

AN ABSTRACT OF THE THESIS OF

DERYCK DAVID CALDERWOOD for the DOCTOR OF PHILOSOPHY
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Lester A. Kirkendall

The purposes of this study were: to collect information relative to the content of the sex education information adolescents have received from selected sources, to ascertain their appraisal of the value of this information and to test hypotheses concerning communication and dissemination of information on sexual topics between adults and adolescents of both sexes.

Data were collected by administering a questionnaire to a non-random sample of 9th, 10th, 11th and 12th grade YMCA youth. Specifically, the sample consisted of 357 adolescents (166 males, 191 females) who were living with both parents in the home, were receiving passing grades in school, had a church affiliation and belonged to at least one youth organization. These subjects were asked to compare their experiences within these four institutions (home, school, church and youth organization) with respect to the amount of sex information received and the opportunities available

for serious discussion with adults concerning sexual matters. An operational definition of sex education was achieved by noting 18 specific topics which youth indicated as basic components of sex education.

Chi-square analyses were used to test hypotheses concerning the dissemination of sex information on the various topics as well as the reaction of the adolescents to the information.

The findings indicated that the topics on which youth want more information are those on which they have had the least opportunity for discussion with adults in the past. The onset of puberty was found to be significantly related to the acceptability of the sources of information. Males and females indicated distinctly different sources of information and both sexes reported that they desired information at ages earlier than they had received it. The adolescents ranked the institutions according to their effectiveness in providing sex education in the following order: home, school, youth organizations and church. Adolescents of both sexes disagreed with the view that providing complete sex information to teenagers will encourage them to experiment with sexual behavior and, in addition, they felt that acquiring adequate sex information is closely related to their feelings of being a mature, independent person. In general, these youth indicated that parents with higher educational backgrounds were not perceived as better sex educators than were parents having lower educational backgrounds.

The status of sex education in the United States was described and the recent trends and developments in sex education in home, school, church and youth organizations was outlined. An evaluation of adolescent opinions expressed in various group discussions and state policy statements on sex education are included as an appendix.

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In Selected Institutions

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Redacted for privacy

Professor of Family Life
in charge of major

Redacted for privacy

Chairman of Family Life Department

Redacted for privacy

Dean of Graduate School

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Typed by Gwendolyn Hansen for Deryck David Calderwood

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ADOLESCENT APPRAISALS AND OPINIONS CONCERNING THEIR SEX EDUCATION IN SELECTED INSTITUTIONS

CHAPTER I

INTRODUCTION

Statement of the Problem

Dissemination of sex information is an important function in every culture. Theoretically, in America, sexual knowledge is transmitted from parent to child, but in reality no clear-cut pattern of transmission is universally followed. Currently, the institutions which deal with youth--the home, the school, the church and the youth organizations--are increasing their efforts to formalize sex education. In order to help youth secure a more comprehensive sex education from reliable sources, more facts are needed concerning their felt needs as to the content, personnel and methods which will be most helpful. Researchers have yet to investigate these factors directly with youth in an adequate manner.

Purpose of the Study

The purpose of this study is to collect information relative to the sources and content of the sex education which adolescents have received, and to ascertain their appraisal of its value. A corollary

objective is to test certain hypotheses concerning the nature of communication on sexual topics between adults and adolescents of both sexes. Data were obtained through the use of a questionnaire administered directly to adolescents. Youth were asked to indicate the opportunities they had had to communicate about sex with adults in the home, in schools, in church and in youth organizations--the institutions which are commonly presumed to handle sex education. Reasons for communication inadequacies between the generations were explored, as was the influence of youth's past experience in sex education. Their expectations for help from adults in the future were also investigated.

In addition to the multiple-choice questions and the checklists designed to collect uniform data from youth, the questionnaire included three open-end statements. These provided respondents an opportunity to express opinions in their own terms. An unexpected opportunity for extended group discussions with youth grew out of their help in the development of the questionnaire. These discussions provided a more complete feel for adolescent opinions and appraisals than resulted from the responses to the open-end statements. These discussions are reported in the appendix.

Finally, the data collected in this study were used in the formulation of a theoretical approach to sex education which may contribute to a more comprehensive theory of human sexuality.

CHAPTER II

STATUS OF SEX EDUCATION IN THE UNITED STATES

The Transmission of Sex Education

Within each culture an important aspect of the socialization of the young is the imparting of sexual knowledge. The institutions which provide the information, the sources through or times at which it is transmitted, and the degree of formality of the procedure may vary. The general pattern of formal education is one of vertical transmission from the older generation to the younger.

In America the transmission of sexual knowledge has not been ritualized into a set pattern. Traditionally, sex information is passed from father to son or from mother to daughter in a single "facts of life" session sometime in early adolescence. This tradition is honored far more in the breach than in practice. Actually the bulk of sexual information proceeds informally on a horizontal level from peer to peer, rather than vertically from adult to youth. Without direct help from adults, youth are left at a serious disadvantage. Jerome Frank (1965) believes that "the tragedy of American sexuality" is not the lowering of morals among youth or any increased incidence of certain kinds of sexual behavior, but the "inability of the generations to engage in honest dialogue with each other" (p. 16).

Social Changes Related to Sexuality

One of the reasons for reconsidering the ways in which sex knowledge is transmitted in the United States is that adults, and parents in particular, have become increasingly aware that young people today face very different social conditions than did the youth of preceding generations.

Reiss (1966) points out that the major institutions in our society-- "the family, religion, education, and the economy" have all become involved in facing issues related to human sexuality. He states that

these are a few of the signs that indicate we are indeed witnessing a change and it is this change in attitude, this more open, free, dialogue among Americans from all parts of our society that may be called the sexual renaissance in America (p. 2).

Lock (1969) has noted that the changing attitudes and practices in modern American society include such factors as the changing role of women, decline in church and family influence, contraceptive improvements and availability, and the emergence of the "philosophy of a fun morality." He stresses the impact of media upon attitudes:

In our society preoccupation with sex is encouraged by all media of communication: advertising, movies, television, plays and other entertainment. Literature, magazine articles and illustrations glamorize sex and heighten sex interest (p. 11).

Kirkendall (1968) has outlined the general trends as follows:

1. The threats and dangers upon which standards of sexual denial were formerly based are being steadily eroded.
2. Young people are more and more moving into the position of being independent decision-makers on sexual matters.
3. A marked openness to discuss sexual matters exists, will continue to exist, and increase in its openness.
4. The power of traditionally imposed authority upon which to build and reinforce sex standards is constantly weakening.
5. The attitude that sexual standards are strictly personal matters is growing.
6. Behavior is affected as much by personal feelings in response to situations as to traditional conceptual values (p. 3).

These social conditions affect children and youth. Hey (1967) says that as a result youth today are exposed at much earlier ages, and more insistently, to experiences and situations which require sexual decision-making. Dr. Mary Calderone, quoted in the special Time Essay "On Teaching Children About Sex" (1967) says,

Today's adolescents are without the defenses that once shielded the young. To fill the void left by the old safeguards, youngsters must be given a bulwark of factual knowledge and orientation (p. 37).

Effective preparation of youth to face successfully the problems presented by their social environment today poses a major challenge

to those institutions in our society responsible for the socialization of youth.

Growing Interest Among National Organizations

Recently there has been an upsurge in top-level interest in stimulating the various institutions that have an educational interest in youth to provide consciously planned programs of sex education for children and youth.

Prior to 1960 the promotion of sex education was largely a local matter. Beginning with the Golden Anniversary White House Conference on Children and Youth, a variety of influential organizations concerned with the welfare of children and youth went on record recommending sex education as an integral part of the total education of American youth. In 1960, this White House Conference unanimously recommended sex and family life education in the schools, the churches, and other community agencies. The following recommendations document the position taken:

89: That family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary through high school (p. 12).

90: That religious institutions and other community services, as well as the school, strengthen their family life education programs, with materials suitable to each age level from the early years and marriage preparation at the Junior High level; and that these programs include counseling in personal

relations, boy-girl relationships, problems and the sacred nature of marriage, and methods of nurturing in children moral, spiritual and ethical values (p. 12).

101: That schools, religious institutions, youth-serving agencies, and all other community agencies cooperate to create a favorable atmosphere for understanding the dignity and sanctity of the role of sex in human relationships (p. 13)

In March, 1964, the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association passed the following resolutions:

1: That the schools accept appropriate responsibility for reinforcing the efforts of parents to transmit knowledge about the values inherent in our family system and about the psychic, moral and physical consequences of sexual behavior.

2: That this be done by (a) including in the health education curriculum the physiology and biology of human reproduction beginning at the elementary level and continuing throughout the school years at increasing levels of comprehension, and (b) through the study of venereal diseases as a part of communicable disease education during early adolescence, and

3: That the concept of the family as a unit of society based on mature, responsible love be a continuing a pervasive educational goal (n. p.).

The American Medical Association (1969) at its Annual Convention in San Francisco reaffirmed its stand with the following recommendation:

The American Medical Association should inaugurate and support programs of health education, including good maternal and child health practices, family life and sex education, and the appropriate use of health care resources (p. 3.).

In 1965 the Committee on Maternal Health, American College of

Obstetricians and Gynecologists stated that one of the positive forces

. . . in combating promiscuity, illegitimacy, venereal disease, perinatal mortality, marital disharmony and divorce, is sex education, including a thorough treatment of human biology, to be started at the elementary school level and continued through higher education (n. p.).

The National Congress of Parents and Teachers launched an action program in 1965 titled "Critical Issues in Our Democracy--PTA Steps Toward Great Decisions" and focused on eleven issues. Family Life Education was one of these issues and PTAs everywhere were urged to

Create a climate of acceptance for family life education in the schools. Encourage the inclusion of sex education for boys as well as girls in school programs of family life education (p. 32).

In 1968 this same body published "A Plan of Action for Parent-Teacher Citizens: GROWING UP IN MODERN AMERICA" in which they state that "the critical issues are still with us, some of them more urgent than ever" (p. 5). Family life education was selected as a special priority and PTAs on all levels were encouraged to

Appoint a student-parent-teacher committee to evaluate your school's family life education program and to recommend improvements if needed (p. 27).

The Board of Directors of the American Association for Health, Physical Education and Recreation in March, 1966 pointed out that sex education is a necessary part of each child's education and

frequently needs additional emphasis beyond that given in the home, church and community. Their resolutions follow:

That the American Association for Health, Physical Education, and Recreation urge schools to assume the responsibility of providing sound sex education including human reproduction as one part of a complete health education program.

That the American Association for Health, Physical Education, and Recreation urge colleges and universities to include family living instruction including sex education in the general education of all students.

That the American Association for Health, Physical Education, and Recreation encourage churches, civic organizations, and other community groups to strongly support programs of sex education (n. p.)

The U. S. Office of Education (1966) took an unprecedented stand in providing government support for sex education. Commissioner Harold Howe signed the following Policy on Family Life Education and Sex Education in August, 1966:

The United States Office of Education takes the position that each community and educational institution must determine the role it should play in the area of family life education and sex education; that only the community and its agencies and institutions can know what is desirable, what is possible, and what is wise for them in this realm.

To assist communities and educational institutions which wish to initiate or improve programs in this area, the Office of Education will support family life education and sex education as an integral part of the curriculum from pre-school to college and adult levels; it will support training for teachers and health and guidance personnel at all levels of instruction; it will aid programs designed to help parents carry out their roles in family life education and sex education; and it will support

research and development in all aspects of family life education and sex education (n. p.)

On October 25, 1967, the Governing Council of the American Public Health Association, at its 59th Annual Meeting in Miami, Florida adopted the following resolution:

The American Public Health Association encourages the development of programs that aim to help parents and community groups to promote healthy sex attitudes and to meet their respective responsibilities toward the problem more fully. Elementary and secondary schools should provide organized programs that give students opportunity for guided discussion appropriate to their stage of readiness and maturity so that better knowledge associated with parental counseling may help them develop a better ethical and moral foundation for healthy adult sexual adjustment. Churches, health services, social agencies, and youth organizations should contribute to parental and school efforts to teach about physical and emotional growth, sexual development, courtship, marriage and parenthood with emphasis on personal integrity and family responsibility (p. 170).

Prior to 1960, no national organization had addressed itself exclusively to the consideration of human sexuality. Recognizing this void, a group of concerned professional men and women formed a new national organization, the Sex Information and Education Council of the United States, in May, 1964. The SIECUS purpose was stated as "To establish man's sexuality as a health entity" and one of its basic objectives is to expand the scope of sex education to all age levels and groups.

In the preface to the second edition of their book, "Human Sexual Behavior and Sex Education" Johnson and Johnson (1968) write that

since 1963

. . . There have also been remarkable developments in the sex education field. . . . Probably the single biggest event in this field has been the formation in 1964 of SIECUS by a group of exceptional people under the leadership of Mary Calderone, M. D. , who had previously been the medical director of Planned Parenthood. . . . Educators and others in the country over immediately began to turn to SIECUS for guidance in sex education program development, curriculum planning, reference material and sex information of all kinds. Because of this obvious demand the organization has grown rapidly and extended its services. . . . SIECUS has helped to make it possible for respectable people including teachers to talk openly and seriously about sexual matters (p. x).

In 1968, according to the SIECUS Fact Sheet, it had a staff of twenty-three, with eight at the professional level and fifteen at various supporting levels. The expansion of SIECUS staff and services attests to the growing demand for the development of sex education programs across the country. The Fact Sheet lists the distribution during 1967-68 of 138,000 Study Guides, 61,000 reprints of significant articles, and over 68,000 kits of informational materials, and states that

Requests for SIECUS consultation and materials are received at the rate of approximately six hundred per month, from public and private schools, professionals, churches, colleges, and government agencies (p. 2).

A second national organization with a specific interest in sex education was formed in 1967. The American Association of Sex Educators and Counselors (1967) states its purpose as being "To assist those responsible for counseling on sex related matters and

those responsible for sex education in the schools and elsewhere"

(n. p.).

Responses to National Recommendations

There has been widespread response to the recommendations and efforts by the national organizations. Ferber and Sofokidis (1966), state:

In recent months sex education and the broader area of family life education have captured the public imagination. Educational, welfare, health, and rural and urban problems conferences put the topic high on their agendas. Newspapers and magazines prepare sensational or informational articles, according to their taste, to tempt the public appetite. Across the Nation citizens are organizing forums to find out what their communities offer in this area (p. 16).

Business interests are responding to the upsurge in interest, and publishing companies have become alert to what they see as a major new market in educational material. An article (The Facts of Life, 1967) written for the Wall Street Journal, said,

Despite lingering sensitivity over sex, which still discourages many educators from tackling the subject in class, sex education is coming to the nation's schools at a rapid clip. Parent-teacher groups at national, state and local level have called for it. . . . Some major publishing concerns are laying extensive plans to capitalize on the trend. Many view sex education as an enormous; untapped market for texts, films, and teaching aids of all sorts. . . . Among the publishing concerns hoping to cash in on the demand for sex education materials is Harcourt, Brace and World, Inc. Through its Guidance Associates division, the firm plans to invest several million dollars over a number

of years to create a sex education curriculum for kindergarten through the twelfth grade. . . . In June, Holt, Rinehart and Winston, Inc. plunged into the field with a text called "Modern Sex Education." Minnesota Mining and Manufacturing Company's visual products division and Science Research Associates, which is the educational arm of International Business Machines Corp., both say they are investing substantial sums in school health programs--texts, visual aids and the like--that will contain considerable sex education material. Another newcomer to the field, McGraw-Hill, Incorporated's Webster division will kick off next year what it calls a "multi-media program" on sex education. . . . Publishers figure the market for material for students is immense (p. 1).

Striking evidence of the growing interest in sex education has been the increasing coverage given to it by the mass media over the last several years. For a period of six years beginning in 1959, the Reader's Guide to Periodical Literature listed an average of five articles per year under the headings Sex Education or Sex Instruction. Roughly two-thirds of the listings appeared in magazines with an educational orientation, such as Parent's Magazine, National Parent-Teacher, PTA Magazine, NEA Journal, and School and Society. From 1965 through 1968, the number of listings jumped to an average of seventeen articles per annum, with a wider representation of magazines. Approximately half of the articles appeared in mass circulation magazines with a general readership (Time, Newsweek, Look, Reader's Digest, Good Housekeeping, Ladies Home Journal, McCall's, Redbook, Better Homes and Gardens, Saturday Evening Post, Seventeen, etc.). Whitely (1966) says,

Popular magazines and newspapers have begun to trumpet for sex education with such frequency that 1966 is bound to go down in history as the year of . . . the birds 'n bees (p. 18).

One of the most significant responses to national recommendations and public pressure is the fact that within the past six years, 34 of the states have developed, or are developing, guidelines for sex education within the public schools. Prior to 1963, no state Board of Education had any specific policy statement or set of guidelines for the conduct of sex education in the school systems. In that year Virginia became the first state to set up a series of guidelines for their schools. Eleven states are developing policies which they expect to put into effect for the 1969-70 school year. This will leave only 16 states without any sex education policy or guidelines. The majority of the policies which are now in use have been approved by state Boards of Education since 1967. Twenty-one of the state policies specify that sex education be carried out from kindergarten through 12th grade (see Appendix VI).

Sex Education in the Church

Primary attention in the mass media has been focused on the role of the school in providing sex education, but other institutions have also felt the demand for providing better sex education. One of the most dramatic responses has been made by the church.

The statement by William Simon and John Gagnon (1967, p. 75) that "The religious organizations that command the affiliation of most of the young . . . have been almost universally ineffective (in teaching about sex)" expresses the view of many in the past concerning the role of the church in sex education. The reluctance to deal with sex education has been a prominent part of the image of the church.

Recent evidence indicates that the picture here has changed also.

McQueen (1967), in Part II of her Research Report: Programs of Sex Education, states that currently

Churches are also giving attention to programs of sex education. Many of the Protestant denominations have developed or are working on sex education curricula for their Sunday Schools at different age levels. The Roman Catholic Churches and schools have provided education for family living for some time, as have various other parochial schools. In addition, churches and other youth-serving organizations are holding conferences for teenagers in which they can discuss and think through issues such as sexual conduct (p. 2).

Phillips (1968) has done a study of the following denominations in America: The Episcopal Church, the Lutheran Church, Missouri Synod, the Lutheran Church in the USA, the Methodist Church, the Presbyterian Church, U. S., the United Presbyterian Church of the USA, the Southern Baptist Convention, and the United Church of Christ in the USA. He quotes John C. Wynn, a recognized authority in Church Family Life Education, who stated in 1957 that "Less than 5% of the Protestant churches do anything significant in the field of

sex education" (p. 1). Phillips asserts his study indicates that

Wynn's estimate of a decade ago has to be greatly revised. All eight denominations have provision for sex education on one or more age levels. Three have a graded approach that covers pre-school ages to the young adult level, supplemented by courses in parent education. The remaining five have programs on a more limited scale, mostly directed to young people, but all five report projections toward a more comprehensive effort (p. 2).

In his conclusion, Phillips claims that

The evidence points to an impressive awakening in the largest Protestant denominations to both their responsibilities and opportunities in sex education. In fact, a major breakthrough is taking place in an area where taboos have largely ruled the churches for generations, and a deeper involvement is promised (p. 12).

In a special Sex Education Bulletin, the Director of the Family Life Bureau of the United States Catholic Conference, Rev. James T. McHugh (1968) states,

During the past year there has been a growing concern about better programs of education in human sexuality. . . . The Family Life Bureau, USCC, with the cooperation of NCEA, the National Center of the CCD, and the Department of Education, USCC, has undertaken the task of formulating a total program of education in human sexuality that will utilize the resources of home, school and parish (p. 1).

Programs for Jewish youth, through their synagogues and temples, have experienced a similar growth and expansion. Recently, youth from the three major faiths have been involved in sex education conferences. The writer has participated as a staff member in several on the West Coast which have demonstrated a non-sectarian

cooperation in the field of sex education which would have been unlikely in the past.

This same spirit of cooperation is typified by the Interfaith Statement on Sex Education issued by the Commission on Marriage and Family of the National Council of Churches, the Committee on Family of the Synagogue Council of America, and the Family Life Bureau of the United States Catholic Conference in June, 1968. This statement not only recognizes openly the church's responsibility for sex education, but also supports positively the role of the school and other community agencies. The current efforts toward providing honest sex education clearly support Phillips' (1968) statement that "the longstanding and frequently expressed criticism of the church's stance as anti-sexual no longer applies" (p. 12).

Sex Education in Youth Organizations

Konopka (1966) urges that

Community centers, youth serving agencies, churches, recreational and social agencies should take responsibility for . . . holding sex education discussions in small groups conducted by their most skilled, sensitive and knowledgeable personnel (p. 126)

This plea has been heeded by the major volunteer youth-serving agencies. The Young Men's Christian Association has long been a pioneer in the field of sex education for youth. As a part of their ongoing concern, a national study of their work with the family was

completed in 1966. The director of the study writes,

Parents who are faced with . . . the unrelenting commercial emphasis on sex need assistance in providing effective sex education for their children at all stages of the family life cycle. . . . The need is great. The evidence is that receptivity will be great also (Hardy, 1966, p. 32, 33).

The National Board of YMCAs (1968) adopted eight basic goals for priority work in the Young Men's Christian Association. These are listed in their report "Preparing for the Seventies." Among the recommendations for implementing their goal of "strengthening family life" is that YMCAs "develop intensive training for staff and lay leaders in family life education" (p. 30). The National YMCA Youth Program Committee in June, 1968 formed a special Task Group

(a) To examine the most effective ways of adult-youth communication on family life issues, (b) To review and appraise current resource material and programs of sex education for teenage youth in and out of the YMCA, (c) To recommend plans for the training of family life resource leadership and the development of family life preparation programs in local YMCAs (Young Men's Christian Association, 1968, p. 3).

The Young Women's Christian Association (1967) at their 24th National Convention established program emphases for 1967-1970. Among the areas of program identified as "high priority" was

6. Sex Values. Frank facing of current sex attitudes and practices in our country. Develop an intensified program to help young members to understand the nature of the problem, the true meaning of sexuality and its responsible use, drawing upon the best current

resources and Judaeo-Christian insights, and make responsible personal decisions about sex (p. 4).

In August of the same year the National Board of Directors of the Girl Scouts of the U. S. A. announced in the National President's Letter that they would accept responsibility for a supplementary role in sex education for their girl members. The letter stated:

We recognize that sex education is a segment of a girl's total preparation for living in a complex world. We also recognize that sex education should primarily be a function of the home, the church and the school. Girl Scouts of the U. S. A. , in accepting responsibility for a supplementary role in sex education for its girl members, thus supplements the home, the school and the church in this area, just as it does in many other aspects of a girl's life (Girl Scouts of the U. S. A. , 1967, p. 1).

In 1968 the Boy Scouts of America updated and expanded printed sections related to sex education in their Personal Health Merit Badge booklet. In correspondence with the writer, Donald M. Higgins (1968), the National Director of Health and Safety Service stated:

Next steps will be to improve what is said on the subject of sex education in the Boy Scout Handbook and in other manuals for boys; then . . . what we should say to our leaders in manuals and periodicals which we publish for their use (n. p.)

Fulton (1968) reports that "Virtually all community youth services are preparing for, or already are offering, everything from a single lecture to a whole course on some aspects of sex and family life education" (p. 7).

Sex Education in the Home

Sex education--a very basic sex education--goes on constantly in the home, and it is taught whether parents or their children are aware of it or not. Children learn in their homes a great deal about sexuality through watching their parents' behavior, listening to their conversations and observing their attitudes. They learn what it is to be a male or female, what it is to be a marriage partner and a parent, and what they believe to be the concept of their sex role. Manley (1964b) says,

Surely the home should be the source of the child's first sex education. Here he receives his conception of love, security and family interrelationships. Here he should learn that all parts of his body are good and should receive as much approval on his discovery of his penis as his toes. Here he should see that love means warmth and understanding along with some disagreements (p. 21).

All of the socializing institutions recognize this basic responsibility of the home in providing sex education, but they also recognize the need to help parents in this education. The Interfaith Statement on Sex Education, issued by the National Council of Churches, the Synagogue Council of America, and the U. S. Catholic Conference says,

Responsibility for sex education belongs primarily to the child's parents or guardians. A home permeated by justice and love is the seedbed of sound sexual development by sound family members (National Council of Churches, 1968, n. p.)

It adds, however, "We recognize that some parents desire supplemental assistance from churches, synagogues or other agencies."

A statement, "What Parents Should Know About Sex Education in the School," published by the National Education Association (n. d.) points out that "Traditionally, sex education has been a function of the home or the church." It adds that schools can now properly play a role, "because all the evidence shows that most children are not receiving adequate sex education at home" (n. p.). Kirkendall (1965), in the SIECUS study guide on Sex Education, says that one of the misconceptions about sex education is that

6. Sex education is considered to be a function of the home and an obligation of parents only.

Although this belief is seldom recognized in practice, it probably still remains as an ideal for many persons, one that is both impractical and undesirable, even if it were attainable. It is impractical because parents are inadequately prepared to undertake this responsibility (p. 8).

Hendryson (1969) agrees, and adds:

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, sexual relations, and reproduction, with all their psychological, social and ethical implications and consequences (p. 20).

Duvall (1966) reports,

When more than 1,000 adult residents of a pleasant suburban community were recently asked whether parents know enough about sex to act as the sole advisors of their children, 74.4% answered "No,"

only 16.4% answered "Yes," and the rest had no opinion (p. 121).

Martinson's study (1966) points out that

There is no evidence to support the hope that it (sex education) is going to take place in the home in the near future. The fact that some families do an adequate job of family life/sex education indicates that it is not an impossible job (p. 367).

The statistical evidence is clear that comprehensive sex education-- that which requires open communication between parent and child-- is not taking place in the home. The Gilbert Youth Research (1951) shows, for example that only 13% of their respondents received information about sex from the home.

Tables 2 and 3 in the present study (p. 44, 45) report previous studies going back more than 50 years which indicate source of sex information. None of these studies, with only a few exceptions for females, indicate the home to be the first ranked source.

Shipman's (1968) findings are similar. He writes:

An examination of questionnaire data in all the studies since the Davis study in 1929 fails to reveal any appreciable improvement in the quality of parental sex education, in spite of the current supposition about increasing societal sophistication in this area (p. 3).

Dubbe's study (1965) shows that 80% of the adolescent boys and 90% of the girls had trouble talking about sex with their fathers. Eighty-four percent of the boys and 64% of the girls had trouble discussing this subject with their mothers. Many parents accept the

fact that communication about sex with their adolescent offspring is difficult. They feel the need, therefore, for help from other institutions. As a result, "We are presently witnessing an insistent demand that sex education become an integral part of the school curriculum" (Kirkendall and Calderwood, 1966, p. 17).

Sex Education in the School

Manley (1964b), supports the efforts in sex education of all the institutions, but emphasizes the school's special role:

All agencies which touch the lives of children and youth have an obligation to prepare them for the functions as members of a family now, and as potential husbands, wives, and parents later. The school, however, is the only institution which receives all children over a prolonged period (p. 22).

Possibly it is for this reason that the general public, when it recognizes the need for special education, expects the school system to meet that need.

The current recognition of the need for sex education is in sharp contrast to the situation as it existed when sex education was first introduced into the public schools. In the past, educators have pointed to parental objections as a major deterrent to formalized sex education in the classroom (Harper and Harper, 1957). School administrators in 50 states, according to a survey (Parents Get Blame, 1966), believe that parents must take the blame for the lack of sex

education programs in their schools. There is considerable evidence, however, that this is an assumption not based on fact. The Anaheim, California, Union High School District conducted a poll of parent opinion before initiating their sex education program in 1963 and found 84% of the parents interviewed in favor of sex education in the school (Facts Consolidated, 1963). The supervisor of Health Education for the State of Washington stated in 1966, "The parents are ready for sex education in the schools, but the schools are afraid to give it" (Parents ready, schools not, 1966, p. 10). In their study on maternal preference of socialization agent for sex education, Harter and Parrish (1968) state that mothers

. . . do not view sex education as solely a parental function, and it may be with a sigh of relief that parents are beginning to feel that some other social agents should assist them with the sex education of their children (p. 426).

A nationwide survey made by Elmo Roper and Associates (Goodman, 1967) in 1965 found a three-to-one majority in favor of sex education in the schools. The Gallup Poll of May, 1965 reported 69% of parents in favor of sex education as part of the school curriculum (Johnson and Schutt, 1966). A national survey conducted by Grade Teacher Magazine reported that:

Parental support of sex education was felt by almost two-thirds of the teachers (64.7%), a very significant figure because teachers are so closely attuned to pressures from home (Sex education, 1968, p. 60).

Holzman (1968), in the *Scholastic Teacher*, says,

Initial fears of school administrators that parents and religious leaders would be up in arms about sex education offerings have proved groundless. In fact, in some cases, parental pressure was necessary to convince reluctant school officials there was a need for sex education (p. 7).

Dr. Curtis Avery in a *Time* Essay states, "Sex education apparently no longer must be sold; it has been bought" (On teaching children about sex, 1967). The article continues:

Mostly it has been bought by the parents themselves, who are virtually besieging the schools to take on the job (p. 36).

Most efforts at sex education in the schools date back no more than four decades, and these efforts were initiated by the work of "a few educators, ministers, YMCA and YWCA personnel" (Harper and Harper, 1961, p. 345). As Goldstein (1968) writes in her history of sex education in the schools, during this early period "from World War I to World War II, sex education programs developed rather slowly" (p. 40). She indicates that the period from 1942 to 1958 was characterized by the growth of family living courses, and Harper and Harper (1961, p. 347) state that sex education was "largely emasculated by family life education" during this period. A more realistic and comprehensive program of sex education has emerged only in the last decade. Goldstein (1968) says,

The period from 1958 to the present has been one of a great deal of further growth in sex education teaching.

More positive values and social understandings have been included in courses in which sex education is taught. The comprehensive programs which extend from kindergarten through twelfth grade are being added to the curriculum of many school districts (p. 40, 41).

She summarizes the current situation by stating that

During these years family life and sex education has had a marked expansion both horizontally--spreading to many new areas, and vertically--moving into new grade levels in the curriculum (p. 5, 6).

Fulton (1968) has projected this growth. He declares, "From all signs, sex education is certain to be a part of every American school curriculum within the next ten years" (p. 7).

While it seems clear that there is a rapidly accelerating proliferation of sex education programs in the schools, it is not possible at the present time to document the extent of existing programs. As Holzman (1968) has pointed out:

With the rapid growth of sex education programs it is difficult to obtain an accurate count of the school districts with such programs, but estimates range as high as 1,000 (p. 6).

In correspondence with the author, Dr. Marvin Levy of the National Education Association and Miss Elsa Schneider of the U. S. Office of Education have said that they know of no national survey which indicates the number of schools offering sex education programs. The writer, while a member of the SIECUS staff, conducted a state by state survey of the policy statements, State Board rules, regulations and/or guidelines concerning such programs in the public schools.

A copy of this study, published here for the first time, may be found in Appendix VI. Although there are no official statistics available, Kirkendall and Libby (1969), in their review of the trends in sex education, aptly sum up the current situation:

Thus we have at present to deal with a field of instruction which is alive and moving. The challenge is to build a firm and sound foundation for it, to arrive at some consensus on objectives, and to build community understanding which will support the needed programs (p. 127).

The need for community support has been made dramatically evident by current developments at the time of this writing. Some opposition to sex education on a local level has appeared from time to time. Recently, however, organized opposition on a national level has sprung up. With the heads "Sex education courses are suddenly assailed by many parent groups; Outcry after 5 quiet years surprises the educators; Birch Society plays a role," Ulman (1969) writes in the Wall Street Journal:

Under such banners as PAUSE (People Against Unconstitutional Sex Education) and MOMS (Mothers for Moral Stability), outraged and frightened parents are carrying their complaints to school boards, state-houses and even to Congress. Legislators in Arizona, California, Iowa, New Jersey, New York and Oklahoma are debating whether to investigate, restrict or abolish sex education. A Bill before Congress would withhold Federal funds from sex education courses or related teacher training.

Stunned educators, who thought they had won community support for sex education through intensive efforts to tell parents about the courses are asking, "Why now?"

Nobody really knows. . . . Others credit the furor to the John Birch Society, which wholeheartedly joined the campaign after its founder and leader, Robert Welch, denounced sex education as "a filthy Communist plot" (p. 1).

SIECUS has come under heavy attack spearheaded by a widely circulated booklet entitled "Is The School House The Proper Place to Teach Raw Sex?" Since "In a matter of four years SIECUS has attained the position of undisputed leader and consultant in organizing school sex education programs" (Drake, 1968, p. 4), it has also become the prime target for the opposition.

While some school districts have backed away from instituting sex education programs because of such opposition the majority continue to proceed with plans and programs. In California, where the furor over sex education was particularly intense, the State Board of Education "voted unanimously to recommend that the subject (sex education) be included as a necessary part of local educational programs" (Teaching of sex fought on coast, 1969, p. 48).

Elizabeth Hendryson (1969), President of the National Congress of Parents and Teachers, writes:

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 of sex education and the crucial need for it. In our efforts we can count on the help of physicians, clergy-men, nurses, social workers, family life specialists, educators, and many, many other persons concerned for the well-being of children and youth (p. 21).

Despite the current flurry of opposition Holzman (1968) objectively summarizes the status of sex education as follows:

It seems clear that sex education is no longer a trend; it is here to stay. The challenge now is to devise the kinds of programs that will lead to responsible sexuality in all children and youth (p. 7).

Material released by Planned Parenthood (1969) seems to agree:

Although it is too early to judge the success or failure of the campaign in most areas, family life programs seem to be withstanding the attack. School boards, parent-teacher groups, medical associations, the clergy, etc. have rallied to defend the programs. An important factor is that generally a great deal of preliminary work went into developing these courses, because of their controversial nature. Thus the schools are equipped to refute sensational changes (p. 2).

Baker (1969) adds his support to this view:

The great majority of parents are clearly, if silently, in support of public sex education. . . . Even in the midst of this present controversy, experience in several localities demonstrates that a large majority of the public is still basically in support of such programs. A new (1969) Gallup Poll shows 7 out of 10 in favor (p. 13).

He adds:

Experience has shown 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 (p. 14).

Professional Training for Sex Education

One of the most important phases of preparation for sex education programs in schools, churches, youth organizations or

community programs is the training of adequate leadership. The SIECUS Annual Report, 1967-68 states that there has been a sharp increase in the courses, workshops and institutes offered to teachers by the graduate schools--from 12 in 1967 to 52 in 1968.

The medical profession, traditionally relied upon as the major resource in youth sex education programs, has also felt the impact of the greatly increased demand for reliable leadership. Contrary to public expectations, physicians in the past have not been well prepared to deal with education for human sexuality. Mudd (1968) points out that in 1952

Careful scrutiny of all courses listed by any department in the catalogues of schools of medicine at this date failed to find the word "sex" used, either in course title or description (p. 185).

Recognizing this lack of preparation the American Medical Association Committee on Maternal and Child Care and the Committee on Human Reproduction made recommendations urging increased emphasis on the orientation of physicians concerning patient education relating to sexual attitudes and behavior. Based on these recommendations and the concern expressed by the American Medical Association through its House of Delegates, the Joint Committee on Health Problems in Education, NEA-AMA, in March 1965 adopted the following resolution:

Whereas, physicians frequently serve as resource persons in this area of health education in schools, colleges, and other youth agencies, therefore be it

Resolved that the Joint Committee on Health Problems in Education commend these committees and all others concerned on their action in recommending increased emphasis on the orientation of physicians in the area of sexual attitudes and behavior in the curricula of medical schools, and be it further

Resolved that all medical schools and programs of continuing medical education give consideration to incorporating appropriate learning experiences for physicians in the area of counseling relating to sexual attitudes and behavior (Joint Committee on Health Problems, 1965, n. p.).

As a result of this resolution, according to personal communication with Dr. Harold Lief, Professor of Psychiatry, Division of Family Studies, University of Pennsylvania School of Medicine, forty-five of the ninety-three schools of medicine in the United States now offer such courses.

Reverend William H. Genne¹, Director, Commission on Marriage and Family Life, National Council of Churches of Christ in the United States of America, reported to the writer a parallel concern and development in the seminaries across the country. Rev. Genne¹ stated that according to an unpublished Council of Churches survey of seventy-four seminaries, thirty-seven indicated that they were expanding course offerings related to human sexuality. Most reported this expansion within the framework of Pastoral Care and Counseling courses. However, Union Theological Seminary in New York, and the Southern California School of Theology reported the introduction of specific courses entitled "Human Sexuality."

The evidence indicates that the institutions concerned with the socialization of children and youth are preparing to share in the task of providing sex education. This is encouraging, for as Elizabeth S. Force, Director of Family Life Education for the American Social Health Association, has pointed out (Robbins and Robbins, 1965), sex education "must be a cooperative enterprise" involving "home, school, church and various organizations, local and national" (p. 95).

Issues in Sex Education

Widespread agreement on the need for sound sex education is not matched by agreement at any level on what constitutes such education. Paul Woodring (1965), Education Editor of Saturday Review, writes in an editorial entitled, "What is Sex Education?",

"Sex education" is an elusive term. To some it seems to mean the biology of reproduction--where babies come from, and why. But this is not really sex education; a student can learn about reproduction without gaining an understanding of sex. To others, it seems to mean "how to behave on a date" (p. 55).

Calderone (1964) says, "Although we do know a good deal about reproductive education, we have as yet little idea of what sex education should be" (p. 7). She feels (Calderone, 1965) that the question of what should be included in sex education is

probably the single most important question now in the minds of most professionals who deal in any capacity whatsoever with the young (p. 502).

While the basic problem of defining what is meant by sex education continues to be a baffling one to authorities and laymen alike, there are other equally confusing issues to be considered. There is just as much controversy over where it should be taught, how it should be handled, who has the primary responsibility for this teaching, and at what ages it is most effective. Despite the great interest in sex education, these are questions that have not been answered satisfactorily. As a result of his studies on the sexual behavior of young people, Schofield (1965) states that "The whole question of the method and character of sex education must be reconsidered" (p. 316).

The Institute for Sex Research (Kinsey, 1953) succinctly sums up the status of research in sex education:

. . . what things children should be taught, who should teach them, at what ages they should be taught, and how the teaching should be conducted, are matters about which there has been much theory but few data on which to base any program of sex education (p. 842).

These issues have not been sufficiently dealt with through research to the present time.

To date, those interested in resolving the sex education questions of "what," "where," "when," and "who" have largely overlooked youth themselves in their research. In a culture so oriented to market and consumer research, it is remarkable that the young people for whom such programs are designed have been so little involved in the quest for answers to these problems. This is a serious omission,

and one which is representative of the general breakdown of communication between the generations. As Culkin (1967) says,

The gap between the classroom and the outside world and the gap between the generations is wider than it has ever been. Those tedious people who quote Socrates on the conduct of the young are trying vainly to reassure themselves that this is just the perennial problem of communication between the generations (p. 72).

Failure to give adequate consideration to youth's viewpoints is a serious deficiency if the goal is to prepare youth realistically to face their life situations. Leaders in the field who have reviewed the texts, course outlines and curriculum guides currently used with adolescent youth have regarded them to be ineffective, unrealistic, moralistic and judgmental. Hudson (1956), Broderick (1964), and Kerckoff (1964), among others, have pointed to the lack of reality-oriented materials and methodology in typical sex education classes today. Calderone (1966) calls most resource material in sex education for adolescents "hypocritical, inadequate, and completely superficial" (p. 172).

Knowing what youth feel should be the content of their sex education in order to deal adequately with their social situation is particularly important, for as Simon and Gagnon (1967) point out,

The who, how, and when questions of sex education are in one sense not as important as the content questions. That is, settling for something less than a substantially honest program linked to what young people are experiencing makes of these questions interesting political problems, but they lose meaning as educational

problems. This is simply because, without the content related to experience, sex education really will not make any difference (p. 91).

As a step toward the development of realistic content in sex education programs, Bracher (1967), states that:

Whatever the age group or the amount of time available, if instruction is to be effective, the teacher must have, in advance, a well-founded knowledge of what his pupils probably know, think, feel and do about their sexuality. Such information is difficult to get (p. 491).

The current study has been designed to collect information directly from young people which will, in part, fill this lack in our knowledge about the sex education of our adolescents.

Review of the Literature

A review of the literature emphasizes the need for research concerning all aspects of the sex education of early and middle adolescents. Scientific research in the area of sex is essentially an American development and a comparatively recent one (Aberle and Corner, 1953). It is usually said to have been started by Max J. Exner in 1915 with his study Problems and Principles of Sex Education. Ehrmann (1957) reports that

The list of 31 systematic studies by Americans cited by Kinsey and his associates, to which were added their own two works and that on Burgess and Wallin, represent the major portion of our body of knowledge (p. 17).

Twenty others--the majority completed since Ehrmann's survey--

bring the total to fifty-four studies reported up to the present time. (See Table 1 for listing compiled by the writer.) Almost two-thirds of these studies deal with just one sex (twenty on males only, fourteen on females only) with only twenty being comparative studies on both sexes. Only twenty include any data related to sex education. Half of the studies (twenty-eight) use college students or college graduates for their samples. Ten include non-college adolescents in their sample and only seven are limited to adolescents. Of these seven, six studies were completed prior to World War II, five are single sex studies (four on males only, one on females only) and only three include information about the source or adequacy of sex education or the ability of the young to communicate with adults about sex. Of the three studies which deal with adolescents of both sexes, Achilles' (1933) study was primarily focused on venereal diseases, Priester's (1941) work concentrated on dating behavior, and Lee's (1952) study, "Background Factors Related to Sex Information and Attitudes," was limited to students in one Oregon high school. The most complete study on sex information and discussion with adults (Ramsey, 1943a) deals only with boys and is now over a quarter of a century old. The sole systematic up-to-date study covering both sexes was reported by Schofield (1966) in London in the early 1960's and the results cannot be generalized to American youth.

The most striking finding about research on sex education is its

paucity. There have been public opinion polls (such as the Elmo Roper and Gallup polls previously cited) on attitudes toward sex education; the National Education Association did a poll of a cross-section of teachers (Teacher-opinion poll, 1965); school administrators' opinions on sex education and its practice in their schools were surveyed in Nation's Schools (Sex education has place in junior, senior high schools, 1960; Parents get blame for lack of sex education programs, 1966); the Grade Teacher (Sex education, 1968) conducted a poll of elementary teachers' attitudes and experience in teaching sex education. Beyond these poll-type surveys and previously cited studies research on sex education is non-existent. No one has dealt with the major questions: How is it best taught? When and by whom? And what are the long term effects of sex education?

Kirkendall and Miles (1968) suggest some reasons for the lack of research on the structure, content and results of sex education:

Why does research in this area lag so seriously? Unquestionably for several reasons. Those educators who support sex education are commonly practitioners. They have worked with youth and sense their needs. Facing many obstacles and touchy issues in the development of programs, they are seldom calm, detached, objective researchers; they are more often organizers and activists. Moreover they are commonly educated to be teachers and/or community workers. Research is not their forte, nor does the public school provide a favorable climate for research. Elementary and secondary school teachers typically regard their pupils as unmarried and, for the most part, sexless. Research in sex education tends to shatter this image (p. 528).

Table 1. Previous Studies on Human Sexuality

Author or Study	Date	Composition of Sample Main Source	Size of Sample		
			Male	Female	Total
Exner	1915	college	948		948
Merrill	1918	juvenile delinquents	100		100
Achilles	1923	grade-college	1,449	483	1,923
Peck & Wells	1923	college graduates	168		168
Peck & Wells	1925	college graduates	382		382
Smith	1924	college		171	171
Pearl	1925	hospital patients	257		257
Hughes	1926	high school, mill workers	1,029		1,029
Davis	1929	college graduates		2,200	2,200
Hamilton	1929	psychiatric patients	100	100	200
Ackerson	1931	children	3,098	2,902	5,000
Dickenson & Beam	1931 1934	hospital patients		1,448	1,448
Taylor	1933	college graduates	40		40
Glueck & Glueck	1934	delinquent women		500	500
Strakosch	1934	psychiatric patients		700	700
Pullias	1937	college	75		75

Table 1. (Continued)

Author or Study	Date	Composition of Sample Main Source	Size of Sample		
			Male	Female	Total
Bromley & Britten	1938	college	592	772	1,364
Peterson	1938	college	392		392
Terman	1938	married couples	1,242	1,242	2,484
Landis, <u>et al.</u>	1940	psychiatric patients		295	295
Priester	1941	high school seniors	?	?	106
Kelly	1942	college	282	280	562
Landis & Bolles	1942	psychiatric patients		100	100
Ramsey	1943 1943	junior high	291		291
Gardner	1944	college	221		221
Porterfield & Salley	1946	college	285	328	613
Finger	1947	college	111		111
Hohman & Schaffner	1947	army inductees	4,600		4,600
Kinsey, <u>et al.</u>	1948	all ages	5,300		5,300
Ross	1950	college	95		95
Gilbert Youth Research	1951	college	(52%)	(48%)	?
Locke	1951	married	455	474	929

Table 1. (Continued)

Author or Study	Date	Composition of Sample Main Source	Size of Sample		
			Male	Female	Total
Terman	1951	married		556	556
Lee	1952	high school	234	218	452
Kinsey, <u>et al.</u>	1953	all ages		5,940	5,940
Landis & Landis	1953	college	600	1,000	1,600
Burgess & Wallin	1953	college	580	604	1,184
Reevy	1954	college		139	139
Angelino & Mech	1955	college		67	67
Tebor	1957	college	100		100
Kanin & Howard	1958	college		190	190
Ehrmann	1959	college	734	423	1,157
Burchinal	1960	high school		117	117
Kronhausen & Kronhausen	1960	college	200		200
Kirkendall	1961	college	200		200
Christensen & Carpenter	1962	college	456	302	758
Greene	1964	college	76	538	614
Gebhard, <u>et al.</u>	1965	prisoners	447		447

Table 1. (Continued)

Author or Study	Date	Composition of Sample Main Source	Size of Sample		
			Male	Female	Total
Yankowski	1965	young adults	245	255	500
Masters and Johnson	1966	adults	312	382	694
Martinson	1966	college	?	?	900
Packard	1968	college	665	728	1,393

Similar compilations of studies on sexual behavior can be found in Kinsey (1953) and Schofield (1965).

They add:

. . . techniques and instruments for research in this area are poorly developed. Studies of sexual behavior and education have never been wholly respectable. Consequently research in this area bears less status and is generally less sophisticated than that in other behavioral areas (p. 528).

Limitations of College Samples

The need for research on non-college adolescents related to their sexual knowledge and behavior and their perceived needs for sex education has been repeatedly pointed out by other investigators.

Reevy (1961) states:

Since the publication of the Kinsey reports a few persons have been conducting small-scale studies . . . that are applicable to the period of adolescence. . . . In the studies of all of these persons the sampling has been small and related principally to middle class college students (p. 53).

The criticism of the use of college students is a valid one. It is difficult to generalize from college youth to total youth population from results gained from college samples. According to figures from the Digest of Educational Statistics (Simon and Grant, 1967) only 5,526,325 of the total 12,119,000 young people aged 18-21 are enrolled in college. While 71% of the 25-to-29-year-old population are high school graduates, only 14% are college graduates. Of the total population over 21 years in 1966 only 7.7 have a college degree. It is estimated that for every ten pupils who entered the ninth grade

in 1963-64, seven were graduated from high school, four entered college in 1967, and only two are likely to complete their degrees in 1971. The total enrollment in high schools and colleges for 1967-68 shows 13,700,000 in high school and 6,500,000 in college (The magnitude of the American educational establishment, 1967). Thus any study based on college samples can only be generalized to approximately 40% of the youth population.

In addition to college students representing a minor portion of the population, their educational level may tend to bias their answers. In a study of Lutheran young unmarried people (Feucht, 1961), those with high school education listed books as providing the basis of their sex education in only 25% of the cases while for those with a college education books accounted for 31% of their sources of sex education.

Further evidence of this bias toward books which is related to educational level can be seen by the writer's review of previous findings of reported sources of sex information (see Tables 2 and 3). Though no definition of sex education is included, single questions about source of sex information appear in twenty of the fifty-four studies cited in Table 1. In addition, six general studies of adolescent youth contained a question concerning their source of sex information. From these twenty-six studies the writer selected the five sources most frequently cited in each study. He then gave five points to the source most frequently mentioned, four points to the

Table 2. Comparison of Reports on Sources of Sex Information: 1915 to World War II

Reported by Adolescent Youth			Reported by College Students and Graduates		
<u>Male</u> (Three studies ^a)			<u>Male</u> (Nine studies ^b)		
Rank	Source	Average rating*	Rank	Source	Average rating
1.	Peers	5.0	1.	Peers	5.0
2.	Parents	3.0	2.	Parents	2.9
3.	Observation, experience	2.7	3.	Books, reading	1.5
4.	Books, reading	1.7	4.	School	1.0
<u>Female</u> (No studies)			<u>Female</u> (Seven studies ^c)		
			1.	Peers	4.3
			2.	Parents (mostly mother)	4.1
			3.	Books, reading	2.1
			4.	School, other adults	1.1

^a Hughes (1926), Ramsey (1943a), Fleege (1945)

^b Exner (1915), Achilles (1923), Peck and Wells (1923), Hamilton (1929), Bell (1938), Peterson (1938), Taylor (1933), Kelly (1942), Rockwood and Ford (1945)

^c Davis (1929), Hamilton (1929), Bell (1938), Terman (1938), Landis (1940), Kelly (1942), Rockwood and Ford (1945)

* Computed by giving 5 points to most frequently cited sources, 4 to second most frequently cited, etc. for the five most frequently mentioned sources of sex information in each study.

Table 3. Comparison of Reports on Source of Sex Information: 1947-1965

Reported by Adolescent Youth			Reported by College Students and Graduates		
<u>Male (Four studies^a)</u>			<u>Male (Five studies^b)</u>		
Rank	Source	Average rating	Rank	Source	Average rating
1.	Peers	4.8	1.	Peers	4.6
2.	Parents	3.2	2.	Books, reading	3.2
3.	School	2.7	3.	Parents	3.0
4.	Books, reading	2.5	4.	School	.6
<u>Female (Five studies^c)</u>			<u>Female (Five studies^d)</u>		
1.	Mother	5.0	1.	Mother-Peers	4.4
2.	Peers	3.4	2.	Books, reading	2.8
3.	Books, reading	2.6	3.	School	1.0
4.	School	2.0			

^aElias (1947), Lee (1952), Purdue Poll #27 (1950) and #62 (1960)

^bLandis and Landis (1953), Tebor (1957), Ehrmann (1959), Gebhard (1965), Yankowski (1965)

^cElias (1947), Lee (1952), Purdue Polls 27 (1950) and #62 (1960), Burchinal (1960)

^dLandis and Landis (1953), Angelino and Mech (1955), Ehrmann (1959), Yankowski (1965), Terman (1951)

second most frequently mentioned source, on down to one point for the least mentioned. Average ratings were then established for these sources on the total "scores." A composite table was made up for males and females from those studies where the sample was composed of non-college adolescents and for those which used samples of college students, graduates and adults. Table 2 covers the period from 1915 to World War II and Table 3 the period 1947-1965. Two tables were compiled because there were no reported studies involving female youth prior to World War II.

As Table 2 shows, observation and experience ranked among the top five as sources of sex education for youth, with books and reading in fourth place, and with school not mentioned at all by reporting adolescents. Books and reading rated higher, and school was included as source for the college students and adults. In Table 2 books and reading were ranked second by the college and adult samples of both sexes. The adolescent female samples rated books and reading third, and the adolescent males, fourth. The tables thus provide evidence that when college and non-college samples are compared there is a definite difference in the ranking of sources of sex information.

The ready availability of college students to their researchers may explain the heavy reliance on college samples in most cases. Another reason for dependence on college students for research

purposes is the real difficulty in our society of gaining access to adolescents under 18 years of age. Public feeling is strong against investigation related to the sexual areas of life. Parents, educators and professional youth workers are reluctant to take responsibility for involving young people in such research. When Newsweek conducted its survey (The teenagers--what U. S. teenagers are really like, 1966) the stated reason that it did not deal with sex was that "the legality of such inquiries among minors is in doubt" (p. 60). Nye (1964) reports the manner in which the press distorted and sensationalized news of surveys conducted among adolescents. The resulting public response curtailed further efforts. He concludes:

Enough similar experiences have been reported so that the researcher may expect that sex questions put to high school or younger students will result in the refusal of school authorities to cooperate, or if not that, then protests from parents and possibly others (p. 269).

Need for Research on Adolescents

Whatever the reasons for the lack of research among adolescents the need for it is strong. If we are to break down some of the barriers to communication about sex between the generations and if we are to develop sex education programs that meet the real needs of youth we clearly need more direct information from these youth. Kallan (U. S. Children's Bureau, 1967) stated during a conference on adolescence sponsored by the Children's Bureau, and reported in "Dialogue on

Adolescence,"

I think what stands out most clearly in my mind is how little we actually know about this group of adolescents. . . . I can see how very few people are really doing research on them--and those who are are primarily concerned with the deviant or the youth in trouble (p. 3).

Gross (1966), quotes Calderone's view on youth involvement: "We haven't taken the obvious step, which is to include our young people, especially the boys, in planning (for sex education)" (p. 23). Ard (1956), in his thesis "Needed Research in Selected Areas of Human Sex Behavior" points up the need for more data on the specific content of the information youth are receiving and a comparison by youth of the effectiveness of the sources of information. He also pointed to "the lack of an adequate instrument to ascertain the real nature of sex education." Kilander (1959) says that if we are to continue the current trend toward including sex education in school curriculum it behooves us to know more about what we are doing:

In light of these educational trends it would be of value and interest to educators, health personnel and parents to know how much their children and youth already know, how much they need to know, where and by whom it should be presented to them and how it should be taught (p. 211).

The Kinsey group (1953) sums up the situation as follows:

. . . we are quite certain that no one has sufficient information to evaluate objectively the relative merits of these diverse sources of sexual education (p. 16).

Theoretical Concepts

Friedenberg (1959) has said:

In considering adolescence, sexuality must be regarded in somewhat the same light as photosynthesis in the study of ecology--as the penultimate source of all energy (p. 52).

Acquiring information about sex therefore is very important to adolescents. Since authoritative information is most likely to come from adults, discussion with these adults concerning sexuality is also very important to young people.

Important as this understanding about human sexuality is to adolescents, they experience difficulty in acquiring it for there is no cultural tradition of sexual initiation in our country; and there is no uniformly reliable source of sex education. Sex information at the present time is transmitted largely on a horizontal level within, and as a part of the function of, the peer group rather than vertically from adults to youth. As Kroeber (1948) says:

It is now well recognized that in contemporary civilization adolescents in the larger sense--the individuals between dependent childhood and full maturity with social responsibility--learn more about many things from their age mates or near-age mates than from their elders. At any rate, they learn more willingly, often eagerly, from age mates, and are more conditioned socially by them (p. 274).

Smith (1962) points out in his book, American Youth Culture, that this pattern is particularly true when it comes to acquiring information

about sex. He writes, "Regardless of class, however, the clique clearly functions as a major channel for the transmission of tabooed sex knowledge" (p. 77).

Survey and poll-taking techniques have been sufficient to demonstrate that the transmission of sex information occurs largely on a horizontal level, from peer to peer. The theoretical concept that such information is transmitted from the adult generation to teenagers is shown to be a false premise.

The level of sex research in the past rarely rose above such one-dimensional conceptualizations, if indeed it was tied to a theoretical formulation at all. Before discussing the theoretical framework for this study, the writer would like to describe the current trend in theoretical concepts in research in human sexuality.

The Trend in Theoretical Concepts

As pointed out in the review of the literature and in Table 1 (page 38) the majority of studies in the area of human sexuality have been of a taxonomic nature. Critics of the Kinsey Reports (1948, 1953) have found fault with what they believed to be simplistic research that reduced the complexity of human sexuality to numbers and frequency of orgasms. Even the recent Masters and Johnson investigations (1966) have had their share of similar criticism for viewing sexuality in strictly physiological terms. While it is true that the

majority of research findings in the United States to date have concentrated on counting techniques, some pioneers have begun to subject the more complex and intangible aspects of sexuality to research.

The early basic studies are not to be discounted, nor their contributions belittled, for they have played their part in establishing the legitimacy of sex research. What is needed now, however, is a full-fledged body of theory which helps us understand human sexuality.

Such a theory is needed if we are to understand the many unanswered questions which still exist concerning sex education and youth/adult communication about sex. Our sex education efforts cannot wait for the full emergence of this theory, however. We must continue to work on both the applied and theoretical levels simultaneously. Contributions from specialists in the field of family life and sex education and also from those in related disciplines are becoming available to us. These enable us to move to more exact theoretical formulations.

In the past we have tended to think about sex by bringing together all expressions of a particular kind of sexual experience, e. g. premarital intercourse, and putting the expressions into one all-inclusive categorization. All these expressions were then accepted as having equal significance and carrying the same meaning. Thus, all experiences in petting or premarital intercourse would be treated as though each experience was identical to all other such experiences.

Sex has long been regarded as an isolated phenomenon; as something apart from life.

From research which has been presented in the past twenty years a theoretical formulation may be advanced that sexual manifestations must be regarded as having as many and as wide variations as other aspects of human behavior. For example, Kirkendall (1961) made this assumption in his book, Premarital Intercourse and Interpersonal Relationships. In this research he broke the global term "premarital intercourse" into a continuum of situational relationships in which the degree of emotional involvement was the independent variable. He then studied the relationship of motivations, communications, and attitudes toward responsibility in relation to degrees of emotional involvement. Thus the concept of premarital intercourse as a global term was broken into several levels. As a consequence of his research Kirkendall advanced the theoretical formulation that "a sexual relationship is an interpersonal relationship, and as such is subject to the same principles of interaction as are other relationships" (Kirkendall and Libby, 1966). He later expanded this concept to encompass sexual decision-making (Kirkendall, 1967). He developed a value framework which centers about the basic elements of interpersonal relationships. This approach subjects sexual decisions to the same principles as other value decisions.

Ehrmann (1957) does not consider his study merely a survey or

taxonomic study of sex. He states:

An attempt is made to carry the frame of reference somewhat beyond these points by considering sexual behavior not only as something a person does, but also what he or she does with his or her partner, and what he or she thinks of this activity. It is thus both a personal and an interpersonal experience (p. 2).

In order to think in terms of this broader frame of reference he devised a continuum of physical involvement in order to study the progression of couples through degrees of physical intimacy. He was concerned with understanding the various stages of intimacy in relation to the attitudes the participants had toward their sexual behavior, the kind of control they exercised, and the factors which conditioned their feelings and attitudes in their relationships. Thus, Ehrmann, too, was interested in taking a global concept and breaking it down into its components. He, too, assisted in transforming sexual behavior into human behavior in a theoretical sense.

Several other students of sexual behavior have conducted studies which have helped strengthen the theory that sexual behavior is interactional behavior and so needs to be understood in terms much broader than simply physical. Burgess and Wallin (1953) explored the relationship that premarital intercourse might have upon strengthening or weakening the relationship of engaged participants. Tebor (1957) found that, although 100 college males subscribed to society's official norm of virginity until marriage, a large proportion felt no adult support for their behavioral standard, and that they

experienced a good deal of pressure from their peers to participate in intercourse. Vincent (1961), in his book Unmarried Mothers, broke the stereotype of unwed mothers and demonstrated that a wide range of social class and interpersonal relationship situations are related to illegitimate pregnancies.

Other researchers have added a sociological dimension suggesting theoretical formulations which regard sexual behavior as a reflection of the societal circumstances which surround it. Reiss (1966, 1967, 1968) has been one of the most creative among the writers who are now providing us with theoretical formulations reflecting a sociological point of view. He has traced the trend toward sexual permissiveness with affection and the gradual abandonment of the double standard in America. In his book, The Social Context of Premarital Permissiveness, he pointed out that as societal controls decrease, permissiveness in our sexual standards and behavior increase. Reiss formulated this concept into the following theoretical statement:

The degree of acceptable premarital sexual permissiveness in a courtship group varies directly with the degree of autonomy of the courtship group and with the degree of acceptable premarital sexual permissiveness in the social and cultural setting outside the group (p. 167).

A cross-cultural comparison including the normative attitudes toward sex in three "cultures" by Christensen (1966) related sexual attitudes to actual behavior in each of these cultures. From his data he

theorized that feelings of guilt varied directly with the restrictiveness of the particular culture.

Broderick (1966a) showed that heterosexual interest and activities are developing at younger ages than formerly. He found young children strongly influenced by many facets of society. This has obvious implications for the age at which sex education should begin. Loeb (1959) studied differences in secondary school youth who did and did not participate in premarital intercourse. He found that teenagers who were comfortable in their appropriate sex roles were least likely to be involved in indiscriminate and irresponsible sexual behavior.

Kanin (1967), in a study of aggressive males, found that their sexual interest and drive were due primarily to social factors that are susceptible to educational influences. In his study of "self-actualizing people" Maslow (1954) found that responsible sexual behavior, satisfying interpersonal relations and personal development are closely related.

The samples reported above provide evidence that our research is indeed moving from a primary concern with counting techniques to more sophisticated investigations from which are derived theoretical formulations which help us in the understanding of human sexuality, and from which still other research and further theoretical refinements and formulations can be developed.

The writer hopes that this study will make a contribution by providing primary source material from young people from which theoretical formulations about the sex education of adolescents may come. For example, in a manner similar to Kirkendall and Ehrmann, the writer has broken down the global term "sex education" into specific topics concerning human sexuality. By dealing with each of the topics separately, as well as in total combination, some of the factors affecting youth/adult communication about sex were identified. The data have implications for theoretical formulations concerning sex education. These are spelled out in Chapter VI.

Developmental Conceptual Approach

This study has been set within the framework of developmental theory. By conceptualizing sex education as a developmental task, the writer hopes to broaden the traditionally limited view of sex education. The contribution of the study is to present sex education not as a sterile transmission of facts about sex, but as a dynamic process of communication related to developmental levels and processes of youth and their sexual behavior.

Hill and Hansen (1960) have spelled out five basic assumptions of the developmental theory of family study. They are:

1. Human conduct is best seen as a function of the preceding as well as the current social milieu and individual conditions.

2. Human conduct cannot be adequately understood apart from human development.
3. The human is an actor as well as a reactor.
4. Individual and group development is best seen as dependent upon stimulation by a social milieu as well as on inherent (developed) capacities.
5. The individual in a social setting is the basic autonomous unit (p. 309).

The formulation of hypotheses for this study have been developed within this framework of developmental theory, for within this conceptual approach the importance of interaction with peers, and with adults and society is given equal consideration with physical development.

Each individual must master his physical drives and the demands made upon him by the society around him. These forces set for the individual a series of developmental tasks which must be mastered if the individual is to be a successful human being.

Havighurst (1952) has outlined these tasks for each stage of human development. He lists the following ten developmental tasks for adolescence:

1. Achieving new and more mature relations with age mates of both sexes (p. 33).
2. Achieving a masculine or feminine social role (p. 37).
3. Accepting one's physique and using the body effectively (p. 39).
4. Achieving emotional independence of parents and other adults (p. 42).

5. Achieving assurance of economic independence (p. 45).
6. Selecting and preparing for an occupation (p. 47).
7. Preparing for marriage and family life (p. 52).
8. Developing intellectual skills and concepts necessary for civic competence (p. 54).
9. Desiring and achieving socially responsible behavior (p. 57).
10. Acquiring a set of values and an ethical system as a guide to behavior (p. 62).

As a result of twenty years of work with youth, the writer believes that acquiring an adequate understanding of his own sexuality has become a major developmental task for the adolescent. Although it is related to some degree to Havighurst's Tasks 1, 2, 3, 4, 7, and 10, the writer has become convinced that achieving a comprehensive education in human sexuality merits consideration as a specific and separate developmental task for young people. He sees it most closely related to the task Havighurst describes as "achieving emotional independence of parents and other adults." Since it is primarily the family from which such emotional independence must be established, it is probable during adolescence that parents will not likely be seen as a preferred source of sex information, particularly by males. As Reiss (1961) has indicated, "Judging by their sexual codes, they want independence from their parents, not from the total adult culture" (p. 62). Youth do make a distinction between the attitudes of parents

and other adults of the same generation. Reiss' most recent studies (1968) support this view. He says:

Now, if the primary cause of parent-child divergences in sexual standards is that cultural standards in general have been changing, then older people should, by and large, be strikingly more conservative about sex. They aren't. But since parents are more conservative about sex than nonparents of the same age, it would seem that the primary cause of parent-child divergences over sex is role and responsibility (p. 28).

Some differences can be expected in the attitudes of the sexes toward acquiring information on sex; our concept of the male role makes it more important for the boy to acquire this information as a part of his drive for independence. Our concept of the female role requires that girls be sheltered, remain naive, and expect only a minimum of sex education during adolescence.

It is the writer's contention that youth see a clear association between having adequate sex information and becoming independent and mature. Parents too frequently have made a different interpretation and are fearful that such knowledge would be tantamount to a passport to promiscuity.

If there is validity to the writer's assumption encompassed by this developmental framework as it relates to sex education, puberty should mark a difference in the adolescent acceptance of parents as preferred sources of information.

David Mace (1962) relates the difficulty of parent-adolescent

communication about sex to the incest taboo. He says,

The accepted view has been that sex education is primarily a parental responsibility. . . . I have recently come to question seriously the validity of this assumption. I have seen so many otherwise exemplary parents fall down on this job. Many of them admitted to a deep, apparently insurmountable emotional resistance which I could not reasonably attribute to immaturity or inhibition or neurotic anxiety. . . . Parents can and should feel free to talk to their older children about sex on an intellectual level. But the real need of young people is to come to terms with their emotional attitudes toward sex. I am coming to think that parents are the last people who can help them with this (p. 110).

The writer believes that youth's perception of sex education being closely related to achieving maturity and independence comes closer to explaining the communication gap between parents and their adolescent children than does the incest taboo theory.

The work of Dubbe' (n. d.) strongly supports this view. He reports about his own investigation:

Perhaps the strongest finding of the study is the fact that young people of upper teens have a desire to be independent and that they are confident that they can stand on their own feet. They say they have difficulty in talking with parents because, candidly, there is NO NEED to talk to them. They are highly SELF-RELIANT. They have achieved a level of emancipation from parents, and they wish to maintain this freedom and power (p. 15).

The sex socialization process is greatly affected by certain concepts about sex which have been and are prevalent in our culture. As Hill and Hansen (1960) note in their first assumption:

1. Human conduct is best seen as a function of the preceding as well as the current social milieu and individual conditions (p. 309).

Collier (1964) emphasizes this:

There is no other country in the world--and possibly in the entire history of the world--where sexual practice is so at odds with the sexual code (p. 11).

Although Kinsey's reports (1948, 1953) dramatically exposed the disparity between sex norms and actual sex practices, adults generally feel compelled to uphold these traditional norms when talking with teenagers. The recent trend toward more openness in the discussion of sexual matters in the mass media has really done little to facilitate intergenerational communication in this area because the behavioral norms themselves have not changed appreciably. The report from the Group for the Advancement of Psychiatry (1968) also indicates how past attitudes continue to influence the conduct of adolescents:

Whereas attitudes favoring greater sexual freedom can be discerned among some of the clergy as well as others who seriously appraise the morality of our culture, the long-established, prohibitive standards continue to be vigorously defended. The virtue of virginity, the ideal of sexual abstinence and "purity" until marriage, the concepts of carnal sin and "dirty" sex are still a part of the proclaimed ethic in a large proportion of our society. . . . Middle class culture for the most part does not provide for a guilt-free orgasmic sexual outlet between puberty and marriage (p. 778-779).

The great difference between the traditional official sex norms and the reality of current sex behavior in our society makes it

difficult for adults to communicate honestly with youth about sex.

Youth sense adult attitudes very early, and it may be that difficulty in communicating easily is as much a problem for youth as it is for adults. Adults become ineffective in providing sex education when it relates to actual overt experience and/or sexual relationships. The fear that openness will lead to questioning by youth of conventional sex attitudes colors the sex education efforts of adults as they occur in home, school, church, and youth organizations. The peer group is least affected by this fear. Everything considered adults are probably most able to give straight factual information, devoid of or divorced from emotionality, and least able to handle those aspects of sexuality which suggest actual involvement with another person or which imply activities which culminate in orgasmic response.

Since the youth culture is not actually a completely separate culture, but exists within, and is modeled on, the adult culture, youth will regard information from adults as important only if it can be acquired without surrendering independence. Ausubel (1954) says:

. . . it is important to realize that the adolescent peer group is related to the wider community in the very important sense that its nature, structure, norms, and purposes are largely conditioned by the characteristics of the particular adult culture in which it is imbedded (p. 344).

Youth can therefore be expected to have ambivalent feelings about adults as a source of sex information, but it is likely that persons and adult institutions that are not perceived as requiring emotional

allegiance will be more readily acceptable to youth as a source of information.

The model for transmission of sex information within our culture, with some allowance for male-female variations, is predominately horizontal transmission within the peer group rather than vertical transmission from adult to youth--the pattern which obtains in other aspects of socialization.

Youth feel the need to communicate about sex both with their peers and with adults in order to achieve an adequate knowledge of human sexuality. Adults often downgrade the communication about sex among adolescent peers. They give derogatory labels to these sources, such as "locker room talk," "picking it up in the street" or "getting it out of the gutter." These adults do not understand the significance of such social communication. This interaction with peers in single sex and coed groupings plays a specific part in the developmental tasks Havighurst describes as "1. Achieving new and more mature relations with age mates of both sexes," and "2. Achieving a masculine or feminine social role." Youth internalize sexual knowledge through discussion with their peers. Each adolescent spends a major portion of his time in interaction with same age friends. It is with them he expresses his sexuality. It is with them that he can most effectively learn how to deal with problems related to his stage of development.

Basic components of sex education for adolescent youth are developing the ability to communicate honestly about sex and to make effective decisions about their sexual behavior. Peer discussions can play an important role in developing these skills.

Left to their own devices, teenagers transmit a good deal of confused and unreliable information. The writer has also found that certain topics are taboo, even in single sex groups. Such topics as masturbation or homosexuality may be referred to jokingly, but serious consideration of this behavior is avoided. Calderwood and Den Beste (1966) point out that:

Instead of serious discussion, there is bantering or off-color remarks which go counter to the deep-felt need of teenagers for adequate information and for sharing with one another the attitudes and feeling which are important to their emotional maturity (p. 524).

Communication between teenage boys and girls is too frequently limited to attempts to exploit each other. Youth find it difficult to drop their defenses and discuss honestly together matters pertaining to their sexual concerns. They are most apt to treat each other as stereotypes rather than interact honestly as person to person.

Respected adults can make it possible for peer discussion to be a real learning experience. Kirkendall and Calderwood (1967) state:

The school, church, or youth agency can best provide this opportunity. . . . A group, as in a class directed by an understanding adult, offers a protected atmosphere in which youth can seriously discuss and grapple with these subjects (p. 3).

Adolescent youth live in two cultures, their own youth sub-culture and the adult culture within which it exists. Both cultures are important to youth in the development of their sexuality. The predominant pattern of transmission of sex information on a horizontal level within the peer group with minimal vertical transmission from adult to youth is unacceptable to adolescents in this sample, and is one which is not likely to prepare them for self-confident assumption of their sex roles in society.

In summary, the review of the literature has attempted to establish several points. First, the studies of human sexual behavior have largely ignored the processes of sex education and/or have used samples which are older than the adolescents used in this study. Second, it has shown the need for research on adolescent youth. Finally, it has pointed to a developing trend in sexual research out of which are emerging theoretical concepts which will help us understand human sexuality and its various manifestations better.

Hypotheses

The hypotheses in this study have been formulated, therefore, not only from the review of literature, but also from the need for basic information on sources and content in sex education in the four institutions considered in this study. The paucity of material currently available in the literature has made this procedure the most practical

approach. The hypotheses, stated in the null form, are as follows:

1. The source of sex information for post pubertal youth (impersonal sources which require no interaction with others vs. status reference groups vs. normative reference groups) is independent of the age of onset of puberty.
2. For either sex, for whom parents or non-related adults are the major source of sex information, the source is independent of the age of onset of puberty.
3. The major source of sex education for adolescents is not sex-linked.
4. For either sex the age at which sex information was actually received is independent of the age at which youth feel it was important to have the information.

In addition to these primary hypotheses, six secondary hypotheses were set up as follows:

- 1s. The degree of importance placed on communication with adults about sexual matters is not sex-linked.
- 2s. The rating of effectiveness of normative reference groups (home, school, church and youth organizations) is independent of the provision for factual information or opportunities for discussion.
- 3s. For either sex the selection of a particular normative (home, school, church, youth organization) reference group

as the preferred future source of sex education in independent of experience with that source in the past.

- 4s. Holding the view that receiving sex information will encourage sexual experimentation is independent of the sex of subject.
- 5s. The degree to which having adequate sex education is believed to be related to being a mature, independent person is independent of the sex of subject.
- 6s. For either sex, rating of home as source of factual information about sex is independent of parent education.

CHAPTER III

PROCEDURES

Methodology

The need for collecting data directly from adolescents regarding their opinions about sex education has been discussed in this study previously. In order to get a sampling of youth which was broader and beyond one locality, the writer used the questionnaire method of data collection. A twelve page questionnaire was administered to a non-random sample of 357 youth (166 males, 191 females) from YMCA groups representing ninety-six high schools across the country.

The basic purpose in collecting data from these youth was to compare their opportunities for communication about sex with adults in four major institutions--home, school, church, and youth organizations.

It is important to recognize that the data collected for this study represent opinions of a highly select group of predominantly white, middle-class high school youth.

An unanticipated opportunity of participating in and taping a series of group discussions in depth with 39 youth in more than 80 hours of group sessions occurred in the course of developing the

questionnaire. Portions of these transcripts have been included as they provide a unique contribution to the literature directly from adolescents.

Defining Sex Education Operationally

In order to collect adequate relevant data to the hypotheses it was necessary to define the term "sex education" operationally.

The review of the literature revealed that very few investigators have defined what they meant by "sex education" or "sex instruction." Only the following investigators defined or limited the term in some manner for their subjects: Terman (1938) asked subjects where they learned about "the origin of babies"; Ramsey (1943) specified nine topics of information as the "sex information" for his research; Burchinal (1960) separated knowledge of menstruation from knowledge about sex in his questions; Kirkendall (1950) used three categories of sex education--prophylactic, factual, and comprehensive--in his interviews; Yankowski (1965) asked his subjects about their "awareness of childbirth"; and Ehrmann (1959) qualified his findings by calling attention to the fact that he felt the information he had collected on the sex education of his subjects was inadequate. He states:

The attempt to secure responses about the "principal" source of sex education through the use of only one question was an oversimplification. This fact was

indicated in part by some of the confusion over this item in the schedule-completion sessions and by the failure of many to answer the written question. The schedules of about one in eight subjects had to be omitted from consideration. . . . A more complete and accurate set of responses might have been obtained if this question had been divided into several parts . . . and questions about reproduction should have been treated separately from those about erotic behavior. A more complete analysis would include many other items (pp. 97-98).

Ehrmann's criticism of his own study in this respect might well be applied to the majority of the studies.

The nine topics used by Ramsey (1943a) (origin of babies, ejaculation, nocturnal emissions, contraceptives, menstruation, intercourse, prostitution, venereal diseases) and a listing of ten "Topics First Mentioned as Those Important for Consideration in Sex Education of High School Age Pupils" compiled by Kirkendall (1950) (protection against venereal infection and pregnancy, advisability of premarital sex experience, facts of reproduction, marriage and family life, nature of sex, dating conduct, information on masturbation, ethical aspects of sex conduct, attitudes and emotions of sex, seminal emissions) were considered as a basis for an operational definition of sex education for this study. However, since both of these previous studies had been limited to males and are now 30 and 20 years old respectively, it was felt that it would be best to make a completely fresh start. In order to break down the global term sex education into a set of component topics realistic for today's

adolescents, the writer invited youth from several YMCA clubs, church groups and selected high school classes to join in "frank, honest sex education sessions." Word-of-mouth advertising among high school youth increased the number of groups who wished to participate. A total of twenty-nine groups of girls and thirty-four groups of boys with approximately twenty-five to fifty youth in each group eventually responded. This overwhelming response, in contrast to the writer's expectation that perhaps a half-dozen groups might participate, can be seen as evidence of youth's felt need for sex education. Each group contributed their views on what they believed to be the necessary components of sex education at the adolescent level.

The writer and/or his wife met with each group and youth were requested to write out the questions they would like to have answered. After discussion of their questions, the young people were asked to list the behavior, relationships, or situations related to sex they would like to discuss with adults. After all sessions were held the total number of questions (1,236 from girls, 907 from boys) was categorized according to topic. As a further check on the compilation of these topic categories, 6,737 additional questions (2,913 from girls and 3,824 from boys) were collected over the following two years from sixty-six groups of high school youth in nineteen states. Table 4 lists the topic categories in rank order by frequency of request for information for males and females.

Table 4. Topics Upon Which Adolescents Desired Information (Rank order indicates frequency of selection)

Male	Female
1. Masturbation	1. Masturbation
2. Intercourse	2. Homosexuality
3. Contraception	3. Contraception
4. Homosexuality	4. Intercourse
5. Male sex system	5. Seminal emissions
6. Venereal diseases	6. Male sex system
7. Female sex system	7. Venereal diseases
8. Reproduction	8. Female sex system
9. Seminal emissions	9. Reproduction
10. Menstruation	10. Menstruation

Another list was compiled by the writer from the requests from youth for discussion opportunities with adults. Table 5 lists these behavioral-relationship topics. These are topics about which youth desired face-to-face discussion with adults rather than simple factual information.

Table 5. Behavior-Relationship Aspects of Sex Youth Would Like to Discuss With Adults

- | |
|-----------------------------------|
| 1. Engaging in masturbation |
| 2. Youthful sex play with own sex |
| 3. Necking and petting |
| 4. Dating problems |
| 5. Premarital intercourse |
| 6. Homosexual behavior |
| 7. Moral standards |
| 8. Being in love |

The eighteen items listed in Tables 4 and 5 provide the operational definition of sex education for this study. The items provided the basic form for the questionnaire developed for use in this study.

Representative questions about sex from males and females for each topic listed in Table 4 and for several in Table 5 were compiled and may be found in the Appendix. They are included in this study as similar published listings are rare. Very few studies have reproduced adolescent questions beyond those on dating, boy-girl relationships, or physiology-reproduction. Batten and McClean (1960) include questions on sexual matters they received from adolescent youth in a church setting in their report on their program Fit To Be Tied. Stokes (1963) lists some from early adolescents in his account of a similar church youth session. A very few general sample questions appear in Manley's (1964) A Curriculum Guide in Sex Education and in the American School Health Association (1967) curriculum guide Growth Patterns and Sex Education. Gordon (1968) lists approximately 50 unclassified questions from adolescents "from working class homes."

Developing the Instrument for the Collection of Data

The decision to use a questionnaire rather than personal interview for the collection of data was made largely to take advantage of the National Council of Young Men's Christian Association's offer to

cooperate in locating subjects for the study in various parts of the country. The opportunity of securing a sample from a broader population of youth was seen as a definite advantage. This seemed practical since there is good evidence that the questionnaire method of data collecting provides equally accurate and frank information regarding sexual matters.

Ellis (1948) in his study "Questionnaire Versus Interview Methods in the Study of the Human Love Relationship" reported that when studying love and family relations either method is satisfactory. Ross (1950) used a questionnaire to test the comparison of his own study of male sex behavior with Kinsey's study and found that "no difference between them is significant at the 5% level of significance" (p. 754). Finger (1947) made a similar comparison and states:

Comparisons indicate that Kinsey's interviewing method yields results quantitatively the same as those obtained by the anonymous mailed questionnaire and the anonymous group questionnaire (p. 66).

The anonymous questionnaire which was designed to collect the data consisted of two pages of background information about each subject, three basic checklists, eight multiple choice questions, three open-ended statements for completion, and a space for general comments. (For the complete questionnaire, see Appendix II.)

The background questions asked for basic information about sex, age, school and grade, geographic location, parents' educational

level, and age at which each subject reached puberty.

Approval of the questionnaire by the Research Department and the Hi-Y office of the National Council of YMCAs was necessary if the survey were to involve YMCA youth. To comply with YMCA procedure no background questions concerning race or economic level were used. (Group totals with a racial breakdown were available. The racial composition of the total sample is known, but the percentages of non-whites proved too small for separate analysis in any case.) Degree of parent education was used rather than occupation or income to provide some indication of economic status. There is precedent for this in the research of McClelland, Rindlesbacker and DeCharms (1955). In a study with 152 youth they used parent education only as a "rough check" on class status. Coleman (1961) in "The Adolescent Society" used parent education as one of his questions on social class. Kinsey (1948) states:

The educational level attained by an individual by the time he terminates his schooling has proved to be the simplest and best-defined means for recognizing social levels. . . . Educational level is a convenient criterion for statistical use because it provides a well-defined, simple figure which is discrete and does not vary in the individual's life-time after he has once finished his schooling. . . . Occupational classes are more poorly defined than educational levels (pp. 330, 331).

Ausubel's (1954) Criteria of Pubescence was used to select characteristics of puberty as a basis for the question on when subjects had reached puberty. Ausubel states that for research purposes

on girls "the menarche is a convenient index" (p. 94) but for boys it is necessary to select arbitrarily one or more criteria of pubescence. The following items were selected from his list-- beginning growth of the testes, first pubic hair, first ejaculation, voice change, kinky pubic hair, and development of beard--and these were tested with high school boys to determine which characteristic could be most clearly recalled. In this manner "voice change" was selected as the index for the males.

Ten additional items, to be checked by each subject, followed. These provided information about their relationship with their home, school, church and youth organization. (See Exhibit 1.)

Only those youth organizations were listed which were found in the Encyclopedia of Associations (Ruffner, 1968) and which officially encourage some form of sex education as part of their program for youth. The list includes Boy Scouts of America, Girl Scouts of America, Young Men's Christian Association and Young Women's Christian Association.

These items were used to screen out subjects who were unable to make comparisons among the four institutions under consideration. To qualify for inclusion in the study, it was necessary for each subject's responses to indicate that he had had associations with home, school, church and youth organizations. It was also necessary for the subject to indicate that his relationship with the institutions had

I like school:

- not at all
 little
 average
 quite a bit
 very much

I consider myself:

- an A student
 a B student
 a C student
 a D student
 an F student

I live with:

- both parents
 father only
 mother only
 other relatives
 guardian

Other: _____

I consider my home life to be:

- very happy
 happy
 average
 unhappy
 very unhappy

My religious affiliation:

- have none
 Catholic
 Jewish
 Protestant
 Other:

I attend religious services:

- never
 very seldom
 occasionally
 frequently
 very regularly

I am a member of church:

- Yes
 No

I am a member of a church youth group:

- Yes
 No

My religious belief influences my behavior:

- not at all
 very little
 some
 usually
 strongly

I have been a member of the following YOUTH ORGANIZATION for at least one year during junior high or high school:

(Circle the appropriate answers for ALL the organizations to which you have belonged.)

YOUTH ORGANIZATION	MEMBER?		NUMBER OF YEARS						OFFICER?	
	Yes	No	1	2	3	4	5	6	Yes	No
Boy Scouts or Explorers										
Girl Scouts										
YMCA Jr Hi-Y or Hi-Y Club										
YMCA Jr Tri-Hi-Y or Tri-Hi-Y Club										
YWCA Y-Teens										

IMPORTANT: Whenever the term "Youth Organization" is used in this questionnaire it refers only to the 5 organizations listed above.

EXHIBIT 1

been reasonably satisfactory so that unfavorable experiences had not colored his attitude toward them. "Reasonably satisfactory" relationships were defined for each institution as follows:

Home: Is living with both parents, and considers his home life to be "average," "happy," or "very happy."

School: Reports an "A," "B," or "C" grade point average and likes school "average," "quite a bit," or "very much."

Church: Attends religious services "occasionally," "frequently" or "very regularly."

Youth Organization: Has been a member of one of the listed organizations for at least one year.

The first check list in the questionnaire, A, asked subjects to indicate for each of the ten topics defined as the informational aspect of sex education whether they had received information, their age when it was received, and which of the following sources had been the major source for them.

1. Parents
2. Adult brother or sister
3. Other adult relative
4. Adult friend
5. School instruction
6. Instruction in church or church youth group
7. Youth organization (only one of 5 previously listed)
8. Reading

9. TV or entertainment movies
10. Friends my own age
11. Dating partner
12. Brother or sister under 21
13. Experience or observation
14. Other: Specify _____

They were also asked to rate their satisfaction with this source and to indicate whether they desired further information on this topic (See Exhibit 2.)

Check list A collected data related Primary Hypotheses 1, 2-3, 4, and Secondary Hypothesis 3s.

In contrast to Checklist A which asked about subjects' experience in receiving factual information from a variety of sources, Checklist B (Exhibit 3) was concerned with the subjects' opportunities to discuss certain kinds of behavior and relationships with other individuals.

For each of the following eight topics defined as the behavioral-relationship aspects of sex education (Engaging in masturbation, Youthful sex play with my own sex, Necking and petting, Dating problems, Intercourse before marriage, Homosexual behavior, Deciding on personal standards, Being in love), subjects were asked to indicate if they had had any opportunity for discussion of the topic with anyone. They were asked to check the individuals with whom they had talked about the subject in a serious manner and had

CHECKLIST A

	NO INFORM	6-8 (grade school)	9-11	12-14 (Jr Hi)	15-18 (High)	MAJOR SOURCE (1 only)	MY RATING	MORE INFORM?
MALE SEX SYSTEM The man's sex organs and their function							A B C D F	YES NO
FEMALE SEX SYSTEM The woman's sex organs and their function							A B C D F	YES NO
MASTURBATION Self stimulation of the sex organs							A B C D F	YES NO
SEMINAL EMISSIONS Loss of semen during sleep (wet dreams)							A B C D F	YES NO
MENSTRUATION The monthly female "period"							A B C D F	YES NO
REPRODUCTION How babies are born							A B C D F	YES NO
COITUS The act of sexual intercourse							A B C D F	YES NO
CONTRACEPTIVES Birth control devices							A B C D F	YES NO
HOMOSEXUALITY Adult sex practices with the same sex							A B C D F	YES NO
VENEREAL DISEASES Disease contracted through intercourse							A B C D F	YES NO

Exhibit 2

CHECKLIST B

Exhibit 3

	HAVE NOT DISCUSSED THIS WITH ANYONE	FATHER	MOTHER	ADULT SISTER	ADULT BROTHER	OTHER ADULT RELATIVE	ADULT FRIEND	TEACHER, OR SCHOOL RELATED ADULT	CHURCH RELATED ADULT PASTOR, TEACHER, ETC.	YOUTH ORGANIZATION LEADER OR ADVISOR	FRIENDS OF MY OWN AGE AND SEX	FRIENDS OF MY OWN AGE OPPOSITE SEX	DATING PARTNER	SISTER (under 21)	BROTHER (under 21)
ENGAGING IN MASTURBATION															
YOUTHFUL SEX PLAY WITH MY OWN SEX															
NECKING AND PETTING															
DATING PROBLEMS															
INTERCOURSE BEFORE MARRIAGE															
HOMOSEXUAL BEHAVIOR															
DECIDING ON MY PERSONAL STANDARDS															
BEING IN LOVE															

discussed the various sides of the question.

It was made clear that indicating discussion on a topic would not be taken to mean the subject had had experience with this behavior or that it was a personal problem for him.

Checklist B collected further data for Primary Hypothesis 1.

Checklist C (Exhibit 4) asked subjects to indicate for the complete set of topics which of the four institutions they would like to provide information or discussion in the future. Subjects were asked to indicate 1st, 2nd, 3rd or 4th choice for home, school, church and youth organization as the source with which they would feel most comfortable in the consideration of each topic.

Space was also provided to indicate another source if none of the four institutions were satisfactory to the subject. Checklist C also asked for an indication of the age when each respondent would have liked to have had basic information for each topic.

This Checklist collected data for Primary Hypothesis 4 and Secondary Hypothesis 3s.

The remaining questions, 4 through 10, were used to collect data for the Secondary Hypotheses. (See Exhibit 5.)

Question 11, containing the open-ended statements, was included to allow subjects an opportunity to express their opinions in their own words. Number 12, "General Comments," and number 13, a check on how embarrassing subjects felt the questionnaire to be

CHECKLIST C

	HOME	SCHOOL	CHURCH	YOUTH ORGAN	OTHER PERSON	WHAT AGE?		
						6-8 (Gr School)	9-11 (Jr Hi)	12-14 (High)
MALE SEX SYSTEM								
FEMALE SEX SYSTEM								
MASTURBATION								
MENSTRUATION								
SEMINAL EMISSIONS								
COITUS (intercourse)								
REPRODUCTION								
CONTRACEPTIVES								
HOMOSEXUALITY								
VENEREAL DISEASES								
YOUTHFUL SEX PLAY WITH OWN SEX								
NECKING AND PETTING								
DATING PROBLEMS								
INTERCOURSE BEFORE MARRIAGE								
DECIDING ON PERSONAL STANDARDS								
BEING IN LOVE								

Exhibit 4

4. Rate (A, B, C, D, or F) each of the following as to how well they do in providing factual information on sex:

- Home
 School
 Church
 Youth Organization

6. How important do you feel it is for you to be able to talk to an adult about sex or sexual behavior when you have questions?

- not at all
 of little importance
 somewhat
 quite important
 very important

5. Rate (A, B, C, D, or F) the same sources as to how well they do in providing opportunities for thoughtful discussion of sexual conduct and dating behavior:

- Home
 School
 Church
 Youth Organization

7. How well satisfied are you with the amount of information on sex which you now have?

- not at all
 little
 average
 pretty well
 completely

8. Some adults believe that providing complete sex information to teenagers will encourage them to experiment with sexual behavior. Check the ONE statement that most nearly expresses your view about this:

- I agree; sex discussions and information would lead to sex experimentation for most teenagers.
 It would lead to experimentation for about 50% of the teenagers.
 I am undecided as to what effect it would have.
 I disagree; only a very small percent would want to "try out" information they received.
 I believe teenagers would handle sex knowledge wisely and that such information would eliminate the need to experiment.

9. How well satisfied are you with the freedom you have to make your own decisions and to plan for yourself?

- not at all
- little
- somewhat
- pretty well
- completely

10. How closely is having adequate sex education related to your feelings of being a mature independent person?

- not at all
- very little
- somewhat
- closely
- very closely

11. COMPLETE THESE IN ANY WAY YOU WISH: (Use the other side of the paper if necessary)

A- I think that adults who handle sex education for teenagers--

B- The kind of person I think would be best at giving sex information to teenagers--

C- I think it is easiest to talk about sex--

12. GENERAL COMMENTS:

13. This questionnaire has been:
- extremely embarrassing
 - quite embarrassing
 - somewhat embarrassing
 - of little embarrassment
 - not embarrassing at all

were intended to serve as "safety valves" to siphon off any intense emotional feelings the questionnaire might create.

In summary data relative to each hypothesis were collected as follows:

Primary Hypotheses

	<u>Data Source</u>
1. The source of sex information for post-pubertal youth (impersonal sources which require no interaction with others <u>vs.</u> status reference groups <u>vs.</u> normative reference groups) is independent of the age of onset of puberty.	Checklist A
2. For either sex for whom parents or nonrelated adults are the major source of sex information the source is independent of the age of onset of puberty.	Checklist A
3. The major source of sex education for adolescents is not sex-linked.	Checklist A, B
4. For either sex the age at which sex information was actually received is independent of the age at which youth feel it was important to have the information.	Checklist A, C

Secondary Hypotheses

1s. The degree of importance placed on communication with adults about sexual matters is not sex-linked.	Question 6
2s. The rating of effectiveness of normative reference groups (home, school, church youth organizations) is independent of the	Question 4, 5

provision for factual information or opportunities for discussion.

- | | |
|--|--------------------|
| 3s. For either sex the selection of a particular normative reference group (home, school, church, youth organization) as the preferred future source of sex education is independent of experience with that source in the past. | Questions 4, 5 |
| 4s. Holding the view that receiving sex information will encourage sexual experimentation is independent of the sex of subject. | Question 8 |
| 5s. The degree to which having adequate sex education is believed to be related to being a mature, independent person is independent of the sex of subject. | Questions 7, 9, 10 |
| 6s. For either sex, rating of home as source of factual information about sex is independent of parent education. | Questions 4, 5 |

At each stage of development the questionnaire was checked word by word for meaning and clarity with adolescents. Revisions in wording and format were made in accordance with their suggestions. The first complete version was pretested with high school classes at tenth, eleventh and twelfth grade levels in Corvallis High School. Subsequent tests were conducted with YMCA and church groups throughout the state of Oregon, with college bound youth and with dropouts and delinquent youth in a state detention home. When final revisions were made--largely in the format--the instrument was pretested again with different YMCA groups in Portland, Oregon. To determine its test-retest reliability it was administered to a

Family Living class in the Corvallis high school at the beginning of a semester and eight weeks later, near the end of the semester.

The reliability coefficient was .89.

Administering the Questionnaire

To compare the quality of the sex education experiences youth had with the four institutions--home, school, church and youth organization--it was necessary to select subjects who had had a definite relationship to all four. Most youth can be assumed to have home and school relationships. It was assumed that more adolescents would have a church affiliation than would be affiliated with a youth organization. Therefore it was felt that by selecting those known to be members of a youth organization the chances would be greatest that these youth would have experience with all four institutions.

The fact that the writer had been a YMCA Director and was the recipient for two years of a National YMCA Mott Fellowship which partially financed the study made the Young Men's Christian Association the obvious choice as the youth organization to approach for cooperation. As the YMCA serves both boys and girls it would be possible to collect the total sample within the one organization which would also make the administration procedures more uniform. The writer therefore corresponded with the National Director of YMCA Work With High School Youth. His response was enthusiastic and he

offered to use the questionnaire immediately with the National Hi-Y Council. On his advice letters¹ and copies of the questionnaire were sent to the Youth Work Director in each of the 15 State and Area Councils of the YMCA requesting cooperation. Five responded by accepting direct responsibility for administration of the questionnaire and five recommended locations within their area where testing might be carried out. Twenty-one additional letters were sent to these sources. Finally questionnaires, with instructions for administration,¹ were sent to 14 locations--camps, conferences, and individual club groups--in Atlanta, Georgia; Corvallis, Oregon; Mineola, Schenectady, Buffalo, and Rochester, New York; Winthrop, Maine; Clarksburg, West Virginia; Topeka, Kansas; Delphi, Indiana; Seattle, Washington; Orange, New Jersey; Honolulu, Hawaii and Washington, D. C.

The questionnaires were administered in the summer of 1964 and during the 1964-65 school year. In all, 508 completed questionnaires were returned. Of these, 13 were faulty questionnaires with either a missing page or pages mimeographed on only one side. Eleven more were unusable for the following reasons:

- Skipped one page (two males)
- Did not fill in background information (1 male, 1 female)
- Incomplete: Mentally retarded (1 female)

¹ Sample letters are included in ~~the~~ Appendices III and IV

"Doesn't speak English" (1 male)
 "Not enough time" (1 male, 1 female)
 "Questionnaire too personal" (1 male)
 No explanation furnished (2 males)

The 484 usable questionnaires (239 boys, 254 girls) were then screened to select those which qualified by meeting the necessary conditions. The writer had anticipated difficulty in acquiring a sufficient qualifying sample from less than 500 questionnaires and was therefore surprised and gratified to find that 357 (166 boys, 191 girls) met the requirements. The remaining 127 did not qualify because they lacked the necessary relationship with one or more of the institutions as follows:

	<u>Male</u>	<u>Female</u>
HOME (living with only one parent and/or unhappy home life)	26	24
SCHOOL (reported D or F grade point average and/or unhappy with school)	2	1
CHURCH (does not attend church or religious services even occas- sionally)	29	16
YOUTH ORGANIZATION (has not been a member of one of the listed organizations)	10	5
Combination of two or more of the above conditions	<u>6</u>	<u>8</u>
Totals:	73	54

The Sample

The sample for this study consists of 357 (166 male, 191 female) ninth, tenth, eleventh and twelfth grade adolescents between the ages of fourteen and eighteen who are (with the exception of a few "visitors") members of YMCA youth groups. They represent 96 high schools in 80 cities in 27 states. It is necessarily a very select sample as the subjects all have a positive relationship with their homes, schools, churches and youth organizations. It is a predominantly white middle class sample of adolescent youth. Table 6 gives a breakdown of the characteristics of the sample.

The Analysis

Data from the qualifying questionnaires was coded and transferred to IBM cards (five cards were required for each questionnaire).

As there are no means of knowing the actual distribution of adolescents who have received their sex education from the selected institutions the non-parametric technique of hypothesis testing was used. The merit of this technique is that a "distribution-free" test can be made for, as Siegel (1956) states, it does

not assume that the scores under analysis were drawn from a population in a certain way, e. g., from a normally distributed population (p. vii)

Table 6. Characteristics of Sample

		Male	Female	Total
Sex		166	191	357
Age:	14	2	4	6
	15	24	24	48
	16	63	69	129
	17	70	88	158
	18	7	6	13
Grade:	9	2	4	6
	10	17	9	26
	11	47	49	96
	12	100	129	229
Father's Education:				
	Elementary or junior high only	24	30	54
	Some high school	15	17	32
	Completed high school	67	60	127
	Some college	22	21	43
	Completed college	19	34	53
	Graduate work: 1 - 2 years	6	17	23
	3 - 4 years	13	12	25
Mother's Education:				
	Elementary or junior high only	17	31	48
	Some high school	15	11	26
	Completed high school	78	81	159
	Some college	26	32	58
	Completed college	23	27	50
	Graduate work: 1 - 2 years	6	6	12
	3 - 4 years	1	3	4
Religious Affiliation:				
	None	7	5	12
	Catholic	19	13	32
	Jewish	4	--	4
	Protestant	130	163	293
	Other: Buddhist	6	10	16
Racial Background:				
	Caucasian	152	175	327
	Oriental	6	10	16
	Negro	8	6	14

Each hypothesis was therefore framed in the null form and X^2 contingency tables were set up for each hypothesis. From these computer programs were drawn up and processed at the Oregon State University Computer Center and the Rutgers University Center for Computer and Information Services. A Chi-square analysis was made for each hypothesis and .05 or better was specified as the level of significance to be used to determine whether to accept or reject the null hypothesis. The actual Chi-square value and the level of significance are given for each hypothesis.

The following brief explanation is intended to assist those unfamiliar with statistical jargon to interpret the reported findings. Chi-square is a statistical test used to compare two frequency distributions to see whether there is a difference between them which might have occurred for some reason other than chance. The likelihood of this occurring is expressed in terms of significance. In other words, when a difference is found which the chi-square indicates to be unlikely to have occurred because of chance, it is said to be a significant difference.

Chi-square is used to compare a set of observed frequencies (actual count) with a set of theoretical (hypothetical) frequencies involving the same data. The chi-square formula determines the significance of the difference between the actual and hypothetical frequencies. If the divergence is large, the numerical value of the

computed X^2 will also be large. The larger the X^2 is, the greater is the probability that the difference is significant; or in other words, the smaller is the probability that the difference is due to chance alone. The significance of the X^2 value is expressed in terms of probability, i. e. .05, .02, .01, or .001. These values are read as five chances in 100, two chances in 100, one chance in 100 or one chance in 1000 that we are dealing with differences produced by factors other than chance.

The hypotheses in this study are framed in the null form in order to use the chi-square test. This means that the hypothesis is worded to indicate that there will be no difference between the actual frequencies and hypothetical or "chance" frequencies. If the chi-square probability value is .05 or smaller, the hypothesis will be rejected, indicating that a relationship has been found that cannot be explained solely by chance.

Since the number of males and females in the total sample is not equal, the actual and hypothetical frequencies have been changed to percentages to make easier comparisons between the sexes. The actual percentages appear in regular type and the hypothetical percentages are given in parentheses. The symbol (X^2) is used in the tables to indicate the numerical value of the computed chi-square. The symbol (α) is used to indicate the statistical significance.

A different form of analysis was used on the responses to the

open-end statements in Question 11. Each response was typed on a separate 3x5 card. The writer set up general categories to classify the responses. In addition to the writer, four judges who have had considerable experience with teenagers (a parent, a camp counselor, two representatives from the National Council of the YMCA) sorted the cards to check on the reliability of the categories. Of the 1,035 responses, there was total agreement among the judges on 671 (64.8%), and four out of five agreement on 166 (16.0%), making at least four out of five agreement on slightly over 80% of the responses. There was three out of five agreement on the balance of the cards.

Exploring Adolescent Opinion Through Discussion Sessions

A serendipitous result of the work involved in developing the questionnaire was the opportunity to explore youths' opinions through extensive discussion. The young people expressed their perception of their social situation, their opinions concerning the goals, objectives, necessary content and methodology of sex education--all of which play an important part in developmental theory.

Nye (1964) believes that use of such unforeseen findings is an important function of research and gives examples of valuable knowledge acquired in this manner. He states that "It is agreed that serendipitous findings are among the most important products of research" (p. 269). For this reason a transcript of the discussion

sessions along with a curriculum outline developed by youth are included in Appendix V.

CHAPTER IV

RESULTS

The subjects in this study were 357 adolescents (166 male, 191 female). The data consisted of questionnaire responses to an instrument developed for this study and then administered to YMCA youth members.

Using ten hypotheses (4 primary, 6 secondary) stated in the null form as the basis, the responses were tabulated in Chi-square contingency tables for analysis. In each Chi-square table the actual frequencies and the hypothetical frequencies of responses (which appear in parentheses) have been converted to percentages to facilitate comparison among the tables.

Hypothesis 1

Manley (1964a) suggests that prior to puberty, the acquiring of sex information for youth is a relatively objective matter. However, Duvall (1966), Ausubel (1954) and Smith (1962) point out that the advent of puberty brings with it an emotional involvement which makes sex education for adolescents a matter of much personal concern. These findings would suggest that the onset of puberty would be accompanied by youths' selection of sources of sex information from status groups or impersonal sources rather than from normative

reference groups.

HYPOTHESIS 1: The source of sex information for post-pubertal youth (impersonal sources which require no interaction with others vs. status groups vs. normative reference groups) is independent of the age of onset of puberty.

Impersonal sources which require no interaction with others have been defined as reading, television, movies and observation. Status reference groups have been defined as including friends, dating partner, and brother or sister under 21 years old. Normative reference groups have been defined as home, school, church and youth organizations.

For both male and female respondents, the proportion receiving information from each of the three categorical sources of sex information was grouped according to whether puberty was reached in elementary school, in junior high school, or in high school. Table 7 presents the results of the Chi-square analysis.

Analysis for the total sample showed the relationship to be significant at the .001 level. This significant value indicates that for these post-pubertal youths the reported sources of sex information vary significantly with the age of achievement of puberty. In the same manner the subanalysis for males, with a significance level of .001, clearly allows rejection of the null hypothesis, but the findings for the females (significant level .10) are not so emphatic.

The data also indicate that for post-pubertal youth, males and

Table 7. Chi-square Analysis of Sources of Sex Education Reported by Youth Who Achieved Puberty in Elementary School, Junior High School, or High School

Onset of Puberty	Source of Information					
	Impersonal Sources		Status reference group		Normative reference group	
	Total Sample (N = 365)					
Grade School (N = 79)	22.2	(22.5)	14.9	(18.6)	46.3	(42.4)
Jr. High (N = 258)	23.3	(22.9)	18.9	(19.0)	42.8	(43.1)
High School (N = 28)	17.5	(19.7)	27.5	(16.4)	28.2	(37.1)
	$X^2 = 37.12$ $\alpha = .001$					
	Female (N = 199)					
Grade School (N = 55)	25.2	(25.3)	12.0	(16.3)	45.4	(58.5)
Jr and Sr* High School (N = 144)	18.9	(25.3)	13.7	(16.2)	48.6	(58.5)
	$X^2 = 7.61$ $\alpha = .10$					
	Male (N = 166)					
Grade School (N = 24)	15.4	(24.1)	21.6	(25.0)	48.3	(36.2)
Jr. High (N = 118)	28.6	(25.1)	25.1	(26.0)	35.0	(37.9)
High School (N = 24)	17.1	(21.2)	27.5	(21.7)	30.0	(31.7)
	$X^2 = 31.83$ $\alpha = .001$					

The fact that the figures do not equal 100% on any given line is accounted for by the fact that some youth indicated sources which fell into categories other than those above - such as adult friend, relative, and other.

Note:* Jr. Hi and High School were combined for girls as only four girls in the total sample achieved puberty in High School.

females, regardless of the age of onset of puberty, normative sources of sex education were indicated most frequently. In terms of the age at which puberty was achieved the normative reference group essentially declines in frequency of mention as a source of sex information. As the age of achieving puberty is increased the use of the normative source declines for the total group and for males. This does not apply for females however. The reverse is true for them. As the age of achieving puberty is increased the mention of the status reference group as a source of sex information is increased for the total group, for males, and for females. For males, status groups were reported, on the average, slightly more frequently than impersonal sources. For females, however, these impersonal sources were clearly indicated more frequently than status reference groups.

Hypothesis 2

Mace (1962) suggests that the incest taboo explains the reason for the inability of parents and adolescent youth to discuss sex. Simon and Gagnon (1967) also feel that the emotional involvement of parents with their adolescent offspring makes fully frank and open discussion of sex psychologically dangerous to the members of both generations. If these views are valid, post-pubertal youth should indicate parents less frequently as a major source of sex education than they would other non-related adults. For this reason Hypothesis

2 was formulated to consider parents separately from other adults within the normative reference category.

HYPOTHESIS 2: For either sex for whom parents or non-related adults are the major source of sex information the source is independent of the age of onset of puberty.

The data in Table 8 indicate quite different experiences with normative sources of sex information for each sex. For males the analysis yields a non-significant X^2 value of 2.59 indicating that the null hypothesis cannot be rejected. For the females the significance level is .001 ($X^2 = 16.96$) and will allow rejection of the null hypothesis.

Reporting of the results of the analysis may lead to some confusion. The non-significant X^2 (2.59) for males indicates that there is no significant difference in the proportion of grade school pubescents selecting parents vs. non-related adults as compared to the proportion of junior high pubescents and the proportion of senior high pubescents selecting parents vs. non-related adults. There is, however, in each category a higher proportion of males who selected non-related adults rather than parents as a source of sex information. While there is a non-significant X^2 for males the tables reveal that the data in general supports the views expressed in the literature that post-pubertal youth more frequently select non-related adults as a major source of sex information.

Conversely, females did not indicate non-related adults in the expected pattern. Again inspection of Table 8 will show that care must

be taken in the interpretation of the significance level. For girls who achieved puberty in grade school there is a marked difference in the proportion of those who selected parents over non-related adults as a source of sex information. For females who achieved puberty in junior high or high school, however, there is very little difference in the proportion who selected parents rather than non-related adults.

Table 8. Chi-square Analysis for Adolescent Males and Females Contrasting Parents and Non-Related Adults as Sources of Sex Information Reported by Youth Who Achieved Puberty in Elementary School, Junior High School, or High School

Onset of puberty	Source of Sex Information			
	Parents		Non-related adults	
Male (N = 166)				
Grade School (N = 24)	17.5	(20.8)	35.7	(32.5)
Jr. High School (N = 118)	14.5	(14.1)	21.6	(22.0)
High School (N = 24)	14.6	(13.7)	20.4	(21.2)

$$X^2 = 2.59 \quad \alpha = .30$$

Female (N = 199)

Grade School (N = 55)	30.0	(25.5)	16.9	(21.4)
Jr and Sr* High School (N = 144)	25.0	(22.6)	24.3	(26.5)

$$X^2 = 16.69 \quad \alpha = .001$$

* Jr. Hi and High school were combined for girls as only four girls in the total sample achieved puberty in High School.

Hypothesis 3

Ramsey's (1943a) study is the only study which defines sex education in terms of the topics which may be included. His study was done more than 25 years ago, and was done for boys only. In order to get a more accurate and up-to-date picture of the sources of sex education for both sexes each of the ten topics which were used to define sex education in this study were analyzed separately to discover if any of the indicated sources of sex information are sex-linked. The hypothesis follows:

HYPOTHESIS 3: The major sources of sex information are not sex-linked.

Table 9 shows the differences for male and female sources on all topics. A Chi-square analysis, combining all ten topics, indicated that this null hypothesis must be rejected since the significance level was .001. Given this clear indication of significance each topic was then analyzed separately. The results of these analyses are presented in Table 10.

The significance of the overall relationship of the sex of the individual and the major source of sex information is confirmed in seven of the ten tests. Only seminal emissions, contraceptives and homosexuality were not sex-linked.

In order to complete the analysis of sources of information as related to the sex of the subjects Table 11 was prepared. It shows

Table 9. Major Source of Sex Information on All Topics By Frequency of Mention

Source of Information	All Topics			
	Male (N = 159)		Female (N = 189)	
1. Parents	24.8	(36.1)	49.6	(38.3)
2. Adult sibling	1.6	(1.7)	1.9	(1.8)
3. Adult Relative	1.1	(.7)	.5	(.8)
4. Adult Friend	3.8	(2.7)	1.8	(2.8)
5. School Instruction	30.3	(31.7)	35.1	(33.6)
6. Church Instruction	1.0	(1.4)	1.9	(1.4)
7. Youth Organization	3.0	(3.2)	3.6	(3.4)
8. Reading	35.9	(53.3)	36.9	(37.5)
9. TV, Movies	1.0	(1.1)	1.3	(1.2)
10. Peers	39.4	(29.9)	22.2	(31.7)
11. Dating Partner	1.7	(1.3)	.9	(1.3)
12. Sibling, Under 21	.8	(1.3)	1.8	(1.3)
13. Experience, Observation	4.6	(2.6)	.7	(2.7)
14. Other	.6	(.8)	1.0	(.8)

$$X^2 = 66.07$$

$$\alpha = .001$$

On the following table (10), which shows the major source of sex education for males and females on each specific topic of sex education, some sources have been combined and the cells have been collapsed due to the number of blank cells.

Table 10. Major Source of Sex Information on Each Topic By Frequency of Mention

Source of Information	TOPICS																			
	Male Sex System		Female Sex System		Masturbation		Seminal Emissions		Menstruation		Reproduction		Coitus		Contraceptives		Homosexuality		Venereal Diseases	
	Sex		Sex		Sex		Sex		Sex		Sex		Sex		Sex		Sex		Sex	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 Parents	20.5 (21.1)	19.9 (18.8)	16.3 (33.1)	49.7 (35.0)	9.6 (12.0)	10.9 (9.4)	15.1 (13.4)	10.4 (11.5)	20.15 (43.3)	63.3 (43.4)	23.5 (33.7)	42.4 (33.5)	15.1 (21.7)	25.6 (19.9)	8.4 (12.0)	14.1 (10.9)	10.2 (10.2)	9.9 (9.9)	10.8 (13.2)	14.6 (12.5)
2, 3, 4 Adult sibling, relative, friend	4.2 (3.0)	1.5 (2.6)	5.4 (3.6)	2.6 (4.2)	3.6 (3.0)	2.1 (2.6)	20.5 (43.3)	63.3 (43.4)	3.0 (1.8)	.5 (1.5)	4.2 (3.0)	1.5 (2.6)	5.4 (4.8)	3.6 (4.2)	3.0 (3.0)	2.6 (2.6)	3.6 (3.6)	3.1 (3.1)	3.0 (3.0)	2.6 (2.6)
5 School Instruction	25.9 (30.7)	31.9 (27.7)	26.5 (25.9)	26.7 (27.2)	10.8 (13.2)	12.5 (10.4)	13.9 (14.5)	11.5 (11.5)	18.1 (13.9)	9.9 (13.6)	27.1 (23.5)	19.4 (23.1)	9.6 (11.4)	12.5 (10.9)	12.0 (11.4)	9.4 (9.9)	9.0 (9.0)	8.3 (8.3)	29.5 (36.1)	41.3 (35.6)
6 Church Instruction	.6 (1.2)	1.5 (1.0)	---	1.0 (.5)	.6 (1.2)	1.0 (.5)	1.2 (1.2)	.5 (.5)												
7 Youth Organization	1.8 (1.8)	1.5 (1.5)	2.4 (3.0)	3.1 (2.6)	2.4 (2.4)	1.5 (1.5)	1.8 (1.8)	1.0 (1.0)	1.8 (3.6)	4.7 (3.1)	1.2 (2.4)	3.1 (2.1)	2.4 (1.8)	1.5 (2.1)	1.8 (3.0)	3.1 (2.6)	1.8 (1.8)	1.5 (1.5)	4.2 (3.6)	3.1 (3.6)
8 Reading	18.1 (19.4)	18.3 (17.2)	20.5 (13.9)	8.3 (14.1)	15.7 (25.9)	28.8 (19.9)	14.4 (25.3)	25.1 (19.9)	18.7 (10.8)	4.2 (10.9)	20.5 (16.3)	12.0 (14.7)	18.7 (21.1)	21.4 (19.4)	31.3 (31.3)	27.7 (27.7)	27.7 (30.7)	31.9 (29.3)	25.9 (20.5)	15.1 (19.9)
10 Peers	22.2 (15.7)	8.3 (14.1)	20.0 (10.8)	3.1 (10.9)	30.7 (21.7)	9.4 (17.2)	17.0 (15.7)	11.5 (12.5)	22.2 (12.6)	4.2 (12.5)	13.9 (12.0)	10.4 (12.0)	36.1 (27.7)	17.8 (17.8)	25.3 (21.7)	15.7 (18.3)	33.1 (30.1)	25.6 (28.3)	17.0 (13.2)	9.9 (13.0)
9, 11, 12, 13, 14 TV, movies, sibling under 21, experience other	2.4 (2.4)	2.6 (2.6)	2.4 (2.4)	2.6 (2.6)	13.9 (8.4)	1.5 (6.3)	10.2 (7.5)	3.6 (6.3)	5.4 (4.2)	3.1 (4.2)	4.8 (4.8)	4.2 (4.7)	4.8 (3.6)	2.1 (3.1)	4.8 (4.8)	3.6 (4.2)	1.8 (1.8)	2.1 (2.1)	1.8 (3.0)	3.6 (2.6)

$X^2 = 14.72$

$\alpha = .05$

$X^2 = 63.64$

$\alpha = .001$

$X^2 = 38.01$

$\alpha = .001$

$X^2 = 9.82$

$\alpha = 2.0$

$X^2 = 72.98$

$\alpha = .001$

$X^2 = 20.37$

$\alpha = .01$

$X^2 = 19.45$

$\alpha = .01$

$X^2 = 7.33$

$\alpha = .30$

$X^2 = 2.19$

$\alpha = .95$

$X^2 = 14.17$

$\alpha = .05$

Table 11. Ranking of Sources of Sex Information for Adolescent Males and Females on Ten Topics in Sex Education

Topic	%	Male Sources N = 166	%	Female Sources N = 191
Male Sex System	25.9	School	31.9	School
	22.2	Friends	19.9	Home
	20.5	Home	18.3	Reading
	18.1	Reading	8.3	Friends
Female Sex System	26.5	School	49.7	Home
	20.5	Reading	26.7	School
	20.0	Friends	8.3	Reading
	16.3	Home	3.1	Friends
			3.1	Youth Org.
Masturbation	30.7	Friends	28.8	Reading
	15.7	Reading	12.5	School
	12.6	Experience	10.9	Home
	10.8	School	9.4	Friends
Seminal Emissions	19.4	Reading	25.1	Reading
	17.0	Friends	11.5	Friends
	15.1	Home	11.5	School
	13.9	School	10.4	Home
Menstruation	22.2	Friends	63.6	Home
	20.5	Home	9.9	School
	18.7	Reading	4.3	Youth Org.
	18.1	School	4.3	Friends
			4.3	Reading
Reproduction	27.1	School	42.4	Home
	23.5	Home	19.4	School
	20.5	Reading	12.0	Reading
	13.9	Friends	10.4	Friends
Coitus	36.1	Friends	25.6	Home
	18.7	Reading	21.4	Reading
	15.1	Home	17.8	Friends
	9.6	School	12.5	School

Table 11. (continued)

Topic	%	Male Sources N = 166	%	Female Sources N = 191
Contraceptives	31.3	Reading	27.7	Reading
	25.3	Friends	15.7	Friends
	12.0	School	14.1	Home
	8.4	Home	9.4	School
Homosexuality	33.1	Friends	31.9	Reading
	27.7	Reading	25.6	Friends
	10.2	Home	9.9	Home
	9.0	School	8.3	School
Venereal Disease	29.5	School	41.3	School
	25.9	Reading	15.1	Reading
	17.0	Friends	14.6	Home

the percentages of males and females who received information from the four most frequently named sources on each of the ten topics.

"Youth Organization" and "Church" were not indicated by a significant number of youth for any of the topics listed. (Youth organization was named by less than 5% of the females as four ranking source of information on Female Sex System and Menstruation.)

In the rank order established by frequency of mention (see Table 11) males ranked a normative source (School or Home) first or second for five topics (Male and Female Sex Systems; Menstruation, Reproduction, and Venereal Diseases). Females ranked normative sources first or second on seven topics (Male and Female Sex Systems, Masturbation, Menstruation, Reproduction, Coitus, and Venereal Diseases).

For both males and females, "Reading" and "Friends" were the two most frequently indicated sources of information on Seminal Emissions, Contraceptives and Homosexuality.

Additional insights regarding the sources of information concerning the behavioral-relationship topics of sex education are provided in Table 12 where the topics which males and females indicate they have had the opportunity of discussing with adults are presented in rank order.

Table 12. Ranking of Behavioral-Relationship Topics Which Adolescent Male and Female Youth Discussed With Adults

Male (N = 166)	Female (N = 191)
1. Dating problems	1. Necking and petting
2. Necking and petting	2. Dating problems
3. Intercourse before marriage	3. Intercourse before marriage
4. Personal standards	4. Being in love
5. Being in love	5. Personal standards
6. Engaging in masturbation	6. Homosexual behavior
7. Homosexual behavior	7. Youthful sex play
8. Youthful sex play	8. Engaging in masturbation

Note: A rank order correlation between the listing of topics for males and females shows a .84 correlation.

Table 11 and Table 12 show rank order data on the most common sources of sex information and the most commonly discussed behavioral-relationship topics. In contrast, Table 13 provides a

listing of the sex education topics and the percentages of males and females who indicated they had received "no information" on each topic.

Table 13. Percentages of Adolescent Males and Females Indicating No Information Received on Ten Topics of Sex Education

Male (N = 166)		Female (N = 191)	
%	Topic	%	Topic
14.5	Seminal emissions	31.9	Seminal emissions
10.2	Contraceptives	29.3	Masturbation
9.0	Homosexuality	13.0	Contraceptives
8.4	Masturbation	12.5	Homosexuality
7.2	Menstruation	11.5	Male sex system
4.2	Coitus	11.5	Coitus
4.2	Female sex system	3.6	Venereal diseases
3.6	Venereal diseases	2.1	Female sex system
1.2	Male sex system	.5	Menstruation
.6	Reproduction		

The data in Table 13 indicate seminal emissions, contraceptives, homosexuality and masturbation are the topics on which the fewest subjects have received information.

Table 14 lists the source of sex information for adolescent males and females in rank order and by percentage without regard for any breakdown into specific topics. A comparison of Table 14 with Table 11 shows the importance of being able to consider the ranking of sources of information for each individual topic, since these rankings are quite different from the overall ranking when all ten topics are considered together. For males the data in Table 14 indicate the four

most common sources to be, in order, "Friends," "Reading," "School," and "Home." The pattern is not duplicated for any one of the ten topics in Table 11. This is also true for females. It is important to note not only the difference in the overall pattern for males and females, but also the differences for each topic. The listing of sources under "Masturbation" in Table 11 illustrates these differences. For each sex the pattern differs from the overall pattern for their sex as indicated in Table 14.

Table 14. Sources of Sex Information for Adolescent Males and Females

Male (N = 166)		Female (N = 191)	
Percent	Source	Percent	Source
23.5	Friends	26.2	Home
21.7	Reading	19.5	Reading
18.1	School	18.3	School
15.1	Home	11.5	Friends
3.0	Experience	2.1	Youth Org.
2.4	Adult friends	1.0	Church
1.8	Youth Org.	1.0	Adult sibs
1.2	Dating partner	1.0	Adult friends
1.2	Adult siblings	1.0	Sibs under 21
.6	Church	.5	TV, movies
.6	Adult relative	.5	Dating partner
.6	TV, Movies	.5	Experience
.6	Sibs under 21	.5	Other
.6	Other	----	Adult relative
9.0	No information	20.4	No information

SUMMARY

<u>Male</u>		<u>Female</u>	
39.8	Normative reference sources	49.6	
25.3	Status reference sources	13.0	
25.3	Impersonal sources	20.5	

Table 15 shows the percentages of each sex requesting more information on each of the ten topics.

Table 15. Percentages of Male and Female Adolescents Indicating Desire for More Information on Ten Topics of Sex Education

Male (N = 166)		Female (N = 191)	
Percent	Topic	Percent	Topic
74.0	Contraceptives	76.9	Contraceptives
71.0	Venereal diseases	72.7	Coitus
66.8	Coitus	70.1	Masturbation
59.6	Female sex system	67.0	Venereal diseases
54.2	Homosexuality	65.4	Homosexuality
54.2	Menstruation	64.4	Seminal emissions
52.4	Masturbation	60.2	Male sex system
50.6	Seminal emissions	51.3	Reproduction
45.7	Reproduction	42.4	Female sex system
42.1	Male sex system	24.0	Menstruation

A comparison of the percentages in Table 15 indicates that while there are differences for each sex the lowest percentages of requests for more information associated with anatomy and reproduction.

Hypothesis 4

Kinsey (1953), Kilander (1959) and Simon and Gagnon (1967) have pointed out that one of the important unanswered questions about sex education is the age at which it should be provided. Hypothesis 4 was concerned with the opinions of youth on this issue and was formulated to explore the discrepancy between the age youths received

sex information and the age they would liked to have had this information.

HYPOTHESIS 4: For adolescent youth the age at which sex information was actually received is independent of the age at which youth felt it was important to have the information.

In each of four age groupings, the time at which youth actually received sex information was contrasted with the time at which they felt they would like to have had such information. A Chi-square analysis combining all ten topics of sex information was done separately for Males and Females. While the hypothesis must be rejected, inspection of the data in Table 16 indicates that both males and females desired more information than they received between the ages of 9 and 14. Both boys and girls were still receiving a substantial proportion of their sex information in high school (age 15-17) while the cumulative percentages reading from left to right on the "Desired" row indicate their wish to have obtained the information earlier.

For both sexes, the highest percentage of their information was received during their Junior High school years (age 12-14). While they indicated a desire to get some information earlier, the majority of boys and girls felt that the Junior High level was the most appropriate for receiving sex information.

Table 16. Chi-square Analysis of Adolescent Males and Females Contrasting the Age Sex Information on All Topics Was Actually Received With the Age Perceived as Desirable for Receiving Information

	Age: 6 - 8	Age: 9 - 11	Age: 12 - 14	Age: 15 - 17
<u>Male</u> N = 155				
Actual	7.7 (6.6)	14.4 (18.1)	43.9 (50.0)	27.1 (22.2)
Desired	4.8 (6.6)	21.7 (18.1)	56.0 (50.0)	17.5 (22.2)

$$X^2 = 9.07 \quad \alpha = .05$$

<u>Female</u> N = 168				
Actual	9.0 (9.0)	17.3 (20.9)	31.9 (41.8)	30.0 (25.9)
Desired	9.0 (9.0)	24.6 (20.9)	51.3 (41.8)	15.1 (25.9)

$$X^2 = 18.83 \quad \alpha = .001$$

The data also indicate one specific difference for boys and girls. Males actually received more information in the 6-8 year age period than they desired. This was not true for females: their actual and ideal figures are identical for this age period.

Table 17 lists each of ten sex information topics separately and indicates the contrasts for males and females between the time the information was received and the time at which it was desired.

Table 17 indicates that fifty percent or more of the males desired more information than they actually received during the junior high years on every topic except contraceptives. Nearly a third of the boys felt that this information was desirable during the high school

Table 17. Ages at Which Adolescent Males and Females Received Information on Ten Topics in Sex Education Compared with Ages at Which They Would Like to Have Received the Information

Topic	Sex	Time Information Received	Ages			
			6-8	9-11	12-14	15-18
Male sex system	Male	Actual	15.1	17.0	48.8	18.1
		Desired	7.8	27.1	56.0	9.0
	Female	Actual	8.9	13.6	38.7	27.2
		Desired	8.3	24.6	58.6	8.3
Female sex system	Male	Actual	7.8	17.0	47.5	23.5
		Desired	6.0	24.1	62.6	9.0
	Female	Actual	17.8	28.3	43.4	6.8
		Desired	14.6	41.3	38.7	5.2
Masturbation	Male	Actual	6.6	13.9	46.9	24.1
		Desired	4.8	20.5	59.6	15.1
	Female	Actual	3.1	14.1	18.8	34.5
		Desired	8.3	16.8	53.9	20.4
Seminal emission	Male	Actual	6.0	9.0	48.8	21.7
		Desired	4.2	24.7	55.4	16.3
	Female	Actual	4.7	6.8	26.1	30.3
		Desired	6.3	17.2	56.0	16.2
Menstruation	Male	Actual	6.6	12.6	45.7	27.7
		Desired	4.8	17.6	65.0	12.0
	Female	Actual	23.5	40.3	35.0	.5
		Desired	16.8	52.8	28.8	1.5

Table 17. (Continued)

Topics	Sex	Time Information Received	Ages			
			6-8	9-11	12-14	15-18
Reproduction	Male	Actual	13.9	22.2	42.1	21.1
		Desired	5.4	27.7	50.0	17.0
	Female	Actual	14.1	27.2	39.2	17.2
		Desired	13.6	27.7	52.8	5.7
Coitus	Male	Actual	10.8	18.1	45.7	21.1
		Desired	3.6	22.8	54.2	19.4
	Female	Actual	7.3	13.6	36.6	30.3
		Desired	7.3	20.4	56.0	16.2
Contraceptives	Male	Actual	4.2	10.8	34.3	40.3
		Desired	2.4	17.6	48.8	31.3
	Female	Actual	2.6	9.9	20.9	53.4
		Desired	4.2	13.6	48.1	34.0
Homosexuality	Male	Actual	4.2	13.9	40.9	31.9
		Desired	4.8	21.1	51.2	22.2
	Female	Actual	2.6	8.9	29.8	46.0
		Desired	4.2	16.2	59.6	19.9
Venereal diseases	Male	Actual	3.6	12.0	36.7	43.9
		Desired	2.4	17.0	58.4	22.2
	Female	Actual	4.7	9.4	56.0	51.3
		Desired	5.7	15.1	60.0	18.8

years (ages 15-18). Fifty percent or more of the females followed the same general pattern. The girls wanted information on the female sex system and menstruation earlier (between the ages of 9 to 11) while they matched the male pattern with more than a third desiring contraceptive information in the high school years.

In general the data in Tables 16 and 17 indicate that both male and females desire information on more topics than they actually received between the ages of 9 to 14.

Secondary Hypothesis 1s

Culkin (1967), Frank (1965), Smith (1962), Remmers and Radler (1957), Konopka (1966), and Reiss (1961) have studied the communication barriers concerning sex which exist between the generations. These writers differ considerably among themselves concerning the intensity of desire of adolescent youth for adult help on sexual matters. Hypothesis 1s was formulated to investigate adolescent feeling about the importance of communication with adults concerning sex.

HYPOTHESIS 1s: The degree of importance placed on communication with adults about sexual matters is not sex-linked.

The data which provide the analysis of this hypothesis are found in Table 18.

The X^2 value of 11.74 is significant at the .01 level and this allows rejection of the null hypothesis. This means that communication

about sex with adults is clearly of great importance to both sexes. There are sex differences, however, in that only 8% of the females indicated that communication with adults was "not at all" or "somewhat" important while 20.5% of the males checked these same two categories.

Table 18. Chi-square Analysis of the Percentages of Male and Female Adolescents Assessing the Importance of Talk With Adults About Sex

Sex	Importance of talk with adults about sex					
	Not at all		Somewhat		Very important	
Male	4.8	(5.6)	15.7	(17.7)	79.0	(141.8)
Female	2.0	(6.4)	6.0	(20.3)	88.0	(163.2)

$$X^2 = 11.74 \quad \alpha = .01$$

Secondary Hypothesis 2s

Konopka (1966), Calderwood and Den Beste (1966), Goodman (1967), and Kirkendall (1965) have stressed the importance of discussion among youth in contrast to formal didactic presentation as a basic method of sex education. Hypothesis 2s was formulated to investigate whether or not adolescent ratings of the effectiveness of normative sources (Home, School, Church and Youth Organizations) in providing sex education were related to the opportunity these institutions provided for discussion, or conversely to the formal presentation of factual information.

HYPOTHESIS 2s: The rating of effectiveness of normative reference groups is independent of the provision by these groups for factual information or opportunities for discussion.

Table 19 shows the respondents' ratings, A, B, C, D, F (the commonly accepted grading system), of the effectiveness of Home, School, Church and Youth Organization in providing two aspects of sex education. Analysis of the data indicates that the null hypothesis cannot be rejected for Home as the level of significance was .30. This means that, as a group, the youth in the sample did not perceive a real difference in the effectiveness of the home in providing information and in providing opportunities for discussion.

The data indicate that youth gave Home the highest rating of effectiveness both for opportunity of discussion and provision of factual information. The smallest percentage of adolescents gave Home a low (D-F) rating of effectiveness in both areas. Therefore, while there was little difference in their rating of effectiveness of discussion opportunities vs. provision of factual information, the Home clearly was perceived by the respondents as the most effective of the four institutions.

The level of significance for the school was .01. This indicates the null hypothesis must be rejected, and indicates that youth rated the school as significantly higher in effectiveness in providing opportunity for discussion. While youth indicated that School was more effective in providing factual information than in providing for discussion the

school clearly rates second among the four institutions in the general effectiveness of its efforts at sex education according to youths' perception.

Table 19. Chi-square Analysis of Adolescent Ratings of Effectiveness of Normative Reference Groups in Providing Factual Information and Opportunity for Discussion

		Rating of Effectiveness: Home (N = 357)							
		High A-B		Medium C-D		Low D-F			
Provision for factual inf.		61.6	(60.2)	20.1	(19.7)	17.3	(17.0)	$X^2 = 2.74$ $\alpha = .30$	
Opportunities for discussion		57.1	(55.9)	19.1	(18.6)	22.1	(21.6)		
		Rating of Effectiveness: School (N = 357)							
		High A-B		Medium C-D		Low D-F			
Provision for factual inf.		60.2	(58.9)	20.0	(19.4)	19.1	(18.6)	$X^2 = 12.21$ $\alpha = .01$	
Opportunities for discussion		47.3	(46.3)	24.1	(23.2)	27.4	(26.8)		
		Rating of Effectiveness: Church (N = 357)							
		High A-B		Medium C-D		Low D-F			
Provision for factual inf.		18.2	(17.2)	26.8	(26.3)	54.1	(52.6)	$X^2 = 20.08$ $\alpha = .001$	
Opportunities for discussion		31.3	(30.9)	24.3	(23.8)	42.0	(41.1)		
		Rating of Effectiveness: Youth Organization (N = 357)							
		High A-B		Medium C-D		Low D-F			
Provision for factual inf.		35.5	(42.8)	24.3	(24.5)	36.6	(32.7)	$X^2 = 14.35$ $\alpha = .001$	
Opportunities for discussion		49.0	(42.6)	21.5	(24.6)	24.9	(32.5)		

The generally high ratings of effectiveness for Home and School are in sharp contrast to the ratings of effectiveness given by youth to both Church and Youth Organization. The level of significance for both Church and Youth Organization was .001, indicating that the null hypothesis must be rejected for both of these institutions. Youth rated both Church and Youth Organization higher in effectiveness in providing for discussion than in presenting factual information.

The youth who gave institutions "A" or "B" ratings for effectiveness in providing factual information ranked them in the following order: Home, School Youth Organization and Church. Youth gave "A" or "B" ratings for effectiveness in providing opportunities for discussion in the following rank order: Home, Youth Organization, School and Church. In each instance Church ranked last. The majority of youth gave Church a low (D-F) rating for provision of factual information. The highest percentage of youth also gave the Church a low rating for providing opportunity for discussion. Thus the data clearly indicate the Church to have the most negative image of the four institutions in regard to these two factors of sex education.

Secondary Hypothesis 3s

Manley (1964b), Robbins and Robbins (1965), the White House Conference on Children and Youth (1960), along with the recommendations of the various national organizations reported earlier (p. 6-12)

have suggested that cooperative efforts of the four institutions are important and necessary for complete and effective sex education. The material presented on pages 14-29 indicated briefly the attitudes and viewpoints that Home, School, Youth Organizations and Church have toward sex education for youth and the role they can play in providing it. Hypothesis 3s was formulated to test youth's opinions of the appropriateness of sex education within each of the four institutions and to determine if past experience with these institutions was related to their stated opinions.

HYPOTHESIS 3s: For either sex the selection of a particular normative reference group as the preferred future source of sex information is independent of experience with that source in the past.

On Checklist A in the questionnaire the subjects indicated their major source of information on each of ten topics included in the definition of sex education. On Checklist C, youth were asked to indicate their choices of future sources of information on the same topics. The past source and future choices were compared and analyzed for each individual in the sample. Table 20 shows the results of the Chi-square analysis of the data.

The null hypothesis must be rejected for both males and females since the significance level for each was .001. This means that the past experience both males and females have had with the four institutions as a source of sex information is related to their

anticipated choice of a particular institution for sex information in the future.

Table 20. Chi-square Analysis of Adolescents' Choice of Normative Reference Group as Future Source of Sex Information Based on Past Experience With Those Groups

		Female (N = 191)							
Past Experience With Normative Groups	Future Choice of Normative Group								
	Home		School		Church		Youth Organization		
No	26.1	(22.6)	18.2	(19.4)	1.0	(2.1)	2.1	(4.2)	
Yes	60.1	(63.8)	55.4	(54.4)	6.2	(5.2)	14.1	(7.3)	

$$X^2 = 61.3 \quad \alpha = .001$$

		Male (N = 166)							
Past Experience With Normative Groups	Home		School		Church		Youth Organization		
	No	15.1	(14.5)	18.1	(13.2)	.6	(3.0)	2.0	(4.8)
Yes	58.5	(58.4)	49.2	(53.6)	13.1	(11.4)	22.4	(20.0)	

$$X^2 = 115.68 \quad \alpha = .001$$

In order to present a more detailed picture of youth's feelings about the appropriateness of the various institutions handling sex education, Table 21 shows the percentages of youth who selected each institution as first or second choice for future source of information and the percentage of those who felt each institution "should not handle" sex education. For each topic Home and School are clearly the preferred sources of information for both males and females. Males would select Youth Organization in slightly higher percentage than would females. Church is definitely rejected by a heavy percentage of males and females.

Table 21. Percentages of Male and Female Adolescents Who Select and Reject Normative Sources as the Future Sources of Information

Topic	Sex	HOME		SCHOOL		CHURCH		YOUTH ORGAN.	
		Select	Reject	Select	Reject	Select	Reject	Select	Reject
Male system	M	79.0	2.4	76.4	9.0	8.4	53.6	25.3	25.9
	F	84.2	2.6	82.1	4.7	6.2	55.4	16.8	20.9
Female sex system	M	75.2	4.8	74.0	10.2	12.6	51.8	22.2	24.1
	F	89.5	1.0	83.7	2.6	5.2	52.3	15.7	19.9
Masturbation	M	67.4	3.6	59.0	24.1	12.0	52.4	30.1	30.7
	F	80.6	3.1	62.3	13.0	6.2	55.4	19.4	24.0
Seminal Emissions	M	72.8	6.0	64.4	16.3	11.4	53.6	30.7	25.9
	F	83.2	3.6	68.0	13.6	5.2	63.8	14.1	33.5
Menstruation	M	72.8	7.2	66.8	15.7	10.2	53.6	22.2	28.9
	F	97.3	1.0	80.6	4.2	2.6	60.7	11.5	27.2
Reproduction	M	77.6	4.8	82.0	4.2	13.2	35.5	16.3	22.8
	F	91.0	2.1	79.5	2.6	7.3	39.7	11.5	16.8
Coitus	M	73.4	6.0	55.4	14.5	20.0	41.5	27.1	19.4
	F	87.9	3.6	64.4	14.6	11.5	49.2	18.3	23.1
Contraceptives	M	63.8	10.2	59.6	16.3	18.7	34.9	26.5	20.5
	F	80.6	1.5	64.9	12.5	16.2	35.6	15.1	20.9
Homosexuality	M	67.4	10.8	60.2	20.5	16.3	40.9	24.7	25.9
	F	82.1	3.1	67.5	12.5	7.8	45.0	24.0	23.5
Venereal Disease	M	83.2	3.6	75.2	6.6	14.5	40.3	24.1	18.7
	F	85.8	3.1	82.7	6.2	4.2	49.2	15.1	19.9
All Topics (Average %)	M	73.6	5.9	67.3	13.8	13.7	45.8	24.9	24.3
	F	86.2	2.5	73.6	8.6	7.2	50.6	16.2	23.0

Secondary Hypothesis 4s

One of the questions most frequently raised by adults (National Education Association, no date, and Kirkendall and Calderwood, 1967) is whether or not sex education will encourage sexual experimentation. Hypothesis 4s was formulated to assess youth's opinion on this issue and to find out whether the opinions would be sex-linked.

HYPOTHESIS 4s: Holding the view that receiving sex information will encourage sexual experimentation is independent of the sex of subject.

Youth were asked to indicate the extent of their agreement or disagreement with the view of those adults who believe that providing complete sex information to teenagers will encourage them to experiment with sexual behavior. Table 22 shows the results of the analysis.

Table 22. Chi-square Analysis of Male and Female Adolescent Appraisals of the View that Sex Information Leads to Sexual Experimentation

Sex	Opinion on Relationship Between Sex Information and Experimentation					
	Agree		Undecided		Disagree	
Male (N = 166)	13.2	(7.8)	17.0	(12.0)	69.8	(80.1)
Female (N = 191)	3.1	(7.8)	7.8	(12.0)	88.4	(80.1)

$$X^2 = 209 \quad \alpha = .001$$

The significance level is .001 which indicates that the null hypothesis must be rejected. This means that a heavy majority of both sexes disagree with the view that sex education leads to sexual experimentation. There are differences, however, in the degree of agreement between the sexes. Nearly a third of the males (30.2%) either agree with that view or are undecided about the effects of sex education, while only 10% of the females fall into these two categories.

Secondary Hypothesis 5s

Havighurst (1952) has listed what he believes to be the basic developmental tasks for adolescents. In line with the writer's belief that, particularly for males, acquiring sex education has become a major developmental task for young people and one that is closely related to achieving independence from parents and other adults, Hypothesis 5s was formulated. Data were gathered to determine whether adolescents of either sex make a conscious connection between receiving sex information and achieving feelings of independence and maturity.

HYPOTHESIS 5s: The degree to which having adequate sex information is believed to be related to being a mature, independent person is independent of sex of subject.

Subjects were asked "How closely is having adequate sex education related to a feeling of being a mature, independent person?" Table 23 shows the results of the analysis.

Table 23. Chi-square Analysis of Adolescent Assessments of the Relationship of Adequate Sex Education to Feelings of Independence

Sex	Relationship of Adequate Sex Education to Feelings of Independence					
	Low		Medium		High	
Male (N = 166)	6.0	(4.2)	24.1	(21.1)	69.2	(74.0)
Female (N = 191)	2.6	(4.2)	17.8	(20.4)	77.4	(73.3)

$$X^2 = 4.99 \quad \alpha = .10$$

The analysis revealed a level of significance of .10 and the hypothesis, therefore, must be rejected. This means that both sexes clearly indicated they felt there was a very close relationship between receiving sex information and being a mature independent person. While a slightly higher percentage of the females made a closer link between the factors than did the males, the difference between the sexes was not statistically significant.

Secondary Hypothesis 6s

The earlier section which dealt with the status of sex education in each of the three institutions outside the home (p. 14-20, 23-29) made it clear that these institutions felt their role was supporting and secondary to that of the home and parents in handling sex education. Hendryson (1969), Duvall (1966), Martinson (1966), and Shipman

(1969) have questioned the ability of parents to provide sex education without special help. Hypothesis 6s was formulated to analyze the relationship between the general level of education achieved by parents and the effectiveness of their sex education efforts as evaluated by their children.

HYPOTHESIS 6s: For either sex, rating of home as source of factual information about sex is independent of the level of parent education.

On Checklist A in the questionnaire youth were asked not only to indicate major source of sex information, but also to rate its effectiveness. Whenever a subject indicated parents as source of information, the rating of effectiveness was compared to the level of parent education. (This was done separately for Father and Mother.)

Fathers and mothers were grouped into four educational levels: those who had not gone beyond the ninth grade; those who had not gone beyond twelfth grade, those who had not gone beyond four years of college, and those who had completed one to four years of graduate work. "A" or "B" ratings of effectiveness and "C," "D" and "F" ratings were compared for each of the parent groupings. Table 24 shows the results of the analysis.

The results of the Chi-square analyses indicate that the null hypothesis can be rejected only for the Female-Mother's Education comparison. In general, however, the results show that fathers and mothers with the higher educational experience were not perceived by

Table 24. Chi-square Analysis of Parent Educational Level Compared with Adolescent Male and Female Ratings of Effectiveness of Home as a Source of Sex Information

Male (N = 166)

Father's Education	Rating of Effectiveness of Home as Source of Sex Education			
	High (A-B)		Low (C, D and F)	
Elementary and Jr. High	7.2	(7.2)	7.2	(7.2)
High School	26.5	(25.3)	22.8	(24.1)
College	10.8	(12.6)	13.2	(11.4)
Graduate School	6.6	(6.0)	4.8	(5.4)

$$X^2 = 1.41$$

$$\alpha = .80$$

Mother's Education	Rating of Effectiveness of Home as Source of Sex Education			
	High (A-B)		Low (C, D and F)	
Elementary and Jr. High	3.6	(5.4)	6.6	(4.8)
High School	31.9	(28.9)	24.1	(27.1)
College	14.5	(15.1)	15.1	(14.5)
Graduate School	1.8	(2.4)	2.4	(1.8)

$$X^2 = 3.21$$

$$\alpha = .50$$

Female (N = 191)

Father's Education	Rating of Effectiveness of Home as Source of Sex Education			
	High (A-B)		Low (C, D and F)	
Elementary and Jr. High	10.4	(12.0)	6.3	(4.7)
High School	30.8	(28.8)	9.4	(11.5)
College	19.4	(20.4)	7.1	(8.3)
Graduate School	12.0	(11.5)	3.6	(4.2)

$$X^2 = 3.4$$

$$\alpha = .50$$

Mother's Education	Rating of Effectiveness of Home as Source of Sex Education			
	High (A-B)		Low (C, D and F)	
Elementary and Jr. High	9.4	(12.0)	5.3	(4.7)
High School	37.1	(34.5)	10.9	(13.6)
College	20.9	(21.9)	9.9	(8.9)
Graduate School	5.2	(4.2)	.5	(1.5)

$$X^2 = 7.45$$

$$\alpha = .10$$

adolescents as being more effective.

The findings for males indicate that boys rated the effectiveness (high vs. low) of their fathers as a source of sex education almost equally for each educational level. Males gave almost identical percentages of high and low ratings to parents of either sex (High: fathers - 51.1, mothers - 51.8; Low: fathers - 48.0, mothers - 47.2).

Higher percentages of girls than boys rated both Mother and Father "A" or "B," and did so regardless of the educational level of their parents. (High: fathers - 73.6, mothers - 72.6; Low: fathers - 26.3, mothers - 26.6).

Responses to Open-End Statements

Question 11 was included to allow the subjects an opportunity to express themselves unrestrictedly in the hope that their comments would provide a feeling for their opinions that merely checking the multiple-choice questions and checklists could not provide. This expectation was only partially realized. While a high percentage of the subjects (92.2% of the males, 93.7% of the females) responded to the sentence completion in most cases the answers were limited to a few words.

The procedures followed for setting up the categories for the responses have already been described (see page 95). For each of three open-end statements the categories selected and a summary of

the responses within the category are presented. The number of responses listed may exceed the total number selecting the category since there were multiple responses from some youth within a category.

A. I Think Adults Who Handle Sex Education for Teenagers

Total responses: 155 males (93.4%), 177 female (92.6%)

Category: Qualifications Necessary

Male (24 selected category - 15.5%)

20 should be well-informed
4 should have high standards
2 should be frank
1 should be understanding
1 should be young
1 should be trustworthy

Female (24 selected category - 13.5%)

15 should be well-informed
5 should be unembarrassed
4 should be frank
2 should be understanding
2 should be non-judgmental
1 should be married
1 should be a clean-hearted Christian
1 should be trustworthy
1 should be broadminded

Category: Appreciation of their Function

Male (45 selected category - 29.0%)

21 are appreciated
10 are helpful
9 are wise
2 are needed more
1 are understanding
1 are very informing
1 are doing what parents cannot

Female (41 selected category - 23.0%)

- 14 are appreciated
- 13 are helpful
- 8 are wise
- 2 are well-qualified
- 2 are necessary
- 2 are interested in youth

Category: Criticism or Advice

Male (53 selected category - 34.2%)

- 22 should be frank, present complete information
- 8 aren't necessary
- 5 should be cautious
- 4 are inadequate
- 4 should treat the moral aspect
- 3 should inform earlier
- 2 should have more discussion
- 2 should make it clean, not dirty
- 1 are prying (should stop)
- 1 should have a sense of humor
- 1 should create an attitude of seriousness

Female (73 selected category - 41.4%)

- 41 should be frank, present complete information
- 16 should make it clean, not dirty
- 5 should handle moral aspect
- 3 are not doing a good job
- 3 are wrong to do it
- 2 should be cautious
- 2 should not criticize
- 1 are asking for trouble
- 1 should be more numerous
- 1 are hypocrites

Category: Suggested Methods

Male (6 selected category - 4%)

- 3 should have small group discussions
- 2 should have reading material available
- 2 should give complete information

- 1 ought to have private discussion
- 1 all organizations should have a part

Female (2 selected category - 1.0%)

- 2 should give complete information
- 2 should have reading material available
- 1 should have movies

Category: Need to Understand and Accept Youth

Male (24 selected category - 15.5%)

- 10 should put self in teen's place
- 6 should understand teenager's problems
- 3 should communicate on teen level
- 3 should understand teen's shyness
- 2 should understand how mixed up teens are about sex

Female (27 selected category - 15.2%)

- 8 should put themselves in teen's place
- 6 should understand teen's problems
- 4 should understand our need for knowledge
- 4 should respect teens as adults
- 3 should communicate on teen level
- 2 should interested in teens
- 2 should give complete, frank information

Category: Recommended Person or Role

Male (3 selected category - 2.0%)

- 2 are parents
- 1 would be a teacher
- 1 are older siblings

Female (10 selected category - 6.0%)

- 4 are parents
- 2 should be teachers
- 1 is Mother
- 1 should be young adults
- 1 should be adults
- 1 would be my minister

Overwhelmingly both males and females responded in terms of what abilities and qualifications adults should possess rather than suggesting specific persons for this teaching. Both sexes are remarkably similar in their responses in each category. Well-informed adults who will present frank and complete information and who have the ability to put themselves in the teenager's place are seen by both sexes as the ideal. Roughly a quarter of the sample--slightly more males than females--indicated appreciation of adults who perform this function and in general the responses are basically positive.

B. The Kind of Person I Think Would Be Best At Giving Sex Information to Teenagers

Total responses: 160 male (98.2%), 183 female (95.8%)

Category: Characteristics of Person

Male (68 selected category - 42.5%)

20 would be young
 13 would be understanding
 8 would be unembarrassed
 7 would be well-educated
 6 would be trusted
 5 would be mature adults
 3 would be frank
 3 broadminded
 2 would be respected
 2 is clean-minded
 1 would be a Christian
 1 would be a person of my same sex
 1 would be a very close person
 1 would be a person who takes sex seriously

Female (74 selected category - 38.3%)

19 would be well-informed
 19 would be understanding
 14 would be unembarrassed
 13 would be young
 6 would be experienced
 6 would be frank
 5 could talk on teen level
 4 should be Christian
 1 would be trustworthy
 1 would be open-minded
 1 would be outside the family

Category: Role, Position, Occupation

Male (92 selected category - 57.5%)

36 would be parents
 16 parents only
 5 parents of same sex
 15 parents and others
 21 teachers
 15 would be ministers
 13 would be adults
 5 close adults
 4 unspecified adults
 2 adult relatives
 2 married adults
 12 would be youth leaders
 12 would be doctors
 8 would be specialists in sex
 5 would be friends

Female (109 selected category - 61.7%)

72 would be parents
 25 parents only
 8 parent of the same sex
 39 parents and others
 46 would be teachers
 18 would be ministers
 15 would be doctors
 14 would be youth leaders

- 9 would be adults
 - 4 unspecified adults
 - 5 married adults
- 4 would be brothers or sisters
- 1 would be an expert in sex

Again males and females are in close agreement. Approximately 60% in each sex completed the sentence by naming the role of the person they felt would be most appropriate. Parents, teachers, ministers were named most frequently, followed closely by doctors, youth leaders, and "adults." The remaining 40% completed the sentence by characterizing the kind of person they felt would be most suitable to them. A young, understanding, well-informed, unembarrassed adult would be the ideal for these youth.

C. I Think It is Easiest to Talk About Sex

Total responses: 145 male (87.4%), 177 female (92.6%)

Category: Friends or Close Relationship

Male (42 selected category - 29.5%)

- 15 with friends (unqualified)
- 12 with someone close
 - 4 with a friend my own age
 - 4 with a friend my own sex and age
 - 3 with a friend of the same sex
 - 3 with friends and others
 - 3 with an adult friend
- 2 with my dating partner
- 1 with siblings
- 1 with parents

Female (37 selected category - 20.9%)

- 8 with friends (unqualified)
- 8 with a friend of the same sex and age
- 7 with my parents
- 6 with my best friend
- 5 with a friend my own age
- 3 with siblings
- 2 with someone close
- 2 with someone my own age
- 2 with friends and others
- 2 with a friend of the same sex
- 1 with an adult friend

Category: Situation or Location

Male (23 selected category - 15.8%)

- 11 in small discussion groups
- 2 at home
- 2 at church
- 2 in school
- 2 in a proper atmosphere
- 2 in private
- 1 in a Christian atmosphere
- 1 in a drunken state of mind
- 1 at teen's initiative

Female (27 selected category - 14.7%)

- 18 in small groups
- 5 at home
- 4 in school
- 1 among strangers
- 1 with adult resource person

Category: Same Sex

Male (17 selected category - 11.7%)

- 6 with same sex
- 6 with same sex group
- 3 with same sex individual
- 2 with same sex friends
- 1 with same sex and same age

Female (15 selected category 8.5%)

- 10 with same sex group
 - 3 same sex and same age
 - 2 with same sex
 - 2 with same sex friend
 - 1 with same sex individual

Category: Specific Person or Individual

Male (15 selected category - 10.3%)

- 13 with parents
 - 6 parents only
 - 1 same sex parent
 - 6 parents and
 - 1 sibling
 - 2 friends
 - 3 teachers
 - 1 with my brother
 - 1 with an advisor
 - 1 with a church person
 - 1 with my dating partner

Female (50 selected category - 28.3%)

- 38 with parents
 - 5 parents only
 - 7 same sex parent
 - 26 parents and
 - 6 best friend
 - 6 friend
 - 5 siblings
 - 3 teachers
 - 2 dating partner
 - 2 older adult
 - 1 relative
 - 1 nurse
 - 4 with brothers or sisters
 - 5 with my dating partner
 - 4 with school personnel
 - 1 with my minister

Category: Characteristics of Person

Male (13 selected category - 9.5%)

- 5 with those who are trustworthy
- 3 with people who are frank
- 2 with understanding people
- 2 if the people are well-informed
- 1 with married people
- 1 "with a cool adult"

Female (10 selected category - 6.0%)

- 3 with people who are unembarrassed
- 3 with understanding people
- 2 if the people are nonjudgmental
- 2 with interested people
- 1 with someone "human"

Category: Age

Male (35 selected category - 24.1%)

- 24 with my own age group
- 4 with own age individual
- 6 with own age and own sex
- 1 with an adult
- 1 with own age - opposite sex

Female (38 selected category - 21.4%)

- 27 with my own age group
- 6 with an individual my own age
- 5 with my own age and own sex

Males and females indicated quite different views in their answers. Males indicated that small groups composed of friends of the same age and sex would make it easiest to talk about sex. Females selected parents as the easiest individuals to talk about sex. Next in order they selected small groups of their own age friends of the same

sex. Characteristics of people easy to talk with about sex were listed to complete the sentence by less than 10% of the males and females. Characteristics, on the whole, however, appeared more frequently than role or specific individuals in the completion section. For males, in rank order by number of mentions, the top characteristics were understanding (37), frank (30), well-informed (29), young (21), trustworthy (12) and unembarrassed (8). For females, the listing of characteristics was: frank (53), understanding (42), well-informed (34), unembarrassed (22) and young (13).

CHAPTER V

SUMMARY AND CONCLUSIONS

Limitations

The sample for this study is a highly selected one. For this reason the findings and opinions presented cannot be generalized to the total adolescent population. However, the writer's experience with a wide variety of groups across the country confirms what other studies (Purdue Opinion Panels, 1960, 1962, 1965, 1966; Duvall, 1966; Remmers and Radler, 1957; Coleman, 1961, Moore and Holtzman, 1965; Offer, 1960; Gallup and Hill, 1961) have indicated--namely, that a high percentage of American youth are identified with church and youth organizations, enjoy their school experience, and are reasonably happy with their home situations. Therefore, leaders in church and youth organizations especially should be able to benefit from the following conclusions, observations and recommendations.

Summary and Conclusions

A summary of the findings from each hypothesis and some conclusions concerning these findings follow:

Hypothesis 1:

The age of onset of puberty is significantly related to the sources

of sex information for the subjects. Adults associated with normative reference groups are indicated as the major source of sex education more frequently than are friends or reading after youth achieve puberty. In this study, this is true regardless of the age of onset of pubescence.

These findings are in agreement with Smith's (1962) view that the youth are not an isolated, self-contained sub-culture, but that they recognize themselves to be only a part of the larger adult culture into which they will move shortly. Therefore, it is not surprising to find that post pubescent youth select the normative sources for their sex information rather than status groups.

Hypothesis 2:

According to the data, the age of onset of puberty makes no difference in youths' attitude toward parents as a source of sex information in comparison with other normative sources. Female subjects, regardless of the age at which they achieve puberty, indicate parents as a major source, rather than adults associated with school, church or youth organization. Males, on the other hand, indicate normative sources other than parents in higher percentages regardless of the age at which they achieved puberty.

These findings would not support Mace's (1962) theory that it is the incest taboo that accounts for the lack of discussion between parents and their adolescent children, since girls do indicate parents

as an important source of information after the onset of puberty. The total percentage who indicated the three other normative sources of sex education very nearly equalled the percentage of those who indicated parents as a major source of sex education. In contrast, the percentage of girls who achieved puberty in grade school and indicate parents as major source of sex education nearly doubles the percentage of those who indicated the three other normative sources. Despite this difference between girls who achieved puberty in grade school and those who achieved it in secondary schools, parents are an important source of sex information for both groupings.

The data agree with Dubb'e (no. date) findings, that adolescent boys do not indicate parents as a major source of sex information to the same degree that girls do.

Hypothesis 3:

When the fourteen major sources of information for all ten topics included under the heading of sex education are analyzed, the data show that the percentages reported by males and females differ significantly. Both males and females indicate peers, reading, school and parents to be the top-ranked sources, but the ranking of these major sources differ. Males ranked these sources in the following order: peers, reading, school, parents; females ranked them as: parents, reading, school and peers. Not only is there a different general ranking of major sources for the total range of topics for the

subjects of each sex, but for each specific topic, the ranking within sex groupings varies considerably (Table 10).

These findings are difficult to compare with other studies since, as was indicated in the Review of Literature, previous studies with the exception of Ramsey's (1943a) study did not break down sex education into operational terms. In these studies it was difficult therefore to determine whether it was "menstruation education," which usually comes from mothers, which girls had in mind when they responded to questions about the source of their total sex education. In the same manner, boys may have confused venereal disease education with the broader concept of sex education. The fact that youth have individual and varied concepts of sex education colors their responses to questions concerning the "major source" of their sex information. It is probable that some of these interpretations are unique to each sex.

The findings confirm Lee's (1952) study, which showed sex differences in the sources reported when the global term sex education was used.

Conformation of the findings that sources of sex information are sex-linked has important implications. It strongly suggests that the findings made from studies on one sex cannot be represented as applying to youth in general. Neither can studies such as the Gilbert Youth Research (1951) which do not indicate their findings for each

sex separately be considered representative.

Those who work with youth need to be aware of the topics on which status reference sources have been the main source of previous information in contrast to those about which some authoritative normative sources may have supplied the basic information. Instead of accepting the general view that peers provide the bulk of information for males, adults should realize that this may vary according to topic. Table 10 indicates that, for males, peers contribute a minor 13.9% of the information on reproduction while they contribute a third (33.1%) of the information on homosexuality. These findings highlight the manner in which schools and other adult sources are failing to meet the perceived needs of youth. The focus by adult sources remains largely on reproduction and physiology. The topics about which youth indicate a lack of accurate information are not adequately covered by normative sources.

The findings (Table 15, for example) from the youth in this sample have a bearing on the question of whether to have single sex or coeducational sessions for sex instruction. They suggest that if starting with youth "where they are" is to be the guiding principle in handling sex education, some separate sessions for the sexes would have real merit. Separation might be based on specific need for different content or depth level so that subsequent sessions can be mixed with both sexes on a more equal footing.

Hypothesis 4:

The subjects desire sex information at earlier ages than they have received it.

The findings agree with Martinson's (1968) research and would lend support to Goldstein's (1968) study which shows the new trend in school sex education since 1958 to begin programs at the kindergarten level. This would also be true of the U. S. Office of Education's support (1966) of sex education from pre-school age on. Recognition of the need for earlier presentation of information was indicated previously (p. 14) by the fact that 21 of the 34 States which have policies regarding sex education specify that it be carried out from kindergarten through the 12th grade.

The Church and Youth Organizations might do well to follow the school's trend toward earlier sex education if they are to be realistic in meeting the desires expressed by the subjects in this study. The earlier report on the status of sex education in these institutions (p. 14-19) indicate that this awareness is growing in church and youth organizations.

Hypothesis 1s:

The subjects of both sexes indicated that communication with adults about sex was very important. (Table 18) Females ranked the importance of this interaction slightly higher than did males.

The findings agree with Konopka (1966) that adults have a

significant role to play with youth in each of the four institutions. The results are also in keeping with the findings elaborated under Hypothesis 3--that girls have more contacts with adult sources than boys do. (Tables 9, 10) It is possible that each sex has rationalized the importance of adult contact in accord with their actual experience. It may be that because higher percentages of boys have indicated impersonal sources and status reference groups as their sources of information, they feel communication with adults to be somewhat less important.

Hypothesis 2s:

Males and females in this study did not rate Home differently in its ability to provide information or provide opportunity for discussion. School was rated more effective in providing information than in providing opportunity for discussion. Youth Organization and Church received higher ratings for providing opportunities for discussion than in providing information, but both institutions received low ratings of effectiveness in comparison with Home and School. Rating of the effectiveness of the four institutions in providing information were ranked by both sexes in the following order: Home, School, Youth Organization, and Church. Ratings of the effectiveness of the institutions as to the opportunities they offered for discussion were ranked by both sexes as follows: Home, Youth Organization, School, Church. (Table 19)

Konopka (1966) and Goodman (1967) place a high value on the role of discussion in the sex education of adolescent youth. Konopka's (1966) view is that discussion is a particularly appropriate method for the church and youth organization. The youth in this study bear out this view, by giving higher ratings of effectiveness to church and youth organization for providing opportunities for discussion than provision for factual information.

The findings do not refute Goodman's (1967) description of the "discussion centered" classroom as being the ideal to work toward, but they do indicate that the subjects rated the school higher for provision of factual information than in the opportunity for discussion. Each institution might improve its rating of effectiveness by youth by giving increased attention to providing opportunities for discussion.

Hypothesis 3s:

The data show that past experience with the four major institutions as sources of sex education is related to the subjects' selection of them as sources for future help in this education. (Table 20) With some allowance for difference on specific topics (Table 21), subjects of both sexes ranked the four socializing institutions according to their appropriateness in providing sex education in this order: Home, School, Youth Organization, Church.

Manley (1964b), Robbins and Robbins (1965), the White House Conference on Children and Youth (1960) and various national

organizations have made recommendations for cooperative sex education efforts among the institutions. The findings indicate that the youth in this sample have strong preconceived opinions about which institution should and should not provide them with sex education. (Table 21) Both sexes indicate that Home and School should provide the bulk of their sex education. Males, in higher percentages than females, are willing to accept Church and Youth Organization as agents of sex education. If the four institutions are to share this responsibility more equally in the future, it appears that the Church and Youth Organization will have to demonstrate more effectively their ability to handle sex education.

Hypothesis 4s:

A heavy majority of the subjects of both sexes disagree with the view that receiving sex information will encourage sexual experimentation. More male (17.0%) than female (7.8%) subjects are undecided about the effects of sex education on their subsequent behavior. (Table 22)

The findings tend to support Loeb's (1959) study which indicated that where sex education included help in establishing their sex role there was less likelihood that adolescents would become involved in irresponsible sexual activity.

As Kinsey (1948) pointed out, adolescent males are at "the peak of actual performance in the middle or late teens" (p. 219).

His data also showed a considerably higher level of adolescent activity among boys than girls. This suggests that adolescent males have greater difficulty than do adolescent girls in confining their sexual behavior within the norms of society. Awareness of already having transgressed societal norms may well account for the higher percentage of males in this study who are uncertain about the effects of receiving sex information.

Hypothesis 5s:

Subjects of both sexes see a close relationship between acquiring adequate sex information and their becoming mature and independent persons. (Table 23)

Havighurst (1952) states that one of the primary developmental tasks is achieving emotional independence of parents and other adults. Therefore, education which is seen by youth as being closely related to achieving maturity and independence will likely be of high value to young people. Thus carefully thought out efforts to provide sex education can be expected to be welcomed by youth. Hardy's (1966) study supports the view that receptivity of such programs will be great.

Hypothesis 6s:

In connection with the test of this hypothesis the ratings of adolescents, with respect to their perceptions of their parents as effective sex educators, were compared. The comparisons were structured in terms of these ratings (A, B, C, D, F) and the general

educational background of their parents. In general, the results of these comparisons indicated that parents with higher educational backgrounds were not perceived as better sex educators than were parents having lower educational backgrounds.

One of the most widely held assumptions in our culture is that sex education is a function of the home. As Kirkendall (1965) has pointed out, other aspects of the socialization process have shifted to other institutions but there is still resistance to allowing these institutions to handle sex education. One of the common assumptions is that if parents are properly educated they will be able to provide sex education for their own children.

These findings indicate the general level of parents' education is not related to the rating of effectiveness adolescent subjects gave their parents as providers of sex education. They support Shipman's (1969) research on parents' ability to handle sex education. If one considers the relatively high percentages of parents receiving low ratings (Males, Table 24) one could also suggest support for Kirkendall's (1965) view that adults (including parents) should be a prime target for special sex education efforts. It does seem likely that special classes, regardless of the general educational level of parents, would be helpful to them in their efforts to provide sex education for their adolescents.

CHAPTER VI

EPILOGUE

The writer wishes to present some of his personal observations regarding the conclusions of his thesis based on the views he has developed during his several years of practical experience with the sex education of adolescents. Where pertinent these observations will be related to the findings of this study, either as they support or differ from his personal experiences. The author's contention is that achieving an adequate sex education is one of the major developmental tasks for adolescent youth today. Hopefully these comments will be helpful to those workers in those socializing institutions in our society which play a vital role in helping youth achieve their developmental tasks.

Information-giving limited to the traditional presentations on anatomy and reproduction is a relatively minor facet of sex education for adolescents. Both the findings and personal experience indicate that youth consider mature knowledge about sex as a highly important aspect in their adolescent decision-making. Obviously, however, adolescents have not received and are not receiving the quality of sex education nor the opportunity for discussion with adults that enables them to do this. What youth really seem to value is the contribution which sex education makes in helping them develop positive

interpersonal relationships and in deciding upon courses of action for achieving this goal.

This emphasis on sexual communication and a recognition of young people as autonomous decision makers will necessitate the formulation of a more comprehensive concept of human sexuality and very different approaches to sex education.

Without a clear definition of what is involved in sex education many youth are unable to assess realistically the extent of their knowledge of human sexuality. That youth are unaware of many aspects of sexuality has become obvious to the writer as he has worked with youth in many settings.

The high percentage of requests for more information presents a different picture of today's youth from the view expressed by some adults that they are over-sophisticated in sexual matters. This adult perception interferes with their effective communication with adolescents.

The findings and the author's experience indicate that males and females have had differing experiences in sex education. The age at which they receive information, their sources, their degree of satisfaction with information received, the opportunity for discussion with adults, and the desire for further information are all quite clearly sex-linked.

Particularly for males, actual sexual experience is easier to

achieve than information from adults, and is the major source of information about some aspects of sexuality. Adolescent males have greater and/or different sex education needs than do adolescent females. Boys have had fewer opportunities for discussion with adults concerning behavioral aspects of sex and give a lower rating of satisfaction to major sources of sex information than do girls. Boys are also more pressed than girls by their peer culture to prove their masculinity by means of their sex knowledge and/or sex experience.

Sex education for youth at the present time must be viewed as remedial education. This is unquestionably true for adults as well and intensifies the difficulty youth experience in receiving sound sex education. The information given to youth has not kept pace with either their physical or psycho-social growth and development.

A brief asset-liability evaluation of effectiveness of the four institutions which generally provide the sex education for youth would include the following judgments by the author:

HOME: Sex education is basically the parents' responsibility, and they have maximum opportunity coupled with maximum interest in their children's development. However, their emotional investment tends to make them over-protective; their general level of accurate, up-to-date information is not very high, and embarrassment for both generations is likely to be higher in the home than in any other of the four institutions.

SCHOOL: The information from this source is seen as more reliable; there is likely to be the highest

degree of objectivity, and there is the opportunity for discussion with the best cross-section of their peers. However, fear of parent-community reaction may prevent teachers from being as frank as is needed and from covering the real concerns of adolescents. Poorly prepared or moralistic teachers may hinder effective learning in responsibility and decision making.

YOUTH ORGANIZATION: This source is seen as providing the greatest opportunity for honest discussion with peers with fewer topics being considered taboo. There is no "grade" consideration such as is related to the school nor is there the binding intimacy of the home. However, programs in sex education tend to be of the "one-shot" variety or often impromptu. Volunteer leadership is not likely to be well-trained in their field.

CHURCH: This source provides the opportunity for group discussion, particularly with those who share a similar moral-ethical value system. Programs are likely to have the approval of parents and may be better planned than youth organization sessions. However, youth have strong reservations centering around the feeling that the basic purpose is moral indoctrination rather than good sex education. There is a tendency for such programs to deal only with "safe" topics and to cover them superficially.

The data reveal that youth recognizes the value of communication with adults. It is an important factor in their decision-making. The writer has found, however, that they frequently receive admonition rather than opportunity for open discussion in their exchanges with adults.

Youth, through interaction with interested adults, have the potential for setting goals, determining the content, and suggesting practical methods for their own sex education. (See Appendix V)

In working with youth in many settings the writer has repeatedly found that youth do not want sexual license, but are seeking standards and are seriously searching for help in positively integrating sex into the total personality. They are looking for meaningful relationships in which sex can play a part. They are not looking primarily for irresponsible pleasure.

It is clear from the data that there is need for improvement in youth-adult communication about sex. The writer believes that there is also a widening gap in understanding between the generations. However, youth and adults are not so different in their expectations concerning sexuality, marriage and family life as it might first appear. Adult reaction to a more realistic awareness of the nature of experience from which youth's educational needs arise may well be, initially, one of shock. However, by pursuing the course of open discussion persistently both generations are likely to discover that, after all, they are not so far apart in the ultimate goals they seek.

As a result of this study and his own experience with youth the writer feels that since sex education is obviously more than simply a matter of transmitting particular bits of information, the following theoretical formulation may serve as the basis for further study by

others in the field:

Sex education must be viewed as a dynamic process influenced by the gender of the adolescent and affected by developmental factors such as the time of his arrival at puberty, his past experience with various socializing institutions and the characteristics as well as the role of the adults with whom he interacts. His communication with these adults, as well as peers, will be progressively more inhibited as the topics move from the purely factual and abstract considerations to topics which are perceived to involve sexual experience and imply overt orgasmic behavior.

The work with youth during the course of this exploratory study has proved to be a worthwhile and valuable experience for the writer. He feels more keenly than ever the special problems of adolescents as they undertake the "developmental task" of achieving a comprehensive education in human sexuality. In light of his own experience with youth as well as the findings from the data the writer will conclude with some specific recommendations. He hopes they may provide guidelines for other adults in various institutions who are in a position to promote better youth-adult communication about sex. They are:

Recommendation 1: That home, school, church and youth organizations give earnest consideration to developmental programs of

sex education which begin with their earliest socialization efforts with children and youth and continue throughout the duration of their relationship with them.

Recommendation 2: That youth be given a vital part in planning and developing sex education programs in school, church, and youth organizations.

Recommendation 3: That sex education efforts on the adolescent level be planned with the assumption that discussion is a basic need of young people and that the dialogue-centered approach is likely to be the most successful.

Recommendation 4: That careful consideration be given in the preliminary or early efforts to separate sessions for the adolescent males and females, so that the two sexes may be brought to relatively the same knowledge level before proceeding with coed classes or groups. Each sex approaches the sessions with distinctly different backgrounds of sex education experience so some separate instruction is indicated.

Recommendation 5: That adults working with youth should focus their leadership efforts in sex education sessions on guidance toward personal decision-making rather than on admonition.

Recommendation 6: That more attention be given to adult (including parent) education in human sexuality. This is a basic necessity

if the sex education of children and youth is to become more effective.

Recommendation 7: That further research efforts be made to determine effective methods of preparing adults within the four socializing institutions for communicating more effectively with children and youth about sex.

Recommendation 8: That longitudinal research be carried out which would define the relationship between sex education and subsequent behavior. This would make an important contribution to our knowledge.

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REPRESENTATIVE SEX QUESTIONS OF HIGH SCHOOL BOYS

The questions presented here were selected from the more than 4,700 received in writing from 66 groups of tenth, eleventh, and twelfth grade boys in 19 states.

The questions were found to fall roughly into 14 topic categories. The list below indicates the interest in each topic and the rank ordering. Each of the following sample questions is representative of a number of identical or similar questions.

Rank	Topic	Percent
1	Masturbation	12.6
2	Intercourse	12.1
3	Contraception	11.3
4	Homosexuality	10.9
5	Male sex system	8.5
6	Terminology	7.9
7	Petting	7.0
8	Venereal diseases	5.8
9	Female sex system	5.4
10	Premarital intercourse	5.2
11	Reproduction	4.2
12	Seminal emissions	3.5
13	Menstruation	2.2
14	Miscellaneous	3.4

SAMPLE QUESTIONS

1- MASTURBATION

Is there any harm in jacking-off? Either now or in later life?
 How long should this habit last--months, years?
 Is beating off once a day too often?
 Are there bad emotional effects from jacking-off?
 What are the beneficial aspects--if any--of masturbation?
 Review the whole bit about masturbation--methods, effects, frequency, etc.

2- INTERCOURSE

How much intercourse can you have without bad effects?
 How many guys screw in high school?
 The straight scoop on the how, when, where of the sex act.
 Are there legal restrictions on intercourse or is it a question of morals and ethics?
 Should you try different position? What variations are normal?
 What effect do LSD and other drugs have on your experience in intercourse?

3- CONTRACEPTIVES

How do IUDs work? And the pill?

Are rubbers to protect against V. D. or pregnancy?
 How safe is the safe period? Are there home remedies for killing sperm?
 What is the rhythm method of birth control?
 Is there a correct way to use a rubber? What sizes do they come in?
 What are the best contraceptives for high school and college use and in marriage?

4- HOMOSEXUALITY

How many guys horse around sexually with their friends?
 What turns a guy queer? What's the best way to handle a homosexual approach?
 What are the present laws on homosexuality?
 If you have a slight homosexual tendency can you still have a happy marriage?
 Is homosexuality a habit or a sickness? Can it be outgrown or cured?

5- MALE ANATOMY

What is it when they cut a part of your penis off and why do they do it?
 What is the longest prick recorded?
 What is the normal size of the penis stiff, how large should the balls be, and how hairy is the normal guy?
 Why are the testicles outside the body?
 What is the function of the prostate gland?
 Is sterility caused by using up all your sperm?

6- SLANG TERMINOLOGY

Does "masturbate" mean jack-off?
 What's a blow job? And a 69?
 What slang terms do girls use?
 What all can be defined by "petting"?
 What do queer, eating out, horny, and 69 mean?
 A good review of slang and scientific words should be helpful. For instance, what is "Vatican roulette"?

7- PETTING

What is soul kissing?
 How can a couple go about deciding how far to go?
 How do you get her turned off after you get her turned on?
 Is there any scientific research that shows what effect petting or premarital relations have on later marriage?
 Isn't nude petting until orgasm a perfectly moral substitute for premarital intercourse?
 Is heterosexual mouth-genital contact normal or perverted?

8- VENEREAL DISEASES

How many diseases can you catch from sex?
 Can you get V. D. from jacking-off as well as screwing?
 What are the symptoms of V. D. ?
 How do safeties protect you from V. D. ? Are they safe as they say?
 Can V. D. be contracted any other way than by intercourse?
 How long does it take to cure and what methods are used?

9- FEMALE ANATOMY

In the female lady sex organs where exactly is the vagina and will it be hard to find?
 What is it you're supposed to contact when you finger a girl?
 What happens to the female during her orgasm?
 What's the vulva? What's the hymen?
 Is there any way to determine if the girl is a virgin by examining her?
 What are the erotic zones in a female?

10- PREMARITAL INTERCOURSE

Is guilt really a big factor in premarital intercourse?
 How can a girl who has been brought up to believe that intercourse is taboo before marriage accept it as good just because of a marriage ceremony?
 Is our generation much different from our parents as far as intercourse before marriage is concerned?
 If you use contraceptives what's wrong with premarital intercourse?
 What do other ~~societies~~ believe about premarital relations?
 Do adults really expect us to be sexually mature at 16 and not to have intercourse for maybe 5-10 years before we marry?

11- REPRODUCTION

Is it necessary for a woman to be screwed individually for each child?
 How is artificial insemination done?
 How many sperm are excreted during a single intercourse?
 How is sperm manufactured?
 How can you tell if you are sterile or that you can give your wife a normal baby?
 What determines multiple births and the sex of babies?

12- SEMINAL EMISSIONS

If your mind was blank would you still have wet dreams?
 What makes me shoot at night when I'm not even touching it?
 Are wet dreams a sign that something is wrong?
 How often should the average male have them and until what age?
 I have never had a wet dream. Is there something wrong with me?
 Does masturbating or intercourse stop nocturnal emissions?

13- MENSTRUATION

Explain how menstruation makes girls moody--or does it?
 How much does menstruation hamper a girl's activities?
 How much blood do the girls lose during their monthly period?
 Is it all right to ask a girl when her period is?
 Is it normal for a girl to skip a period if she isn't pregnant?
 Is it possible to have intercourse during a girl's period?

14- MISCELLANEOUS

How much do parents and adults really know about our sex lives?

How many guys have intercourse with their sisters?

How does Spanish Fly work?

How do nudists keep from getting hard-ons?

Are there male nymphomaniacs?

Is sex the main cause of crime?

When a man offers you money to let him fool around, what does he actually want to do?

Where can you find adults who are willing to talk to teenagers about sex?

What effect does pornography have on people?

Is prostitution on the increase or decrease?

Why are adults so afraid of sex education for us?

REPRESENTATIVE SEX QUESTIONS OF HIGH SCHOOL GIRLS

The questions listed are representative of 2,913 received in writing from 64 groups of tenth, eleventh and twelfth grade girls in 18 states.

The questions were divided into 14 topic categories. The list below indicates the interest in each topic and rank ordering. Each of the following sample questions is representative of a number of identical or similar questions.

Rank	Topic	Percent
1	Masturbation	14.2
2	Homosexuality	13.0
3	Contraception	11.9
4	Intercourse	10.1
5	Seminal Emissions	8.5
6	Male sex system	7.1
7	Terminology	6.6
8	Petting	6.0
9	Premarital intercourse	5.3
10	Venereal diseases	5.0
11	Female sex system	3.5
12	Reproduction	3.2
13	Menstruation	2.3
14	Miscellaneous	3.3

SAMPLE QUESTIONS

1- MASTURBATION

- What is it? What is it all about?
- Why do boys like to do it?
- How is female masturbation achieved?
- Do just homos do it or just anyone?
- Is it bad, harmful, or sinful to do it?
- Is it harmful to your later sex life with your marriage partner?

2- HOMOSEXUALITY

- What is this? Why don't people like to talk about this?
- Is it hereditary? Or what causes it? Can it be cured?
- How can men have sex--the man isn't built anything like the female?
- Is homosexuality normal for some people?
- Can a homosexual be married and have feelings like other people?
- Are men who dress like women actually homosexual?
- Why is it against the law? Is lesbianism illegal too?

3- CONTRACEPTION

What are the best methods for birth control?
 Why don't adults want to tell us about contraceptives?
 How available are they? Is there an age limit to use them?
 Should contraceptives be made available to unmarried girls? Under what conditions?
 Why is there so much controversy about the pill?
 Are there any side effects with the IUD?

4- INTERCOURSE

Does intercourse hurt? How long does it last? Is it messy?
 How often do married people have intercourse? When?
 Do you just do it, or go to a doctor, or what?
 Do males always want it more than females?
 Do girls need to learn about intercourse or can they count on the boy knowing all about it?
 What is oral intercourse?

5- SEMINAL EMISSIONS

Why do boys have wet dreams?
 How often do boys have this? Is it regular like menstruation?
 Do girls ever have seminal emissions?
 Does this happen to all boys--or only some?
 Is this why a boy seems more aggressive and fresher on some nights more than others?
 Can't boys control them? Do they wake the boy up?

6- MALE SEX SYSTEM

How does the penis change size? How large does it get?
 How does sperm and urine come from the same place?
 How long does a male erection last? Does he ejaculate every time he has an erection?
 What happens to a boy physically when he gets "turned on"?
 What has happened when they say a male has been castrated?
 How does a supporter protect his sex organs when a boy participates in sports?

7- SLANG TERMINOLOGY

What does jack-off mean? Is it the same as beating off?
 Why do boys use such vulgar terms--don't they know the right ones?
 What do boys mean by "beaver"?
 Why is "69" written everywhere--and what does it mean?
 What do "gay," "lez" and "Dyke" mean?
 What is a gang bang?

8- PETTING

What's the definition of necking, petting, and making out?
 How do you keep a boy from getting too hot when you're making out?
 Is it OK to park if you don't go too far? How far is too far?
 Why is it wrong to let a boy pet you?
 Are sex and love the same thing?
 Do boys like to have limits set? Should the girl be the one to set them?

9- PREMARITAL INTERCOURSE

How important is it for a girl to be a virgin when she marries?
 What do boys really think about the girls who have intercourse?
 If you are sincerely in love and willing to accept any possible consequences, what's wrong with intercourse before you marry?
 What percent of premarital relations result in pregnancy?
 Do couples who have premarital sex usually have extra-marital sex later on?
 What percent of the boys refrain from intercourse until marriage?

10- VENEREAL DISEASES

How do you get it? I know boys give it to you, but where do they get it?
 Can you get it from kissing? How can you tell who has it?
 What effect does V. D. have if a woman has it when she is going to have a baby?
 Why do doctors or public health people have to tell your parents before they give you treatment?
 Can venereal diseases actually kill you?
 How could you tell if you had one--without going to a doctor?

11- FEMALE SEX SYSTEM

What is the hymen really? Can you tell if your hymen is broken?
 What is the clitoris, where is it, and what is it for?
 What is the actual size of the uterus? What does it mean when the uterus is tipped?
 Is there anything that can be done to make your breasts larger--without one of those operations?
 How serious is it if one ovary doesn't function?
 How often will the vagina be too small for a penis?

12- REPRODUCTION

When can you get pregnant?
 What is a blue baby or an RH baby?
 Can sperm get into the ovaries? Does an egg come from each ovary every month?
 What causes miscarriages?
 What causes malformed or retarded babies?
 If you bottle feed your baby what happens to the milk in your breasts?

13- MENSTRUATION

How irregular do you have to be before you go to a doctor?
 What causes cramps and what can you do about them?
 How do you tell a boy that you can't go swimming?
 Can you get pills so you won't have a period if you have a job like lifeguard--or on your honeymoon?
 Do boys have anything like menstruation--or anything monthly?
 How young can you start using tampons--or can you if you're a virgin?

14- MISCELLANEOUS

How do you get an abortion? Should abortion be legalized?

If you notice a boy's erection what should you do about it?

Why is it so hard or embarrassing for adults to talk to you about sex?

What happens during menopause?

Is incest very widespread?

Why don't they have more groups like this where you can learn from good discussion?

How can we prepare ourselves to answer our childrens' questions?

What is the "new morality?"

Why has sex been so commercialized?

How will we get our old fashioned sex laws changed?

THE PURPOSE OF THIS QUESTIONNAIRE

This questionnaire has been designed to discover what part adults play in providing you with the information you want about sex.

It DOES NOT ask about your personal experiences.

Its purpose is to determine only how and where teenagers today are able to find the answers to their questions about sex and dating, and their opinions about how they would like to see sex education handled.

HOW THE RESULTS WILL BE USED

The author of the questionnaire will use the results in writing a thesis concerning youth's views on sex education today.

The information you give will be kept completely confidential. No one, except the author, will see the questionnaire you fill out.

You will have a part in efforts to provide better sex education and to develop a more mature attitude toward this important part of our lives.

YOUR HELP IS SINCERELY APPRECIATED

I like school:

- not at all
- little
- average
- quite a bit
- very much

I consider myself:

- an A student
- a B student
- a C student
- a D student
- an F student

I live with:

- both parents
- father only
- mother only
- other relatives
- guardian

Other: _____

I consider my home life to be:

- very happy
- happy
- average
- unhappy
- very unhappy

Father's Education: Completed grade (circle one):

Elementary School	Secondary School	College	Graduate Work
1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16	17 18 19 20
Trade, business or specialized training school: (circle years completed) 1 2 3 4			

Mother's Education: Completed grade (circle one):

Elementary School	Secondary School	College	Graduate Work
1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16	17 18 19 20
Trade, business or specialized training school: (circle years completed) 1 2 3 4			

My religious affiliation:

- have none
- Catholic
- Jewish
- Protestant
- Other

I attend religious services:

- never
- very seldom
- occasionally
- frequently
- very regularly

I am a member of church:

- Yes
- No

I am a member of a church youth group:

- Yes
- No

My religious belief influences my behavior:

- not at all
- very little
- some
- usually
- strongly

I have been a member of the following YOUTH ORGANIZATION for at least one year during junior high or high school:

(Circle the appropriate answers for ALL the organizations to which you have belonged)

YOUTH ORGANIZATION	MEMBER?	NUMBER OF YEARS	OFFICER?
Boy Scouts or Explorers	Yes No	1 2 3 4 5 6	Yes No
Girl Scouts	Yes No	1 2 3 4 5 6	Yes No
YMCA Jr Hi-Y or Hi-Y Club	Yes No	1 2 3 4 5 6	Yes No
YMCA Jr Tri-Hi-Y or Tri-Hi-Y Club	Yes No	1 2 3 4 5 6	Yes No
YMCA Y-Teens	Yes No	1 2 3 4 5 6	Yes No

IMPORTANT:

Whenever the term "Youth Organization" is used in this questionnaire it refers only to the five organizations listed above.

1. Information from this check list will indicate the major source of your sex information and the age at which you received it. It will also show how helpful you found the information to be, and if you would like to be better informed on some subjects.

Please read the instructions carefully before filling in the information requested for each item in the columns in the chart on the following page:

- A- Indicate by placing an X in the column headed NO INFORM if you have never received any information about the topic.
- B- In the column headed AGE RECEIVED place an X in the column that includes the age at which you received your major information about each topic. School years have been indicated also to help you recall when you received this information.
- C- In indicating the MAJOR SOURCE of the information you have about each topic fill in the ONE number which indicates your source from the following list:
- | | | |
|----------------------------|-------------------------------|--------------------------------|
| 1. Parents | 6. Instruction in church | 10. Friends my own age |
| 2. Adult brother or sister | or church youth group | 11. Dating partner |
| 3. Other adult relative | 7. Youth organization | 12. Brother or sister under 21 |
| 4. Adult friend | (list on page one) | 13. Experience or observation |
| 5. School instruction | 8. Reading | 14. Other: Specify _____ |
| | 9. TV or entertainment movies | |
- D- Rate your satisfaction with the information you received by circling one of the letters in the MY RATING column. Use A for excellent, B for good, C for average, D for poor, and F for inaccurate or misleading.
- E- Indicate by circling Yes or No in the MORE INFORM? column whether you need or would like further information on each topic. Fill in this column even for those topics where you have indicated you have no information.

CHECKLIST A

	NO INFORM	6-8 (grade school)	9-11	12-14 (Jr Hi)	15-18 (High)	MAJOR SOURCE (1 only)	MY RATING	MORE INFORM?
MALE SEX SYSTEM The man's sex organs and their function							A B C D F	YES NO
FEMALE SEX SYSTEM The woman's sex organs and their function							A B C D F	YES NO
MASTURBATION Self stimulation of the sex organs							A B C D F	YES NO
SEMINAL EMISSIONS Loss of semen during sleep (wet dreams)							A B C D F	YES NO
MENSTRUATION The monthly female "period"							A B C D F	YES NO
REPRODUCTION How babies are born							A B C D F	YES NO
COITUS The act of sexual intercourse							A B C D F	YES NO
CONTRACEPTIVES Birth control devices							A B C D F	YES NO
HOMOSEXUALITY Adult sex practices with the same sex							A B C D F	YES NO
VENEREAL DISEASES Disease contracted through intercourse							A B C D F	YES NO

2. This check list is to indicate the individuals who have been willing and able to DISCUSS certain kinds of BEHAVIOR and RELATIONSHIPS with you.

For each topic listed in the chart on the following page place an X in the column which indicates a source where you have had an opportunity to discuss the subject in a serious manner where the various sides of the question were handled at some length, but either without specific advice being offered as to what should be done, or if advice was offered you still felt free to make your own decision.

NOTE: Placing an X in a column does NOT indicate experience in this behavior on your part, or that this has been a personal problem to you.

CHECKLIST B

	HAVE NOT DISCUSSED THIS WITH ANYONE	FATHER	MOTHER	ADULT SISTER	ADULT BROTHER	OTHER ADULT RELATIVE	ADULT FRIEND	TEACHER, OR SCHOOL RELATED ADULT	CHURCH RELATED ADULT PASTOR, TEACHER, ETC.	YOUTH ORGANIZATION LEADER OR ADVISOR	FRIENDS OF MY OWN AGE AND SEX	FRIENDS OF MY OWN AGE OPPOSITE SEX	DATING PARTNER	SISTER (under 21)	BROTHER (under 21)
ENGAGING IN MASTURBATION															
YOUTHFUL SEX PLAY WITH MY OWN SEX															
NECKING AND PETTING															
DATING PROBLEMS															
INTERCOURSE BEFORE MARRIAGE															
HOMOSEXUAL BEHAVIOR															
DECIDING ON MY PERSONAL STANDARDS															
BEING IN LOVE															

3. You have indicated the source of your sex information and with whom you have been able to talk concerning sex in the past. Now you are asked to express your opinion about the FUTURE. This check list is to determine where you WOULD LIKE to have opportunities for discussion about sex.

- A- Reading each line across in the chart on the following page, write in "1st," "2nd," "3rd," or "4th" in the HOME, SCHOOL, CHURCH, or YOUTH ORGANIZATION columns to indicate your choice about where you would FEEL MOST COMFORTABLE about discussing that particular topic.
- B- Place a zero (0) in the HOME, SCHOOL, CHURCH, or YOUTH ORGANIZATION column if you feel that this source SHOULD NOT handle sex education for teenagers.
- C- Place a question mark (?) in the HOME, SCHOOL, CHURCH, or YOUTH ORGANIZATION column if you are UNDECIDED about this source.

FOR EXAMPLE: If you feel that HOME and SCHOOL are the places where you would feel best about getting information on the topic "Prostitution" (with HOME as your first choice), that CHURCH should not, and are undecided about YOUTH ORGANIZATION, your line would look like this:

	HOME	SCHOOL	CHURCH	YOUTH ORGAN
PROSTITUTION	1st	2nd	0	?

Be sure you place a mark in every box.

- D- If you would not feel comfortable talking with adults related to Home, School, Church, or Youth Organization, write in the OTHER PERSON column who you would feel at ease with in discussing sex.
- E- Looking back to the past once more, indicate when you would have liked to have had information. In the columns headed WHAT AGE? place an X in the column that includes the age at which you feel it was important for you to have had information on each topic.

CHECKLIST C

	HOME	SCHOOL	CHURCH	YOUTH ORGAN	OTHER PERSON	WHAT AGE?			
						6-8 (Gr School)	9-11	12-14 (Jr Hi)	15-18 (High)
MALE SEX SYSTEM									
FEMALE SEX SYSTEM									
MASTURBATION									
MENSTRUATION									
SEMINAL EMISSIONS									
COITUS (intercourse)									
REPRODUCTION									
CONTRACEPTIVES									
HOMOSEXUALITY									
VENEREAL DISEASES									
YOUTHFUL SEX PLAY WITH OWN SEX									
NECKING AND PETTING									
DATING PROBLEMS									
INTERCOURSE BEFORE MARRIAGE									
DECIDING ON PERSONAL STANDARDS									
BEING IN LOVE									

4. Rate (A, B, C, D, or F) each of the following as to how well they do in providing factual information on sex:

- _____ Home
- _____ School
- _____ Church
- _____ Youth Organization

5. Rate (A, B, C, D, or F) the same sources as to how well they do in providing opportunities for thoughtful discussion of sexual conduct and dating behavior:

- _____ Home
- _____ School
- _____ Church
- _____ Youth Organization

6. How important do you feel it is for you to be able to talk to an adult about sex or sexual behavior when you have questions?

- not at all
- of little importance
- somewhat
- quite important
- very important

7. How well satisfied are you with the amount of information on sex which you now have?

- not at all
- little
- average
- pretty well
- completely

8. Some adults believe that providing complete sex information to teenagers will encourage them to experiment with sexual behavior. Check the ONE statement that most nearly expresses your view about this?

- I agree; sex discussions and information would lead to sex experimentation for most teenagers.
- It would lead to experimentation for about 50% of the teenagers.
- I am undecided as to what effect it would have.
- I disagree; only a very small percent would want to "try out" information they received.
- I believe teenagers would handle sex knowledge wisely and that such information would eliminate the need to experiment

9. How well satisfied are you with the freedom you have to make your own decisions and to plan for yourself?

- not at all
- little
- somewhat
- pretty well
- completely

10. How closely is having adequate sex education related to your feelings of being a mature independent person?

- not at all
- very little
- somewhat
- closely
- very closely

11. COMPLETE THESE IN ANY WAY YOU WISH: (Use the other side of the paper if necessary)

A- I think that adults who handle sex education for teenagers--

B- The kind of person I think would be best at giving sex information to teenagers--

C- I think it is easiest to talk about sex--

GENERAL COMMENTS:

- This questionnaire has been:
- extremely embarrassing
 - quite embarrassing
 - somewhat embarrassing
 - of little embarrassment
 - not embarrassing at all

THANK YOU VERY MUCH FOR YOUR HELP

Appendix III

Dear _____,

I am enclosing a copy of a questionnaire that is being used by the National Hi-Y Council this month, and by some of the regional conferences in various parts of the country this summer. As a recipient of a Mott Fellowship I am using the questionnaire as a basis for my dissertation, "Adolescent Appraisals and Expectations Concerning Communication About Sex With Adults Within Selected Institutions," at Oregon State University.

The purpose of the study is to obtain information from adolescents concerning the kind of sex information they are currently receiving, the source of this information, and their assessment of its quality. Youth are asked to indicate the opportunities they have had to communicate with adults in the institutions, which, in our society, are commonly presumed to handle sex education--the home, school, church, and youth organizations. Reasons for lack of communication between youth and adults and qualifications youth feel to be important in the establishment of open communication between the generations will be explored, and the influence of youth's past experience in sex education on their expectation for help from adults in the future will be investigated. The questionnaire does NOT ask about experience or behavior--only about the information youth have received.

I am interested in getting samples of 9th, 10th, 11th, and 12th grade boys' and girls' opinions and views from various parts of the United States. If the youth in your area will be holding a conference this summer or in the early fall and would be interested and willing to participate I would be glad to hear from you. Or perhaps you may be aware of a local association that you think might find this an interesting project.

I will certainly appreciate your consideration of this study--on my own behalf, and on behalf of the YMCA youth whom I hope will be among those who may ultimately benefit from the recommendations of the completed study.

Sincerely,

deryck calderwood

Appendix IV

Dear _____,

Thank you so much for offering to help with my project.

Wherever the questionnaires are used I'm asking that the procedures, so far as is possible, that are listed below be followed in order to insure the most uniform conditions:

1. That the questionnaires be administered in a group rather than having individuals fill them out at different times.
2. That the total group fill out the questionnaires. Random sampling of adolescents across the nation is impossible; when such select groups as YMCA youth are used the 100% participation improves the objectivity immensely.
3. That seating be arranged so as to insure each individual as much assurance of privacy as is possible. Pre-test groups have indicated that the question about how embarrassing the questionnaire has been is more related to the possibility of others seeing how they have checked their responses than to the content of the questionnaire itself. Youth also appreciate the assurance that the questionnaires are mailed back directly without anyone locally reviewing them.
4. Once the group is seated the youth can follow directions directly from the questionnaire without further help from an adult. Should an individual raise his hand for personal help the staff can use their own judgement in answering the question.
5. Should anything unusual happen during the administration that might affect the answering, or if any of the above conditions are impossible with your group, or if there are reactions from youth afterward that you feel are interesting I would appreciate a note when the questionnaires are returned.

It usually takes from 30 to 45 minutes to fill out the questionnaires so I have generally counted on using about an hour of program time.

Please express my appreciation to the youth for their help.

Appendix V

ADOLESCENT OPINION EXPRESSED THROUGH DISCUSSION

The manner in which the group discussions came about and were conducted has been described in some detail earlier in the study (p. 95-98). These "serendipitous findings" represent the views of adolescents expressed in various groups. The following material includes excerpts from the transcripts of the taped sessions and the notes and outlines turned in by student recorders. The tapes were edited to remove some of the repetitious "ahs" and "ums" and to exclude specific episodes in order to protect the identity of the participants. In all other respects the material is presented in the words of the young people and according to the subject areas they chose to discuss.

The youth spent the majority of their time on sessions dealing with the "content" of sex education. Many hours were spent reviewing materials as they prepared their developmental plan for sex education. The outline of this program appears as Appendix V.

The ideas, opinions and observations presented in this chapter represent those of the youth involved. The writer's comments have been reserved for Chapter VI along with those on the questionnaire data.

Perception of the Social Situation Today

(Excerpts from taped session with 12 adolescents - six males and six females)

Adult: A lot has been written about the social changes taking place today. A good many adults are alarmed about what they see as a decided change in our moral values. Now a certain amount of change is expected in each generation. You know--adults always seem to think youth are going to the dogs and youth can't understand why adults don't accept their music, clothes, ways of doing things. As one authority has put it, "The old sex ways, the traditional morality of monogamous marriage are in an advanced state of decay" and that these changes are taking place with what he called "dizzying rapidity." In other words it's far more than the usual change from one generation to the next. Another writer says, "The rate of change has been so accelerated as to assume the character of a revolutionary upheaval." I'm sure you've heard and seen references to what some of these people are calling the sexual revolution.

Well, this so-called sexual revolution is supposed to have the greatest impact on youth--like you. And you--youth, adolescents--are supposed to be the ones most clearly demonstrating this revolution. A lot has been written about your generation by these adult specialists--sociologists, psychologists and so forth--about youth today and how they behave. I just read, for example, that today "teenage chastity is rare."

Well, I'd like to hear directly from you. How do you see our society today? How does all this social change--this sexual revolution--affect you?

Boy: Well, it sure has made things different. I was just reading that it used to be pretty exciting for a man just to see a woman's ankle--like when she was getting out of a car--when skirts were so long. Now I don't know what a girl could show that would make you turn and look.

Boy: Yeah, but it caused a lot of excitement when those topless bathing suits first came out. Now there are topless

dancers and waitresses--and evening dresses you can see right through. It's a good scene!

Girl: I can't see how those girls do that. Dress that way. I just couldn't.

Boy: Maybe not you, but I think most girls like to show off their bodies.

Girl: Wait a minute! Not just girls! Men's styles are pretty revealing. Those tight pants you guys wear show off your--bulges! Some guys look like they were just painted from the waist down!

Boy: That's different! We're at least completely covered. But I did read in the paper that some guy in Greenwich Village has put out a man's bathing suit that is bottomless to compete with the girls' topless suits.

All: What!!

Boy: Oh, it's sort of a nightgown that just comes down so far and it has no trunks--just loose.

Boy: But that's got to be just for publicity! Good heavens, who would---

Girl: Well, a lot of these new movies have men running around nude in them. Just back views or side of course, but it isn't just women showing off their bodies these days.

Boy: And that's a change that has come pretty fast--like you said. I can remember in the fifth grade we used to go to the library to look through the National Geographic to see if we could find some naked native pictures. That was a big deal! Now I don't look on it as anything at all to see nude pictures. They're in all the magazines and--like you say--the movies.

Girl: I think there is a sexual revolution all right. But I don't think the changes in styles or attitude toward nudity changed it. I think it is caused by cybernation, automation, the way we live now with so much leisure. We are finding more ways to have--have fun. And they aren't all good ways, constructive ways. Some of them are pretty destructive.

- Boy: So you think this "sexual revolution" is bad?
- Girl: Yes. Yes, I think this one is.
- Girl: I don't think we are having a revolution. I admit I don't know much about other periods than my own, but we have been studying the "roaring twenties" and they seem to correspond pretty closely to what I see going on now.
- Boy: I definitely think things have changed since the car became so common. You can go out anywhere now and park--- well, they weren't able to do that earlier.
- Boy: That's what I have gathered, too. Now there is much more opportunity for a couple to be alone together. It used to be that more time was spent in the family or in groups, but now couples can be completely alone by themselves just about any time they want to.
- Boy: I think it depends on how far back you want to go for comparison. If you want to go back to the 19th Century I'm sure there has been a lot of change in the way we behave, but if you are talking about in the last ten years, which is what I think they mean when they talk about this sexual revolution, I don't see that we have changed so drastically. Things have been brought out more into the open and discussed, but I don't think behavior is changed so much.
- Girl: I agree. I think that people were having premarital intercourse in the 30's, 40's and 50's-- each decade.
- Boy: I think that maybe people were able to get married a little earlier before. Now you have to go to college and it postpones the time when you marry--but not intercourse. That just comes naturally, and years ago you got married in time to do it mostly in marriage.
- Girl: All right! Isn't that a change?
- Boy: No. I mean we bring things out into the open and talk about them, but what we talk about isn't that different. We talk more, but we don't do more.
- Boy: Have you strolled through a drive-in recently?

Boy: Yeah, do you know anyone who goes to a drive-in to watch the movies?

Boy: If a girl wants to see a movie she can go to a theatre. If she goes to a drive-in she's indicating she's ready for action.

Girl: Well, I know they didn't have drive-ins, but didn't our parents or grandparents have something that took the same place?

Boy: Well, my grandparents--it took a lot of talking, but I got it out of them--they admit they had some pretty wild times then. They say that each generation gets put down for their music and their dress but that basically we are just the same.

Boy: Every generation gets their kicks--they just get them in different ways.

Boy: That music of the twenties though. That was just a lot of rattle-bang stuff. Ours has got that steady beat-beat-beat. And when you get out after a dance and get in the car--I've got to admit I'm still throbbing!

(Laughter and general agreement)

Girl: I don't really see how we can compare the two generations though. The world situation was different for each. We have different attitudes--we're just different kinds of people. Now we protest by burning ourselves up. That's certainly different.

Boy: Different. Changes. Sure. But is that revolution? I don't think we have defined what we mean yet. Is it just that sex is more out in the open? Or is it actually more premarital intercourse? Which are we talking about?

Boy: I think we all agree that it is certainly much more open now than it used to be.

Girl: Right. If that is how you define the sexual revolution then we do have one.

Boy: But there's action, too. I think a lot of people feel

because of the times now that if they don't experience intercourse now they might not be around to experience it tomorrow.

Girl: But couples felt that during World War II. And I'm sure they felt the same way during World War I.

Boy: Those are times that we always have the big boom in birth rates so the times must push a lot of people into intercourse.

Boy: Did we have an increase in illegitimate babies during the Korean thing?

Girl: Here? Or over there?

(Laughter)

Girl: Well, an author in Sex In America says that there is more promiscuity and the atmosphere is wide open. It is accepted. He says, "We did it in my day, but we knew it was wrong." Today we just accept it.

Boy: There is an attitude of "Everyone's doing it!" so you might as well.

Boy: But do you think everyone thinks it is all right?

Girl: Well, you can't feel quite as bad about something where you have so much company! You just don't feel as guilty as if you were the only one experiencing it.

Girl: OK, so people were doing it then and are doing it now. Now we just feel less guilt and we have more opportunity for participation.

Boy: Do you really think there is more opportunity now?

Girl: Sure. Even if it is only because we start so much earlier now. We all start dating earlier and have a longer period of being in boy-girl situations

Girl: But still with all those things the problem for us to really determine is if that is any different now than when our parents were young. And how could you ever talk to parents about things like if there is more intercourse or not!

- Boy: Yes, if we are trying to find out if there is more pre-marital intercourse now than in our parents time we're in big trouble! We'll never found out from them!
- Boy: You might be able to figure out that your parents got married when they were sixteen or seventeen or something like that. I mean you could figure it out just about, but you'd never know if they had to get married or not.
- Girl: My parents have always been real honest with me. At least they say they are being honest with me. They say that the morals we have now are not the morals that were practiced when they were in college. They say we are a lot freer now. Whether they are being honest or not I can't be really sure, but I think they are.
- Boy: It's not just parents though. Adults in general just can't seem to be honest with you. I can't see how being honest with us about how they handled their problems--even if they didn't handle them very well--could hurt us any more than their being uptight does.
- Boy: It would sure burn me up to find out that my mother had had intercourse before she got married.
- Girl: Mothers are only human, too, you know.
- Boy: It isn't her having it that would bother me. That part is okay. It is just that she always comes on so strong about "nice people don't do that." If after all her talk I found out that she did it that would really tear it!
- Girl: Maybe that's why adults can't be honest with us. They aren't being honest with themselves and so they have to keep up the pretense with us.
- Boy: I wonder if you just naturally turn into a hypocrite when you become an adult!
- Girl: We just can't find out what they did. Do you suppose parents really know what goes on with us?
- Boy: Sure. They only have to read the statistics!

- Girl: You can't read a magazine anymore without finding out what "we" are doing these days.
- Boy: Our parents were lucky. Their parents didn't have statistics to tell them what their kids were doing.
- Girl: But even if they know about the statistics they don't know about you.
- Boy: Oh, statistics! You can make statistics tell anything.
- Boy: I don't know how much they really know, or how much they believe the statistics, but I know if I were a parent now I would worry. There is enough being said that I would worry.
- Boy: Well, let them worry! If they aren't going to be any help in a constructive way-- if they are going to continue to be hypocrites--let them worry!
- Boy: Well, I think we are hypocrites, too. We talk about statistics but not about ourselves. We're beating around the bush right here. I've had intercourse--and I'm not ashamed of it. And I masturbate and so do all my friends. Those of us right here in this room now--we're having sexual experiences. So why do we go along with the pretense that we don't have sex until way in the future when we marry. If we do that we'll wind up playing the same game with our kids.
- Girl: Do you think we'll be able to do a better job talking with our kids--or the kids in the next generation--than parents and other adults are doing now?
- Girl: Oh, yes!
- Boy: I don't think so!
- Boy: Yes. Yes, I agree with her.
- Girl: I don't. I have thought about this quite a lot. I can't picture talking to my kids because my parents haven't talked to me. I just can't picture parents talking that easily about sex to kids. It's the experience you grow up with that determines your attitude. And that's pretty hard to change!

Boy: I disagree. I had a good experience with a youth group in being able to have some real frank sessions about sex. I don't think I would have done a good job talking to my kids if I had stayed mixed up about sex. But the thing is now I have a relaxed attitude about it. I'm sure I'll be able to talk to my own kids.

Girl: I think if we are open-minded about sex it will influence our kids all right. The problem is where do you go to get squared away yourself.

Girl: My parents never sat down and talked with me. I used to see how some of the girls went shopping with their mothers and they would talk about things then. My parents didn't talk to me--

Boy: Don't feel bad. My parents don't want to be seen outside the door with me.

Boy: Well, at least they don't make you get your hair cut.

Girl: Well, anyhow I was lucky enough to go to a class with my aunt during the summer which was about communication between parents and children. So when I came home I took my parents by the hand and sat them down and I talked. And I talked. About all kinds of things--until I was blue in the face. I did that about three times. And then, you know, they started to open up and we found out things about each other that we had never known before. I learned a lot about their ideas about sex and religion--and other things. They had never talked to me before about anything that was important to me.

Girl: Oh, they never do! That's true!

Girl: Well, from that experience I just know that I'm going to talk to my children. And answer their questions. If they ask me "Mama, how many men did you sleep with before you were married?" I'll tell them.

Boy: Well, if this is a sexual revolution we are having they had better hurry up and get a lot more classes and groups like that going. And start them a lot earlier than high school. I'm sure a better understanding of sex will help us communicate better with our kids, but I just can't see myself

sitting down with my son and saying, "Well, son, guess what I used to do when I was your age."

Boy: I don't agree with telling kids what you've done. If my parents had told me they had had intercourse before they were married I would have felt it was okay for me to have it. You were just kidding, weren't you, when you said you would tell your kids. You wouldn't really tell them!

Girl: Yes. I meant it. I wouldn't say, "Well, on September 23 there was John, and then six months later--" If they had good reasons for asking and were trying to figure out what to do themselves--if they are mature enough to discuss it they are grown up enough to get the truth.

Boy: It would make it too easy for kids. If they got going pretty hot and went all the way--and that certainly happens often enough--it would serve as an excuse for them to come home and say, "Well, Dad, tonight I did what you once did." I think most teenagers would think of it as an easy way out. They wouldn't feel as guilty if they knew their parents had done it.

Girl: Looking at it from a girl's point of view I think it would make a big difference for a girl to be able to come home and tell her parents she made a mistake and for them to admit they had had the same experience. She wouldn't have to go through so much despair about who to talk to if she was in trouble. I think she would be a stronger person. She would feel even closer to her parents. She would know that it was possible to live through such an experience. I think she would be less likely to make the same mistake again.

Boy: It wouldn't be like you were in confessional--or bragging: "Yes, son, I scored 29 times before I got married!"

Girl: Right. It would be in a serious discussion where you were trying to help them understand why you felt it was right or wrong. You would be telling them from experience why you felt that way. And it might not be that you were against it. It might have been a good thing for you.

Boy: If it ever came out that your parents didn't think it was always wrong there might be some other changes, too,

One of the reasons for premarital intercourse is because teenagers think their parents are against it.

Girl: Intercourse is a great way to get at parents.

Boy: Suppose we just say--for discussion, you know--that there is more premarital intercourse now than in our parents' time. Is that good or bad really?

Boy: I think that if a couple decides that they find intercourse necessary to them before marriage that they do it more intelligently now. When they discuss it--well, it's not like when it was that the guy was just out to get the girl. The girl has some say in it now.

Boy: In other words they both come to an understanding without the guy just leading up to it.

Boy: I don't see how you can discuss a thing like that.

Boy: Why couldn't you? If it is going to mean something to-

Girl: But you don't sit down and discuss a kiss. That would be silly!

Boy: I think intercourse is a lot more important than a kiss! Intercourse shouldn't come about just because the guy-- or the girl--wants it. It's a mutual experience and it ought to be decided mutually.

Boy: Just come right out and say, "How about it tonight?" When you are sitting in the car? I couldn't--

Boy: No! No! I do not mean when you are horny already--

Boy: Even if I'm not I couldn't look a girl in the face and ask her for it. Even if it was dark and I couldn't see her face.

Boy: Then you have never had the right relationship for intercourse in the first place.

Girl: As I see it even though intercourse can take place without marriage it still has just two basic purposes. For procreation and for---for intimate communication between two who are very close.

Boy: I see! So that's what all the wise decision-making with the girl is supposed to be. You discuss it so you know which kind you are having. Sometimes you wouldn't be sure for nine months!

(Laughter)

Boy: People seem to think that intercourse is always all right in marriage. But why? It might not be right in some cases. And it might be better out of marriage than in marriage for some.

Girl: Then why bother to get married at all?

Boy: Well, marriage is certainly a lot more than the chance to have lots of intercourse to me! It's----companionship---and wanting to raise kids---and lots of other things. Not just intercourse!

Girl: If we do have an increase in--well, all kinds of sexual behavior and more openness in our attitudes about sex can't we just accept the change? Do we have to decide if it is good or bad?

Boy: Maybe our society has been wrong in the past. Maybe we are just beginning to see that. And maybe that's what this--this sexual revolution is really all about.

Girl: But is there enough change to really call it a revolution? I don't--

Boy: Look! Do we have to have a special name for the change? It sure seems evident to me that we live in a time when we have to make a lot of decisions on our own that our parents didn't have to make. Or didn't face up to making. We have tough decisions to make and it's damn hard to find help in making them!

Adult: That seems to me to be a very fitting comment with which to end our discussion.

The Goals of Sex Education

(Excerpts from taped session with 18 adolescents--11 boys and 7 girls)

- Adult: We have decided to discuss what we want to accomplish by sex education. What are we trying to achieve? What goals or objectives should we aim for?
- Boy: I think one would be teaching responsibility. Straight information without teaching how to handle it wouldn't be any good.
- Boy: I don't think you can teach just plain responsibility. But the way you go about teaching sex education can be a way of teaching responsibility. The way it is presented can teach responsibility without just setting out a lesson on it.
- Girl: It should give the person the proper view of sex and how it is a part of everyday life and the balanced part of the whole personality. It can't be considered just on its own. It's part of the whole life of the person.
- Girl: It should give a good outlook on the difference between love and eroticism.
- Boy: Well, certainly information about all aspects of sex would be a goal.
- Girl: Yes, and I think it should teach you more about yourself. How you feel. I think a real important goal would be self-understanding. It would teach you how to handle your own emotions and reactions more maturely. You could then talk to people and discuss it more openly and that way others would learn to understand themselves, too. And you'd learn from talking with others more about yourself. I think sex education is an important part of self-understanding. Just why you are like you are.
- Boy: And to add to that I think that along with understanding yourself that boys should understand the way girls feel, and girls need to understand boys and how they feel.

- Boy: Well, not just the feelings, but the biological side, too. I know that boys don't really get a chance even in Family Life classes to learn about what they need to know about the male sex before they learn about the other sex.
- Girl: I think both the biological and psychological are all part of understanding yourself. I meant both when I said self-understanding was a goal.
- Boy: Adults sure have different goals. They don't look at it as teaching us to understand sex. They look at it as a way of controlling our morals.
- Girl: They would rather not even think of the goals. They don't want to have anything brought out into the open. Their goal would be to keep it all quiet.
- Boy: And that shouldn't be. Sex is a very important part of our lives!
- Girl: But that's it! They don't like to think of it being a part of our lives. They don't want to face the fact that we need an outlet for sex. And that's what the problem is for us now--needing to find the right kind of outlet.
- Girl: They'd go straight up if they even heard you say that!
- Boy: Well, I feel like I have to apologize for bringing out the parent's side, but I think it's important to look at it from their point of view, too. They have a reason for keeping it quiet. They are trying to protect sex education as being their job. They worry about what we might be being taught by someone else outside the home. They think it is their right--no matter how poorly they might do it!
- Girl: But that's unrealistic! I don't think many teenagers get much of their information from parents. I know I didn't. I had to read or get it somewhere else.
- (Agreement from everyone on this score.)
- Boy: I agree, though, that some parents might have as their goal that any sex education that is done should be done by them. I agree that's how they feel.

- Girl: Well, yes, but I think that idea backfires most of the time. It winds up with almost none of it being done in the home.
- Boy: Well, going back to goals for teenagers--I think it should give us some sort of standards. I'm confused about what standard to follow. We are told so many different things by so many different people. And the statistics we read about how some people behave--some of those are pretty shocking--and listening to ministers and listening to parents. There are so many different views about what we should do.
- Girl: That's a good point. It should be a major goal. I think sex education should help the person set his own standard of belief or whatever you want to call it that the person could follow through out his life. I really believe we ought to have that as a major goal.
- Girl: It may not be a major goal of sex education, but I think that understanding how other countries handle their sex habits might help. There are lots of people who are considering the Peace Corps or traveling, and there are exchange students, and it is helpful to know how they feel.
- Girl: Yes, I think it might make us look at our own way of life a little differently. Maybe they have some better ways of doing things in their countries than we have. We could learn from them.
- Boy: I don't think that should be top priority. I think we have enough different patterns here in America to contend with.
- Girl: But don't we get into too much of a stereotype if we just consider things here? If we knew about the values of other people we might get a better look at our way of doing things. I think it could be very valuable.
- Boy: It might help us select that standard we were talking about.
- Boy: I think that if we are talking about teenagers I can't agree that teaching standards or morals will do much good. They have to be taught much younger to little kids. You get your standards or morals in the home. What we need as teenagers is just plain facts. You can't teach teenagers morals.

- Girl: I suppose that's true--but people keep hopin'.
- Girl: I think you can learn about morals as a teenager. Because you can see the effect that the morals of other teenagers have on their actions and behavior. But parents and adults don't seem to want to handle the facts. They keep hoping they can handle it with just talking about high morals.
- Boy: Maybe what we really need is to have a class for parents!
- All: True! Right! (Enthusiastic approval of this idea.)
- Girl: But if we could just get things across to this generation we wouldn't have to plan for parent education. We'd be able to handle it better.
- Girl: It's not just the moral teaching that comes too late. It's the facts about sex, too. Good grief, if they wait until we're seniors what good does it do?
- Boy: I agree with teaching all about sex younger, but I think it is something that should go in steps. I think it has to be repeated or continue to be taught at different levels all the way along.
- Girl: Just think of what could be accomplished if you could really do this. You'd be helping kids right when they needed it, and then everything wouldn't be left until a senior Family Living class. If we learned as we went along we could do a much more thorough job of it at each level. Now, for example, we should be learning about what marriage and raising children involve and more mature things, but we're still trying to cram a whole life's sex education into one class. So we don't really have time for any one thing and we just barely skim things.
- Boy: Well, then one of the goals would be making sex education a continuing process--which begins at an early age.
- Girl: But that's where you get into trouble with the adults again. They can't stand the thought of handling sex education with the young. They're afraid they won't know what to do with the information, or how they'll use it.
- Boy: It just shows their own attitude about sex.

- Girl: That's true!
- Boy: They're afraid it will push us too fast into early dating and things.
- Girl: Oh, it would be wonderful if we matured emotionally and mentally just automatically right along with maturing physically.
- Girl: It should be one of our goals! Really! To have sex education keep up with the physical maturing of the individual. Instead of after you're all through with a stage and then learning about what you should have known. It's like now so many teenagers are getting married because they are physically ready to, but they haven't had help in getting mentally and emotionally prepared for their marriage. And I mean its a lot of teenagers.
- Boy: If it were possible to learn as we went along it would sure give a different attitude about sex. It would just be a part of life instead of so much trouble.
- Boy: That's right. Sexual intercourse is so easy to get now. If it weren't so available we wouldn't have to know how to handle the situation.
- Boy: Yes, adults think they can just let us know what they want us to know and that we wouldn't ever be in a situation where we are faced with participating in sex. And actually we face it all the time. Who goes to a party these days without also having a chance to go to the bedroom?
- Girl: This is the real sad part. Parents keep right on thinking, "My little girl doesn't need this knowledge. She's real sheltered!" But they don't really know their own kids!
- (Appreciative laughter and agreement with this statement.)
- Girl: Really! Here's another goal. Having more understanding between youth and parents so they can really help--and if they don't want to handle sex education themselves at least they'll understand why it's important for us to know these things today. They need to have a much more realistic picture of what goes on today.

- Boy: Both sides would agree on a goal that said sex education ought to bring closer understanding between teenagers and their parents. I'm sure everyone would agree on that.
- Boy: If they can accept the standards of the kids.
- Girl: No, not completely. They wouldn't have to accept them, but they would understand what we're up against. They could help us set standards and could tell us their views and why they think we should behave in a certain way.
- Girl: Both sides wouldn't ever come to a complete agreement I suppose, but at least we'd feel that they knew what we were talking about. Now they just look at you in amazement sometimes. You find yourself in a tough spot sometimes when you're trying to explain things. Adults have such a different conception of life. It's like you were in two different worlds sometimes when they try to understand just a word you say maybe.
- Boy: Yes, this language needs to be cleared up if we are going to communicate with parents at all. Sometimes I feel like I might as well not bother to try and talk with them about it.
- Boy: I sure don't have any suggestions as to how to go about it, but parents need to be involved in teenager's sex education somehow. At least keeping up with what we are learning.

When the group felt they had identified the goals to their satisfaction they reviewed their listing. They changed the wording in several places but felt they could not eliminate any of the points. An attempt was made to rank them according to importance; it only convinced them that they must be given equal consideration. The final listing of the goals was as follows:

1. To provide whatever factual information the individual desires on all aspects of sex.
2. To increase self-understanding so that individuals may become self-confident members of their own sex.

3. To increase understanding of the opposite sex in order to promote positive relationships between the sexes.
4. To understand better other patterns of sex behavior among peers, among the adult generation, and in other cultures so as to prepare individuals to live with others who believe differently.
5. To open communication and promote understanding between adults and youth.
6. To develop an appreciation of sex as an integral part of life and see it in its proper perspective.
7. To allow and enable each individual to develop a personal standard based on understanding of and concern for others.
8. To prepare individuals mentally and emotionally for their biological development through maturity, and to cope with the social pressures as they arise in a mature manner.

The Necessary Content in Sex Education

The specific content of sex education programs was of tremendous importance to the youth and three sessions were devoted to the consideration of material that should be included. In the first "content" session it soon became evident that there were some differences between what the boys felt to be necessary information and what the girls believed was essential. It was decided therefore to meet in separate sex groups for special concentration on outlining the unique informational needs of each sex.

The boys felt that their family life course was slanted toward

the girls. This was true, they felt, for several reasons. They believed the girls to have more interest in the relationships between the sexes and the discussion of them was "safer" than the discussion of sex facts which would have been more satisfying to the boys. Some of the subjects--childbirth, for example--was by its nature of more concern to girls. Assignments, such as handing in special notebooks of clippings, were also seen as more appropriate for girls. The boys felt they received only scanty information from other sources. Informal bull sessions skirted serious discussion of certain kinds of information, and parents were felt to play a smaller part in providing information for sons than for daughters. Without other sources of information the boys felt keenly the lack of coverage of some basic facts concerning male physiology, masturbation, homosexuality, which, they felt, were more typically masculine concerns. This bias in content was one they felt should be corrected.

The girls did not completely agree with the boys' opinion that they had better communication with their parents about sex. The girls felt that their out-of-class discussion with their peers was even more limited. This they attributed to the need to protect their reputations by not showing too active an interest in sex or by sharing their thoughts or experiences even with friends. The emotional and psychological aspects of sex were of more importance to girls, but they were in favor of having class content geared more realistically

to the needs of boys as they felt it would be important to be aware of and understand the male problems, too.

Both groups felt that the content would depend to a large degree on what information and understanding the individual already possessed. Ideally the full range of sex information desirable for a high school senior should come as the culmination of a progressive program of education presented at appropriate times throughout the individual's development. To be consistent with the goal which stated that sex education should be a continuous process the group outlined a program beginning with the pre-school child and continuing through the twelfth grade. This outline appears in Appendix V.

It was difficult for the group to separate content from method in their discussion. In so many instances one was dependent on the other. They tried to confine recommendation as to methods to those that would be related to courses offered in the school setting. They were aware of the problems their suggestions would create for school administrators, but they felt it was legitimate to set an ideal towards which to work. Scheduling of special classes, selecting qualified personnel, the use of team teaching, compulsory attendance, winning parental and community support and approval were recognized as problems that would have to be worked out along with gaining acceptance for curriculum content that would realistically meet the needs of adolescent youth.

The Transmission of Sex Education

In their last two meetings the teenagers grappled with what methods, other than the school curriculum, would be effective for the broadest dissemination of sex information.

(Excerpt from taped session with 16 adolescents - nine girls and seven boys)

Adult: You have done a good deal of work on the sex education program for school. What other methods or sources should be considered?

Girl: I really think the most important "method" is the parents. I'm not saying it is done now. I know it's not. But maybe someday it can be. I think it should be a part of growing up in the family. I don't know how to get from where we are now, but I think parents should at least have a part.

Boy: What do you mean by a part? I don't want my parents to have anything to do with it! Who do you know that can go up to a parent and ask them matter of factly about what they would like to know about sex?

Boy: Maybe in Utopia!

Girl: I think really good books should be written. Not the kind we get now but really well written books. Some of those we reviewed were worthless! Honest ones could really help.

Boy: Not really. I don't think enough kids would read them. Boys particularly.

Girl: It would be a start though. If you knew where you could get the information you wouldn't have to let people know what you were interested in finding out and having to explain why you wanted to know. They can't believe you want to know anything about sex without having some ulterior motive. With books you could look it up yourself.

- Boy: Well, I still don't think I would find a book helpful. I want to discuss things.
- Girl: I would. I'd find a book real helpful.
- Boy: And just where are you going to find these books? Not many kids are going to go to the library and have the feeling that they can ask for a sex book or even have people watch them check one out.
- Boy: Not only that but the librarians say that the sex books are the first to be stolen so they wouldn't be able to keep them anyhow.
- Boy: That's true. When I think about my own sex education I think I've learned a lot from the group I run around with when we talk about what we feel and how we believe.
- Girl: For me it has been books and parents--in a way. Not so much what they've told me but just in watching how they act toward each other. That's more important than sitting down and talking about sex with them.
- Boy: But that doesn't answer your factual questions.
- Girl: Ideally there should be a variety of ways and methods. I think it is true now and I think it will continue to be true. We pick up some from parents, some from books, some from talking, and in school, church--lots of places.
- Boy: That talking. That's what I think is important. I think every teenager needs some impersonal kind of person they can go and talk freely with. Not a school teacher, or a minister, but an older adult that--
- Girl: Not too much older. But someone--I know what you mean--who knows what's going on with kids and doesn't feel they have to pry into your personal life if you ask a question, but will honestly tell you the answers to what you want to know. That kind of person makes you feel trusted--and mature.
- Boy: They should be qualified and should be someone who you know is really up on things. You sure don't want an old fogey! If they had a special counselor that wasn't at school

all the time, but came maybe a couple of times a week, and you could just go in and talk about personal problems or ask questions. But not someone you'd meet everyday in the hall and then you might wish you hadn't talked so much to them.

Boy: I agree. I wouldn't go up to anyone in school or church now. It would have to be someone who wouldn't hold what I said against me.

Girl: How about a doctor? They should be impersonal.

Boy: What does a doctor know about teenager's problems other than medically?

Girl: A sort of combination of not too old, well-informed, and that really understands teenagers. Maybe communities could get a person like this and share him with school and the church and the youth kind of agencies. Create a new community position for a counselor.

Boy: Yeah. That would be great!

Girl: I think talking to this person is important, but I think in addition it is good to talk with your own age. This adult person has had experiences and can tell you things, but you kind of like to also feel that there are others just exactly in the same situation you are. You know--company. You don't feel all alone.

Boy: Of course you can get some weird ideas that way, too. I look back and think, "Good grief! Did I ever believe that?" Some of the things you learn that way could be harmful, but in spite of the dumb things you pick up I agree you need to share with your own age. High school people are just at the right age to do this. We're old enough to discuss in a helpful way.

Boy: Well, like now. This kind of discussion is very stimulating to us in thinking things through.

Girl: It sure is. Even when it is just two people in a dating situation. People who are going together can really help each other if they talk. You trust them and they understand how you feel.

- Boy: When you say talk--talk about what? Morals? Or sex facts?
- Girl: Both. Girls learn things from boys about whatever they think they need to know. And boys from girls. In a larger group of just your own sex you watch what you say or else you try to make an impression. With just the two of you you can count on its being true most of the time.
- Boy: But how do you know that your date really knows the sex facts? Guys don't trust what they hear in their own group of boys talking and girls don't take everything in when they listen to their own sex group talking. Maybe you are getting the same kind of wrong information from your date. And what if the guy is just trying to lay the girl? I know guys who tell their dates that if you do it in a certain position you can't get pregnant.
- Girl: Well, that's why it is important who you date. The person you date usually has a big influence on you so you have to think carefully about who you date.
- Boy: But how about those who don't go steady or with someone they trust to talk with?
- Girl: That's a problem. Because it takes time to build up the right kind of trust to talk in a group. There just aren't too many groups where you have the time to build up to this. If you just get together informally you sure don't suddenly start discussing sex frankly! In a dating situation you have this kind of trust already built in--or you should--before you even decide to go out with the guy.
- Boy: It would be really helpful to get some groups set up where you could talk. You can learn so much that way.
- Boy: There should be some just for males. And some just for girls. Where the talk can really be frank. If it is just your own group of guys talking informally all you talk about is "Say, how was she last night? I hear she really knows how to--" you know, on a joking level. Boys need a chance to discuss seriously where they don't have to watch what they say. Maybe the groups could meet separately at first and then after they got some things cleared up they could meet together.

- Boy: What I wonder about when we talk about method is at what age we should start all this.
- Girl: Pretty early!
- Boy: I think we should begin with the language. Clearing up the communication problem would logically come first. And having the language to discuss it means starting early.
- Girl: Yes, people can't even use the right words for the sex organs--I know some women who would faint before they would say penis out loud.
- Boy: I think straight forward use of language is basic.
- Girl: Facts are basic, too. If you don't know how things actually are it can effect your concept of morals. The wrong information can warp the way you think and give you false standards. No wonder we have such a mixed up civilization. We should just start all over again! Wipe everyone out and start fresh. Hey, that's a method! Start all over again.
- Boy: We've got to make sex education as wide spread as we possibly can. Educate them all! That's our slogan.
- Boy: Educating them all would seem to mean that we are going to have to use the schools. There isn't anything that will catch everybody outside the schools.
- Boy: We should educate the adults. It seems to be what they need to be happy--and face it! It will speed up the progress of what can be done on the teenage level.
- Boy: Educate the whole age range. Right! From the early years right up until they nail the lid on them.
- Girl: That's a big job. How are we going to accomplish it? I can't see that we are going to find any text books--
- Boy: Books! You can't ask questions of a book. We're talking about discussion groups.
- Girl: Well, of course not just books. We'll need a variety of methods. Both in order to get the job accomplished and

because each person is different. We'd never get just one method that would work for every single person.

Boy: So back to educating the parents. Now even with this counselor in the community that was mentioned. He'd have to be a pretty versatile guy. To get approval he would have to be a member of every church, on the school board, belong to Rotary and the service clubs. He wouldn't have time to counsel! But he's got to get everyone on his side before they'll let him counsel. I mean I read about this PTA where they were going to have a discussion on sex and they could never get it going. All they could discuss was whether they should discuss or not. That's the kind of block you run into with parents and adults. It'll take them a long time to agree to anything!

Boy: That's true. But we've got to get through to them!

Girl: And we need to--I don't know quite how to explain it--but different people can take things in at different levels. You know like in school we have an honors program and a regular program. That sort of thing. Some people wouldn't have any understanding and others would be ready to go into things quite deeply. So what I mean is that I think it will take churches, schools, things like the Y--all offering what they can and in different ways so that people can find the level they want to learn in.

Boy: Can I include Shakey's Pizza Parlor? Some of the best discussions I've had have been in there. We had some real free discussions and I really got a lot of good information. Oh, I know that misinformation is passed around, too. But I don't think adults should put down this getting facts from our own age. I think we share worthwhile information. And they talk about us getting it "from the streets."

Boy: OK, but I think we're going to have to come up with some planned methods. Now if we could set up some groups that would have the kind of easy open discussion of a bull session it would help. Not every guy is going to have a chance to be invited to join in a frank stag discussion. Some guys are just out of it. They wouldn't be included in the social groups.

- Boy: That's right. Some people just don't join groups.
- Girl: I think there is more of the informal--not classroom--kind of thing that could be done right in the high school.
- Girl: Not on school time!
- Boy: No, but during club time. When the special interest groups meet.
- Boy: That's it! The best method so far. A SEX CLUB! That should get people's attention. The High School Sex Club!
- (Much laughter)
- Girl: They've got a club for everything else!
- Boy: Seriously. You couldn't call it that of course, but that's the idea. A special discussion group open to whoever wanted to come.
- Boy: That will still miss a lot of people.
- Boy: You don't want too big a group for this kind of thing. I think you start small and word would get around, don't you?
- Girl: Are you kidding? If they found out that it was a really down to brass tacks kind of thing you'd have to announce that only those whose names started with A could come on Monday nights--and so on!
- Boy: Get it started and it will skyrocket. I predict!
- Boy: We'd better buy stock now!
- Boy: A Y conference that I knew had a three day conference where sex education and dating was the theme. They had some lectures and films for the whole group, but they also had some periods where you had your own free choice as to what particular group you'd like to go to for discussion. Like marriage, childbirth, sex facts for either sex, etc.
- Boy: That, I would say, is just about perfect.
- (General agreement that this would be an excellent method.)

- Girl: I think it would be good to have panel discussions set up for teenagers, and there could be separate ones for parents.
- Boy: Very separate!
- Girl: And the same leader could work with both of them so that each group--the youth and the adults--could understand each other better and maybe begin to communicate. This could get the communication opened up on an impersonal basis. At home they might discuss how they felt about the panel. They could even meet together sometimes.
- Boy: Very infrequently, I hope.
- Boy: Wouldn't you think that by the time kids are teenagers and the parents have failed so far that they ought to give a little and talk their son's language--try the son's point of view--since theirs didn't work anyway?
- Girl: I do think they ought to give up--and let someone else try. We could give them a consolation prize. "You tried, folks. Sorry, but you just didn't make it. But cheer up! You've got lots of company!" But I wish if they can't help they wouldn't stop other people from helping.
- Girl: If you could communicate with them about sex you could easily talk about just about anything.
- Boy: If they understood and really talked with us about sex we might listen to them other times--even when they said things like, "Clean your room" or "Wash the dishes."
- Boy: Yeah. Now my mother comes to me and when she does try to talk about sex she uses these nickel words. I don't even listen. Most of the time she is 'way too late in coming to me at all. I don't listen to a lot she says now because I guess I figure if she doesn't know it in this phase of life that she doesn't know any better in other things. It's a good excuse anyhow.
- Girl: That's why we need to get these panels going.
- Girl: But ideally you've got to start much younger on the parent problem.

- Boy: Not too much younger. I'm for having these at the high school level. Too young--well, I just don't know about it.
- Girl: You're talking like a parent! I don't think you can start too young. It's all tied so closely with self-understanding and getting along with others and feeling self-confident and what your morals are---I don't think you can start too young.
- Boy: I agree.
- Boy: I don't. We don't want to push them too early about sex.
- Girl: We're not pushing sex! We're not pushing them toward anything! You have a different concept of what sex education is. It's sure more than the biological facts. It's their whole attitude toward life.
- Boy: Listen. If I'm in the third grade I feel just like going out to play baseball--not sitting down and learning about sex.
- Girl: You don't force things on them. You don't try and teach them not to go out and park on their tricycle with their little girl friend. There are other kinds of morality. At that age they are learning about not stealing candy bars, why you treat people the way you should--things that will be more tied into sex itself later on.
- Girl: We're not trying to increase concern with sex. If it were treated as it came along the emphasis would probably even be lowered. I know it would.
- Girl: Yes, our goal and our methods would be to put sex into its proper perspective.
- Boy: With that I'll agree!

When the group reviewed methods and sources it was felt that basically the transmission of information came about through reading and/or discussion with others. In order to meet the needs of all individuals it was recognized that a variety of methods and techniques

would be desirable within these two general sources.

In discussing the effectiveness of books a division of opinion became obvious. Girls favored reading more strongly than boys, but both sexes expressed misgivings both as to the content and the availability of books. With almost no exceptions books currently on the market were felt to be superficial, heavy on moralizing, and "written for children." The problems of actually locating helpful books and their own limited ability to appraise the value of what is available were felt to be serious drawbacks for teenagers. They felt the need for better books to read in their own individual pursuit of information, and better classroom texts to be used for formal course work in school.

Reading, however, is definitely second choice; discussion with others was seen to be vital. And in discussion it was necessary to include both adults and peers. Adults were favored over teenagers to have the predominant role, but there was real doubt about the ability of many adults to fulfill this expectation. There was both a note of impatience and one of wistfulness as they discussed parents as a source of information. It was clear that they felt parents had an obligation especially in the early years, and that ideally the home was the place to learn about sex, but it was equally clear that parents had failed them miserably in this respect.

Adults at large were included in the view that the older

generation had no real picture of what teenage life was like in today's society. Adults were spoken of in terms usually reserved for unfriendly foreigners. A few teachers were accepted into the teen culture as "honorary blood brothers," but these were rarely earned or bestowed honors. And yet in spite of the general feeling of hopelessness about real communication with adults the youth place a high value on it. And adults do currently serve one important function for youth in setting the atmosphere or providing the structure where serious discussion is possible among youth themselves. Some classes, youth groups, and conferences provide worthwhile opportunities for consideration of problems and a sharing of experiences among coed groups of teenagers whether or not the adults are capable of entering into these discussions themselves.

To improve the current situation the youth outlined their recommendations about the transmission of sex education as follows:

I Programs to Stimulate Discussion

- A Adult education classes to help resolve some of the parents' own problems about sex, improve their attitude toward it, and provide insights into adolescents' problems.
- B Panel discussions as an extra-curricular phase of the high school program in which youth and adults would discuss and share viewpoints about sexuality.
- C Compulsory as well as elective courses in the high school curriculum beginning in the tenth grade and staffed by a specially trained team of teachers who would make use of improved texts, up-to-date visual aids and tapes, informative lectures to stimulate frank and open classroom discussion on both a coed and a single sex basis.

- D Increased use of youth conferences by churches and youth-serving organizations as well as high schools initiating similar conferences annually on various aspects of sex education, boy-girl relationships, marriage and family living.
- E Informal seminars, organized by the high school and held during special student activity periods, under the guidance of a qualified adult and open to any interested student.
- F Opportunities for counseling on personal problems in a face-to-face discussion with a qualified counselor trained to work with adolescents, who ideally might serve schools, church and youth-serving organizations without being officially identified with any of them.
- G Recognition by all adolescent-serving institutions of the importance of informal and unstructured discussions of sex among teenagers with their peers in single sex and mixed groupings, and with a close friend or dating partner. Within these informal groups youth internalize the knowledge they receive from various sources.

II Reading Material

- A Books for personal reading. Ideally these would be paperbacks that were easily available and inexpensive.
- B Textbooks. Either new texts written to meet the realistic needs of adolescents or use of college texts which avoid a good many of the superficialities that make the high school texts objectionable.

SUGGESTED OUTLINE FOR A DEVELOPMENTAL PLAN OF SEX EDUCATION

PRE-SCHOOL

- Purpose:** To provide trust and communication with parents and to build a healthy attitude toward their bodies.
- Content:** The physical differences in boys and girls. Correct terms rather than "cute" family names for sex organs and elimination processes.
- Method:** Learning from parents within the home and association with groups of peers in nursery school, neighborhood, etc.
- Resources:**
- Slides - How Babies Are Made
 - Books - DeSchweinitz, Karl Growing Up
Gruenberg, Sidonie The Wonderful Story of How You Were Born
Hegeler, Sten Peter and Caroline

GRADES 1 - 3

- Purpose:** To increase the knowledge of how animals and human beings are born and grow.
- Content:** Review of physical differences of the sexes. Children should know what mature male and female bodies look like. How babies are born. Family love.
- Method:** Observation of parents and their demonstration of love and affection for the total family and for each other. Classroom teaching on reproduction among animals.
- Resources:**
- Slides - How Babies Are Made
 - Books - Ets, Marie The Story of a Baby
Levine, Milton and Seligman, Jean A Baby Is Born
Meilach, Dona and Mandel, Elias A Doctor Talks to 5-to-8 Year Olds

GRADES 4 - 6

- Purpose:** To broaden the source of information and enable children to talk with each other on a wholesome matter-of-fact level; to demonstrate that sex changes are a natural topic for classroom discussion; and to develop attitudes about sex that will prepare individuals for junior high school experiences.
- Content:**
- The coming physical changes for both sexes
 - Menstruation
 - Seminal emissions
 - Simple description of intercourse as it relates to reproduction
 - Review of childbirth

- Method:** Continued communication with parents
Films and discussion in the school classroom
- Resources:**
- 4th grade - Film: "Human Beginnings" (showing in the evening would enable parents to discuss film in advance and to keep informed as to the part of the school in sex education)
- 5th grade - One of the newer films on menstruation (Shown to girls with their mothers. Boys see it in a separate showing.)
- 6th grade - Film: "Human Growth" (Shown on a coed basis as part of an appropriate unit of study rather than as a special event and discussed in the same manner employed for any teaching film.)
- Books - Beck, Lester Human Growth
Lerrigo, Marion and M. A. Cassidy A Doctor Talks to 9-to-12 Year Olds
Lerrigo, Marion and M. A. Cassidy A Story About You
Levine, Milton and Jean Seligman The Wonder of Life
Strain, Frances Being Born

JUNIOR HIGH SCHOOL

7th GRADE

- Purpose:** To develop an appreciation among boys and girls for their maturing bodies, to provide understanding of the differences in the rate of change and the timing of these changes for different individuals, and to prepare them for the experiences they will be encountering.
- Content:**
- For boys - Masturbation
Seminal emissions
Review male anatomy
Slang terminology
- For girls - Menstruation
Review female anatomy
Review childbirth
Reproduction
- Method:** The instruction on physical changes would be given in separate sex groupings at the beginning of the physical education program within a Health Class unit which would precede and prepare boys and girls for the experience of undressing and showering in a group situation.
- Resources:**
- Films - For boys:
"As Boys Grow"
"Personal Hygiene for Boys"
- For girls:
"Human Growth"
"It's Wonderful Being a Girl!"

- Books - Corner, George Attaining Manhood
 Corner, George Attaining Womanhood
 Johnson, Eric Love and Sex in Plain Language

8th GRADE

- Purpose:** To provide information from a reliable adult source that will more adequately inform youth about subjects they are discussing on a peer level so that sex can be viewed as an integral part of the total development of the individual.
- Content:** Review of previous material
 Intercourse - the act and its role within the marriage setting
 Venereal diseases
 Differences in physical and emotional reactions for each sex
 For boys: Youthful sex play with own sex
 Adult homosexual approaches
 For girls: Incest
 Erotic responses in boys - erections, etc.
- Method:** A special class for one semester on a single sex basis with a qualified teacher of their own sex. Anonymously written questions would be used to judge the content and level of interpretation necessary. Discussion would be a vital part of the course.
- Resources:** Films - "Good Grooming"
 "Boy Into Man"
 "Girl Into Woman"
 "Physical Aspects of Puberty"
 "One Quarter Million Teenagers"
- Books - Levinsohn, Florence and G. L. Kelly What Teenagers Want To Know
 Mozes, Eugene Plain Facts About Sex

9th GRADE

- Purpose:** To provide opportunity for coed discussion on the relationship aspects of sex and dating so that boys and girls can base their relationships on mutual trust and understanding rather than on selfish exploitation.
- Content:** Review of basic material
 Controlling emotions
 Sharing attitudes and feelings on various aspects of boy-girl relationships
- Method:** A special semester class would meet in separate sex groups for the first two weeks to review material covered during the previous year so that new incoming students may be helped to acquire background and returning students may have a "refresher" which would enable them to discuss questions more easily and openly in the mixed group. Within the separate sessions each sex could prepare questions they would like to ask the opposite sex to answer and discuss in the combined sessions.

- Content:** Dating problems
Going steady
Necking and petting
Love
Engagement
Courtship and marriage
Personal responsibility in relationships
Setting standards and decision-making
- Method:** A male and female teaching team would offer a full semester course on an elective basis. The sex education course for sophomores would be a pre-requisite.
- Resources:**
- Films -** "How to Say No"
"How Do You Know It's Love"
"Early Marriage"
"Worth Waiting For"
"Phoebe"
"The Game"
- Books -** Davies, Edmund Tell Us Now
Duvall, Evelyn Why Wait Til Marriage
Glassberg, Bert Teenage Counselor
Gottlieb, Bernhardt What A Girl Should Know About Sex

12th GRADE COURSE: FAMILY LIVING

- Purpose:** To help students understand the responsibilities of the marriage relationship, set realistic goals for marriage in the future, or prepare for more immediate marriage, and to make positive adjustments if already married.
- Content:** Masculine and feminine roles in our society
Emotional maturity
Marriage in other cultures
Marriage preparation
The family as an institution
Child rearing
Marriage problems
- Method:** The course would be offered as an elective to seniors or married students. Appropriate guest experts such as a doctor, lawyer, minister, marriage counselor, married couple, etc., would be used occasionally singly or as a panel to provide professional information.
- Resources:**
- Films -** "This Charming Couple"
"Childbirth: The Great Adventure"
"Handling Marital Conflicts"
- Books -** Barnes, Kenneth C. He and She
Crowley, L. Q., Malfetti, J. L., Stewart, E. I., and Vas Dias, Nina Reproduction, Sex and Preparation For Marriage
Greenblatt, Bernard S. A Doctor's Marital Guide for Patients
Guttmacher, Alan F. The Complete Book of Birth Control
Hettlinger, Richard F. Living With Sex: The Student Dilemma

POLICY STATEMENTS OR POSITIONS CONCERNING SEX EDUCATION
DEVELOPED BY STATE BOARDS OF EDUCATION

ALABAMA A study Committee will hold a workshop in the summer of 1969 to write a State Health Education guide which will include sex education in the curriculum.

ALASKA Alaska has a 46 page mimeographed booklet, developed in 1967, which lists concepts for grades K-2, 3-4, 5-6, 7-9, 10-12 along with a glossary, bibliography and recommended film sources.

HUMAN SEXUALITY EDUCATION: STATEMENT OF PHILOSOPHY

Education in human sexuality should be a continuous process. Within the school curriculum, education for conscious adjustment to human sexuality should be a sequentially planned program for all grades from kindergarten through twelfth. This program should consist of instructions for developing an understanding of the biological, psychological, and socio-cultural factors which affect personality and interpersonal relationships. Family Life and Sex Education must be thought of as being education designed to enable young people to use such knowledge and attitudes in their thinking as will make it possible for them to make intelligent choices and decisions.

Human sexuality is a person's sexual nature: it is an integral part of his personality. The maleness or femaleness of an individual implies not only the presence of one or the other kind of anatomy, but also a predominance of masculine or feminine emotional make-up which, in turn, directly affects the individual's adjustment to an influence on the family and society.

Introduction and Broad Concepts: Grades K-6

In attempting to devise guidelines for the teaching of Human Sexuality to elementary pupils in the State of Alaska, the committee felt it necessary to consider several very broad and basic concepts in the light of the various aspects of Alaska's society and culture. The group considered the existence of common elements all pupils should gain from this type of education. It was realized that the school environment can provide only a part of the child's learning in Human Sexuality. The child is constantly weighing evidence and seeking approval and self-approval for his actions by comparing them with the actions of others about him. He constantly searches for a happiness which is elusive to him. While the process of emotional maturation cannot be accelerated from without, the delineation of goals which, once reached, make for happiness, is the first step toward such happiness. With this in mind, the committee based its entire elementary program in Human Sexuality on the following broad concepts:

1. Security and self-confidence are essential to happiness. Neither is possible with a knowledge and understanding of the mental and physical functions and of how they affect one's behavior.

2. Individual happiness is unattainable without good interpersonal relations which, in turn, would not be possible without an understanding of the needs and desires of all concerned. A child must know that each person is valuable in his own right, and that individual similarities and differences must be respected. A child must be aware of himself in relation to his peers, his family, his country, and, indeed, the universe.

3. No child's sexuality with any of its connotations must be denied. A healthy attitude toward the opposite sex, reproduction, birth, growth, and maturation can be started on the heels of the child's awareness of them, and developed throughout the early years. Besides objective knowledge of pertinent facts, the teacher of Human Sexuality needs freedom from unresolved problems with his or her own sexuality. Such freedom is a sine qua non of unbiased instruction, good rapport, and genuine acceptance of each child's sexuality with all its connotations.

4. Favorable early education and experiences are important for subsequent emotional maturity. The decisions of an adult often reflect his early indoctrination and experiences. His responsibility to himself and others can only rest on realistic appraisals and sympathetic understanding of all involved.

ARIZONA

The State Department of Public Instruction has not as yet established guidelines for sex education in the public schools. There are plans to develop guidelines in 1969-70. A bill to prohibit teaching sex education was introduced in the state legislature but died in a House Committee which indicates strong organized opposition to such teaching in the state.

ARKANSAS

Under the guidance of Austin Z. Hanner, Supervisor of Health, statements "concerning this phase of health education" are being developed this year. (1969)

CALIFORNIA

The following resolution and set of guidelines were adopted by the State Board of Education in April, 1969.

WHEREAS, The California Constitution prescribes "moral improvement" as one of the principal purposes of the public schools;

WHEREAS, The traditional institutional sources of family and sexual information and guidance for young people are often inadequate and absent;

WHEREAS, The local public schools as one social institution accessible to all young people reflect broad community support and with sufficient intellectual and material sources, can aid substantially in the development of sound individual codes of family life and sexual behavior;

WHEREAS, Too much misinformation is being learned by our children who receive no formal instruction in Family Life and Sex Education, and many are truly damaged emotionally and psychologically; now, therefore be it

RESOLVED: That a Family Life and Health Education program be included as a necessary part of our over-all educational system (grades K-12) in order to aid in the carrying out of the full intent of the constitution; and

BE IT FURTHER RESOLVED, That the local school district maintain the local control over materials and methods needed in achieving this program in its proper perspective and fulfillment for the needs of the community by utilizing guidelines as recommended by the State Board of Education.

1. The primary responsibility for sex education is that of the home. However, the school, along with the church, has a secondary role in supporting and supplementing the home's responsibility.

2. That instruction concerning sex education programs be conducted by a team of qualified instructors, including professionals who have shown an aptitude for working with young people and who have received special training; and utilizing physicians as recommended by local medical societies as consultants, advisors, and resource persons in the development and guidance of such curriculum.

3. All materials to be used to be studied by a citizens committee with avoidance of materials not approved. Suggest members of committee include:

- a. medical doctors approved by local medical society and/or public health department
- b. registered nurse (school nurse)
- c. representatives of administration of school districts
- d. representatives of PTA and/or other responsible parent groups
- e. representative of clergy (all major faiths)
- f. representatives of police department--especially juvenile probation officers
- g. other concerned members of the community

4. Programs dealing with sex education should be voluntary and not be mandatory.

5. Harmful effects of premarital sex, etc., and a code of morals be emphasized with no derogatory instruction relative to religious beliefs and ethics, and to parents' beliefs and teachings. Emphasize family unit - and especially moral values.

6. Earliest instruction relative to human reproduction not to be introduced prior to age 9.

7. Acquaintance and instruction of parents with materials (not just an outline) to be utilized in home and in the classroom with re-evaluation of objectionable materials.

8. Evaluation of sex education, as well as in-service training of personnel involved, should be a continuing process.

9. Successful programs such as that in San Diego could well be used as guidelines for other districts.

10. Elimination of SIECUS materials from California schools.

COLORADO

John C. Thompson, Consultant, Health, Physical Education and Safety for Colorado Department of Education, indicates a curriculum guide is due in early spring.

PROPOSED STATEMENT REGARDING SEX EDUCATION IN THE SCHOOLS FOR THE COLORADO STATE DEPARTMENT OF EDUCATION: OCTOBER 1968

It is proposed and we strongly urge that a curriculum be introduced into all schools in Colorado, starting at kindergarten and continuing throughout the twelve grades to prepare our children

and young people to understand themselves and others and the responsibilities attendant thereof including marriage, parenthood and family life.

It is further proposed that such instruction in sexuality, marriage, parenthood and family life be a significant part of a comprehensive curriculum, based on appropriate progression and sequence from K through 12, including education in all of the broad aspects of health.

It would be desirable if such a program has the support of parents, the local medical society, clergymen and health agencies in the community. A planning committee, representative of these groups, could make arrangements to prepare parents with enough background information so that they would understand the program their children would receive.

Such a comprehensive curriculum would include consideration of sex education, growth and development, personal health practices, mood and behavior modifying substances, selection of food and eating patterns, evaluative and use of health products, information and services, health careers, community and international health, environmental health problems, mental health, accident prevention and safety practices, control of communicable and degenerative diseases, and other handicapping disorders. Programs such as this should be conducted in co-educational groups.

Although there are few persons qualified to teach health education at the present time, we would urge that those involved in teaching these courses have special interest in this field and/or training through inservice courses, undergraduate or postgraduate levels.

The Colorado State Department of Education, the medical profession, and the institutions of higher learning in Colorado formally commit themselves to assist school districts in curricular development and action in this area.

CONNECTICUT

POLICY STATEMENT ON FAMILY LIFE AND SEX EDUCATION: APRIL, 1968

Rationale: The increased interest in family life and sex education in recent years reflects the earnest desire of young people, their parents and responsible adults in the community to cope realistically with the many personal and social problems associated with lack of adequate information and communication about sexuality as a part of total personality development. In a complex and stressful modern world, the transmission of cultural patterns and the observance of traditional standards have grown weaker. As a result, young and old alike are confused about some of the most fundamental issues of loving and living.

In modern America, sex codes have become more variable and have been characterized by an array of values that permit a bewildering variety of choices of behavior. While it is not appropriate for the educational system in a democratic society to indoctrinate students with any one value system--this being the function of the home and religious institutions--it is the responsibility of educators to make available knowledge and data that will aid in making value judgments leading to the consideration of alternatives and sound moral decisions. Wherever a universal value exists this must be made clear and the consequences of departing from it must be pointed out. Perhaps the most nearly universal value within our society is that of basic respect for human personality.

In the ever-changing world of today, we are confronted by a variety of ethical challenges and mounting social and health problems, many of which are related to irresponsible sexual behavior. It is the responsibility of the school as an agency within the community to help students learn how to make rational decisions that will benefit themselves and the groups with which they live. In the presence of conflict between persons and groups, each person must consider the general social good as well as his individual welfare.

It is important to transmit to students not only the physiological and biological facts of the reproductive process, but also the more important psychological, social, and ethical implications of sexuality. The schools with defined and planned curricula have the responsibility of assuring dissemination of accurate information on family life and sex education. Schools should offer trained leadership and personnel capable of providing the setting in which learning can take place.

In a climate of frank and open discussion, led by sensitive adults, the growth of the individual can be fostered in ways which lead him to accept and value his sexuality as an expression of his total self, and to understand and evaluate the contribution of his behavior to his family and to the larger society.

Definition: Family life and sex education in its broadest meaning may be defined as any approach which helps the individual to live a more satisfying life, creatively enriched and productive, as a member of his family, his community, and his wider society--national and international. It may best be described as education for personality maturation and increased self-understanding. It includes instruction designed to develop understanding of the mental, emotional, social, economic and psychological, as well as the physical phases, of human relations as these affect and are affected by male and female relationships. Contributing to such education are numerous fields of specific knowledge--each with emphasis necessary to well-rounded personality development. These include: health and medical sciences, psychology, sociology, physical education, physiology, nutrition, housing, clothing, home management, family economics, religion philosophy, literature, and the arts.

The Schools' Responsibility:

1. There is a very real need in today's world for the school to acknowledge and share with the family and religious leaders a responsibility for family life and sex education. With the possible exception of the infancy and pre-school family influences, the school's sequential contacts with all children constitute the most continuous opportunity to aid in the formation of values, to mold attitudes, and to provide objective information. The school's avoidance of this crucial area also conveys values.

2. The schools have a leadership responsibility to initiate, share, and participate in a planned community program which will involve many aspects and persons in the community--youth groups, the parents, public and voluntary agencies, religious groups, and professional and lay organizations. Such creative involvement and cooperative effort is necessary for effective family life and sex education in schools as well as in the community.

3. It is recognized that the board of education has the responsibility for interpreting the school program to the community. Efforts should be made to ensure that the community understands the local program. The board of education should issue statements of policy on family life and sex education and give acceptance and recognition to the local curriculum plan. Budgetary support should be provided for continuing in-service teacher preparation and quality teaching aids and materials for the program and evaluations of such programs.

4. School administrators and staff should be responsible for preparing a comprehensive curriculum plan for family life and sex education which will reach all boys and girls from kindergarten through graduation. The school-community program should include plans for adult education in related areas and parent education related to the school's offerings to their children.

5. Family life and sex education should be integrated into all appropriate subject areas. There may also be provision for special units or special emphasis at points where specific topics and emphasis are related to the maturity, personal and social needs and interests of students, and the local community situation.

6. Not only should teachers be well prepared, but they should also be provided opportunity for continuing education. Within the framework of the locally approved objectives of the program, teachers will need support towards its creative implementation. It is strongly desirable that teachers involved in any aspect of the family life and sex education program should have certain personal qualifications such as the ability to emphasize and establish rapport with children, to encourage frank open discussion with the opportunity to express divergent views, and to demonstrate respect for a variety of values, as well as to have an adequate academic and informational background.

7. The school administration and staff responsible for preparing a comprehensive curricular plan for family life and sex education should build into the plan on-going training and evaluative procedures. These should afford each school system the opportunities to revise content and materials.

Also available: The Status of Health and Family Life Education in Connecticut Public Schools, by Walter McIntire - published August, 1967 by Connecticut State Department of Health, 79 Elm Street, Hartford, Conn. 06115.

DELAWARE

RECOMMENDED STATEMENT OF POSITION - STATE BOARD OF EDUCATION

The State Board of Education recognizes the need for a well-planned and properly presented program of Sex and Family Life Education in the schools. Such a program should include an honest, complete presentation of information suitable to the growth needs and interests of the children from kindergarten through Grade 12. The Board recommends that each local school district Board establish a policy on this subject and seek to have appropriate staff members adequately trained in the area and to have local staff members expand upon the Teaching and Resource Guide presented by the State Department of Public Instruction. The Board endorses the continuation of the Sex Education project as begun in the State Department of Public Instruction to include pilot testing of the program Guide during the present school year and workshop programs for teacher training during the Summer of 1969. The Board instructs the State Superintendent of Public Instruction to assign appropriate Sections and Divisions in the State Department of Public Instruction to make the introduction of this material a part of their active programs for school district leadership. The three introductory paragraphs to the subsections of the State Department of Public Instruction guidelines seem to set forth the philosophy of the staff:

Kindergarten through Grade Six - "The concepts presented in the K-6 portion of this guide are intended to help children develop a foundation for broader understandings of family life and

sex education in later years. Through knowledge of his physical self, through membership in a family, through an awareness of his responsibilities in school and community, through his ability to practice self-discipline, a child should be able to acquire a good self-image and to assume his appropriate role in society. As in all other areas of curriculum, honest complete information suitable to the growth needs and interests of the child should be provided."

Junior High School Phase of Curriculum - "The adolescent years are a period of transition involving rapid changes relative to the growth and development from childhood to adulthood. At the junior high school level in terms of interrelatedness of sexuality, it is recognized as a crucial state in the continuum of family life education. Therefore, the emphasis in the Family Life Education Program for the adolescent, grades 7, 8, and 9 should include the following concepts:

1. understanding patterns of adolescence
2. understanding of self and others
3. understanding of sexuality"

Senior High School Phase of Curriculum - "The objective of the senior high school program is to equip youth with factual information and guide them in making value judgments through peer group interaction and responsible adult communication. Furthermore they will be able to evolve a workable, meaningful philosophy of sexuality in the context of family life and community living."

FLORIDA Florida sets Family Life/Sex Education in the "framework of family life education which is conceived as an integral part of a total Health Education Program. It should not be singled out for separate or undue emphasis. . . . Therefore, rather than devoting our attention to the development of a state-wide Family Life-Sex Education Program we are encouraging our county school systems to engage in a critical self-evaluation to determine strengths and weaknesses in their present program which may lead to the development of a more comprehensive, selective and sequential total health education program. Within this framework or structure, with clearly defined educational objectives for grades K-12, we hope to provide our students with a sound basis for making rational judgments regarding personal, family and community health decisions." (Letter from Benton F. Clifton, Jr., Consultant School Health, Department of Education.)

GEORGIA No policies or regulations at present except concerning venereal disease education. May attempt to develop one Summer, 1969.

HAWAII In January, 1969, officially adopted the General Objectives and Guiding Principles of Family Life and Sex Education developed by the Illinois Sex Education Advisory Board.

IDAHO The State of Idaho does not have a statute outlining the curriculum for sex education or family living. A Joint Resolution was passed in the 1969 session of the Legislature to the effect that local school trustees should work closely with community members to screen out undesirable materials. Definitions of undesirable materials are left to the discretion of local school trustees.

ILLINOIS

Two 24-page booklets are available from the Office of the Superintendent of Public Instruction: The Policy Statement on Family Life and Sex Education, and Steps Toward Implementing Family Life and Sex Education Programs in Illinois Schools. These were developed as a result of the Illinois Sex Education Act passed in August, 1965. Excerpts:

BASIC PHILOSOPHY: FAMILY LIFE AND SEX EDUCATION

Sex education is not something new in the modern world. All societies--even the most primitive--have given sex instruction and guidance to their young people in the form of taboos, information and socio-cultural conditioning as to approved and disapproved sexual practices, attitudes, standards and goals. Formerly, in the United States, a sentimental-myth approach was often used in sex education with emphasis on innocence, ideals and moral conduct. This approach came to be known as "the conspiracy of silence" because the biological "facts of life" were largely ignored. Then a more scientific biologic approach was tried--stressing factual information about sex and human reproduction and found wanting. We are now moving toward a more ethical--humanistic--religious approach based upon facts and values.

In providing family life and sex education in Illinois the school, along with the home, church and community, must accept its share of responsibility for guiding the personality and character development of Illinois youth in relation to sexual conduct. The role of the school should not be limited to one of "genital and reproductive education" but should encompass all wholesome aspects of family life and sex education. The "Sex Education Act" offers an exciting and timely opportunity and a real challenge to Illinois schools and communities. The addition of sex education to those schools where it had not been a part of the curriculum, and further improvement of existing programs, presents many challenges to school administrators, boards of education, and teachers. However, Illinois schools must not lag behind in their sex education efforts because of fear of a critical public reaction; because of the problem of how to get sex education into the curriculum; or because of the difficulty in finding enough qualified teachers. These problems are admittedly difficult but they are not insurmountable. We must move ahead and provide family life and sex education programs for Illinois youth, under the imaginative leadership of local boards of education and school administrators.

HOUSE BILL 1633 LP SEX EDUCATION ACT

An Act in relation to the promotion of an educational program in the schools of this State concerning family life, sex and venereal disease, to establish a division of sex education in the Office of the Superintendent of Public Instruction, to define the powers and duties of such division, and to make an appropriation therefor.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. This Act shall be known and may be cited as the "Sex Education Act."

Section 2. There is hereby established a Division of Sex Education in the Office of the Superintendent of Public Instruction.

Section 3. A Sex Education Advisory Board is established and shall consist of 9 members. The Chairman of the Illinois Youth Commission, the Director of Children and Family Services, the Director of Mental Health, the Director of Public Health and the Director of Public Aid shall serve as ex officio members of the Advisory Board. However, such Chairman or any such Director may designate an individual employed by his Commission or Department, as the case may be, to serve in his place and represent his Commission or

Department on the Advisory Board. The Superintendent of Public Instruction shall appoint 4 persons to the Advisory Board who shall be members of, and shall represent, the general public. In making such appointments the Superintendent shall give due consideration to the recommendations of various religious, professional, civic and educational groups interested in providing sex education in public schools. The terms of these public members shall terminate February 1, 1967. Thereafter, new appointments of the public members shall be made in like manner and such members shall serve 4 year terms of office and until their successors are appointed and qualified. Vacancies in the terms of public members shall be filled in like manner as original appointments for the balance of the unexpired term or terms. All members of the Advisory Board shall serve without compensation but shall be reimbursed for necessary expenses incurred in performing their duties.

The Board shall examine the motion pictures, literature and educational programs as provided for by this Act, and shall recommend criteria in regard to scope and emphasis of such motion pictures, literature and educational programs. The Board shall also make recommendations in regard to policies for distribution of the sex education materials, including but not limited to the policies relating to the grade-levels to which such films are to be shown, the age at which such films are first to be received, the frequency of exhibition and the general method of presentation.

The Board shall select a Chairman and establish rules and procedures for its proceedings not inconsistent with the provisions of the Act. All matters coming before the Board shall be decided by a majority vote of those present at the meeting.

Section 4. The Division shall have the following powers and duties:

(a) To aid in the establishment of educational programs designed to provide to pupils in elementary and secondary schools of this State, wholesome and comprehensive education in regard to the emotional, psychological, physiological, hygienic, and social responsibility aspects of family life and sexual relations, and the dangers of illicit sexual relations;

(b) To establish a library of motion pictures, literature and other education materials to be made available to any elementary or secondary school establishing such an educational program and allowed to receive such materials under the rules and regulations of the Division;

(c) To aid in the establishment of educational programs within the universities and colleges of this State for the instruction of teachers in training, and at the various district, regional or county institutes conducted under the provisions of the "School Code," designed to enable teachers to effectively conduct classes in such a program.

Section 5. The Division, with the approval of the Sex Education Advisory Board, shall establish and may change the rules and regulations necessary to carry out the provisions of this Act.

Section 6. The sum of \$40,000, or so much thereof as may be necessary, is appropriated to the Superintendent of Public Instruction to carry out the purposes of this Act.

Approved, August 17, 1965
Signed by Governor Otto Kerner

INDIANA STATEMENT ON SEX EDUCATION (undated)

Division of Health, Education, Indiana State Board of Health

For years this office has believed that the education of an individual is not complete unless it includes an understanding of the sexuality of man. In addition, it has contended that the responsibility for education of boys and girls in this area is shared by the family, school, and church.

It has long been a suggestion and recommendation of the department that some type of sex education or family life education be included in the required health class in the schools. Many schools have accepted this responsibility and have gone so far as to prepare their own guides and curriculum to include this area.

Bulletin #219, Guide for Health and Safety in Indiana Schools, prepared cooperatively by the State Board of Health and the State Department of Education, includes objectives, suggested outcomes, recommended teaching methods, and sources of useful aids in the area of family living. This is distributed to all schools, and copies are available to individual teachers requesting this assistance.

We have, during the past several years, provided seminars for teachers in the area of venereal disease and family life education, and this service has been made available to schools for their teacher's meeting or institutes. A panel including a doctor, nurse, and an educator provided information along with source materials, and answered the questions of teachers. A follow-up service is provided for those schools wishing help in developing their own curriculum. Consultants from our health education staff have worked with many school systems in the development of a family-living program. In this instance, they work with a committee of teachers, at the request of the administrator, and develop teaching units helpful and useful to that particular community.

We have impressed upon school personnel the importance of developing such a program with the understanding and support of parents, interested church and civic leaders. As a result, many programs and discussions have been conducted which involved such school patrons.

We have encouraged teacher training institutions to offer in-service education programs to teachers responsible for the sex education programs in the schools and, in addition, assisted in presenting these in-service training programs.

In addition to the seminar and the staff consultant services available to the schools, a large film library, in the Division of Health Education, has many films which are used by hundreds of schools throughout the state, provides current and up-to-date visual aids in the general area of family living. Literature is also available to teachers upon request and some material is provided in quantity so that it may be available to each student or person, should this seem desirable.

It is estimated that at present approximately 50 percent of schools offer something in sex education and that others are in varying stages of preparing and studying offerings in this area. We have thirteen (13) films specifically concerned with sex education which have been viewed by 29,740 students during the past year. In addition to this, we have distributed approximately 15,000 pieces of literature on sex education during the same period.

The Division of Health Education stands ready to assist any school corporation which is interested and anxious to begin or strengthen their offering in family life or sex education.

IOWA A POLICY STATEMENT OF THE IOWA STATE BOARD OF PUBLIC INSTRUCTION
ON SEX EDUCATION IN SCHOOLS: Adopted August 15, 1968

We believe that sex education, as a part of family living, should be included and be a definite part of the curriculum in the schools of Iowa inasmuch as they are important agencies in the development of healthy habits of living and moral values. Sex education is herein being described as education for the masculine and feminine roles in society. Parents have a basic responsibility for sex education; the school, and certain other community agencies have supplemental roles.

Programs of sex education must be carefully planned toward helping students be responsible members of our society. Formal sex education, in the schools, is best taught by the classroom teachers and integrated into appropriate courses, with special counseling as needed. The basic materials included should be accurate, handled in a highly professional manner, and integrated with other course materials according to the maturation levels of the children. This instruction should be started in kindergarten and followed throughout all school levels. Students should receive frank and factual answers to their questions. For the satisfactory implementation of this policy, teachers at all levels should receive appropriate instruction in teaching sex education as a part of family living. The State Department of Public Instruction, Institutions of Higher Learning, the State Department of Health, the Iowa Medical Society and other agencies can provide assistance in the development of a program.

KANSAS Kansas has no written policy regarding sex education in the schools. A 45-page Health Education K-12 Guidelines for Curriculum Development (1967) contains a brief listing of objectives and suggested activities for family living at all grade levels.

KENTUCKY A committee was formed in January, 1969, under Mrs. Martha Ellison, Coordinator of Curriculum Development, to study this aspect of education and to eventually issue policy statements regarding the implementation of sex education in Kentucky's schools.

LOUISIANA Louisiana has not established a policy and has no specific plans at present for developing one.

MAINE Maine has no policy statement, rules, regulations or guidelines on sex education. Local school efforts have been coordinated with the health education program.

MARYLAND By-law 720:3
THE PUBLIC SCHOOL LAWS OF MARYLAND, JULY 1967

"It is the responsibility of the local school system to provide a comprehensive program of family life and sex education in every elementary and secondary school for all students as an integral part of the curriculum, including a planned and sequential program of health education."

Objectives for the program are those set forth in SIECUS Study Guide No. 1, Sex Education. The American School Health Association's program, Growth Patterns and Sex Education, is recommended and has been approved by the State Department of Education for use in implementing sex education programs.

MASSACHUSETTS Voted by the Board of Education December 27, 1968

Chapter 71, Section 1 of Massachusetts law currently mandates instruction in "physiology and hygiene." This law serves as the basis for instruction in all major health topic areas for Massachusetts schools.

The school-age child's state of illness or wellness has a far-reaching effect upon his ability to achieve the most of which he is capable from his educational opportunity. The role of the school in conserving and promoting good health is traditional and clear cut.

The total school health program is comprised of three phases: health instruction, healthful school environment and school health services. Local school districts must work to coordinate and fully articulate all three phases under appropriate educational leadership.

The Board of Education and the Department emphasize that there is neither time in the curriculum nor justification for separate courses in any of the many categorical health topic areas periodically advocated by special interest groups. Fragmentation, or the "bits and pieces" approach must be avoided in order to achieve a meaningful and effective total school program.

The Board of Education and the Department therefore recommend inclusion of all health topics within a comprehensive health program extending K-12 with full attention to scope and sequence.

Such an approach avoids teaching specific health topics in isolation, avoids "crash programs" and establishes the organizational framework within which local school districts may establish their own priorities and meet the health needs of school-age children in their own communities. An excellent vehicle for accomplishing this and also for involving other community agencies, is the formation of a school health council in each school district.

MICHIGAN

Senate Bill No. 925 (May, 1968)
Act No. 44 Public Acts of 1968:

An Act to amend Act No. 269 of the Public Acts of 1955, entitled, "An act to provide a system of public instruction and primary schools; to provide for the classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers, duties and privileges; to provide for registration of school districts, and to prescribe powers and duties with respect thereto; to provide for and prescribe the powers and duties of certain boards and officials; to prescribe penalties; and to repeal certain acts and parts of acts," as amended, being sections 340.1 to 340.984 of the Compiled Laws of 1948, by adding 4 new sections to stand as sections 789 to 789c.

The People of the State of Michigan enact:

Section 1. Act No. 269 of the Public Acts of 1955, being sections 340.1 to 340.984 of the Compiled Laws of 1948, is amended by adding 4 new sections to stand as sections 789 to 789c to read as follows:

Sec. 789. Sex education is the preparation for personal relationships between the sexes by providing appropriate educational opportunities designed to help the individual develop understanding, acceptance, respect and trust for himself and others. Sex education includes the knowledge of physical, emotional and social growth and maturation, and understanding of the individual needs. It involves an examination of man's and woman's roles in society, how they relate and react to supplement each other, the responsibilities of each towards the other throughout life and the development of responsible use of human sexuality as a positive and creative force.

Sec. 789a. Any school district may engage competent instructors and provide facilities and equipment for instruction in sex education, including emotional, physical, psychological, physiological, hygienic, economic and social aspects of family life and sexual relations, as well as socially deviant sexual behavior.

Sec. 789b. The department of education shall:

(a) Aid in the establishment of educational programs designed to provide pupils in elementary and secondary schools, institutions of higher education and adult education, wholesome and comprehensive education and instruction in sex education.

(b) Establish a library of motion pictures, tapes, literature and other education materials concerning sex education available to school districts authorized to receive the materials under rules of the department.

(c) Aid in the establishment of educational programs within colleges and universities of the state and inservice programs for instruction of teachers and related personnel to enable them to conduct effectively classes in sex education.

(d) Recommend and provide leadership for sex education instruction established by the local school district, including guidelines for family planning information.

Sec. 789c. Any student upon the written request of parent or guardian shall be excused from attending classes in which the subject of sex education is under discussion and no penalties as to credits or graduation shall result therefrom.

An eight page Planning Family Life and Sex Education booklet is available from the Michigan Department of Education. It includes the following policy statement: "The State Department of Education supports the position that family life and sex education should be an integral part of the school curriculum. This is based on the premise that the concepts involved in a family life and sex education program form the foundation for responsible membership in our complex and changing society."

MINNESOTA

FAMILY LIFE AND SEX EDUCATION: A Position Statement (November, 1966)

The basis for responsible membership in our society is founded upon a sound understanding and knowledge that the family is the fundamental unit of that society. While parents have the primary responsibility for family life and sex education, the school cannot ignore its responsibility for education in this area.

Family life and sex education should be included as a planned portion of the regular curriculum and should recognize the sociological and psychological aspect of sex education as well as the biological processes of maturation and reproduction. A sequential, coordinated program with clearly defined objectives is necessary for grades K-12 if we are to provide children with a sound basis for making rational judgments regarding human interaction.

Recognizing the sensitivity of the topic, three policies should be emphasized in implementing a program: (1) The public schools (teachers, administrators and school board members) have a responsibility to initiate discussion, disseminate information and to prepare themselves to provide positive leadership to bring the school district to a point where instruction in family life and sex education will be considered a necessary component of a sound curricular program; (2) The parents must be constantly informed and (3) Finally, the community must be brought to a point of readiness for whatever program is developed.

The leadership of the public schools has a responsibility to inaugurate this necessary curricular development; they cannot wait until all of the citizens of the district are ready; they must initiate action that will result in citizen and community acceptance of a sound program of family life and sex education.

Parents and community leaders should be invited to view the films, books and other teaching materials which the students will use and they should know exactly what the program involves. This will give them the opportunity to make suggestions, allay any doubts or fears, and help them correlate the home, church and school information.

THE OBJECTIVES OF A SEX EDUCATION PROGRAM might be similar to those listed in a discussion guide of the Sex Information and Education Council of the U. S. :

1. To provide for the individual an adequate knowledge of his own physical, mental and emotional maturation processes as related to sex.
2. To eliminate fears and anxieties relative to individual sexual development and adjustments.
3. To develop objectives and understanding attitudes towards sex in all of its various manifestations--in the individual and in others.
4. To give individual insight concerning his relationships to members of both sexes and to help him understand his obligations and responsibilities to others.
5. To provide an appreciation of the positive satisfaction that wholesome human relations can bring in both individual and family living.

6. To build an understanding of the need for the moral values that are needed to provide rational basis for making decisions.

7. To provide enough knowledge about the misuses and aberrations of sex to enable the individual to protect himself against injury to his physical and mental health.

8. To provide an incentive to work for a society in which such evils as prostitution and illegitimacy, archaic sex laws, irrational fears of sex and sexual exploitation, are nonexistent.

9. To provide the understanding and conditioning that will enable each individual to utilize his sexuality effectively and creatively in his several roles, e. g. as spouse, parent, community member and citizen.

MISSISSIPPI The State Department of Education of Mississippi does not have a written policy on sex education in the schools. The Department's opinion is that sex education should be taught on a broad plane and at the highest level possible. Each community makes adjustments for their own problems, suggesting that as many facets of the community be included as possible. The general suggestion is that this topic be included at all grade levels in health education.

MISSOURI Has no special policy on sex education. It is incorporated in the health curriculum. A supplement to the state health education guide, dealing with Family Life and Sex education, is currently being prepared.

MONTANA At the present time Montana has no rules, regulations or policies regarding the teaching of sex education in the schools.

NEBRASKA Resolution passed by the Nebraska State Board of Education on April 11, 1969:

WHEREAS, Sex education for Nebraska children is a family responsibility which should be handled by parents in the home and the church; and

WHEREAS, A council was established in New York in 1964, now known as "Siecus" whose sole nation-wide purpose it is to promote Sex Education in all schools and at all grade levels;

NOW, THEREFORE, BE IT RESOLVED:

That all local Nebraska school boards who have authority over the courses taught in their schools, be advised and warned of the demoralizing and destructive character of "Siecus" and other similar programs of Nebraskas children; and

BE IT FURTHER RESOLVED:

That under the authority granted the State Board of Education by Section 79-443, R. S., any such proposed course of study or program shall not be established in any public school in Nebraska.

NEVADA

The Nevada State Department of Education does not have a position statement or specific regulations related to sex education. Considerable freedom is left to the individual school districts in developing their program of studies. In the elementary schools, materials to be used must be approved by the State Textbook Commission. At the high school level if a special course in sex education is provided for a high school credit, approval must be gained from the State Department of Education. Provisions are made by the State Department of Education for pilot programs, and continuing an on-going programs.

NEW HAMPSHIRE

New Hampshire does not have a written policy at the present time, but an eleven page mimeographed bibliography of suggested sex education materials is distributed to teachers and administrators.

NEW JERSEY

POLICY STATEMENT ON SEX EDUCATION

Adopted by the New Jersey State Board of Education Jan. 4, 1967

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

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

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

Sex education is a continuing process throughout life and therefore must be planned for during the entire school experience of the child. Schools are important agencies in the development of healthy habits of living and moral values.

The Department of Education recommends that appropriate programs in sex education be developed by educational institutions cognizant of what is desirable, what is possible and what is wise.

PHILOSOPHY OF PROGRAM: It is often assumed that inasmuch as human beings are either male or female, all individuals will necessarily find and fulfill their masculinity or femininity sex roles. For this reason a consideration of male and female sexuality has often been omitted from sex education in the schools.

Sexuality, an important aspect of personality involving maleness and femaleness, finds expression in behavior from infancy and throughout life. It begins at home in the family setting: perhaps the very first moment a mother holds and fondles her baby, puts her baby to her breast and rocks the baby in her arms. We must not fail to recognize that the home is essentially the place where the first concepts of sexuality occur. Role images are developed at the pre-school ages that serve as guidelines for behavior throughout life. One's individual adjustment, happiness, success as a family member and civic contributions are either enhanced or diminished by success or failure in fitting into the appropriate sex role and in the management and direction of his sexuality.

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

Since the school reaches all of our young people at one time or another and is the only institution with which to help young people with their personal as well as their intellectual problems, it has become increasingly apparent that the school must assume more of the role than it has in the past.

The school, therefore, has the moral obligation to insure that boys and girls are afforded those educational opportunities and experiences which reinforce wholesome attitudes and behavior patterns required of living in a pluralistic society.

NEW MEXICO A 32-page printed booklet, Guidelines for Family Life and Sex Education Programs in New Mexico Schools has been developed which has not yet been officially approved by the Department of Education or released to the schools. Excerpts follow:

Basic Philosophy: Sex education is not something new in the modern world. All societies--even the most primitive--have given sex instruction and guidance to their young people in the form of taboos, information, rituals, and socio-cultural conditioning as to approved and disapproved sexual practices, attitudes, standards, and goals.

Formerly, in the United States, a sentimental myth approach was often used in sex education with emphasis on "innocence," ideals, and moral conduct. This approach came to be known as the "conspiracy of silence" because the biological "facts of life" were largely ignored. Then a more scientific-biologic approach was tried, stressing factual information about sex and human reproduction; and found wanting. We are now moving toward a more psycho-social approach based upon both facts and values.

In providing family life and sex education in New Mexico, the school must accept its share of responsibility for guiding the personality and character development of New Mexico youth in relation to sexual conduct. The role of the school should not be limited to one of "genital and reproductive education," but should encompass a wider range of family life and education for human sexuality.

The addition of sex education in those schools where it has not been a part of the curriculum, and further improvement of existing programs, presents many challenges to school administrators, boards of education, and teachers. However, New Mexico schools must not lag behind in their sex education efforts because of fear of critical public reaction, for lack of systematic procedures in implementing family life and sex education into the curriculum; or because of the difficulty in finding enough qualified teachers. These problems are admittedly difficult, but they are not insurmountable. We must move ahead and provide family life and sex education

programs for New Mexico youth under the imaginative leadership of local boards of education and school administrators, teachers, and community leaders.

General Objectives: Examples of general objectives to help students in grades K through 12:

1. To understand the meanings and significances of marriage, parenthood, and family life, so they can help strengthen the family as the basic social unit of democratic life.
2. To make affection and sexual behavior constructive rather than destructive forces in modern life.
3. To develop feelings of self-identity and self-worth, respect for others, and moral responsibility as an integral part of their personality and character development, so they can perceive their roles as marriage partners, as parents, and as mature adults in our society. (This is important for all students but it is especially needed by fatherless and motherless boys and girls.)
4. To understand and appreciate the sexual side of human nature, so that their own psychosexual development may occur as normally and healthfully as possible without feelings of indecency, embarrassment or undue guilt.
5. To learn that human sexual behavior is not merely a personal and private matter but has important social and moral implications, and that the major religions view this as an important area of life.
6. To realize that the Golden Rule also applies in sexual matters, based upon the ethical principle that no one has a right to harm another by using him or her exploitatively as a sexual object.
7. To develop a better understanding of the possible advantages and disadvantages to themselves and others of some of the more important sexual conduct patterns.
8. To open channels of communication with their parents, teachers, and counselors and religious leaders, concerning the meaning, significance, and potential values of sex and mating in human life so that they will find it easier to seek information from reliable sources rather than rely on "hearsay" or misconceptions, and so that they will be able to discuss with openness and without embarrassment the problems of growing up sexually, while realizing that this is only one aspect of becoming a mature man or woman.
9. To understand the basic anatomy and physiology of the reproductive systems and of human reproduction and the relationship of human mating to mutual affection expressed in marriage, parenthood, and family life.
10. To develop a healthy, wholesome attitude toward sex in human beings, including respect for their own bodies as an integral part of their personality, with knowledge of and respect for all body parts and their normal functions in human mating, reproduction, and family life.
11. To appreciate both the significance of the sexual differences in boys and girls, and the various life patterns which can be led by men and women in our society.

12. To develop a functional, graded vocabulary, acquire a knowledge of key facts and basic concepts, develop wholesome attitudes and practices, and acquire skill in the critical analysis of basic problems and issues in sex education; and for students to bring information to their parents which the adults themselves need and want.

13. To understand how to deal with personal sexual matters such as menstruation, nocturnal emissions, masturbation, petting, and personal health.

14. To learn about legal and ethical aspects of abortion, venereal disease control, marriage, divorce, broken homes and family disintegration, illegitimate children, pornography and obscenity, and sexual behavior.

15. To understand key facts and basic concepts of human genetics as related to parenthood and family life, and where and how to secure "genetic counseling" if and when needed.

16. To understand human pregnancy and the birth process; the need for good medical and public health care of mother and child before, during, and after birth; the care and rearing of small children; and the personal and social significance of the family in modern times.

17. To learn about dangers of overpopulation and the need for an intelligent consideration of the basic issues of population growth as related to human health and welfare.

18. To consider critically the pros and cons of teenagers going steady as related to sexual behavior and as a preparation for mate selection and marriage.

19. To understand more fully and deeply the significance, in our society and other societies, of boy-girl relationships, dating, courtship, and engagement as related to marriage, parenthood, and family life.

20. To realize that there are important major differences, as well as similarities, between sexual behavior in animals as compared to man.

21. To understand more about the various kinds of positive, attractive emotions commonly called "love" and their relationships to other factors which are likely to influence the establishment of wholesome, happy marriages.

22. To learn how to develop and maintain their own positive standards of behavior based upon the progressive acceptance of moral responsibility for their own sexual behavior as it affects others as well as themselves.

23. To see clearly that progressive acceptance of responsibility for making wise decisions and moral choices in sexual matters requires an understanding of relevant facts, standards, and values, alternatives and their consequences, as related to long range as well as to immediate desires and goals.

NEW YORK

Family life and sex education are included within the framework of Strand III, Mental Health, in the state's five-strand health program. This program was developed to reflect the intent of enacted Law 787, February, 1967, which declares . . . "that the best

interests of the citizens of the State of New York necessitate that the educational requirements regarding cigarette smoking, drugs and narcotics and excessive use of alcohol set forth in this act become the basis for broad, mandatory health curricula in all elementary and secondary schools. Such curricula shall include instruction appropriate for the various grade levels in nutrition, mental and emotional health, family living, disease prevention and control, and accident prevention."

NORTH CAROLINA The following material is taken from Sex Education - A Policy Statement (publication 422), an eight page pamphlet issued by the State Department of Public Instruction. (November, 1968)

The North Carolina Department of Public Instruction, recognizing the importance of a program of sex education, is issuing this pamphlet as an aid to local communities. The Department staff believes that a program of this nature must be preceded by a high degree of community readiness.

The initial interest back of many successful programs has been within local community groups such as school administrators, teachers, civic organizations, churches, parent-teacher associations, and other groups of interested citizens. This initial community interest makes the program a more effective one, because needs, interests and possibilities are better determined.

The sharp rise in venereal disease; the increase in illegitimate births, teen-age pregnancies, and illegal abortions, and the evident persistence of inadequate perceptions about sex, all indicate the need for improved sex education. Despite these serious current problems, for most children the source of information is still peer groups and contacts outside the home, school, and church. Better interpretation of family roles and improved understanding of one's individual sexuality are very important positive reasons for carrying out a sound program of sex education. A sincere desire for more intensive programs has been indicated by students.

A sound program of sex education within the public schools would in no way minimize the responsibility of parents. Such a program would supplement and support the parents' teaching. Even with the best of intentions many parents have great difficulty discussing sex with their children. Supplementing the parental influence on habits and attitudes, the school can perhaps offer the most carefully planned, sequential program of sex education, acceptable to all students and all facets of the community.

Objectives of Sex Education: The long-range overall objective of sex education is a society in which each person's sexuality is permitted to develop to maturity as a positive force.

More specific objectives adopted by a school system will usually be designed to--

promote accurate biological information in place of myths and superstitions

promote an attitude of reverence for life and for reproduction of life

develop an understanding of the concept of sexuality: the sum total of those physical and biological characteristics that distinguish maleness and femaleness, as well as the more subtle distinctions of psychological and emotional patterns, social and family roles, norms of behavior, and value systems.

develop an awareness of the physical, psychological, and social consequences of actions which disregard personal integrity and the norms of society.

Guiding Principles of Sex Education: As school and community groups plan and implement sex education programs, careful attention should be given to the following principles:

1. To be most effective, sex education programs must be carefully and thoughtfully planned at the local community level.
2. Sex education involves the home, school, church, and community, all working cooperatively toward areas of common agreement. It is the primary responsibility of parents to provide sound sex education for their children; therefore, a program should be started and continued in the home. However, the school also has an important role because many parents are not prepared to meet the developmental needs of their children for sex instruction.
3. Sex education should include the biological, psychological, and social aspects of sex.
4. Sex education should be a continuous sequential process throughout grades K-12.
5. A program of sex education is concerned with both facts and values. The focus should be on the constructive use of sexuality, not merely on the negative outcomes of sex misused.
6. Youth should be sex-educated, not merely sex-informed or indoctrinated.
7. Sex education must not be an isolated, special facet of education, but must be integrated into the total school program.
8. Sex education should include individual counseling.
9. The school in handling controversial issues in sex education should be mindful of the varying moral, ethical, and religious beliefs of students and their parents.
10. Since instruction is the most important factor in the success or failure of sex education in the school, teachers should be adequately prepared. Students should not only be instructed but should express their attitudes, ask questions, and gain an understanding of their sexuality.
11. The instructional methods used in sex education should be based on sound educational principles as related to the established objectives.
12. Sex education programs in schools should be paralleled by a sound community program of sex education for adults to help them make constructive use of sex in their own lives and to assist them in providing better guidance for their children on sexual matters.

NORTH DAKOTA Has no statement of policy relative to sex education. The North Dakota Department of Public Instruction does not approve courses in sex education unless the teacher is well qualified.

OHIO Ohio has no policy at the present time. Under a special federal grant the American Educational Research Center is developing a curriculum guide on family life and sex education for the state.

OKLAHOMA At the present time policy on teaching sex education in the schools is left to the local school districts. Recently a bill presented to the State Legislature which would prohibit the teaching of sex education in grades K-6 and sharply restrict it in grades 7-12 died in Senate Committee. The State Superintendent of Education has indicated that a written policy for the state will soon be available.

OREGON The law in Oregon provides, "the health instruction program shall be planned to give instruction in personal hygiene, community health, safety education, first aid, choice and use of health services and health practices, structure and functioning of the human body, physiological effects of exercise and effects of alcoholic beverages and narcotics upon the human system. County school superintendents and city school superintendents shall carry out rules and regulations laid down by the Superintendent of Public Instruction for the implementation (of the law)."

The State Department of Education has defined the position of the State Department as follows:

"Contrary to a great deal of the publicity which has been given our program, sex education is not compulsory in our schools. The health and physical education law in Oregon requires health and physical education to be taught at all grade levels (optional at 11th and 12th grades). This law makes no specific reference to sex education. Each school is expected to carry on its instruction according to the ability of the teacher and the needs of the group."

The Staff of the Oregon Board of Education is presently working on a set of guidelines for family life education, including sex education. Some tentative policy and procedural statements are being reviewed by various individuals and groups. When a position is outlined that is both generally accepted and educationally sound, it will be submitted to the State Board for its consideration some time this year.

PENNSYLVANIA Pennsylvania does not have at the present health guidelines for curriculum implementation or a policy statement with regard to sex education or family living. A Comprehensive Health Education Curriculum Guide is in the final stages of preparation and is expected for distribution by September, 1969. Units on Human Sexuality and Family Relationships will be included. A policy statement concerning school programs in sex education is also expected to be available September of this year.

RHODE ISLAND Has no policy on family life or sex education. A position paper, School Health Instruction, was adopted by the Board of Education in December, 1967, but it does not specify any content for family life/sex education.

SOUTH CAROLINA Has no policy statement, rules or regulations dealing with sex education in the schools.

SOUTH DAKOTA The Summary of A Position Statement on Health and Family Living Curriculum (K-12): "In summary, it is the position of the Board of Education of the State of South Dakota that the Department of Public Instruction be charged with the responsibility to develop guidelines for a sequential, integrated, and interrelated program in family living, including sex education, for use by the schools of South Dakota, in cooperation with the home and other social agencies in the community, toward the ultimate goal of implementing sound programs of family life and sex education in the curricula of the public schools of South Dakota." (January, 1969)

TENNESSEE Tennessee has no policy regarding sex education. The Tennessee State Board of Education leaves the development of needed programs to the local boards of education.

TEXAS Texas has no policy concerning sex education at the present time. On the secondary level sex education is one of the ten basic areas in the health education curriculum.

UTAH Utah has one required semester of health education in 7th or 8th grade and one in 10th through 12th grades, and each include a unit related to sexuality. (1967)

VERMONT Has no policies, rules or regulations on the teaching of sex education. A state comprehensive K-12 Health Education program, which will include sex education, is in the process of development.

VIRGINIA Policy statement on the Use of Sex Education Materials: "No films, filmstrips, nor slides on sex education shall be shown to the students in any public school in Virginia unless such films, filmstrips, or slides have been first approved by the State Board of Education for this purpose; and no book or pamphlet on sex education shall be made available for circulation through the school libraries for the students of any public school; nor any textbooks adopted locally and used in any public school which deal with sex education unless such books or pamphlets have been similarly approved by the State Board of Education." Adopted by State Board of Education, October 28, 1954.

GUIDELINES FOR LOCAL SCHOOLS INTERESTED IN INCORPORATING "SEX EDUCATION" INTO THE CURRICULUM OF THE SECONDARY-SCHOOL

A statement of general policy approved by the Textbook and Curriculum Committee of the State Board of Education on September 26, 1963: In view of the fact that many of the subject matter fields in the existing curriculum of the secondary-school have a logical contribution to make to the development of understandings in the broad area of sex education, and in order that learning experiences in this area of instruction may be held in proper perspective, a separate course in sex education is looked upon with disfavor. Indicated below are certain suggested guidelines for schools to follow in incorporating sex education learning experiences into the curriculum:

1. The instructional program should be characterized by cooperative and careful pre-planning involving school administrators, teachers, parents, church and civic groups, local medical societies, and public health officials.

2. Parent-Teacher Associations should be provided an opportunity to understand thoroughly the purpose, scope, and nature of the content and learning experiences prior to initiating the program.
3. Arrangements should be made for the periodic and systematic evaluation of the instructional program from the standpoint of its effectiveness.
4. Teachers should be well-prepared through background training to provide effective instruction in those aspects of sex education relating to their specific subject fields.
5. Instructional units should be characterized by careful thought and planning in order to avoid needless overlapping and duplication of instruction and to insure the best possible development of proper attitudes and understandings on the part of students.
6. Certain phases of the instructional program should be offered only in classes in which the sexes are separated.
7. Adequate time should be provided to teach thoroughly each instructional unit.

WASHINGTON

Sex education is considered a part of health education and home economics but inclusion is left up to each local school district. A 44-page booklet, Teaching Responsible Family Relations, prepared by the State Advisory Committee on Health Instruction Programs, is available. (1968)

WEST VIRGINIA

The West Virginia Board of Education has not developed any policy statements, guidelines, nor regulations concerning sex education. The problem has been discussed from time to time and various school units have been advised to develop their own policies.

WISCONSIN

The Department of Public Instruction issued the following statement in February, 1969:

The School and Family Life Education: Education of the total child for total living is the goal of today's educators in Wisconsin's elementary and secondary schools. With this commitment, the schools have a responsibility to provide family life education which will enable each student to relate in a meaningful manner to his present as well as his future family. To develop this concept, various facets related to the developmental needs of the child should be included in each grade level, kindergarten through twelfth grade, in each subject in which it is relevant.

In the family life education area more than in any other area of curriculum, educators must recognize (1) the interests and needs of youth, (2) the role and responsibilities of parents, and (3) the contributions of the church and other community agencies to the maturation and socialization processes. The school serves as an extension of family life through the roles which teachers and other personnel assume in relation to children. Thus, it has a unique opportunity to supplement the family training and to exert leadership in making family life education a constructive experience for children.

Family life education has been provided informally ever since man began to live in family groups. Today the high rates of delinquency, illegitimacy, mental illness, divorce, and family

discord indicate the need for a more adequate preparation for family living. There is general consensus that the home (or the parent) is basically responsible for providing family life education for the child through his adolescent years. Churches share the responsibility particularly in the moral sphere. There is less consensus about the young person's own role in seeking understanding and in developing behavior which is acceptable to society as well as to himself.

I. **Definitions:** Family life is the personal, social, and cultural relationships which exist between or among individuals. Family life education is education about and preparation for these personal, social, and cultural relationships. Its basic underlying concern is the reproduction, maturation, and socialization of the human being. Built on this substructure are the roles assumed by human beings and the provisions for their nurture and socialization. Sex education is a part of family life education.

II. **Purpose:** The purpose of family life education is to help students obtain factual knowledge and develop attitudes and values which will result in behavior that contributes to the well-being of the individual, the family and society.

III. **Considerations for the Board of Education and School Administrators:** In planning to supplement the family life education which students receive from other sources, the school should give serious consideration to:

1. Implementing the statutes related to the elementary school curriculum and to health (Wisconsin Statutes Section 118.01 (1)*, (2)**, and (5)***)

* School board determines branches of knowledge to be taught in addition to basic ones listed.

** "Physiology" includes all body systems and all processes characteristic of life and "hygiene" means the science of health.

*** "Morals" includes the individual's responsibility as a social being.

2. Understanding the needs and wishes of the young people and assisting them to determine what their responsibilities are in this area.

3. Understanding the responsibility of the home and family, the church and other institutions as well as the school for the many aspects of family life education.

4. Aiding faculty in defining over-all goals of family life education in both personal and social terms and then selecting priority goals appropriate for the school.

5. Developing working relationships with children and parents to encourage them to assume their responsibilities and to strengthen the role of the home.

6. Cooperating with community agencies in adult education.

7. Developing written policies for handling topics which are controversial in the community.

Within this context it is appropriate for the school to plan and carry out a program of family life education.

WYOMING

Wyoming has no policy statement or regulations at the present time.