

A STUDY OF THE FACTORS ESSENTIAL IN THE  
PERSONALITY OF TEACHERS SELECTED TO TEACH  
SEX EDUCATION

BY

Charles F. Rehfus

B.A., Baldwin-Wallace College, 1956

S.T.B., Boston University, 1958

M.A., North Texas State University, 1970

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Approved by:

Herbert E. Kaiser  
Major Professor

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## INTRODUCTION

One of the prime objectives of education is to present to the learner information necessary to good personal adjustment and functioning. Working from this persuasion, the ideas presented are to give educators and interested parents a frame of reference toward an important new curriculum area, family life and sex education.

Social order today is in a state of flux. Many traditional practices are being modified or completely overthrown. One of the prime areas of change are attitudes toward human sexuality. Often change precipitates confusion, a lack of direction or uncertainty as to what behaviors are appropriate. The ideas herein support a program of family life and sex education within America's educational system. The position is taken because some plan of attack must be implemented to resolve many unnecessary conflicts existing in today's pre-adolescent and adolescent.

The researcher does not have to look very long to reach the conclusion that much material has been written on sex education, physical hygiene, and family life education. He can find volumes of material on how to start a successful program and what should be included. There is even a mass of writings by



noted authorities on when such a touchy subject as sex education should be introduced to the school child. However, these authorities have not as yet reached a collective agreement on the grade level at which this instruction would start.

There is an increasing clamor for sex instruction to begin in more and more schools each year, and most schools are starting such programs with nothing to guide them but desire and a few pamphlets written by so-called "authorities." Therefore, there is very little factual research to direct these new programs, other than works that must be categorized as "opinion." Significant sex research done in the past twenty years is concerned mainly with the biological aspects of sex as it relates to the human male and female, as well as the lower animals. Few adults have forgotten the "famous" Kinsey Reports of 1948 and 1953, nor can they forget how the American society's obsession with sex completely overshadowed and distorted the significance of Kinsey's findings. More recent studies are the Masters and Johnson research (37), with laboratory experiments, using for the first time humans in actual sex acts, and John Money's research (40), dealing mostly with animals.

In all of the material that applies to sex education and its relations to the school child, there is little that mentions the most important element of a successful program -- the teacher.

A program of sex education, with the most advanced school plant, the most energetic school administration, eager children, and the most enthusiastic backing of parents and parent organizations (even though these are all very important), will fail if the three vital elements in a school system--the principal, teacher, and counselor--are not prepared both scholastically and emotionally. (See Appendix A). But the concern is primarily with one of the members of that team, the teacher. Teachers are human and they suffer from the same inner and outer stresses that affect all people. Certainly an intimate interaction with students and parents involving sex education would demand the limit of the teacher's emotions and knowledge.

Critics of sex education in the public schools have let their voices of contempt be heard. They ask, what the school knows about sex education. This, they say, is a job for the home, the doctor, the school nurse, or some outside expert who can come to the schools for special programs concerning sex education. Calderone (67) asks, "Who shall teach sex education?" It is her contention that there has been buck-passing between the church, the school, and the home, with none doing the job. The school, it would seem, is a logical place for educating the child or youth in such an important phase of life as the development of a healthy sexuality. (See Appendix D). The home has failed to

do the job; the medical profession has the knowledge, but the doctors are not teachers, or counselors, and in spite of the Marcus Welby image, they are not able to reach as many children as the school; most nurses are not qualified to teach; and outside experts have been failures in the past. This leaves the counselor and the teachers in the school as the most likely candidates for implanting knowledge and wholesome attitudes toward sex in our school children.

Leipold (104), quoting a well known writer and critic of sex education in the schools, stated:

...Who is to assume the responsibility for instructin the youth of the nation in the mysteries of lief's most intimate relationship? Is it to be the same shy spinsters who blush when they view Titian's Venus or turn their heads aside when they pass a nude statue of Apollo, these allegedly frustrated psychotic introverts who live their cloistered lives apart from the realities of life and are untouched by its Freudian urges?

Other critics accuse counselors and teachers of being naive, child-like in innocence, and of failing to know the problems of life in a world that is neither naive nor innocent. They accuse them of being simple virgins who have escaped realism by becoming members of the school staff. And the term virgin has more than a female connotation to it. The counselors and teachers are no longer shy spinsters since the increase of male members added to our bourgening educational staffs no

longer makes this an historic "school marm" profession; they suffer from no more or less Freudian urges than others; they are certainly not all child-like innocent virgins living in a fantasy world.

A decided re-evaluation will have to be made of teacher education programs and counselor education programs if the counselors are to develop sex education programs and the teachers are to implement them as a part of the curriculum of the school. Also, since the general public regards the question of sex education as a moral one, the analysis of religious attitudes must be taken into consideration in developing such a course of study.

If the counselor is to be a valuable resource person in helping to establish a sex education program, enlisting the aid of teachers "qualified" in the subject of sex education, he must be totally aware that the teaching of any subject can be frustrating at times, and certainly the unprepared teacher can expect face many anxious moments as will the counselor, if given the responsibility of teaching sex education. Whoever teaches this extremely difficult subject must be one with a stable concept of self, with knowledge of the subject matter, and with a positive attitude toward sex education and teaching in general, if he is to instill the same qualities in the student.

## STATEMENT OF THE PROBLEM

The central objective of this study was to investigate the personality dynamics of the teacher in sex education with the use of the variables, self-concept, sexual knowledge, and attitude toward sex education.

## DESIGN OF THE STUDY

The investigation was the outcome of extensive library research to determine the pertinence of personality dynamics in the teacher of sex education. The research was directed to the study of three variables: self-concept, sexual knowledge, and attitudes toward sex education and their function in an effective sex education program.

An historical overview was made to show the development of sex education as a program acceptable in the public schools. Another dimension was the study of changing attitudes in our society toward the whole question of sex education. An illustration of this was the Gallup Poll conducted in 1970 to determine changing attitudes toward the issue of virginity in our society.

A survey was also made of initial and subsequent sources of sex information together with an evaluation of the same. Finally, some recommendations were made resulting from the

summarized findings of the studies surveyed. Suggestions for sex education programs may be found in the appendix.

#### NEED FOR THE STUDY

Factual research concerned specifically with teachers and sex education is practically non-existent. Therefore, the significance of early training is inconclusive. This is particularly evident as one searches for supportive data related to self-concept of teachers and how they feel about conducting sex education courses. However, several articles have been written concerning the need of a positive self-concept for the teacher of sex education. These works, even though they are expression of opinion, do present the ideas of some of the leading authorities in the field of sex education. Schoel (130), Gruenberg (83), and Hinkston (87) contended that one cannot place enough stress upon the need for having well-adjusted teachers in our sex education programs. These teachers need to understand the dignity of sex in family living and to understand fully their own psychosexual-role development and attitudes. If persons involved in teaching sex education are unable to discuss objectively the anatomical and physiological structure of the body and if they do not truly believe in the goals of the program only minor beneficial outcomes can be expected at best.

Barker (62), Kirkendall (99), and Calderone (69) stressed a need for a stable self-concept for the instructor of sex education. Barker added that despite long years of training and experience there are still many teachers who are immature, poorly adjusted, or even unwholesome in their personal makeup; and the classroom is not the place for maladjusted teachers.

Bennell (63), suggesting a possible relationship between self-concept of sex education teachers and knowledge of the subject, writes that there are teachers who have little knowledge in the area of sex education and therefore have feelings of inadequacy when called upon to perform the function of instructor of family life courses.

Of the few research studies concerned with sex education, Harris and Beck (85) and Lee (123) found that teachers expressed favorable attitudes toward teaching sex education. These studies were completed nearly twenty years ago with teachers of all levels, and very little research of this nature, dealing specifically with teachers, has taken place since that time.

Kearney (92) reported that the teaching profession suffers from a lack of research in the area of sex instruction. This study was concerned with the age level to begin a program of sex education in the curriculum.

The need of this study does not come from the possibility that it is the first study dealing with sex education; the

significance is that a start has been made in researching the vital area of sex instruction at the "teachable moment" (28); it is also significant in that it recognizes a vital element of this instruction--the teacher.

#### LIMITATIONS OF THE STUDY

This investigation was limited to personality qualifications for teachers in a sex education program. Another limiting factor was the relative newness of a sex education program that has not been uniformly defined thus limiting the availability of resource materials. All resource materials were found in the library of Kansas State University and its inter-library loan service. Finally, this report was limited to the elementary and secondary schools.

#### DEFINITION OF TERMS

The following definitions apply to certain terms which are used frequently and will facilitate a better understanding of this study.

Sex Education. Sex education refers to a course of instruction, in a school, in which the basic facts of sexuality are studied. The true significance of sex education has largely been misunderstood, in that most people tend to think of sex as only a physiological process. Lester Kirkendall (97) said



that sex is a phase or aspect of personality having a direct relationship to physical and emotional adjustment. Sex can never be understood by concentrating upon it as a physiological process, by analysis of the sex act, or by counting instances of sex behavior. The true significance of sex can be understood only by relating it to the total adjustment of the individual and to the social setting in which he lives. This broader view is accepted in the use of the term sex education.

Self-Concept. The degree of value a person places upon himself. Snygg and Combs (48) described self-concept as it is related to behavior. They stated that the way a person thinks and feels about himself at the moment is the determiner of behavior in almost all situations. A positive self-concept is reflected in persons who tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with negative self-concepts tend to be doubtful of their own worth, see themselves as undesirable, have anxious feelings, depressions, and have little faith or confidence in themselves. Since teaching, and counseling are forms of behavior, the self-concept of the teacher and counselor will be an important aspect of their effectiveness.

Sexual Knowledge. Sexual knowledge refers specifically to the vocabulary and terminology of human anatomy as it is related

to the basic fact of sex, this knowledge being necessary for a teacher or counselor to perform effectively as an instructor of sex education. Expressed sexual knowledge was measured by McHugh's Sex Knowledge Inventory.

Experienced Elementary Teachers. Experienced elementary teachers are those who have some past or current experience in the classroom, other than student teaching. For this study administrators were not classified as classroom teachers.

Primary Teachers. Those elementary teachers who instruct grades 1-2-3 are referred to as primary teachers.

Intermediate Teachers. Those elementary teachers who instruct grades 4-5-6.

Junior High Teachers. Those teachers who instruct grades 7-8 or 7-8-9, depending upon the grade grouping, are referred to as Junior High Teachers.

Senior High Teachers. Those teachers who instruct grades 10-11-12 or 9-10-11-12, depending upon the grade grouping, are referred to as Senior High Teachers.

## OVERVIEW OF THE SEX EDUCATION PROGRAM

### Some Historical Perspectives

To understand the dilemma of the controversy over sex education, there must be a brief analysis of the American heritage.

The early American devoted most of his time to the tasks of obtaining food, clothing, and shelter, and to the rearing of dozens of kids he could not afford to support. Birth control had not infiltrated his culture as yet. Pleasures were necessarily minimal and in most cases were even considered sinful (Puritanism). Work was the watchword of his day, not leisure, or pleasure. However, advances in technology soon changed routine physical tasks and increased production of essential goods to such a level that adequate food, clothing, and shelter became commonplace.

History suggests that when man's energies and thoughts are no longer depleted by essential tasks, his attentions may meander toward pleasure seeking.

It is significant to realize that the history of American sexuality closely parallels our transition from a society of producers to a society of consumers. The early American was reluctant to admit that sex served any function other than procreation. He no doubt discovered that sexual intercourse could be fun, but he never "let on." And even to this day many people feel guilty when they view sex as being fun.

If we could disregard our historical past and tell the younger generation about the sex act "the way it really is", we might have happier marriages, less divorce, and better integrated

individuals psychologically. The view that sex is fun can hardly be called the invention of immoralists; it is every man's discovery. It is even a fact of nature that the higher level in the animal kingdom, the greater the concern for the simultaneous giving and receiving of pleasures. But assuming all of those presuppositions as true, the fact is if a progressive high school teacher, even of the female gender, would begin her first sex education class by "telling it like it is", that, by saying to the class, "Sex is for fun and reproduction and in that order," she would be looking for a new job.

A discussion of the problem that accompanies sexual inadequacy is beyond the scope of this paper, but an understanding of the basic human sexual response should be a part of any sex education program. But old habits die hard, and even now the modern American feels some of the effects of Victorian teaching. The Victorian attitude was largely prudish and hypocritical. The emphasis was on clothes, but not for fashion, but to keep the body covered. Refusing to uncover even an ankle encouraged many a secret indulgence.

Ironically, the history of sex education is not as new as all of the recent interest would indicate. The earliest known effort to promote sex education was at the turn of the century. Meetings were held in Belgium to discuss the control of venereal

disease. A program of sex education promotion in public schools resulted from the 15th International Congress of Hygiene and Demography which took place in 1912. Maw (151) outlined the history of sex education into five periods, researching the fifty years of sex education from 1900 to 1950. According to his data, 1919 was a key year in promulgating a family living program which was the designation for sex education in those days. Once the idea that public schools should be taking responsibility for sex education began to gain widespread acceptance, various authors began to draw up content outlines. There was only one drawback, they hid it under the label of a Biology syllabus. (Maw, pp. 17-18).

Clearly--if indeed American education did exist in a state of arrogant isolation from the large community--those days have long passed. Today it is known that no man and no group--education, business, government, the public--is an island to itself. In the words of Arthur Bryant, (11) "Half of the trouble in the world arises from men trying to anticipate their times and the other half from their trying to prolong them." The following headline illustrates it for us. SEVEN COLLEGE STUDENTS IN TEN SAY PERSON THEY MARRY NEED NOT BE A VIRGIN. Dramatic evidence of the "generation gap" is seen in a comparison of the views of college students on pre-marital sex and virginity with those of older persons.

### Changing Attitudes in Society

As society developed so attitudes developed and changed, and continue to change, but not without opposition. Attitudes concerning the place of sex education are omnipresent, with some parents insisting it should be taught in the home, and some insisting it should be taught in the schools from an academic perspective. The argument is not conclusive since boys and girls are not just made up of intellect. Couch (1967) revealed what many scholars have concurred that children learn by imitation of their parents in the acquisition of morality (Miller & Dollard (1941), Maccoby (1959), Whiting (1960). Couch stated "...parents were not able to do an adequate job. They were judged to be uninformed, to be suspicious of their children, to imply condemnation of behavior if information is sought, to act ashamed of the topic, to be shy or embarrassed, evasive or uncomfortable, and unable to cope with the reality that their children are growing up." (75)

In the changing moral codes of the present day, young people are confronted constantly concerning their sexual attitudes. Fearful and afraid, these youth do not know what to do about present problems. Biological studies indicate that boys and girls enter pubescence earlier than formerly was the case, and, as a result are aware of their sexual feelings earlier. It is

highly desirable at this stage of their development that they receive straight forward information from their parents, from the school, and from qualified community agencies. Another problem is qualification of professionals. For example, inadequate preparation of religious and medical personnel has limited their participation in programs of sex education. Further, lack of information and embarrassment in discussing sexual matters also have prevented parents from communicating adequately with their children in this area. This creates a serious problem, since sex education in the schools should be supplementary to information and values transmitted in the home, and in religious and medical contexts.

A study by Offer (42) defined the levels of sexual development that young people in high school and college experience, and suggested that as interest in the opposite sex begins to crystallize, attitudes are more important initially than overt sexual behavior. These developing attitudes must be based on accurate and complete information regarding sexuality if subsequent behavior is to be responsible and mature. In addition, sex education must be an integral part of every young person's education, that it be an education for living, and that it be initiated early enough to help him deal with his various stages of psycho-sexual development. Since both boys and girls

masturbate, this is an illustration of their "hang-ups" sexually. Bruce Ogilvie, Professor of Psychology at San Jose State, has titled one of his books, The Citadel of Learning--the Locker Room. It is humorous, but at the same time, as in all good humor, it is true to life. The fears of the parents that sex education programs are Communist plots, or teach children bad habits, need only recall their experiences as a struggling teenager, and most of them lived very sheltered lives in contrast to the youth of today.

For an assessment of the maturity of attitude, the reader may turn to Appendix A for an evaluation of himself.

### Gallup Poll

Evidence of the changing attitudes concerning sex codes was illustrated by a recent Gallup Poll in which 72 campuses were surveyed. Three students in four said it is not important that the person they marry be a virgin, with about equal proportions of college males and females holding this opinion. While three out of every four students at both private or state supported schools placed little importance on marrying a virgin, opinion was much more closely divided among students at denominational or church-affiliated colleges. Students who said that religion is a "relevant part of their life" were far more inclined to stress



the importance of virginity than were students who said "religion is not a relevant part of their life." An interesting correlation was found between a student's attitudes on the importance of virginity and his political and social philosophy.

By way of contrast, a survey conducted in the fall of 1969 showed 68 per cent of adults, 21 and older, saying pre-marital sex is "wrong".

Among students who classified themselves as "liberals," 79 per cent said it is not important to marry a virgin, whereas the percentage among "conservatives" was 58 per cent.

The proportion of students who think marrying a virgin is important declined steadily class by class, with freshmen most inclined to say it is important and seniors least inclined to say this.

The findings of this Gallup Poll were based on personal interviews, with 1,114 college students, who were selected so as to be representative of the total college student population of the country. For the specific question, see Table I.

The above poll is just another sign of the times, yet nothing stimulates P.T.A. attendance more than consideration of a new sex education curriculum. Concern about sex education in the classroom has skyrocketed during the past few years. The critics blame the increase in unwed mothers, venereal disease, early

marriages, mounting divorce rates, and sexual promiscuity on sex education programs now offered by the schools.

#### SOURCES OF SEX INFORMATION

Helen Manley showed that parents do not have the confidence of their children, since they seek their sex information from their peers primarily. Most adults have had no formal sex education training in school (less than 40%) which would lead to the typical comment by the parent who puts all of his propositions into one idea when he says: "I didn't have 'it' when I went to school, and my kid doesn't need 'it' either." Manley's thesis was supported by further data. About 1930, G. V. Ramsey in "The Sex Information of Younger Boys" (126) described a study of pre-adolescents. He wrote, the general trend was that both parents and teachers act minimally as sources of sex information. H. M. Bell (5) in his book, showed that most youths gleaned their information from their contemporaries. H. Angelino and E. V. Mech wrote (61) that Ramsey's earlier findings were still applicable 12 years later. Data indicated that parents and schools generally failed "at least with respect to acting as an initial source of sex information."

To see if the trend has shifted over the past two decades, 144 students currently enrolled in an Arizona college (name not

Table I

## Importance of Marrying a Virgin\*

Question: "Would it be important to you that the person you marry be a virgin or not so important?"

Gallup Poll, April 24-May 3, 1970

	<u>Important</u> Per Cent	<u>Not So</u> <u>Important</u> Per Cent	<u>No</u> <u>Opinion</u> Per Cent
National	23	73	4
Sex			
Men	25	71	4
Women	21	77	2
Age			
18 yrs. & under	27	71	2
19 yrs.	27	71	2
20 yrs.	24	71	5
21-23 yrs.	18	78	4
24 yrs. & over	18	78	4
Region of College			
East	17	80	3
Midwest	22	73	5
South	24	72	4
West	32	65	3
Political Affiliation			
Republican	33	61	6
Democrat	29	68	3
Independent	18	80	2
Parent's Income			
\$15,000 & over	19	76	5
\$10,000 - 14,999	23	74	3
\$ 7,000 - 9,999	27	70	3
Under \$7,000	31	67	2

\*Source: Gallup Poll, April-May 3, 1970

given) were asked by Dr. Hershel Thornburg, to report, from whom they received their first sex information regardless of its accuracy. The questionnaire referred specifically to information on: contraception, ejaculation, homosexual activity, intercourse, masturbation, menstruation, nocturnal emission, origin of babies, petting, prostitution, and venereal disease. Tables follow on the next three pages.

Most students in Thornburg's research reported that their peers more than any other source provided initial information about contraception, ejaculation, homosexuality, intercourse, and masturbation. The source on origin of babies was given as "mother" by a majority of the students. Only about the concepts of nocturnal emissions and venereal disease, did a majority of students respond that schools or literature were their primary sources.

Despite an increasing amount of information being disseminated by schools, and by reputable publishers, it is apparent that the group sampled received more of its information from peers than from other sources. The students listed peers as a first source of information 526 times on the questionnaire. Other major sources were: literature 337 times; mothers 287 times; schools 279 times. At the bottom of the list were street talk 45 times; minister or physician 24 times; fathers 18 times.

Table II

## First Sex Information Source

	Contraception	Ejaculation	Homosexual Activity	Intercourse	Masturbation	Menstruation	Nocturnal Emission	Origin of Babies	Petting	Prostitution	Venerical Disease	Per Cent
Mother	11	9	4	27	7	43	8	54	7	5	8	18.9
Father	1	2	1	0	0	0	1	1	0	2	0	.9
Both Parents	3	1	0	6	1	5	0	13	3	5	2	4.0
Female Companions	37	26	44	31	24	15	37	12	49	45	18	34.9
Male Companions	0	7	2	4	5	0	2	1	7	3	1	3.3
School	8	7	7	4	12	10	15	2	6	6	40	12.2
Literature	22	18	26	7	25	12	12	4	7	14	15	16.7
Physician-Minister	2	0	0	3	1	0	0	1	3	0	0	1.0
Street Talk	2	3	3	2	1	2	2	0	6	3	1	2.6
Unanswered	2	15	1	4	12	1	11	0	0	5	3	5.5

Source: Hershel Thornburg, "Age and First Source of Sex Information as Reported By 88 College Women," Journal of School Health, Volume XL, February, 1970, No. 2, pp. 156.

Table III

## Age When Obtaining First Sex Information Source

	Contraception	Ejaculation	Homosexual Activity	Intercourse	Masturbation	Menstruation	Nocturnal Emission	Origin of Babies	Petting	Prostitution	Veneral Disease
7 or under	0	1	0	2	2	1	1	31	0	0	0
8	0	1	0	2	4	4	0	15	0	0	0
9	0	0	0	6	1	16	0	10	4	3	0
10	0	3	3	13	2	32	0	12	4	5	1
11	7	5	4	8	1	14	2	5	7	6	2
12	8	5	10	13	4	11	2	6	15	11	5
13	11	8	14	11	8	6	8	2	15	16	3
14	15	12	11	10	11	0	14	0	17	11	17
15	18	14	13	7	10	0	15	1	11	15	21
16	8	6	15	3	7	0	8	1	2	6	20
17	4	8	6	2	12	0	5	0	2	0	2
18 or over	8	6	5	2	11	0	7	0	1	3	4
Unanswered	9	19	7	19	15	4	24	5	10	10	11

Ibid. p. 157

Table IV

## Peak Age For First Sex Information Source

<u>Self Concept</u>	<u>Peak Age</u>	<u>Per Cent Known</u>
Origin of Baby	7-10	77
Menstruation	7-10	60
Petting	12-14	52
Prostitution	12-14	43
Intercourse	12-14	39
Contraception	13-15	50
Nocturnal Emission	13-15	42
Ejaculation	13-15	39
Masturbation	13-15	33
Venereal Disease	14-16	65
Homosexual Activity	14-16	44

Ibid., p. 157.

The survey gains additional interest if the sexual terms are divided into behavioral groups as opposed to physiological groups. The following points result: petting and intercourse are crucial behavioral problems which interest youth in an early stage and in their adolescence. While 86 of the students surveyed learned about petting from their peers, only 58 learned about it from all other sources combined. Just 13 derived information about petting from the schools. Knowledge about intercourse was attributed to peers by 79 of the students, while only 12 said they got their information from the schools.

Only in the non-behavioral aspects of sexual information did sources other than peers become significant. Information about venereal disease was first acquired in schools by 72 of the participants. An equal number learned first about menstruation, an inevitable physiological crisis for girls, from their mothers.

Thornburg's investigation pointed up the "gap" that exists in attitudes and sexual knowledge. Much of the "gap" results from misunderstanding, and in most cases false propaganda. It has the same essence as rumor. The more it is told, and the more the people who hear it add their own interpretation, the more inaccurate the information becomes.



A recent survey by Abelson (1) was concerned with sources of sexual knowledge. In this survey differences in attitude between parents and adolescents were measured; also, the impact of the schools in the area of sex education was assessed. In his national survey, Abelson, asked what was considered the best source of sex education. The data indicated that people were dissatisfied with the sources of information about sex that have been provided in the past. Parents were overwhelmingly preferred by both men and women as a desirable source of information for young people. Nearly 90 per cent indicated the mother as a preference, and 80 per cent indicated the father as a preference. Sixty per cent of the respondents named the family doctor as a preference of sex information and 40 per cent the school as the source. Twenty-six per cent named the church and books as a preference whereas only 10 per cent listed siblings and only 5 per cent indicated friends as a preference.

As a contrast to the adults, 67 per cent of the adolescent males and 59 per cent of the adolescent females named friends as the actual sources of their sex information. Fifty-four per cent of the girls named their mothers as an actual source. On the other hand, 38 per cent of the adolescent males and 38 per cent of the adolescent females noted that schools were an actual source of sex information for them. Considerably more young

people in the survey named schools as a source of sex information than did the adults (38 per cent versus 89 per cent), thus reflecting changing attitudes and trends in sex education.

Regarding other sources of sex information, one-quarter of the boys and one-third of the girls gave books as a major source of sex information. Two other potential sources, clergy and physicians, were named by less than 5 per cent of the adults and adolescents.

Greg R. Foster (79) stated his thesis that sex education is actually character education, which at its highest level enters the incorporeal realm. He cynically remarked:

Information given...under the nebulous title of "Sex Education" found in the school curriculum syllabus ...sends students away with unanswered questions about morals and their own cloudy behavioral experiences. Our lax attitudes about letting children have their own way and finding things out for themselves with few guidelines from adults leads to confusion and misunderstanding...only by doing this at a very early age can we hope to instill a genuine respect for one's own physical self and others to which one associates.

Foster was correct in his data, as he confirmed the Kirkendall and Calderwood study (98) which indicated that attitude toward sex is formed at an early age. If responsible education is not given at or before this time, inhibitions preventing frank discussion and questions about sex increase until at the secondary level inhibitions are firmly fixed in

the total personality. Then it is too late to influence or formulate attitudes.

The child by then will have most likely accumulated incorrect attitudes and information from peers. It is very difficult during adolescence to clear up misconceptions and fears about sex. (See Appendix F for typical questions of adolescent girls.)

Children are seeking to understand themselves, and have a natural curiosity. They are beset by frustrations as well. The story is told of the kindergarten child who at the end of the semester brought home her first report card. Without saying anything, but on the verge of tears, she handed it to her mother. After looking it over and finding that Mary had received all "E's", she asked Mary what was upsetting her so much. Mary exclaimed, "Mom, I got an "F" in sex and I am not even taking it." In many schools at the present time, little Marys don't have an opportunity to participate in such a course at the kindergarten level.

Since it has been documented that peers have the greatest influence over their contemporaries, it is important to recognize that the youth are not totally to blame for this. The information they receive is often inaccurate and carries overtones of secrecy and anxiety. These so-called "facts" are often couched in a framework of confusion over the full extent of the

issues involved. Further, the questions of moral values responsible for freedom, and the importance of the values of human personality are seldom conveyed.

Many parents are in revolt against the cheap image that sex has taken in our society today, and they are deeply concerned that they don't possess the ability to convey accurate factual information about human growth and development. They see the X-rated and R-rated movies, plus the constant display of sex symbols, earlier marriages and the growing number of teen-age divorces that present a series of new problems for our society. The problem is that many parents are the products of a generation where formal sex education was not provided. They admit to being confused about the facts of human growth and reproduction. They often reveal that they hold irrational fears and superstitions about sexual conduct that have been carried over from childhood. A comprehensive program in sex education, Kindergarten through the 12th grade, could give impetus to a regular program of family life and sex education for the parents in the community. (See Appendix B for some recommended objectives.)

It is imperative, however, to recognize that few changes will take place in the life of the parent, since those maturing years bring on "conservative" habits. One generation may fail, but the new generation should not suffer for the mistakes of the

parent. The advent of puberty is a time when the adolescent is filled with many feelings and emotions that need an explanation. Accurate information can fortify youth against exploitation by others or against the misuses of their bodies. It can hopefully lead to more wholesome attitudes, and this is one of the roles of the school and its personnel, the development of positive attitudes.

In the final analysis, the degree of sex education must begin and end at the discretion of the teacher. It is for this reason that teachers must be well integrated in their own personalities, with proper self-concept, and positive attitudes. Once these are fulfilled, the additional aspect of sexual knowledge will take on more meaning, for the benefit of the child and the long-range benefit to the society of which he is a part.

W. C. Kvaraceus and Associates (34) summarized the idea very well:

Though there are many activities in high schools which help students learn about their future roles as men and women, as husbands and wives, and as mothers and fathers, there is usually little verbalization and insufficient theoretical explanation of the meaning of sex and the behavior that will be expected of the boy or girl upon becoming an adult. The heavy curtain of official silence about sex, in an institution replete with sex-crossed activities, is a modern educational paradox. We seem to trust to luck and instinct that the young adult will somehow master the developmental tasks and mature into an

expert craftsman by the time he or she takes on the role of husband or wife. It just does not happen this way, and young people need much more help than we are now giving them. They need opportunities such as what a sex education can provide--to talk about their attitudes and beliefs about love and sex, rather than just acting out their impulses, desires, and boy-girl relationships.

### PERSONALITY DYNAMICS OF THE TEACHER

In reviewing the literature for this study, there were no works that treated teachers' personality development under topics such as attitudes, self-concept, and knowledge of sex. However, the literature treated these three variables as separate entities, and it is for this reason that the survey has been categorized into three main divisions, the self-concept, sexual knowledge, and attitude toward sex education.

#### Self-Concept

Few, if any, studies can be found that will give factual data about the self-concept of the teacher and how this feeling about one's self will affect his teaching of sex education. However, one can assume that if self-concept is related to the teaching of spelling and other curriculum areas, it will likely affect the teacher who is trying to instruct children in the intricacies of human sexuality. Gruenberg (26) insisted that teachers must not only know the vocabulary of sex education, but they must also

know how to express the feelings and emotions that are so closely related to the intimate words. Booz (64) contended that the ultimate good or bad that results from a sex education program can be attributed almost completely to the person who presents it to the student. He also indicated that it is very critical that the teacher chosen to teach sexuality accept it so that the presentation will be positive and agreeable. A teacher with any reluctance to teaching sex education should not be expected or permitted to present it to young people.

According to Chesser (16), it is utterly erroneous to suppose that the mere giving of information pertaining to sex education is enough. A very great deal depends upon the manner in which the knowledge is imparted. The facts of life, told in the wrong way by the wrong person or by one who is himself maladjusted, may do more harm than good. It appears reasonable, according to Szasz (136) that all teachers should be expected to have some understanding of themselves. They should know that the school's influence is considerable, but that most attitude and value formation takes place outside the formal subject matter of the school curriculum and, therefore, whatever influence the school does have on the child depends mostly on the teacher. Adding to the above, Schoel (130) expressed the view that one cannot serve well as a teacher in the elementary school nor can he reflect genuineness in his subject if

his own self-perception of an adequate sex role in life is distorted. Szasz (136) furthermore said that the mechanism of inter-personal relationships should be used by teacher training institutions to prepare the prospective teacher for the task of relating to young people.

Arthur Combs (17), writing in Individual Behavior, and later The Professional Education of Teachers, stated that all behavior, without exception, is completely determined by and pertinent to the phenomenal field of the behaving organism. This is taken to mean that the way a person feels about himself and the situation at a particular time determines his behavior at that moment. For the teacher this would have significant meaning, especially for the teacher of sex education.

Hinkston (87) stated that it is only fair to the student and to one's trust that the teacher know the elements from which rise his dispositions on every issue and value. The teacher needs to know a great deal about his own self, his own habituated pattern of reaction. The teacher who knows himself is infinitely better equipped to help others. Adding to this Simon(133) stated that the teacher of sex education, regardless of professional status, should be someone who feels comfortable with young people and whose burden of guilt about his sexual feelings is sufficiently low in order that he can talk in the service of the children's



needs rather than the service of his own. Jersild (28) pointed out that as long as we evade the issue of sex in education, sex in the education of teachers, and in the education of the children they teach, we are merely in the process of play-acting. Mason (112) contended that the teacher of family life education must "know thyself" first. As difficult as the search for self may be, everyone needs to constantly appraise his own attitudes and feelings, interests and needs, as they relate to effectiveness as teachers, and as human beings. Adding to the above, Kirkendall (96) explained that the teaching of sexuality should be based upon a psychologically and socially sound concept of sex and upon a philosophy in harmony with man's highest aspirations. Unless it is, it will be shallow, distorted, and ineffectual.

Kellough (93), Conley (74), and Manley (111), in criticizing teacher training courses, reported educators are continually omitting what is obviously the most important aspect which determines the success of a teacher. A precondition to teaching effectiveness is that the teacher must have an understanding and awareness of his own self, and this must be reflected by a positive and optimistic attitude toward his self and others. Locating and selecting competent teachers for the special task of sex education may be the most difficult problem ahead. In a report by Symonds (135), the personality of the individual was stressed as being

very important in the selection of candidates for the teaching profession. The report brought out that the good teacher should be personally secure and should have self-respect, dignity, and courage, as opposed to feelings of inferiority and inadequacy. Also, the good teacher will have satisfactorily worked through his or her love relationships. In close agreement with Symonds, Anderson (60), brought out that unsuccessful love relationships bring about adverse conditions that produce negative attitudes.

From the study above it was found that the behavior of the children in the classrooms had correlations with the behavior of teachers. There were strong indications that teacher personality had a marked influence on the personality and adjustment of pupils. For the teacher of sex education, the two studies above hold much significance. Because of what we know about personality and personal adjustment, it appears that persons who are most successful as individuals will be most successful as teachers.

Conley (74), in surveying 250 teacher-training institutions, found only eight that were offering some preparation for sex education. Ninety per cent of the graduates were probably unable for various reasons to teach sexuality. In a study by Malfetti (108), it was suggested that courses of routine nature are not enough to equip teachers; the personality of the teacher, his anxieties about his own sexuality, and his ease in dealing with

terminology and subject matter are all related to his ability to teach sex education. Walker (139) found that there are many teachers who are inadequately prepared to teach in the field of sex education. In a survey of teachers in California, it was found that few of them teaching sex education had even taken a course on the subject of family or sex education. Walker stated that there are teachers who should not be assigned to sex education duties because of emotional problems of their own, such as the male instructor who cannot avoid an erotic reaction to discussion in the area of sex or the female instructor who enjoys a vicarious sexual experience by pumping the girls for full details of their relations with boys.

According to Harper and Harper (84), after knowledge of the subject matter is established, teachers should take part in workshops and group discussions intended to help them to understand the nature of their own sexual needs and attitudes and the role these play in their lives. As a result, they may come to terms with their unresolved sexual anxieties, find where they exist, or at least be aware of such fears and anxieties so as not to pass them on to their students. Kirkendall and Calderwood (98) reinforced the above statement when they contended that if the teachers' sexual anxieties and fears are not "worked through," open discussion with students may be impossible to realize, since students

have a way of sensing a teacher's anxiety. According to McGonigle (113), all too frequently classroom teachers are not qualified to discuss a good many aspects of sex education even with their peers, let alone with children. Being not qualified doesn't mean lack of degrees but lack of information and understanding and freedom from bias. Quite a few classroom teachers cannot even use a meager vocabulary concerning sex without blushing. Sex education must start with the training of teachers, and not just health teachers, but all teachers at all levels. Adams (59), reporting on compulsory sex education in Sweden, found that it was not being taught very well in nearly half of the schools. Many teachers simply found a way to avoid it because they felt incompetent to teach sexuality. However, many of the teachers were too embarrassed to even admit their own embarrassment.

Calderone (70), Gross (82), Cogan (73), Hoffman(88), and Muholland (119) agree that the shyness of teachers compounds the problem of sex education. Teachers discuss with children how dogs reproduce and how cows reproduce and then tell the boys to go to one room and the girls to another room while they talk about reproduction of human beings. So much depends on the teacher and his qualifications, not on the academic courses, but on the kind of person the teacher is.

There is nothing so difficult about human sexual behavior that almost any well trained teacher could not teach successfully.

However, the teacher must be able to relate honestly and unemotionally to the children. Kirkendall and Hamilton (96) came to the conclusion that the lack of adequately prepared teachers is creating a bottleneck in advancing sex education programs. They say teachers could do a satisfactory job of sex education if they were not afraid of the subject. Their lack of confidence in themselves and frequent references to possible opposition and the "delicate" aspects of the subject frighten them to the point of disqualification as an effective teacher. Iseman (89) and Foster (79) contended that often teachers, school guidance counselors, or other members of the school staff are handed a detailed teaching manual and somehow magically are supposed to be able to lead a class in sex and family relationships.

Bibby (7) believed that those who think the regular classroom teacher should instruct pupils in sex education as well as those who feel outsiders should be brought in to instruct agree that the teacher of sex education must have certain qualifications. The first essential qualification is personal sex adjustment. The teacher also should have an absence equally of any prudish disinclination to discuss sex and any prurient tendency to discuss it to excess. Bibby also stated the teacher must remember how it feels to be a student. She stated that he who has forgotten his own school days or she who cannot enter into the feelings of the

young girl she teaches has no place in this work. Hypocrisy and narrowmindedness are fatal, while tolerance and honesty are essential. A sense of humor is very important. Most writers agree that the teacher of sex education must be one who is morally clean. He or she must possess a high degree of poise and judgment. It is also important for such a teacher to be able to establish rapport with youth and possess deep understanding and knowledge of the feelings and problems of young people. Wake (138) agreed with the above and furthermore stated that all realize that the teacher is all-important in a program of sex education. Teachers must be selected with care and be provided adequate opportunity to do the best possible job by providing them with resource material and medical and psychological assistance.

Foster (79) stated that whether dealing with the physical make-up of the male or female reproductive organs, or the aspects of personal morality, a teacher conveys not only facts but his own attitudes. It is absolutely impossible to carry on a discussion of sex without revealing some flicker of emotion, either by facial expression, choice of words, or by some other subtle way in which adults convey their feelings of sex to children. Clark (72) contended that the only adequate manner in which sex education can reach all children is to have it presented by a large corps of teachers, omitting only the weakest members of the faculty.

Preising (124), commenting on the turbulent history of sex education instruction in the public schools and how some schools have avoided this, suggested that in his opinion sex education should be taught by programmed instruction. In this way all children could be instructed in a similar way without the awkwardness of teachers struggling with their own inhibitions. In disagreement with Preising, Kirkendall and Calderwood (98), along with Schiller (129), argued that, even though teachers are many times inadequately trained, efforts to substitute for this teacher-pupil relationship by reliance on audio-visual aids and similar devices alone have failed. The classroom teacher is all important. The primary objective in sex education is to deal with human sexuality openly and fully in a classroom climate that makes the student feel safe and free to express his feelings of wonder, pride, and concern about his sexuality.

### Sexual Knowledge

Sex, a topic within our culture since the beginning of time and one that has been hushed up as a subject of whispered conversation, has recently achieved some prominence as an important area of classroom instruction. The subject of sex has become a matter of open discussion in an increasing number of classrooms, and in almost all public meeting places.

According to Leipold (104), it doesn't seem to matter much if one knows little about the subject; it is the expression of opinion that is valued. Panel discussions on sex education have been organized in which one sometimes feels that the participating individuals are pooling their collective ignorance. To counteract this, some suggestions are presented in Appendix C for possible coordination and integration of school personnel in the dissemination of sexual knowledge.

Brown (66) reported that the taboo on sex is still enforced jealously and emotionally by religious institutions, educators, and other guardians of staunch conservatism in America who adhere to the belief that a little knowledge, especially about sex, is a dangerous thing. In this report, the belief that reliable sex information based on facts and presented without moralistic values (other than those inherent in mental hygiene principles) should alleviate anxiety and lead to better heterosexual adjustments. In a report by Benell (63), it was reported out that there are teachers who claim they are inadequately prepared on the subject of sex education. The person who has a lack of knowledge about sex is uncomfortable in talking about sex and related topics. This person cannot cope with the anxiety-loaded tensions he has about sex, which in turn block his ease in discussing the subject with children. Malfetti (108) wrote that there is a shortage of



persons equipped to teach even the most rudimentary facts of human reproduction. The prospective sex education teachers generally feel more competent to learn and pass along facts of human reproduction than to lead discussion of values and responsibilities of sexuality. In fact, some are overwhelmed by the latter prospect.

In concurring articles by Southworth (134) and Kenkel (94), concern was expressed as to who will teach sex education in the public schools. Few sex education specialists are currently employed by private or public schools; the job seems to fall to the teachers specializing in other subjects. Most of the sex teaching in elementary schools is done by the classroom teacher, and seldom are any of these people trained more than incidentally. Malfetti (108), in his study, found that the lack of qualified teachers was the most frequently given reason for not offering a sex education program.

Watson (140) found enormous variations among popular notions about sex. Men were no more well informed than women; married persons had no larger proportion of correct responses on a questionnaire than single persons; and there was very little difference between young and old people. However, Kilander (95) found that while there were variations in sex knowledge and information, males tended to know more about the process of reproduction than females and that the better educated people had better attitudes

toward sex education than those who were not so well educated. Shatin (132) found that there was little correlation of sexual knowledge with sexual adjustment, age, or marital status. Ellis and Fuller (77) reported that graduate nurses were just as ignorant of sexual knowledge as teachers and other professional people, and the blame for this was put on the lack of sex education in our schools and nursing schools in particular.

McNeil (115), writing in one of the leading professional journals, fixed the blame for lack of interest and learning of sexual facts in school on the attempt to teach it at a level above the child, and with a vocabulary that is full of obscure Latin derived terminology for sexual parts and functions.

Calderone (67) characterized the child as beginning to feel changes within his own body and acquiring a new awareness of himself; therefore, the elementary school should provide adequate means for children to learn about themselves and provide answers to their questions in a way that will strengthen their value structure. Quinn (125) and Manley (109) stressed the idea that the instructors of sex education must be knowledgeable about the interests of elementary children; they must be well versed in the ways of plant and animal reproduction without either talking down to the students or becoming too complex. They must retain a sense of humor, be poised, self-confident, and comfortable with biological

terminology. The teacher of elementary sex education must take the children where they are and teach them according to their age, interests, and abilities. See Appendix D for an example of teaching units at this age level.

Breckenridge and Vincent (10) agree with Bracher (65) in stressing the importance of the sex educator's having a knowledge of the sexual values and behavior of those whom he is to instruct. This must be in addition to an understanding of the physiology and functions of sex and the general goals of sex education. Regardless of the age of the 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. Fikes (78), in a study of 1,003 prospective and experienced teachers, found that there was a definite need for more emphasis on health knowledge for the elementary teacher since the teacher at this level is usually more responsible for the health instruction of the students than secondary teachers. Wetherill (141) went farther in commenting on who should teach sex education. He said that the schools must admit that they know the story of sexuality better than the parents do. Because of the close relationship of problems dealing with sex in schools, the schools must help supplement the job that parents are doing and do the job for some of them.

### Attitude Toward Sex Education

One of the most comprehensive studies of teacher attitudes, and one that has significance for this study, was done by Ryans (47). His research deal extensively with the following variables that are related to teacher effectiveness. Age of the teacher (47, p. 289) was found to be a significant factor as far as attitude of the teacher is concerned. This was particularly true of teachers in the older levels from 50 years up. Experience (47 p. 391) was closely related to age in that this group tended to score lower on the scale of attitudes than those with less experience. With educational levels, there was no difference among teachers of less than 4 years, 4-5 years, or 6 or more years (47, pp. 132-133). Sex of the teacher (47, p. 391) was found to be of less significance, while married teachers expressed a more positive attitude toward children and teaching in general (47, p.392). No significant difference was found with teachers' professing different religious beliefs (47, p. 393).

Harris and Beck (85), in another comprehensive study of 5,837 parents and 1,086 teachers and their attitudes toward sex education, found a small but significant difference between the parents and teachers, with the teachers' attitudes being more favorably disposed to sex education in the public schools. Also, religious preference of the parents and teachers, in contrast to

Ryans' study (47), played a significant part in lending support to the contentions of Harris and Beck (85). Similar results were reported by Lee (103) in a follow-up study. In this study, the major differences in expressed attitudes were between the more prominent Protestant groups (excluding Baptists) and the fundamentalist groups. Catholics occupied a position between these miscellaneous Protestant groups and the fundamentalist groups.

In a national opinion poll of teachers' attitudes toward sex education in the schools (128), the results showed that an overwhelming majority (79.3 per cent) felt that sex education should be part of the school curriculum at all levels. There was no difference between secondary and elementary teachers' feelings about sex education, but there was considerable difference of opinion about how it should be approached in terms of content and of whether to mix or separate classes.

Hartman (86), reporting on two studies that have implications for sex education, measured 3,700 elementary teachers and 10,000 elementary teachers respectively. The results showed that those who are more informed about a particular subject matter have more liberal attitudes toward it. In related articles by Scates (128) and Johnson and Shutt (91), it was brought out that there are three problems facing the sex education instructors (1) they must contend with their conflicting ideas and attitudes toward sex;

(2) they must remain loyal to their responsibility to pass on the traditional values of society; (3) they must at the same time deal with the "scientific attitude: to which they are presumably dedicated."

In a report by Kronhausen and Kronhausen (102), it was concluded that, as surprising and shocking as it may be to some people, the prospective teacher of sex education should inform himself, and include in his instruction material, on certain forms of "abnormal" sexuality, such as homosexuality and other common deviations of sexual behavior. The maturing individual is often deeply concerned about these deviations or he is likely to encounter them sooner or later. Also, the teacher of sex education, regardless of grade level, must include without arousing anxiety, objective and accurate discussions of venereal diseases and the basic principles of prevention and treatment. Sex education must come to grips with the facts of pregnancy and the most effective measures of birth control. The moral problems must not be avoided but fully explored in an objective way. (See Appendix E as a pertinent course of study for high school youth who face these important problems) Chesser (16) added a note of caution to the above by implying that those who pride themselves in throwing off all influences that may inhibit their teachings are not always entirely suitable as teachers of sex.

McHugh (114), in a six year study involving hundreds of doctors, ministers, marriage counselors, and other professional people, found that even with these educated groups surprising gaps in knowledge and great differences in attitude toward the subject of sex exist.

Parlett (122), Moore (118), Nash (120), Konicek (101), and Darden (76) were in mutual agreement with their discussions of attitudes toward sex education. They stated that people are usually "down on something they are not up on." Those teachers who are opposed to accepting their part in sex education do so because of their feelings of inadequacy. McQueen (116), adding to the above, stated that the approach used in sex education must be honest clear, calm, and dignified. The approach used by those working with children and young people can make or break a program of sex education. The instructor's manner is important. There should be no suggestion of false shame or prudery, and the instructor should always keep in mind the positive approach. In commenting on attitudes, Chesser (16) stated that he or she may know all there is to be known about the subject of sex, yet be constantly conveying an unconscious negative message.

Calderone (68, 69), commenting on the attitude of teachers of sex education, stated that happily married teachers have an easy task of expressing wholesome attitudes toward sex, but that unmarried teachers can also come to terms with their sexual natures

and do a superb job with children.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### SUMMARY

The purpose of this study was to investigate the personality dynamics of the teacher in sex education with the use of the variables self-concept, sexual knowledge, and attitudes toward sex education. From the studies reviewed, it can be concluded that (1) children receive most sex education from peers and not from parents; (2) concerned parents feel a strong need for providing sex education; (3) children are asking for help with problems related to sex adjustment; (4) children want accurate information of normal sexual development; (5) the Sex Education program can provide an opportunity to reach parents and assist them with their questions. Finally, the study established certain guidelines for teacher selection.

In reviewing the literature pertaining to teachers of sex education, it was found that the overwhelming majority supported that a strong positive self-concept was of the utmost importance to the teacher of sexuality and family life relationships. All researchers stressed the belief that satisfactory results can be obtained in a program of sex education only when the teacher possesses a feeling of inner security.



Gruenberg (26) stated that the outcome of a program of sex education depends on the person presenting it. Hinkston (87) wrote that the teacher who knows himself is better equipped to help others. Such well-known authorities in the field of sex education as Kirkendall (99), Manley (109, 110, 111), and Calderone (69) stressed the need for a stable concept of self for the instructor of sex education programs.

Szasz (136) wrote that self-concept is so important to the teacher of sex education that something must be done in our teacher-training institutions to help alleviate prospective teachers of the burden of an inadequate self-concept.

Several writers suggested that possibly a sex education course may be too great a job for the lone teacher. Clark (72) and Preising (124) suggested that team teaching and programmed instruction be used for sex instruction, due to inadequate feelings of teachers.

The search of the literature on this topic produced several works that suggested a possible relationship between self-concept of sex education teachers and knowledge of the subject. Bennell (63) wrote that there are teachers who have less knowledge in the area of sex education, and therefore, have feelings of inadequacy when called upon to perform the function of instructor of family life courses. The teacher who lacks knowledge of the subject cannot

cope with the anxiety and tension brought about by discussion of topics related to sex. However, in a study by Shatin (132), little correlation was found between sexual knowledge and personal adjustment.

Factual data were presented concerning attitudes of teachers toward sex education. Harris and Beck (85), Lee(103), and Hartman (86) found that those teachers who are informed about sex instruction were more favorably disposed toward sex education. Religious affiliation and background were significant factors affecting attitude; educational level, sex, and religious beliefs were of less significance.

There was not a mass of factual data to support a relationship directly between self-concept and the other variables of sex knowledge and attitude toward sex education. However, the writings and opinions presented by these authorities in the field of sex education seem to imply such a relationship. The studies of Harris and Beck (85), Lee (103), and Hartman (86) showed conclusively that sex knowledge and attitude toward sex education are related.

### CONCLUSIONS

One of the purposes of this investigation was to give added impetus to the psychological as well as the academic aspects of teaching. However, in view of the findings, certain conclusions

were drawn by the researchers. Any inferences made from these findings must be made cautiously. The conclusions are as follows:

1. A significant positive relationship between self-concept and attitude toward sex education existed. The presence of a positive self-concept implies a positive attitude toward sex education. The reverse is also implied. Teachers of sex education will reflect a genuineness toward their subject when their own self-perception is not distorted. This finding was supported by Booz (64), Chesser (16), and Schoel (130).

2. Where a positive relationship between sexual knowledge and attitude toward sex education existed, those teachers who acquire more sexual knowledge will also develop a more positive attitude toward sex education. This conclusion agrees with the findings of Harris and Beck (85), Hartman (86), Kilander (95), and Lee (103).

3. Teachers with 0-4 years of teaching experience expressed significantly greater sexual knowledge than teachers with 5-9 years and 10 or more years of teaching experience. The same group possessed a significantly more liberal attitude toward sex education than teachers with 5-9 years of experience, implying that teachers with less than five years of experience will become better sex education teachers because they tend to possess supplementary knowledge and have had less time to develop negative

attitudes toward new curriculum innovations. Ryans (47) found that as age and experience increase, teachers develop a more negative attitude toward change.

4. Married teachers will be more comfortable and successful as teachers of sex education than will single teachers because they possess a more positive self-concept. The writings of Symonds (135) and of Anderson (60) supported this conclusion when they stated that teachers who have worked out their won personal love relationships are in a better position to obtain positive results in the classroom. Ryans (47) found that married teachers have a more positive attitude toward children and teaching in general than single teachers do.

#### RECOMMENDATIONS

Much has been said about sex education, and many articles have been written that express only opinions. As stated previously, few factual attempts to research this vital field have been carried out. Many questions are yet to be answered by future research. On the basis of the findings of this study, the following recommendations concerning sex education teachers are submitted:

1. It is recommended that the public schools do not arbitrarily assign teachers the responsibility of teaching sex education. Instructors should be carefully screened on the basis of their

self concepts, their knowledge of the subject, and their attitude toward sex education.

2. Since sex education teachers are not currently certified by training, it is recommended that the public schools establish strong in-service training programs in cooperation with college programs to produce qualified sex education teachers.

3. Since a single teacher may be inadequate to teach all aspects of sexuality, it is recommended that sex education be taught by teams, utilizing the most capable teachers on the staff.

4. It is recommended that, if sex education is taught by teams, those teams should be comprised of both male and female instructors in order to present a more realistic program to the students.

The sooner the child learns, and preferably through a structured sex education program at school, that he may speak of genitalia as casually as he speaks of his eyes, ears, and nose, the stigma is well on its way to oblivion. Larrigo and Southard stated that sex education is only as good as the "attitudes it develops in a child about family life, about marriage, about babies, about other boys and girls, about the way love is expressed, and about one's own body. If a child fails to get a fact, it will not be nearly so serious as if he gets the wrong attitude."

Sex education is a very controversial issue at the present time. Teachers of sex education must be poised, knowledgeable,

and reflect a positive commitment to their task. Hopefully this study, along with future research, will provide some information pertinent to the training and selection of such teachers.

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## Appendix A

### IS YOURS A MATURE ATTITUDE TOWARD SEX?

There are no right or wrong answers, though "Yes" answers on odd-numbered questions and "No" on even-numbered are expected to be in the direction of maturity.

- |     |    |     |   |
|-----|----|-----|---|
| Yes | No | 1.  | Do you see a clear distinction between "funny" sex jokes and "sexy" sex jokes?  |
| Yes | No | 2.  | Do you feel embarrassed about and somewhat ashamed of your own sexual impulses?   |
| Yes | No | 3.  | Would you be able to talk freely about your own sexual behavior with a counselor?   |
| Yes | No | 4.  | Do you feel embarrassed over the normal or common childhood sexual experimentation in which you may have engaged?                                   |
| Yes | No | 5.  | Are your sexual standards based upon a set of principles which are clearly rooted in human values?  |
| Yes | No | 6.  | Was, or would, the initiation of marital sexual relations for you, be embarrassing, offensive, or surrounded with fear?                             |
| Yes | No | 7.  | Do you feel factually well-informed about normal childhood experimentation, the significance of masturbation, prostitution, and similar matters?    |
| Yes | No | 8.  | Do you have strong feelings of disgust or revulsion when you hear of homosexuality or some uncommon sexual practices?                               |
| Yes | No | 9.  | Do you accept the idea that the two sexes are equally responsible for setting sex standards?  |
| Yes | No | 10. | Do you find yourself fascinated by or preoccupied with an interest in techniques of sexual intercourse, genital size, or some other manifestations? |
| Yes | No | 11. | If there was a good purpose, could you talk freely and objectively about sex in a mixed group?  |

- |     |    |     |   |
|-----|----|-----|---|
| Yes | No | 12. | Do you feel, even though objective and for the purpose of understanding, that extended discussions of sex had better be avoided because of what they may lead to? |
| Yes | No | 13. | Do you feel that people in general (society) have a right to be concerned about the sex standards of individuals?   |
| Yes | No | 14. | Would it embarrass you to go into a library or a bookstore and ask to see a book on sex?  |
| Yes | No | 15. | Would you feel at ease in answering questions about sex your own child might ask?   |
| Yes | No | 16. | Will aspects of your own sexual behavior be likely to embarrass or bother you when you try to give sex education to your own children?                            |
| Yes | No | 17. | Can and should marital intercourse sometimes be simply for fun or enjoyment?  |
| Yes | No | 18. | Should contraceptive information be carefully restricted to married persons?  |

Source: Darrell Spoon, Extension Specialist Family Life,  
Cooperative Extension Service, Kansas State University,  
IT-135d, Sex Education.

## Appendix B

### General Objectives of Family Life and Sex Education: Developed by the Illinois Sex Education Advisory Board

1. To understand the meaning and significance of marriage, parenthood, and family life, so they can help strengthen the family as the basic social unit of democratic life in Illinois.
2. To make affection, sex, and love 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.
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, moral, and religious implications.
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 learn about the dangers of illicit sexual behavior; and that boys and girls do not have to engage in heavy petting or premarital sexual intercourse to make friends, be popular, get dates, or to prove their love and affection to each other.
8. To emphasize the case for premarital chastity as the sexual standard approved by our society because chastity provides a positive goal for teen-agers, linking human sexual behavior with love, marriage, parenthood, and family life and because of the individual, family, and community problems associated with premarital or extra marital sexual relations.

9. To open channels of communication between children and their parents, teachers and counselors, and religious leaders concerning the meaning, significance, and potential values of sex in human life, so that students will find it easier to seek information from reliable sources rather than rely on "hearsay," "gutter talk," or misconceptions; and so 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.

10. To understand that boy-girl and man-woman relationships of the right kind can add to their enjoyment and give meaning to their lives and that those of the wrong kind can result in a distorted attitude toward sex, love, and affection that may lead to undesirable consequences for the individuals involved and for society.

11. To understand the basic anatomy and physiology of the male and female reproductive systems and human reproduction; and the relationship of human mating to mutual love and affection expressed in marriage, parenthood, and family life.

12. 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.

13. To appreciate the significance of the sexual differences in boys and girls and the male and female sexual roles in our society, as related to wholesome boy-girl relationships and marriage, parenthood, and family life.

14. 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 may need and want.

15. To understand how to deal with personal sexual problems such as menstruation, nocturnal emissions, masturbation, petting, and personal hygiene.

16. To learn about the legal and ethical aspects of abortion, venereal disease control, marriage, divorce, broken homes and family disintegration, illegitimate children, pornography and obscenity, and sexual behavior.



17. To understand the 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.

18. To learn the key facts and basic concepts about venereal disease; and the role of teen-agers and young adults in the prevention and control of these important communicable diseases.

19. 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.

20. To learn about the potential dangers of the world population explosion, and the need for an intelligent consideration of the basic issues of population growth as related to human health and welfare.

21. To consider critically the pros and cons of teen-agers going steady versus going "steadily" as related to sexual behavior and as a preparation for mate selection and marriage.

22. 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.

23. To realize that there are important major differences, as well as some similarities, between sex and sexual behavior in animals as compared with man.

24. To understand the differences between love and infatuation and immature versus mature romantic love; to identify and appreciate the traits of a prospective husband or wife, which are most apt to make for a wholesome, healthy, and happy marriage.

25. To learn how to develop and maintain as 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.



26. 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.<sup>1</sup>

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<sup>1</sup>Illinois Sex Education Advisory Board, Policy Statement on Family Life and Sex Education, issued by the office of the Illinois Superintendent of Public Instruction, march, 1968.

## Appendix C

### ORGANIZATION OF PERSONNEL OF A SEX EDUCATION PROGRAM

It is assumed that the following shall constitute a committee of school personnel who act as teachers or resource persons to the program.

1. The Superintendent of Schools--it shall be his function to introduce the program as an innovative step in the curriculum to the School Board.

2. The Principals of the District--it shall be their function to co-ordinate the program among the various schools of the district, and to be the effective tool in adapting the program to their particular school (elementary, Junior High, or High School).

3. The Counselors of the District--their function shall be as resource persons (it is assumed they shall take training in teacher-training institutions prior to the adoption of such a plan in their district). They shall serve further as liaison persons between parent and child, administrator and teacher, teacher and parent. Further, they shall act as part of their activity of 56 per cent of their time upon this program as a possible source of prevention of the problems they seek to cure in the counseling experience.

4. The Teachers--their role is vitally important since they are the "soldiers on the front". It is expedient that teach teacher take courses offered in teacher-training institutions in sex education and family living. They will be the interpreters of all of the above and the parents, to the children. They will function in the program as part of their daily classroom work. Certain periods of the day shall be assigned to them to teach the curriculum assigned by the district (it is assumed they will have a part in curriculum policy in the district) on sex education and family living.

5. The Nurse--it shall be her function to be the medical representative of the school resource team.

Examples:

The Social Studies Teachers--shall teach the historical, sociological, and psychological phases of the curriculum. They shall be authorized to consult on confidential problems with counselors and administrators. This shall apply to all unit teachers.

The Science Teachers--Primary responsibility (one of these teachers may act as chairman of the teachers) shall be given to this department to coordinate among the teachers, their various contributions. Since biology and physiology are emphasized, the biology teacher should take the lead and with the principal,

assign the physiology section to another within the department, or the physical education department. The Science teachers shall gather books, pamphlets, films, charts, etc., to show the parents the scientific emphasis of the program.

The Physical Education Teachers--these teachers can work "hand-in-glove" with the science teachers in coordinating the units on anatomy, physiology, and pathological disease. The nurse must act as resource person here.

Invited Clergy--these men shall act as resource persons on theological topics. It is suggested these men direct only those of their particular faith, thus dividing the students in their proper religious roles. (Note: If the parents object to any religious relation, the principal with the superintendent shall decide policy.)

Invited Doctors--knowing how busy all of our professional men are, there may still be enough interest to offer time and advice and/or lectures.

Invited Lawyers--noting the above comment, nevertheless, anything of a legal nature shall be handled by invited personnel. As an amendment of the business factor above, funds could include fees for invited personnel as part of the cost of implementing the program initially.

It may be argued that there is not enough time nor money available now to properly implement what now exists in established curriculum. It can be answered that within any institutional structure, there is much waste of funds and personnel. A positive, effective program that is vital organ of the institution can make the system healthier.

## Appendix D

### TEACHING UNITS:

#### ELEMENTARY AND JUNIOR HIGH SCHOOL: THE SEX EDUCATION SERIES\*

##### Section One: Introduction to Sex Education

Chapter One	Sex Education As Education for Love
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##### Section Two: The Biological Aspects of Human Sexuality

Chapter Two	The Biological Male
Chapter Three	The Biological Female
Chapter Four	Human Sexual Response
Chapter Five	Pregnancy, Childbirth, and Lactation
Chapter Six	Contraception
Chapter Seven	Venereal Diseases

##### Section Three: Philosophical, Psychological, and Social Aspects of Human Sexuality

Chapter Eight	The Intelligent Choice of a Sexual Code of Conduct
Chapter Nine	Masturbation
Chapter Ten	Homosexuality
Chapter Eleven	The Population Problem

## Section Four: Education Aspects of Human Sexuality

Chapter Twelve	Sex Education of the First Grade Child Unit One Our Body Parts Unit Two Animal Families Unit Three Our Family
Chapter Thirteen	Sex Education of the Second Grad Child Unit One The Seed Experiment Unit Two Living Things That Come From Eggs
Chapter Fourteen	Sex Education of the Third Grade Child Unit One Growth of a Chick Unit Two Friendship
Chapter Fifteen	Sex Education of the Fourth Grade Child Unit One Where Babies Come From Unit Two Heredity
Chapter Sixteen	Sex Education of the Fifth Grade Child Unit One Discovering Yourself
Chapter Seventeen	Sex Education of the Sixth Grade Child Unit One The Family as the Basic Unit of Society
Chapter Eighteen	Sex Education in the Junior High School Unit One The Biological Male Unit Two The Biological Female Unit Three Human Sexual Response Unit Four Pregnancy, Childbirth, and Lactation Unit Five Population Explosion and Contraception Unit Six Venereal Diseases Unit Seven Intelligent Choice of a Code of Sexual Conduct Unit Eight Masturbation Unit Nine Homosexuality

\*Source: John A. Burt and Linda Brower, Education for Sexuality, Philadelphia-London-Toronto: W.B. Saunders Company, 1970.

## Appendix E

### TEACHING UNITS:

#### A PROPOSED PROGRAM FOR SENIOR HIGH SCHOOL: SEX EDUCATION

##### I. Sex and Society

	Week 1 and 2	Introduction to Subject
Topic 1	Week 3	The Relation of the Individual to Society
Topic 2	Week 4	Man's Normal Relation to Society
Topic 3	Week 5	The Legal Relation of the Sexes
Topic 4	Week 6	Illegal Sexual Relations between the Sexes
Topic 5	Week 7	Abnormal Sexual Life
Topic 6	Week 8	Society and the Child
Topic 7	Week 9	Abnormal Relations between Parent and Child
Topic 8	Week 10	Abnormal Sex Life of Siblings
Topic 9	Week 11	Eroticism and Modern Society
Topic 10	Week 12	Drug Addiction and Society
Topic 11	Week 13	The Mentally Retarded and Society
Topic 12	Week 14	The Psychopathic Personalities
Topic 13	Week 15	Insanity and Society
Topic 14	Week 16	Sterilization and Segregation
Topic 15	Week 17	Man's Responsibility to Society
	Final Week	Evaluation and Discussion

##### II. Sexual Education of the Young Man (Boys only preferable)

	Week 1 and 2	Introduction to Subject
Topic 1	Week 3	Father and Son
Topic 2	Week 4	The Boy in Ancient Times
Topic 3	Week 5	Relation of the Young Man to Society
Topic 4	Week 6	The Anatomy of the Young Man
Topic 5	Week 7	The Sexual Physiology of the Young Man
Topic 6	Week 8	Hygiene of the Sexual Life
Topic 7	Week 9	The Normal Viewpoint of the Young Man
Topic 8	Week 10	Prostitution
Topic 9	Week 11	The Cost of Immorality
Topic 10	Week 12	The Question of Disease



Topic 11	Week 13	What a Young Man Should Know About Women
Topic 12	Week 14	The World is Growing Better
Topic 13	Week 15	A Living Program
Topic 14	Week 16	Friendships of Youth
	Final 2 weeks	Evaluation and Discussion

### III. The Sexual Education of the Young Woman

	Week 1 and 2	Introduction to Subject
Topic 1	Week 3	Introduction: Mother and Daughter
Topic 2	Week 4	A History of the Young Girl
Topic 3	Week 5	The Girl's Obligation to Society
Topic 4	Week 6	The Anatomy of the Young Girl
Topic 5	Week 7	The Physiology of the Young Girl
Topic 6	Week 8	The Psychology of the Young Girl
Topic 7	Week 9	The Hygiene of the Young Girl
Topic 8	Week 10	The Question of Prostitution
Topic 9	Week 11	The Cost of Immorality
Topic 10	Week 12	The Bachelor Girl
Topic 11	Week 13	The Working Girl
Topic 12	Week 14	What a Young Girl Should Know About Men
Topic 13	Week 15	The Girl Beautiful
Topic 14	Week 16	Pre-marital Sex
	Final 2 weeks	Evaluation and Discussion

### IV. Love-Dating-Courtship-Marriage (This whole unit could be adapted to both boys and girls)

	Week 1 and 2	Introduction to Subject
Topic 1	Week 3	The Golden Age of Knighthood
Topic 2	Week 4	The Awakening of Love
Topic 3	Week 5	Infatuation
Topic 4	Week 6	The Growth of Love
Topic 5	Week 7	Natural Selection
Topic 6	Week 8	Dating
Topic 7	Week 9	Courtship
Topic 8	Week 10	The Engagement-the Feminine and Masculine View-points
Topic 9	Week 11	The Period of Engagement
Topic 10	Week 12	Preparation for a Home
Topic 11	Week 13	The Physical Preparation for Marriage
Topic 12	Week 14	Marriage
Topic 13	Week 15	Divorce
Topic 14	Week 16	Widowhood
	Final 2 weeks	Evaluation and Discussion

## Appendix F

### TYPICAL QUESTIONS ASKED BY 275 ADOLESCENT GIRLS

Out of 275 adolescent girls surveyed, three fourths of the survey population rated the following eleven questions as having the greatest importance to them and other youth:

1. Is sex before marriage right or wrong?
2. Exactly "how far should a girl go" on a date?
3. Why doesn't our school or parents teach us how girls get pregnant?
4. Do boys have a harder time stopping their sex feelings?
5. If a boy parks the car and the girl becomes afraid, what should she do?
6. What are wet dreams and are they bad?
7. What can be done about acne?
8. How does a girl cope with her own bad reputation when she decides to become "good" again?
9. Explain twins and what decides if a baby will be a boy or a girl?
10. Do boys have anything happen to them which is similar to the "menstrual period"?
11. How does a girl get "VD"; if she later has children, will her children also have "VD"?

At lease one-third of that surveyed population of maladjusted girls did not come from broken homes, the slums, nor were they disadvantage children; their parents went to church, lived in middle or higher economic status level homes, and the families were considered by the community to be good citizens.

Source: Doris R. Schoel, R.N., Journal of School Health, Vol. XXXVIII, March, 1968, No. 3.

A STUDY OF THE FACTORS ESSENTIAL IN  
THE PERSONALITY OF TEACHERS SELECTED TO  
TEACH SEX EDUCATION

by

CHARLES F. REHFUS

B.A., Baldwin-Wallace College, 1956

S.T.B., Boston University, 1958

M.A., North Texas State University, 1970

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AN ABSTRACT OF A MASTER'S REPORT  
submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
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## ABSTRACT

The investigation was the outcome of extensive library research to determine the pertinence of personality dynamics in the teacher of sex education. The research was directed to the study of three variables: self-concept, sexual knowledge, and attitudes toward sex education and their function in an effective sex education program.

An historical overview was made to show the development of sex education as a program acceptable in the public schools. Another dimension was the study of changing attitudes in our society toward the whole question of sex education. An illustration of this was the Gallup Poll conducted in 1970 to determine changing attitudes toward the issue of virginity in our society.

A survey was also made of initial and subsequent sources of sex information together with an evaluation of the same. Finally, some recommendations were made resulting from the summarized findings of the studies surveyed. Suggestions for sex education programs may be found in the appendix.

One of the purposes of this investigation was to give added impetus to the psychological as well as the academic aspects of teaching. However, in view of the findings, certain conclusions were drawn by the researchers. Any inferences made from these findings must be made cautiously. The conclusions are as follows:

1. A significant positive relationship between self-concept and attitude toward sex education existed. The presence of a positive self-concept implies a positive attitude toward sex education. The reverse is also implied. Teachers of sex education will reflect a genuineness toward their subject when their own self-perception is distorted. This finding was supported by Booz (64), Chesser (16), and Schoel (130).

2. Teachers with 0-4 years of teaching experience expressed significantly greater sexual knowledge and a more liberal attitude toward sex education than teachers with 5-9 years and 10 or more years of teaching experience. Ryans (47) found that as age and experience increase, teachers develop a more negative attitude toward change.

3. Married teachers will be more comfortable and successful as teachers of sex education than will single teachers because they possess a more positive self-concept. The writings of Symond (135) and of Anderson (60) support this conclusion when they stated that teachers who have worked out their own personal love relationships are in a better position to obtain positive results in the classroom.

On the basis of the findings of this investigation, the following recommendations concerning sex education teachers are submitted:

1. Since sex education teachers are not currently certified by training, it is recommended that the public schools establish

strong in-service training programs to produce qualified sex education teachers.

2. It is recommended that sex education be taught by teams, utilizing the most capable teachers on the staff, both male and female.

3. Finally, it is recommended that teacher training institutions initiate courses into their programs at the undergraduate and graduate levels that will give prospective sex education teachers adequate training in all aspects of human sexuality.

Sex education is a very controversial issue at the present time. Teachers of sex education must be poised, knowledgeable, and reflect a positive commitment to their task. Hopefully, this study, along with future research will provide some information pertinent to the training and selection of such teachers.

This report concludes that the evidence seemed to support the theory that teacher success in the field of sex education is dependent upon the degree of correspondence between the personal characteristics of the teacher and the demands of the situational factors.