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An Attitudinal Study Of Prairie View Texas Regarding Teaching Of Sex Educational In The Public Schools

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AN ATTITUDINAL STUDY OF PRAIRIE VIEW TEXAS
REGARDING THE TEACHING OF SEX EDUCATION
IN THE PUBLIC SCHOOLS

AN ATTITUDINAL STUDY OF PRAIRIE VIEW TEXAS REGARDING
THE TEACHING OF SEX EDUCATION IN THE PUBLIC SCHOOLS

A Thesis

Presented to

the Faculty of the Graduate School

Prairie View Agricultural and Mechanical College

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Delmon Dennis Lyons

August 1971

A RESEARCH PROJECT

ENTITLED

AN ATTITUDINAL STUDY OF PRAIRIE VIEW TEXAS REGARDING
THE TEACHING OF SEX EDUCATION IN THE PUBLIC SCHOOLS

Presented to
the Faculty of the Graduate School
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Health and Physical Education
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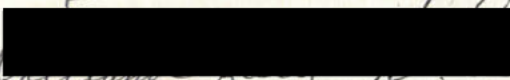
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APPROVED


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Date

A C K N O W L E D G E M E N T

The writer wishes to express thanks and sincere appreciation to two individuals for guidance in the writing of this thesis. They are Coach Cofield and Professor Lindsey.

D E D I C A T I O N

The writer dedicates this study to his four children and wife; Annette, Delmon II, Angela, Gregory and Faye, for their patience and understanding while the writer was pursuing the Master of Science Degree.

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CHAPTER I

INTRODUCTION

If a laser beam of logic cut through the fog enveloping the debate on sex education in the public schools, it would reveal the fundamental question that parents must ask themselves: "Do I need help in teaching my children about sex?"

Chances are most parents would answer "Yes." It is a rare parent who can say he does not need any help. It is certainly a rash one who feels the whole issue can be avoided. Ignorance may not have been too harmful in a gentler, slower era when it could be reduced by degrees. Today, though, we live under a constant barrage of sex. Allusions to it are everywhere - in the movies, on television, in newspapers, and even in so-called household magazines.

This onrush of sex is decidedly unsettling to an older generation conditioned to treat it gingerly if at all in public. No wonder parents are perplexed and find it difficult to know what to tell their children. And it is surprising how much today's sophisticated youngsters

don't know. This was dramatically illustrated by the high school girl who went to her teacher for some guidance. She had read an article in a general circulation magazine about the "pill." She understood the article perfectly, she told the teacher, except for just one word. She did not know the meaning of "intercourse." This potentially dangerous mixture of naivete and sophistication can best be eliminated by programmed, rather than a peicemeal education.

The schools are trying to provide this formal education on sex. Such a development is not unusual. The role of public schools is constantly changing in response to social needs. In colonial Massachusetts, the academies did not teach reading. The feeling then was that reading was the parent's responsibility. This attitude was backed by a law providing a jail term for parents who failed to teach their children to read. It quickly became apparent that the jail would be full and the population ignorant under this arrangement. The schools were soon teaching children to read.

But parents turning to the schools for help in educating their youngster about sex, do so with some natural reservation, such as: (a) Are the school personnel trained to teach this subject objectively and effectively? (b) To what extent should schools get involved? (c) Will school teachers attempt to influence the morals of the

youngsters? (d) At what age should children be given sex education? (e) Should subjects such as masturbation and homosexuality be dealt with? Parents have the right to be reassured on each of these points and others that may occur.

A widespread apprehension is that the schools will completely usurp the parents' role in imparting moral standards of conduct to their children. This is completely unfounded. For many generations the schools have taught reading skills, yet reading habits are still determined by the home environment. Sex education in the schools is an adjunct to what is provided in the home, not a replacement.

If there is any notion that youngsters today do not need instruction in the infinitely complex problem of sex, a quick glance at some stark statistics shatters complacency. The statistics show: (a) Venereal disease is increasing among teenagers, (b) Boys and girls are getting married at even younger ages, (c) One of every two teenage marriages ends in divorce within five years, (d) Illegitimate pregnancies among high school girls are becoming more numerous.

The ^{instruction} writer believes parents provide the impetus for sex education programs in the communities. Certainly no program could be successful without parental support.

The fear that educators are striving to push through sex education for reasons of their own, irrespective of parental wishes, is likely to be unfounded. A more realistic view is probably that put forth by Warren R. Johnson, Ed. D., and Margaret Schutt, R. N., in a paper presented in the Research Section of the American Health Association at Chicago, Illinois, October 16, 1965, and printed in the Journal of School Health. They wrote:

"...It is probably safe to suppose that the vast majority of educators and school board members would not voluntarily bring up such matters at all. How many school people would voluntarily contend with parental and community reactions to instruction concern venereal disease prophylaxis, homosexuality, illegitimacy, abortion, masturbation, contraception, the issues in obscenity' or our hypocritic, absurd sex laws? Not very many, and indeed, such matters have usually been carefully defined as inappropriate for school consideration. But today, overwhelming problems of disease, mental illness, population, child neglect, illegitimacy, abortion, delinquency, becoming a subject matter whether those in the education establishment want it or not."

THE PROBLEM

Statement of the Problem. The problem of this study is to devise ways and means of overcoming the rejection of sex education through an attitudinal study of Prairie View Texas regarding the teaching of sex education in the public schools and to find a method of implementing sex education as an integral part of the curricula.

Purpose of Study. The purposes of this study is to determine: (a) Why school boards rejected the teaching of family life and sex education as an integral part of the curricula, (b) What factors motivated the attack on family life and sex education, (c) If there is community acceptance of teaching family life and sex education in the public schools.

Hypothesis

In carrying out the purpose of this study, the following hypothesis are made:

1. The people of the Prairie View community will feel that it is wise to teach sex education in the public schools.
2. The people will feel sex education is not helpful
3. The people of the Prairie View community will agree strongly that sex education is necessary.
4. The people of the Prairie View community will feel that it is not wise to teach sex education

in the public schools.

5. The people of the Prairie View community will not feel that sex education is necessary.
6. The people of the Prairie View community will feel that teaching sex education will be helpful

Background and Significance of the Study

One of the most critical issues facing educators today is the question of sex education. Practically everyone, from the intelligent, well educated person to the illiterate person has a definite reaction to the subject of sex education in the public schools. In a recent Gallup poll survey, seventy percent of the adult Americans were in favor of sex education in one form or another, yet legislators in Arizona, California, Iowa, New York, and Oklahoma have recently debated the merit of sex education.¹ In May 1969, Governor Rockefeller of New York approved a conservative-backed law withholding state funds from sex education, and a similar bill has been introduced to Congress to withhold federal monies. Tennessee has adopted a new law making it a misdemeanor to present sex courses without prior approval of both the state government and local boards of education.²

Many of these people simply do not understand what they are talking about. The term "sex education" brings to mind instruction of youngsters in intercourse and reproduction, with no thought given to morals or respect shown to parents and churches. This is an example

¹"Sex in the Classroom," Time, XCIV (July 25, 1969), p. 50.

²Ibid., 50.

of how shallow most concepts are on sex education in the United States. It is when the public becomes aware of the narrowness of the concept that equates sex only with genitality or coitus that we can then move toward acceptance of the entirely valid sexuality of children and adolescents, and old people. Every age has its sexuality, as has every individual within that age. It becomes very crystal clear then, if the aim is adults who will use their sexuality in mature and responsible ways, we cannot begin sex education later than earliest childhood.³

Definitions and/or Explanation of Terms

For purposes of clarification the investigator has established the following definitions and explanations of terms used in this study.

1. Family-life Education: The investigator accepted the definition of Carter V. Good who states that:

Family-life education is in the broad sense, education that is designed to promote satisfying and successful family living offered at any level from pre-school to adult, in separated courses or integrated; in a restricted sense, program of instruction usually at secondary, college, or adult level, designed to prepare youth or adults for successful marriage and parenthood; focused upon (a) the understanding of human personality and (b) the development of skill⁴ essential to effective family participation.

2. Sex Education: The investigator accepted the definition of Carter V. Good who states that:

Sex education is designed to provide the individual with understanding and⁵ control of his sex impulses and behavior.

3. Attitude: The investigator accepted the following explanation offered by Osgood:

Attitude is the degree of positive or negative affect associated with some psychological object. Any symbol, phrase, slogan, person or idea toward which people can differ with respect to positive or negative feeling.⁶

⁴Carter V. Good, "Dictionary of Education," 2nd ed, (New York; McGraw Hill Book Company, 1959) 265.

⁵Ibid., 450.

⁶Charles E. Osgood and James G. Snider, Semantic Differential Technique, Chicago; Aldine Publishing Co., (1959) 265.

Limitations

This study is limited to a Random Sampling of adults of Prairie View community. There is no reason to suppose that adults in other communities would differ in any significant way from those included in this study.

Basic Assumptions

It is assumed that the subjects will respond honestly to the instruments used to measure the attitude of the Prairie View community on the teaching of sex education in the public schools. It is further assumed that the use of the community of Prairie View will reflect the feeling of any single community in Texas

CHAPTER II

SURVEY OF RELATED LITERATURE

A survey of the related literature disclosed that the present study does not duplicate any previous investigation.

J. L. Donaldson,¹ through the use of disciplined observation, rating sheets, and interviews, collected data from several cities in the United States; namely, New York City, New Jersey, Kansas City, Flint Michigan, and Summit County, Ohio, to determine new methods of teaching sex education in the schools. The findings indicated that the cities goals and philosophies were similar. Most of the curricula were family oriented. The goals were to prepare students for responsible family life, to prepare pre-teens for adolescence by helping them to understand physical and emotional changes; and to develop healthy relationships with their peers and parents.

In 1969, Hawkins² conducted a study pertaining to the teaching of sex education in Chicago public schools as part of the regular curriculum. The board

¹J. L. Donaldson, "Innovative Programs in Sex Education," PTA Magazine, (January 1970), 26-28.

²Barbara A. Hawkins, "How one City Teaches Sex Education and Family Life," PTA Magazine, (June 1969) 24.

of education gave their approval and a pilot program was set up in 1966-67 for children in the fifth grades in each elementary school in the city.

Human and documentary sources were used. There were twenty-seven schools with their fifth grades participating in the study in Chicago. Since then they have initiated programs in approximately 175 additional elementary schools and in all the high schools and special schools.

The finding indicated that the program was developed in full recognition of the fact that the primary responsibility for the sex education of the children is a parental one. Actually the job of the school is to reinforce and assist parents in educating their children about various aspects of human sexuality.

It was essential to the program to continue to educate the teachers and parents involved. For teachers, this was accomplished through a series of in-service workshops which they were paid to attend. Every year fourteen workshops were conducted after school for elementary school teachers and administrative heads.

The Hawkins study concluded that it is important that careful planning should involve community leaders, parents, children, adolescents, school administration, consultants and members of the medical profession. The study further concluded that careful teacher preparation

and screening of those who teach the unit in family life and sex education so that they will be understanding, interesting and knowledgeable.³

H. Frederick Kilander⁴ supported the Hawking finding by pointing out that:

the curriculum in family life and sex education needs to be planned with great care since it is an area where the greater emphasis is on the development of attitudes, values, and conduct and to a lesser extent, on factual material, although this is also important.

Kilander also introduced some objectives for family life education and a sequential program for kindergarten through grade twelve. Kilander emphasized that all education in the primary grades should be a gradual and a continuous preparation for oncoming physical, emotional, and social change. Sex education should not be a separate subject but should be part of the curriculum. It should occur in natural situations as children's problems and interest arise. Information should not be volunteered that is beyond the child's interest, readiness, and experience.⁵

To develop constructive attitudes the students must be given the opportunity to participate in the dialogue in the classroom. The students must be given an opportunity to question adult beliefs about what is moral,

³Ibid., 25.

⁴H. Frederick Kilander, "Curriculum Planning for Family-life," Sex Education in the Schools, (Macmillan Company: London), 93.

⁵Ibid., 94.

to examine the reality of adult behavior, and to discuss their own beliefs with their peers. The teacher should serve as a catalyst to create a classroom atmosphere where honest communication can take place between students. The teacher should further be prepared to supply materials from many sources, and to make the student aware of the various beliefs that are relevant to our society.⁶

Other related material addressed itself to what should be taught in a family-life education program. H. Frederick Kilander outlined a program for family life education at the junior and senior high school levels.⁷ He also gave some basic principles which he felt were needed to be considered if a functioning family education program is to be achieved. They are as follows:

1. A program of education for marriage and family-life should be planned in harmony with the needs and development of the pupils. Knowledge of growth and development clearly indicated a differentiation in the needs and development of early and late adolescents and these differences are to be taken into account in planning sex educational programs at the secondary level.

⁶ Esther D. Schulz and Sally R. Williams, "Suggested Content for the Seventh," Family Life and Sex Education: Curriculum and Instruction, (Harcourt, Brace and World, New York, Chicago, San Francisco, Atlanta), 91.

⁷ H. Frederick Kilander, "Curriculum Planning for Family-life," Sex Education in the Schools, (Macmillan Company: London), 93.

2. Family-life education implies a broader, more comprehensive educational program. In the early years of high school, the emphasis centers strongly around the need for helping the pupil to understand his own personal development and his changing relations to other persons.
3. Instruction in this field makes provisions for helping each pupil meet his own personal problems more adequately.
4. The adjustment of the adolescent to his own parental home has a pronounced bearing upon his concepts and attitudes toward marriage and family life. Consequently the school is concerned with helping the family situation and otherwise in making the family relation satisfying to all members.
5. Since parenthood is such an important part of the marriage relationship, considerable attention should be given to the place of youth and their contribution to the home. The significance of the parent-child relationship and preparation for parenthood should be stressed.
6. The total school environment, not simply the curriculum, may be studied for its possible contribution to the objectives of assuring better marriages.

In assessing what to provide for high school young people in the way of sex education, it would be well to bear in mind the tasks facing every adolescent, as described by Hornick:⁸ (a) separation from one's parents, (b) definition of one's sexual role, (c) establishment of a value system, and (d) choice of a vocation. Hornick also stated:

We should recognize that, at present, it is only with the fourth choice of a vocation that most adolescence get any formal school help, yet the other three are the ones that will determine his success or failure in life, including his vocation.

Some literature was examined to see how young people currently learn about sex education and how they would like to become acquainted with it. Morton Hunt⁹ through the use of questionnaires, interviews and documentary material, collected data from fifteen hundred teenagers, ranging in ages from thirteen through nineteen, to determine how teen-agers are currently learning about sex and how they would like to learn about it. The subjects were from the Mid-West, Northern and Western States. Morton indicated that most of the teen-agers are far from being satisfied with the way they are

⁸Morton Hunt, "Sex Education Survey," Seventeen Magazine, (July 1970), 94.

⁹E. Hornick, "How Teenagers, Their Parents, and Their Doctors Can all Grow Up," Marriage Counseling in Medical Practice, (Chapel Hill, University, North Carolina Press, 1964), 78.

learning about sex. Most of them feel there are many important gaps in their sex education, and the source they trust most are side stepping many vital subjects they are interested in learning about. In some areas of sex education, the schools are already meeting the students needs fairly well. Safe subjects such as the physiology of the female and male reproductive systems, menstruation, venereal diseases, and pregnancy and problems of dating are already covered in courses taken by well over half to more than four-fifths of the girls in the survey.

But in other and more sensitive aspects of sex, there is a considerable gap between what the schools are presently doing and what students wish they would do. Less than half the girls responding in the survey have never been taught anything in school about pre-marital sexual ethics, only two-fifths were taught anything about abortion, homosexuality or lost of virginity; and only about a third, anything about the importance of birth control, masturbation. However, on every one of the topics, anywhere from seventy-eight to ninety percent felt the subject should be covered in sex education courses.¹⁰

¹⁰Ibid., 95.

CHAPTER III

PROCEDURE, ANALYSIS AND INTERPRETATION OF DATA

Instrument

The Semantic Differential was used to measure attitudes in this study. The Semantic Differential is a very general way of getting at a certain type of information, a highly generalizable technique of measurement which must be adopted to the requirement of each research problem to which it is applied. There are no standard concepts and no standard scales. The concepts and scales used in a particular study depend upon the purpose of the research. In some areas of measurement such as attitudes, a particular form of the differential, with standardized concepts and scales may be developed, but there is no general Semantic Differential test as such. E. Osgood developed the Semantic Differential.¹

Content of A Semantic Differential

The word concepts in this study means a "stimulus" which get a response, mostly nouns. Single words often

¹Charles E. Osgood, George V. Suci and others, The Measurement of Meaning, (Urbana, Illinois; University of Illinois Press, 1957).

serve as an unitary semantic concept, which may require a noun phrase. The Semantic Differential has a scale for each concept which is linear between polar adjectives. Each scale has seven steps.

The investigator used a Semantic Differential that was used in a study by James Brinton on attitudes of students toward capital punishment.² The Semantic Differential has been proven valid in Cross-Cultural studies, developmental studies, experimental psychology, social psychology, personality and clinical psychology, and in aesthetics and communication research.

Evaluation of the Semantic Differential

Objectivity: A method is objective to the extent that the operations of measurement and means of arriving at conclusions can be made and reproduced. The procedures of measurement with the semantic differential are explicit and can be replicated.

Reliability: In education, measurement should show consistently individuals' are ranked in successive applications of the instrument, and what correlation it has between test and retest scores determines how reliable an instrument is. The Semantic Differential has proven this reliability.

²Charles E. Osgood and James G. Snider, Semantic Differential Technique, (Chicago: Aldine Publishing Co., 1969), pp 467.

Validity: An instrument is said to be valid when it measures what it is supposed to measure. The Semantic Differential is proposed as an instrument for measuring meaning. There is no commonly accepted quantitative criterion of meaning, but it has proven it has face validity. The Semantic Differential was checked for face validity, validity of semantic factor, and validity of scaling assumptions and rated high on all three.³

Procedure for Collection of Data

A Random Sample of the adults of the community of Prairie View was taken to get thirty participants.

Procedure for Random Sampling: Each adult was assigned a number from the chart of random numbers. The number 124 bottom to top was coded. The first page, second column, and the fourth number from the bottom going up and then to the right. Any number over 350 was void. When the thirty subjects were chosen, the investigator gave them an instruction sheet and a Semantic Differential test. (see appendix)

Each respondent was given as much time as needed to respond to items on the instrument. After the tests were collected, the means for the two groups were computed for each of the eleven polar adjective scales.

³Charles E. Osgood and others, The Measurement of Meaning, (Chicago: Urban University of Illinois Press, 1957), pp 140.

Subjects checking the first, second or third intervals on the scale will be placed in pro-sex education groups. Subjects checking the fifth, sixth, or seventh intervals will be placed in the anti-sex education group. Those scoring four will be regarded as being in a neutral position. The scores will also be distributed on a single scale, one through seven.

Procedure for Analysis of Data

After all of the instruments were returned, the descriptive analysis was used to test the hypothesis. Descriptive statistics was used to get the means and standard deviation. The means was computed from a gross group data, and also the Standard deviation.

Interpretation of Data

The investigator tested the hypotheses, and they were as follows:

Hypothesis 1: The people of the Prairie View Community will feel that it is wise to teach sex education in the public schools.

— This hypothesis was accepted by twenty-three to seven.

Hypothesis 2: The people will think it is not helpful to teach sex education in the public schools.

— This null hypothesis was rejected by the instrument.

Hypothesis 3: The people of the Prairie View Community will feel sex education is necessary.

— This hypothesis was confirmed. Twenty-two subjects in favor of, while three were neutral and five were against.

Hypothesis 4: The people of the Prairie View community will feel that it is not wise to teach sex education in the public school.

— This null hypothesis was rejected.

Hypothesis 5: The people of the Prairie View community will not feel that sex education is necessary.

— This null hypothesis was rejected.

Hypothesis 6: The people of the Prairie View community will feel that teaching sex education will be helpful.

— This hypothesis was confirmed. The subjects voted twenty-three in favor of, and eight were neutral.

Chart 1 - Percentage of Step Intervals

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree	Percent Average
Necessary Unnecessary	112	30	5	12	6	0	3	24 %
Good Bad	91	48	5	12	3	4	2	23.6%
Nice Awful	91	36	25	8	9	2	2	24.7%
Easy Difficult	28	12	40	32	6	6	2	18 %
Helpful Unhelpful	133	18	5	8	3	4	2	24.7%
Clean Dirty	98	30	5	12	12	2	2	23 %
Useful Useless	119	30	10	8	3	4	1	24.3%
Safe Daggerous	91	24	15	16	6	8	0	23 %
Wise Foolish	112	30	10	12	0	6	1	24.4%
Right Wrong	112	24	10	16	0	4	3	24.1%
Beneficial Troublesome	133	6	15	8	6	0	3	24.4%
Total pts. for each column	102	26.18		13	4.90	3.63	1.90	

Chart 2 - Mean and Standard Deviation

	Strongly Agree	x Square	Agree	x Square	Slightly Agree	Square	Neither Agree nor Disagree	x Square
Necessary Unnecessary	112	12544	30	900	5	25	12	144
Good Bad	91	8281	48	2304	5	25	12	144
Nice Awful	91	8281	36	1296	25	625	8	64
Easy Difficult	28	784	12	144	40	1600	32	1024
Helpful Unhelpful	133	17689	18	324	5	25	8	64
Clean Dirty	98	9604	30	900	5	25	12	144
Useful Useless	119	14161	30	900	10	100	8	64
Safe Dangerous	91	8281	24	576	15	225	16	256
Wise Foolish	112	12544	30	900	10	100	12	144
Right Wrong	112	12544	24	576	10	100	16	256
Beneficial Troublesome	133	17689	6	36	15	225	8	64
MEAN =	101.82		26.18		13.18		13.09	
STANDARD DEVIATION		27.58		10.94		10.29		6.63

Chart 3 - Mean and Standard Deviation (cont.)

	Slightly Disagree	x Square	Disagree	x Square	Strongly Disagree	x Square	Average (Total)	x Square
Necessary Unnecessary	6	36	0	0	3	9	166	28224
Good Bad	3	9	4	16	2	4	165	27225
Nice Awful	9	81	2	4	2	4	173	29929
Easy Difficult	6	36	6	36	2	4	126	15876
Helpful Unhelpful	3	9	4	16	2	4	173	29929
Clean Dirty	12	144	2	4	2	4	161	25921
Useful Useless	3	9	4	16	1	1	170	28900
Safe Dangerous	6	36	8	64	0	0	160	25600
Wise Foolish	0	0	6	36	1	1	171	29241
Right Wrong	0	0	4	16	3	9	169	28561
Beneficial Troublesome	6	36	0	0	3	9	171	29241
MEAN	4.91		3.64		1.91		164.27	
STANDARD DEVIATION		3.45		2.38		0.90		12.81

Chart 4 - Percentages

TEACHING SEX EDUCATION IN THE
PUBLIC SCHOOLS IS

Necessary	<u>53%</u>	<u>.17</u>	<u>.03</u>	<u>.10</u>	<u>.07</u>	<u>.00</u>	<u>.10</u>	Unnecessary
Good	<u>.43</u>	<u>.27</u>	<u>.03</u>	<u>.10</u>	<u>.03</u>	<u>.07</u>	<u>.07</u>	Bad
Nice	<u>.43</u>	<u>.20</u>	<u>.15</u>	<u>.06</u>	<u>.10</u>	<u>.03</u>	<u>.03</u>	Awful
Easy	<u>.13</u>	<u>.07</u>	<u>—</u>	<u>.26</u>	<u>.07</u>	<u>.10</u>	<u>.07</u>	Difficult
Helpful	<u>.63</u>	<u>.10</u>	<u>.03</u>	<u>.07</u>	<u>.03</u>	<u>.07</u>	<u>.07</u>	Unhelpful
Clean	<u>.47</u>	<u>.17</u>	<u>.03</u>	<u>.10</u>	<u>.13</u>	<u>.03</u>	<u>.07</u>	Dirty
Useful	<u>.56</u>	<u>.17</u>	<u>.07</u>	<u>.07</u>	<u>.03</u>	<u>.07</u>	<u>.03</u>	Useless
Safe	<u>.43</u>	<u>.13</u>	<u>.10</u>	<u>.13</u>	<u>.07</u>	<u>.13</u>	<u>0</u>	Dangerous
Wise	<u>53%</u>	<u>.17</u>	<u>.07</u>	<u>.10</u>	<u>0</u>	<u>.10</u>	<u>.03</u>	Foolish
Right	<u>.52</u>	<u>.13</u>	<u>.06</u>	<u>.13</u>	<u>0</u>	<u>.06</u>	<u>.10</u>	Wrong
Beneficial	<u>.63</u>	<u>.03</u>	<u>.10</u>	<u>.07</u>	<u>.07</u>	<u>0</u>	<u>.10</u>	Troublesome

How would you rate your over-all feeling about teaching sex education in the public schools?

The methods of measurement suggested in the behavioral objectives

Strongly Agree ; Agree ; Slightly Agree ; Neither Agree nor Disagree ; Slightly Disagree ; Disagree ;

Strongly Disagree

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary: When talk of sex education arises, the first question is: "Who will teach the subject?" The question is a natural one for both parents and teachers. The teacher, of course, is the key to a successful program.

Increasingly, schools are providing this formal sex education. Parents turning to the schools for help, do so with some natural reservations, such as: (a) Are the school personnel trained to teach the subject objectively? (b) To what extent should schools get involved? (c) Will school teachers attempt to influence the morals of the youngster? (d) At what age should children be given sex education? (e) Should subjects such as masturbation and homosexuality be dealt with? Parents have the right to be reassured on each one of these points and others that may occur.

The parents should provide the impetus for sex education programs in the community. Certainly no program could be successful without understanding parental support.

The problem is an attitudinal study of Prairie View, Texas, regarding the teaching of sex education in

the public schools. The investigators purpose for this study is to determine why school boards rejected the will of the majority of the people, to go along with a vocal minority, to reject sex education as an integral part of the curriculum.

The background study was centered about the idea that a recent Gallup Poll survey in Time Magazine made indicating that seventy per cent of the adult population in America were in favor of sex education in one form or another.

The review of related literature revealed that several individuals have done research on sex education, but this study does not duplicate any of the other investigations.

The Semantic Differential was the instrument used to collect the data for the study. The instrument was developed by Charles Osgood to measure attitudes. There are no standard concepts and no standard scales. The concepts and the scales used in a particular study depend upon the purpose of the research.

Descriptive analysis was used to interpretate the data. The means and standard deviation was computed from group data.

Conclusion: The majority of the parents want sex education in the public schools. But we have a vocal minority of the parents and organizations who believe that sex education is a new scheme designed to demoralize the youth, and all of this sex education is a giant conspiracy to rape the people, weaken their will and make them sensuous, atheistic slaves.

The opposition has concentrated two tried and true tactics of attack. The first is name-calling. Sex education is un-American and anti-Christian. Those supporting it are "dupes," "degenerates," "atheist," "filthy perverts." The second is guilt by association. The activities of several nationally prominent figures in what Drake calls the "new sex" 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 ties were never established as possessing any meaning of significance, these lists are marshalled once again to prove a connection with the "international conspiracy."

Informal persons acquainted with the philosophy and purposes and materials of sex education are not alarmed by the attack. The responsible sex education program wishes to promote a broader and more inclusive concept of sexuality. Sex education at its best focuses on human relationships and is concerned about all the ways men and

women relate to each other. The attackers tend to think only of the physical aspect of sex, and their failure to comprehend the psychological characteristics of sex leads them to understand the focus and meaning of sex education. It is this narrow and inadequate frame of reference which sex educators seek to change.

Recommendations

1. We need to involve members of the community in an examination of curriculum and materials. An advisory committee made up of Clergy, doctors, the Health Department, and Neighborhood Organizations might be able to arrive at common understandings.
2. There is a need to determine who, besides teachers, could assist in instruction.
3. It will be necessary to determine what a successful program should include.
4. From all of this, we must have a clear-cut formulation of goals of instruction. These are the basic recommendations to establish a K-12 program.
5. There should be further studies made on sex education in the classroom.

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APPENDIX A

Instruction

In taking this test, please make your judgements on the basis of the way you feel. You will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check mark as follows:

Fair X: ___: ___: ___: ___: ___: ___: Unfair

Fair ___: ___: ___: ___: ___: ___: X: Unfair

If you feel that the concept is "quite closely related" to one or the other end of the scale (but not extremely), you should place your checkmark as follows:

Nice ___: X: ___: ___: ___: ___: ___: Awful

Nice ___: ___: ___: ___: ___: X: ___: Awful

If the concept seems "only slightly related" to one side as opposed to the other side (but is not really neutral), then you should check as follows:

Active ___: ___: X: ___: ___: ___: ___ Passive

Active ___: ___: ___: ___: X: ___: ___ Passive

The direction toward which you check, depends upon which of the two ends of the scale seems most characteristic of the way you feel.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to concept, then you should place your check mark in the middle space:

Safe ___: ___: ___: X: ___: ___: ___ Dangerous

IMPORTANT

- (1) Place your checkmarks in the middle of the spaces,

This - Not This

___: ___: X: ___X ___: ___:

- (2) Be sure you check every scale for every concept, do not omit any.
- (3) Never put more than one checkmark on a single scale.

Sometimes you may feel as though you have had the same item before on the test. This will not be the case, so do not look back and forth through the items. Make each item a separate and independent judgement. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feeling" about the term or items, that we want. On the other hand, please do not be careless because we want your true impressions.

APPENDIX B
TEACHING SEX EDUCATION IN THE
PUBLIC SCHOOLS IS

Necessary	___	:	___	:	___	:	___	:	___	:	___	:	___	Unnecessary
Good	___	:	___	:	___	:	___	:	___	:	___	:	___	Bad
Nice	___	:	___	:	___	:	___	:	___	:	___	:	___	Awful
Easy	___	:	___	:	___	:	___	:	___	:	___	:	___	Difficult
Helpful	___	:	___	:	___	:	___	:	___	:	___	:	___	Unhelpful
Clean	___	:	___	:	___	:	___	:	___	:	___	:	___	Dirty
Useful	___	:	___	:	___	:	___	:	___	:	___	:	___	Useless
Safe	___	:	___	:	___	:	___	:	___	:	___	:	___	Dangerous
Wise	___	:	___	:	___	:	___	:	___	:	___	:	___	Foolish
Right	___	:	___	:	___	:	___	:	___	:	___	:	___	Wrong
Beneficial	___	:	___	:	___	:	___	:	___	:	___	:	___	Troublesome

How would you rate your over-all feeling about teaching sex education in the public schools?

The methods of measurement suggested in the behavioral objectives

_____;	_____;	_____;	_____;	_____;	_____;	_____;
Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree