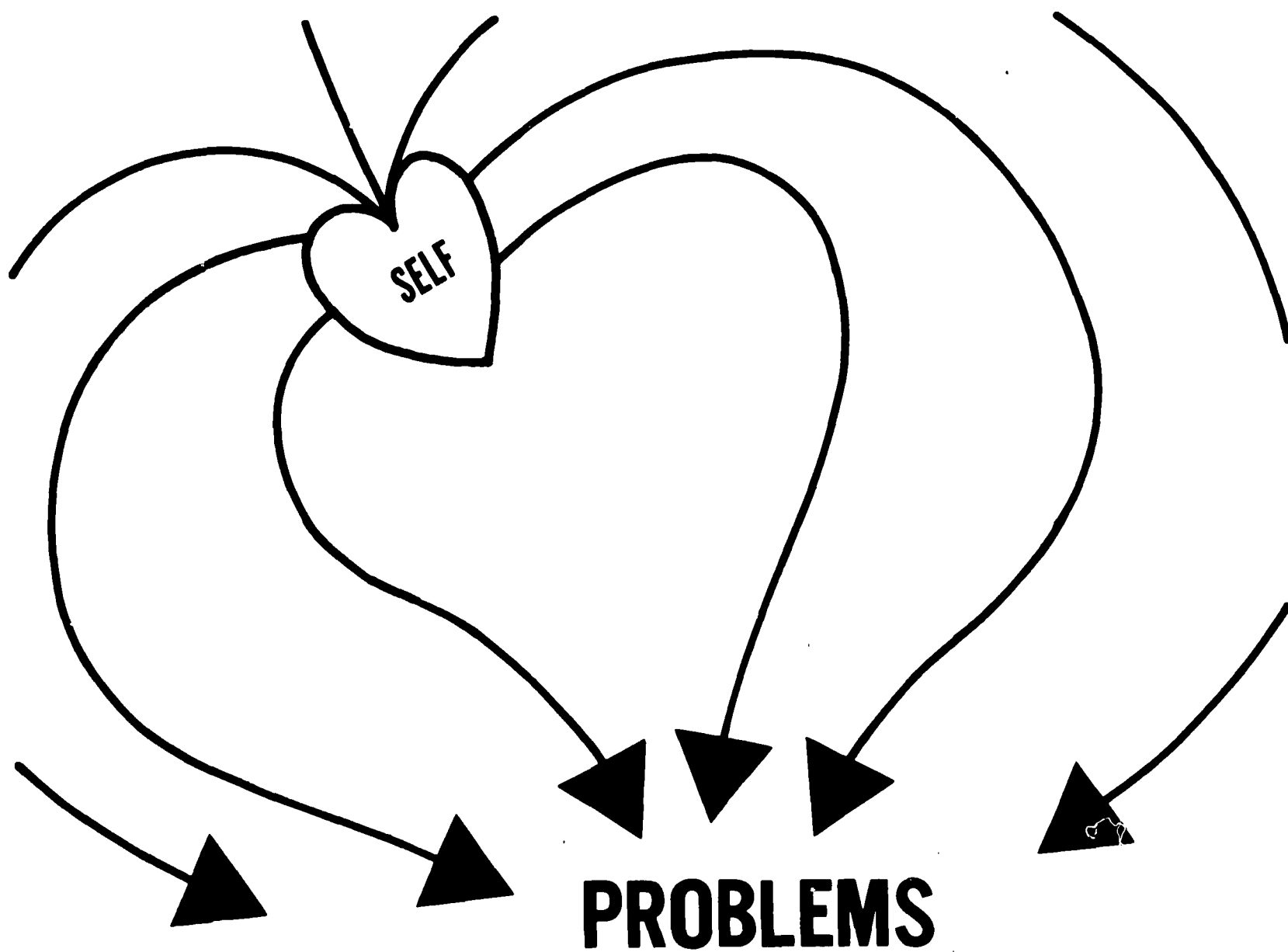
Despite the present lack of a process model from which to view and evaluate data, it would seem appropriate here to discuss the short-term and long-range implications of this study as it pertains to curricular implementation. Because it may prove useful to begin from a base of agreement, let us examine those content areas which elicited the highest degree of accord among those persons sampled. The topic of venereal disease drew heaviest support as content upon which educators concurred. It may be inferred from such consensus that this is an area already accepted as a legitimate concern and now subsumed under the general study of health. Further, it may be recognized that there is a consistency of value in our culture relative to disease. It should be noted that VD-prophylaxis as a content area ranked twelfth, indicating support for the notion that the disease model is a generally accepted one with which educators are already comfortable and feel competent to include in their already existing educational frameworks, whereas prophylaxis may infringe on less widely agreed upon values.

Of still further interest may be the consensual "break" which occurs between the third-ranked topic, "conception," and "divorce" which ranked fourth. Apparently this reflects the point at which a value differential can be seen to occur.

Educators, it would seem, comfortably agree to the need for the feasibility of including such biologically oriented topics as VD, menstruation and conception. However, the notion of teaching about divorce raises doubt in at least a few minds for still undetermined reasons.

We might speculate here that the ethical
implications of coping with this issue in
a classroom context tend to raise questions
which progressively become more numerous as
the topics increase in sensitivity.

Thus, specific sexual techniques as a content area appeared to be least appropriate, perhaps on the ground that instructional modes might be most difficult to devise.



It would appear, even to casual perusal, that the greatest degree of anticipated hazard lies in methodology and criteria for selection of personnel.

The authors suggest that a model designed to provide recurrent and continuing feedback to all segments of the community might enhance the possibility of community support for curricular decisions incorporating as part of education about sex. Further, careful consideration might be given to the integration of terminology which reduces ambiguity, decreases tensions and increases the degree of trust necessary to implement any curricular modification.

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APPENDIX A

SEX EDUCATION QUESTIONNAIRE

Part A: Please circle the one pair of letters next to each numbered statement which most closely corresponds to your frank and honest opinion about that statement.

Code: SA - Strongly Agree

GA - Generally Agree

UN - Uncertain about agreement
or disagreement

GD - Generally Disagree

SD - Strongly Disagree

1. Sex education should be handled only by people trained as specialists in sex education
SA GA UN GD SD
2. Sex education in elementary school should be restricted to a separate unit of study.
SA GA UN GD SD
3. Students should be encouraged to develop their own standards regarding what is appropriate premarital sexual behavior . . .
SA GA UN GD SD
4. Students should be taught what contraception is and that it exists
SA GA UN GD SD

5. The school should provide instruction regarding sexual behavior
SA GA
6. The subject of sexual behavior should be avoided in the classroom
SA GA
7. Elementary school children should be given instruction in sexual behavior
SA GA
8. Students should be given instruction in their own standards regarding appropriate sexual behavior
SA GA
9. Separation of the sexes in the classroom would be beneficial
SA GA
10. Students should be given instruction in contraceptive methods
SA GA
11. The school should provide instruction regarding sexual behavior and care
SA GA
12. Coeducation in the classroom is appropriate for the subject of sexual behavior
SA GA

APPENDIX A

SEX EDUCATION QUESTIONNAIRE

Please circle the one pair of letters next to each numbered statement which most closely corresponds to your frank and honest opinion about that statement.

Key: SA - Strongly Agree

GA - Generally Agree

UN - Uncertain about agreement or disagreement

GD - Generally Disagree

SD - Strongly Disagree

Sex education should be handled only by teachers trained as specialists in sex education
UN GD SD

Sex education in elementary school should be restricted to a separate unit of study
UN GD SD

Students should be encouraged to develop their own standards regarding what is appropriate premarital sexual behavior
UN GD SD

Students should be taught what contraception is and that it exists
UN GD SD

5. The school should give guidelines to students regarding what is appropriate premarital sexual behavior
SA GA UN GD SD

6. The subject of contraception should be avoided if possible
SA GA UN GD SD

7. Elementary schools should integrate sex education into all appropriate phases of their present curriculum
SA GA UN GD SD

8. Students should be encouraged to develop their own standards regarding what is appropriate as to kissing and caressing
SA GA UN GD SD

9. Separating boys and girls for sex education would generally be a poor idea
SA GA UN GD SD

10. Students should not be taught how to use contraceptives
SA GA UN GD SD

11. The school should give guidelines to students regarding what is appropriate as to kissing and caressing
SA GA UN GD SD

12. Coeducational classes would be just as appropriate for sex education as for any other subject
SA GA UN GD SD

13. It would not be wise to teach how effective contraceptive techniques are
SA GA UN GD SD
14. It would be a good idea to include sex education in English class by discussing sexual areas in literature
SA GA UN GD SD
15. Students should be encouraged to develop their own standards regarding what is appropriate as to petting above the waist
SA GA UN GD SD
16. Coeducational classes in sex education would be more trouble than they are worth
SA GA UN GD SD
17. It would be a good thing for students to know all about the area of contraception . .
SA GA UN GD SD
18. Sex education in secondary schools should be restricted to a separate course or time period
SA GA UN GD SD
19. The school should give guidelines to students regarding what is appropriate as to petting above the waist
SA GA UN GD SD
20. Boys and girls should be separated when certain delicate subjects in sex education are discussed
SA GA UN GD SD
21. Education about contraceptives should be limited to telling what they are and what their purpose is
SA GA UN GD SD
22. It would not be desirable to integrate sex education into existing secondary school courses of study
SA GA UN GD SD
23. Students should be encouraged to develop their own standards regarding what is appropriate as to petting below the waist
SA GA UN GD SD
24. If they had inservice training, most teachers could handle sex education that was related to their teaching area
SA GA UN GD SD
25. The school should give guidelines to students regarding what is appropriate as to petting below the waist
SA GA UN GD SD
26. At some ages, coeducational classes in sex education would not be appropriate
SA GA UN GD SD
27. Students should be encouraged to develop their own standards regarding what is appropriate as to sexual intercourse
SA GA UN GD SD
28. If they had inservice training, most understanding and sensitive teachers could do a good job with sex education if they wanted to
SA GA UN GD SD

29. It would not be appropriate to include discussions of sex as a social issue in the social studies classes
SA GA UN GD SD
30. Sex education classes should always be coeducational, but boys and girls should be able to further pursue certain topics in separate groups if they want to
SA GA UN GD SD
31. The school should give guidelines to students regarding what is appropriate as to sexual intercourse
SA GA UN GD SD
32. Sex education should be made part of the total school program wherever it seems relevant
SA GA UN GD SD
33. Students should be told that contraceptives may be sold to unmarried, as well as married, people
SA GA UN GD SD
34. Even if they had inservice training, most regular classroom teachers could not do a good job with sex education
SA GA UN GD SD

Part

1.

2.

It would not be appropriate to include discussions of sex as a social issue in the social studies classes
SA GA UN GD SD

Sex education classes should always be coeducational, but boys and girls should be able to further pursue certain topics in separate groups if they want to
SA GA UN GD SD

The school should give guidelines to students regarding what is appropriate as to sexual intercourse
SA GA UN GD SD

Sex education should be made part of the total school program wherever it seems relevant
SA GA UN GD SD

Students should be told that contraceptives may be sold to unmarried, as well as married, people
SA GA UN GD SD

Even if they had inservice training, most regular classroom teachers could not do a good job with sex education
SA GA UN GD SD

Part B: On the following pages is a list of some possible content topics for sex education. Definitions are provided for each topic so there will be no ambiguity of meaning. Your response to each item should indicate your honest opinion about whether that topic should be included somewhere in a school sex education program. Please indicate the degree of your approval or disapproval by circling the pair of letters which best expresses your opinion on each content topic. There is no special order in the arrangement of items.

- Code: SA - Strongly Approve
GA - Generally Approve
UN - Uncertain about approval or disapproval
GD - Generally Disapprove
SD - Strongly Disapprove

1. MENOPAUSE: The final ending of menstruation or periods for the female; the end of the reproductive period, but not the end of sexual activity.
(Sometimes called the "change in life.") . .
SA GA UN GD SD
2. CONCEPTION: The beginning of a new life, when the egg is penetrated by the sperm . .
SA GA UN GD SD

3. DIVORCE: The legal ending of a lawfully contracted marriage
SA GA UN GD SD
4. VENEREAL DISEASE: Diseases communicated mainly by sexual intercourse, such as syphilis or gonorrhea
SA GA UN GD SD
5. VENEREAL DISEASE PROPHYLAXIS: Drugs or devices (such as the condom or rubber sheath pulled over an erect penis) used to prevent venereal disease
SA GA UN GD SD
6. MENSTRUATION: The discharge of blood and other materials from the female reproductive tract. Also called a "period"
SA GA UN GD SD
7. MASTURBATION: Consists of stimulating one's own sexual organs by the use of hands, muscular motions, mechanical means, or some other method in order to obtain sexual release . .
SA GA UN GD SD
8. CONTRACEPTION: The use of devices or drugs to avoid conception or birth; also called birth control
SA GA UN GD SD
9. HOMOSEXUALITY: The state in which the individual is erotically attracted to members of his or her own sex
SA GA UN GD SD

10. ABORTION: The intentional or negligent termination of a pregnancy before birth; also called induced abortion
SA GA
11. SEXUAL DYSFUNCTION: A condition in which the individual is unable to engage in sexual intercourse or to achieve orgasm
SA GA
12. IMPOTENCY: The inability of a male to achieve or maintain an erection sufficient for sexual intercourse
SA GA
13. ILLEGITIMACY: The state of being born out of wedlock
SA GA
14. ORAL-GENITAL SEXUAL INTERCOURSE: Sexual intercourse involving the use of the mouth; also called cunnilingus or fellatio
SA GA
15. MALE AND FEMALE SEXUAL INTERCOURSE: Sexual intercourse involving the use of the penis and vagina
SA GA
16. SEXUAL BEHAVIOR: The act of engaging in sexual intercourse
SA GA

The legal ending of a lawfully
ed marriage
UN GD SD

DISEASE: Diseases communicated
by sexual intercourse, such as
or gonorrhea
UN GD SD

DISEASE PROPHYLAXIS: Drugs or de-
such as the condom or rubber sheath
ver an erect penis) used to prevent
disease
UN GD SD

STATION: The discharge of blood and
materials from the female reproductive
Also called a "period"
UN GD SD

STATION: Consists of stimulating one's
al organs by the use of hands, muscu-
ons, mechanical means, or some other
n order to obtain sexual release . .
UN GD SD

CEPTION: The use of devices or drugs
conception or birth; also called
ntrol
UN GD SD

ALITY: The state in which the indi-
s erotically attracted to members of
er own sex
UN GD SD

10. ABORTION: The removal of a human fetus be-
fore birth from a pregnant woman; the
interruption of pregnancy
SA GA UN GD SD

11. SEXUAL DEVIATIONS AND PERVERSIONS: Any kind
of activity or outlet that deviates from
what is customary or considered normal . . .
SA GA UN GD SD

12. IMPOTENCY AND FRIGIDITY: Impotency refers
to the male who is unable to perform sexual
intercourse due to an inability to achieve
and maintain an erection; frigidity refers
to the female who is indifferent, cold and
unable to have orgasm.
(NOT the same as Fertility)
SA GA UN GD SD

13. ILLEGITIMACY: Having children born out of
wedlock
SA GA UN GD SD

14. ORAL-GENITAL SEXUAL CONTACTS: The stimula-
tion of sexual organs by another person's
mouth; may be between man and woman or mem-
bers of the same sex
SA GA UN GD SD

15. MALE AND FEMALE SEX ROLES: Behavior expected
of a male or female, maleness or femaleness
- usually according to one's biological sex .
SA GA UN GD SD

16. SEXUAL BEHAVIOR WITHIN MARRIAGE: Any sexual
relations between marital partners
SA GA UN GD SD

17. PREMARITAL SEXUAL INTERCOURSE BETWEEN COUPLES: (Self-explanatory)
SA GA UN GD SD
18. PREMARITAL SEXUAL INTERCOURSE BETWEEN NON-ENGAGED COUPLES: (Self-explanatory) . .
SA GA UN GD SD
19. PREMARITAL PETTING: Sexual contact that ex-
cludes intercourse. It includes all forms
of stimulation from stroking, embracing, and
kissing to every sort of contact with the
partner's sexual organs
SA GA UN GD SD
20. TEENAGE SEXUAL SLANG: Words used by teen-
agers (and sometimes adults) to refer to
sexual acts, attitudes, jokes or vulgarities
SA GA UN GD SD
21. PORNOGRAPHY AND EROTIC LITERATURE: The pre-
sentation of sexually arousing material in
literature, art, motion pictures, or other
means of communication and expression. May
be considered to be obscene depending on
one's definition of obscenity
SA GA UN GD SD
22. SEXUAL TECHNIQUES: The variety of sexual
skills and methods that individuals use in
their sexual behavior. Includes mention
of positions for intercourse, etc.
SA GA UN GD SD

Part C: This
the d
Pleas
the a
to ea

1. What is y

____ Teac
____ Teac
____ Teac
____ Admi

Other ____

2. What is y

____ Self
____ Math
____ Scie
____ Engl
____ Socia
____ Art
____ Indus
____ Music
____ Phys
____ Fore
____ Admi

Other ____

3. What is yo

4. Male or Fe

AL INTERCOURSE BETWEEN
(explanatory)
SD

AL INTERCOURSE BETWEEN
LES: (Self-explanatory) . .
SD

NG: Sexual contact that ex-
se. It includes all forms
from stroking, embracing, and
sort of contact with the
organs
SD

LANG: Words used by teen-
times adults) to refer to
itudes, jokes or vulgarities
SD

EROTIC LITERATURE: The pre-
ually arousing material in
motion pictures, or other
cation and expression. May
be obscene depending on
of obscenity
SD

S: The variety of sexual
ds that individuals use in
avior. Includes mention
intercourse, etc.
SD

Part C: This part is included to help us analyze
the data more easily and effectively.
Please check the category, or write in
the answer, that most accurately replies
to each question.

1. What is your present position?

☐ Teacher, K-6
☐ Teacher, 7-12
☐ Teacher, special category
☐ Administrator

Other _____
write in category

2. What is your main teaching assignment?

☐ Self-contained class
☐ Math
☐ Science
☐ English
☐ Social Studies
☐ Art
☐ Industrial Arts
☐ Music
☐ Phys. Ed.
☐ Foreign Language
☐ Administration

Other _____
write in category

3. What is your age? _____ years

4. Male or Female? _____ Male _____ Female

5. How many years have you been in education (teaching and/or administration)? ____ years

6. What is your religious affiliation?

- ☐ Catholic
- ☐ Protestant
- ☐ Jewish
- ☐ Other

7. How often do you attend church or synagogue? (Please check one)

- ☐ More than once a week
- ☐ Once a week
- ☐ Every two weeks
- ☐ Once a month
- ☐ Seldom
- ☐ Never

8. What is your marital status?

- ☐ Married
- ☐ Single
- ☐ Widowed
- ☐ Divorced

9. How many children do you have? ____

10. What is the highest degree you hold?

- ☐ Bachelor's
- ☐ Master's
- ☐ 6th Year or Doctorate

11. What is the population in?

- ☐ Under 5,000
- ☐ 5,000 - 9,999
- ☐ 10,000 - 29,999
- ☐ 30,000 - 99,999
- ☐ Over 100,000

12. Approximately how much reading do you have in the field? (Check as many as apply)

- ☐ None
- ☐ Some Reading
- ☐ Much Reading
- ☐ Have had a college education
- ☐ Other (Explain)

13. Have you ever taught education (as defined)?

- ☐ Yes ☐ No

Have you been in education
administration)? _____ years

Religious affiliation?

Do you attend church or synagogue?
()

How often a week

_____ weeks

Marital status?

How many do you have? _____

What is the highest degree you hold?

_____ Doctorate

11. What is the population of the town you teach
in?

- _____ Under 5,000
- _____ 5,000 - 9,999
- _____ 10,000 - 29,999
- _____ 30,000 - 99,999
- _____ Over 100,000

12. Approximately how much background would you
say you have in the field of sex education?
(Check as many as apply)

- _____ None
- _____ Some Reading
- _____ Much Reading
- _____ Have had a course which emphasized sex
education
- _____ Other (Explain)

13. Have you ever taught a course or unit in sex
education (as defined in the cover letter)?

- _____ Yes _____ No