SEX EDUCATION: TEACHER QUALIFICATIONS AND KANSAS PROGRAMS OF TEACHER PREPARATION

by

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B.S., Kansas State University, 1970

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

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CHAPTER I

INTRODUCTION

I. THE CONTROVERSY

Sex education in the public schools is a controversial topic that has had great impact on the citizens of the United States. Kilander (1969:1) defines sex education as:

> . . . all educational measures which in any way may help young people prepare to meet the problems of life that have their center in the sex instinct and inevitably come in some form into the experience of every normal human being. Other terms that have been used over the years and sometimes continue to be used as synonyms for sex education are family life education, social hygiene education, social-sex education, health and human relations, personal and family life, and family living.

In America, parents rarely perform a major conscious role in initiating their children into the mysteries of sex and life. Many psychiatrists agree that parents are too often beset by their own sexual problems or guilt feelings to make good sex education teachers. Teachers, of course, are not free from sexual problems and prejudices either. Still, a reasonably well-prepared and well-balanced teacher can usually explain things in an atmosphere less emotionally charged than that found in the home. (Time, June 9, 1967:36)

"To ask who should teach sex education is to miss the point," according to Kilander (1969). "All teachers, parents and others who influence children and youth contribute to the sex education of children. What is meant by such a question is presumably who should teach the more complicated and delicate aspects of human reproduction." (Kilander, 1969:45)

Dusseau feels that:

> . . . the home, church, all members and organizations of the community and the schools, all have a responsibility to work together in this area and support each other. Teachers are best qualified to teach sex education because of their rich background and experience in teaching methods and understanding children, and they are in a good position to obtain the necessary education and training. (Dusseau, 1970:4)

II. STATEMENT OF THE PROBLEM

The basic difficulty the public schools have in taking on the responsibility of sex education is the selection of qualified and effective teachers. Ten guidelines for sex education programs were adopted by the Kansas State Board of Education in January, 1970. The third guideline stated that faculty should be carefully selected and adequately prepared. (Kansas State Department of Education, 1970) It is precisely the vagueness of this guideline that prompted this study.

The problem of this study is to survey Kansas colleges and universities to determine the extent of professional training provided for prospective sex educators. This will provide a comparison with the personal characteristics and training recommended by educators for qualified and effective sex education teachers.

III. SIGNIFICANCE OF THE STUDY

The presentation of this study should enable administrators and teachers to better understand the academic qualifications and personal characteristics necessary for effective sex education teachers, and present guidelines for administrators in charge of hiring and appointing sex education personnel. Finally, administrators, teachers, parents, and those

charged with preparing teachers for their profession will have an overview of programs in the teacher-training institutions of Kansas for the preparation of teachers for sex education.

CHAPTER II

REVIEW OF THE LITERATURE

I. TEACHER TRAINING AND SELECTION

One of the most common objections to sex education is that inadequately trained teachers will be called upon to handle the subject. Kirkendall and Miles (1968) reported from a 1966 survey of public school administrators by Johnson and Schutt that eighty-two percent of the respondents reported having this objection. Also quoted in the Kirkendall, Miles review was a 1968 survey by Malfetti and Rubin of 734 teacher preparation institutions (34% response) which showed that only 8% offered a specific course or courses intended to prepare teachers to teach sex education. (Kirkendall and Miles, 1968)

When a number of Arizona public school administrators were queried about limitations in establishing sex education programs by Thornburg (1969), finding time to teach the subjects was found to be of vital concern to 56% of the administrators. Of even greater concern, however, was the question of the staff's adequacy to teach in this area. A lack of qualified personnel in this subject area was indicated by 84% of the administrators. (Thornburg, 1969)

In a survey by Lloyd and Wrightstone (1968) for the New York City Board of Education, principals were asked to describe the procedures they followed in selecting teachers for participation in the program. In addition, they were asked to indicate any subject area backgrounds they preferred

such teachers to have to identify the type of training these teachers received, and to give their evaluation of this training.

The methods used by principals to determine which teachers would teach sex education materials in their school varied. The largest group (48.2%) stated that the principal made the selection; 22.2% asked for volunteers from their staffs; 3.7% relied on recommendations of other staff members; 22.2% utilized all of the above methods, and only 3.7% failed to respond to the question. With respect to the adequacy of the training provided for teachers involved in implementing the new curriculum in sex education, 85% of the principals thought the training provided was adequate. However, 61.1% reported more training was needed, 11.1% judged the training provided was inadequate and 3.7% failed to respond. (Lloyd and Wrightstone, 1968)

Dusseau (1970) stated that qualified teachers for this subject are in short supply and teachers' colleges are doing almost nothing to prepare future teachers. The entire school staff including teachers and all personnel in contact with children must better understand this subject matter so they can adequately respond to questions whenever they come up. The classroom teacher plays a vital role in influencing childrens' attitudes and perceptions concerning sex and they must be able to cope effectively with the many sex related incidents which arise in the classroom.

In order for more effective teachers to be trained, Dusseau further suggested that teacher colleges must provide or expand preservice and inservice training programs. Those who specifically teach sex education should have special training in content, methods, curriculum aids and evaluation approximate to different levels. Some suggested means for teacher

education are: workshops, discussion groups, work-study groups, conferences, institutes, and work with special consultants. Preparation should include experience in questioning and evaluating distortions, lies, and glamorizing by mass media and advertising. Teachers must also have a background knowledge in biology, child development, philosophy and all of the social sciences. (Dusseau, 1970)

A study of curriculum programs in sex education in the public elementary schools by De Carlo (1970) indicated the personnel most likely to be conducting sex education classes as self-contained classroom teachers, health teachers, physical education teachers, science teachers, and school nurses. The question asked most often is, "Are non-specialists qualified to teach sex education?" The De Carlo study indicated that these personnel generally have specific training for teaching sex education beyond that of their major area, usually in the form of in-service courses.

Greenberg's (1970) study of attitudes of Connecticut educators toward specific issues in the area of sex education indicated a strong expression of preference for specialists as "sex educators," or for teachers specifically qualified through elements of training and personal traits.

The National Council on Family Relations created the Committee on Educational Standards and Certification for Family Life Educators (1970) in 1968-1969. The Committee formulated the criteria set forth below to serve as guidelines in the preparation of family life educators for junior and senior high school teaching. The Committee's first hope was that a minimum core of family life courses and out-of-classroom experiences should be developed so that an entire faculty would be prepared and alert for "teachable moments" so that family life education would be woven into the total educational

experience. However, this would require such thoroughgoing changes in teacher education curricula as to delay indefinitely the possibility of meeting present student needs for understanding their roles in a changing society.

The Committee, therefore, decided to proceed along the immediate and practical path of recommending the preparation of specialists in family life education. The proposed criteria mention basic areas rather than courses. In some instances a course may include more than one area and in some an area may require more than one course or experiences outside the school setting. The criteria include the family, family interaction, marriage preparation, human development from birth to senescence, biological sciences, sexuality, management of family resources, group processes, methods and materials in family life education, practice teaching in family life and sex education, field experiences, individual and family counseling, research, a survey of basic laws, and a study of community organization and resources. (Committee on Educational Standards and Certification for Family Life Educators, 1970)

In correspondence with the Sex Information and Education Council of the United States (SIECUS), Fredrick Bidgood, Education and Research Assistant, stated that each school system or other organization involved in a sex education program currently sets its own criteria for selection of sex educators, based upon its financial situation, its staff arrangements, and the goals it has set for its own program. SIECUS suggested at least three minimal qualifications for a good sex educator. First, he must have a solid academic grounding in reproductive biology and the psychodynamics of interpersonal relationships. The other two are discussed in the section on personal qualifications. (SIECUS, 1971)

In a SIECUS Newsletter, Sanctuary (1971) discussed selection based on personal characteristics. In establishing criteria, it is first necessary to define the aims of the sex education program in which the individual can expect to be involved. Then given a suitable personality for the work, training is most necessary. This will include instruction in human physiology and psychology, and an introduction to methods of working with groups of young people, it being understood that sex education and sex instruction are not synonymous. It is also desirable to provide for extended in-service training with supervision of actual work done by sex educators. The greater the degree of supervision available, the less rigorous need be the selection process. It has been found of great value to those working with groups of young people over a period of time to be able to share their experiences, and their questions, with colleagues who are facing similar problems.

The Preliminary Report of the Sex Education Committee of the Kansas Association of School Boards (1969) recommended curriculum guides, teaching guides, in-service education, college extension courses, and symposiums and workshops to teach anatomy, physiology and hygiene.

Ruby (1970) conducted a study which describes a reciprocal program between a teacher-training institution and a community hospital. It was conducted to explore ways in which selected clinics of the hospital might be utilized in the training of educational personnel preparing for programs in sex education and how the educational personnel might be utilized to increase the effectiveness of selected clinics through patient education. The study concluded that it is feasible to relate the resources of the teacher-training institution with those of the community hospital. The clinics could add a new dimension to the students academic training by providing a variety of

experiences from which they could gain a keener awareness of the issues involved in human sexual behavior. In turn, the students could benefit the clinics by bringing to the patients needed educational programs to help them develop healthier attitudes toward sex.

Schulz and Williams (1969) recommend that all teachers, even those not directly involved in a sex education program, must have some knowledge of the program if they are to be comfortable in dealing with their students. They must also understand the program's rationale, be in accord with its hoped for results, and have a degree of familiarity with the content. This will help enable the teacher to be able to make a meaningful contribution should a discussion arise in his class.

Teachers directly responsible to the program must be thoroughly grounded in classroom methodology and must have a firm understanding and conviction of the value content in family life and sex education. Knowledge of content is also essential. The teacher must maintain his image and worth by thorough knowledge in sensitive areas. He must also have knowledge of the variety of resources which can be called upon. (For a summary of the types of teacher preparation, see Appendix A.)

Schulz and Williams (1969) also recommended five ways in which administrators can help sex education teachers do a more adequate job. They may arrange visits and other experiences for teachers to increase their understanding of the socio-economic conditions in their community. Administrators may also help teachers to make parent-teacher conferences more helpful. A third way administrators may help is to schedule periods of in-service education for teachers to help increase their self-knowledge and self-understanding. Seminars can be held on course content or methods and should

also explore ways in which other curriculum areas can contribute to the success of the program. Administrators may provide opportunities for teachers to talk out their problems with people in a position to help them--school psychologist, nurse, and guidance counselor. Promotion of exchange between teachers by group discussion, workshops, and conferences is also a job of the administrator. Finally, the school administrator should encourage teachers to take college courses in growth and development or family life and sex education.

II. PERSONAL CHARACTERISTICS OF THE SUCCESSFUL SEX EDUCATOR

Sex education is a delicate area that must be handled with care. Therefore, the teacher must be one who has the personal qualifications as well as the training.

> Recognizing the fact that the ultimate success of any instructional program will, in the final analysis, rest upon the shoulders of those who are doing the teaching, those individuals given this responsibility must be carefully selected. To insure any degree of success in this venture, all teachers of human sexuality at any level in the school must feel comfortable with the subject and have good rapport with the students. (New Jersey State Department of Education, 1967:14)

Similar to the ability to feel comfortable with the subject is the overall attitude of the instructor toward sex education. Rubin (1968:18) stated:

> It is clear that the basic attitude of the sex educator is of crucial importance; this will determine the purpose, content, and method of his guidance. If he holds an essentially negative attitude toward sex, his major efforts will be directed toward limiting and cutting down on every form of sex expression. If he holds an essentially affirmative attitude, his major efforts will be directed toward encouraging sex expression as a rich and positive aspect of life.

Much of the recent criticism of sex education has been based on claims that some educators or counselors might disturb young people while

attempting to resolve their own sexual problems by working in this sphere.

In an attempt to consider this and related questions, SIECUS held an international workshop at the University of Connecticut at Storrs in the summer of 1970. In general terms, it was decided that the process of selection of the individual to be trained as a sex educator should involve four elements:

(1) A degree of self-selection

(2) The establishment of criteria for selection

(3) The process of selection itself, and

(4) A period of training which will also contain an element of selection. (Sanctuary, 1971)

Workshop participants agreed that some degree of self-selection is both inevitable and desirable. It does not seem appropriate that teachers or counselors should be expected, solely because they are involved, for instance, in physical education, religious instruction or the teaching of biology, health education or home economics, to discuss and explain human sexuality, irrespective of their interest in the subject. Inevitably, there will be some who prefer, for good reasons of their own, not to work as sex educators. Overeagerness to enter the field should be equally considered in encouraging the individual to examine his own motivations for doing so.

There was full agreement at the Workshop that technical qualifications are secondary to the personal human qualities of the educator. These human qualities are best defined as the capacity to understand and accept people and their feelings, to communicate effectively with them, and to confront, adjust and revise one's own attitudes about human sexual behavior. (Sanctuary, 1971)

The Preliminary Report of the Sex Education Committee of the Kansas Association of School Boards (1969) agreed with the viewpoint that reluctant teachers should not be forced to teach a course in sex education. The report also proposed that for the elementary grades there should be a wholesome atmosphere and no special emphasis on sex. At the secondary level, the teacher should have special preparation, and human growth and development should be integrated units of the total curriculum with special emphasis in health, science and homemaking. The committee recommended that prospective teachers be screened as to morals, hygiene, and extra-curricular activities.

Correspondence with Frederick Bidgood of SIECUS revealed the organizations three minimal qualifications for a good sex educator: first, as mentioned in the section on technical qualifications, he must have a solid academic grounding in reproductive biology and the psychodynamics of interpersonal relationships; second, he must have a well-developed concept of his own sexuality and be comfortable with it, and; third, he must be open, honest, and accepting of the views and behaviors of others, and must relate well to others, especially young people. (SIECUS, 1971)

Thornburg (1969) suggested that mature teachers who have an awareness of what human life is all about become likely candidates for the task of sex education. His survey of Arizona administrators showed that sex educators should be teachers capable of discretion and sensitive to the variance of attitudes within the classroom.

An insightful, knowledgeable teacher must also know something of the nature and extent of intergenerational conflict over sexual values. Communication concerning sex is poor between generations. It is especially difficult when one generation assumes attitudes on the part of the other

which are essentially nonexistent. (Kirkendall and Miles, 1968)

In a pilot project by Juhasz (1970) a review of the literature was conducted and personal correspondence was carried on with researchers in the field. Eight primary sources were located and data collected and summarized according to the frequency with which each teacher characteristic was mentioned. In order of the frequency with which they were mentioned, these characteristics were: ability to communicate, acceptance of sexuality, empathy, a sense of humor, good teaching techniques, female status, and married status.

As a second step in this project, the administrative directors were asked to list in order of importance the six characteristics or qualities which they considered most important for effective teachers of human sexuality. The characteristics listed by the respondents could be placed in one of six broad categories. The six broad categories are mentioned below in their order of importance.

(1) Acceptance of human sexuality

(2) Respect for youth

(3) Ability to communicate

(4) High degree of empathy

(5) Teaching techniques

(6) Knowledge (Juhasz, 1970)

Other characteristics mentioned were: willingness to learn, a sense of humor, parent status and married status.

It would appear that the sex educator, to be most effective, should be able to (a) accept himself and all humans as sexual beings (b) to empathize and establish rapport with students and, in this atmosphere of

freedom (c) to communicate and carry on a dialogue in which (d) accurate and comprehensive information is exchanged and evaluated. (Juhasz, 1970)

Szasz (1970) formulated and recommended teacher roles to the effective sex educator. The "available" teacher is the available, enlightened individual who is able to engage in a conversation with young children or growing teenagers. He is expected to look upon the young person as a human being of worth; one who is existing in the framework of a family and who is coping with life with the means available to him. He provides formal education in a challenging, curiosity-arousing and curiosity-satisfying atmosphere, utilizing moments appropriate for the introduction of certain socially sensitive issues for discussion. The teacher in this role recognizes that wise educational programs must be rooted in an understanding of the nature of man and of the nature of society.

The second role, the "complete" teacher, describes the sex educator who would be expected to assume responsibilities for the transmission of certain specific areas of knowledge. In this role, these teachers provide educational experiences to their students in accordance with available knowledge about sexuality related to their field of expertise rather than according to the opinion of school boards or governments.

The third and perhaps newest role might be allotted to a few teachers who would not necessarily work in the classroom. These especially trained "forecasting" teachers would develop a system which might supply information about the various behavior patterns demonstrated by students in and out of the schools and adults in the community. Using this information, these specialists might be able to forecast emerging trends in the school and community, behavior of pupils, and interpret these to the school authorities, other teachers, parents and community agencies.

None of these three roles reflect the need for a specialist in sex education: the whole school system must help young people to achieve some measure of emotional, physical, and social well being in the course of their growth and development. Topics related to sex will have to be integrated with--rather than separated from other subject matters.

For teachers who are preparing to assume extended roles in teaching of biology, social sciences, guidance and other areas, Szasz recommended that extra educational opportunities be offered for the study of anatomy, physiology, biochemistry, psychology, history, sociology and of the other basic sciences related to human reproduction and sexual functioning. (Szasz, 1970)

Concerning various other personal characteristics of the would be sex educator, Carrera (1970) stated that in a poll of fifty education experts, there was a unanimous consensus (100%) that the teacher need not be restricted to specific sex in order to perform his duties. In that same area it was agreed (96%) that the age of the sex educator was not related to teaching effectiveness. Prior teaching experience was only mildly supported (56%) as being essential to the performance of the duties of the sex educator. Skill in leading group discussion was given broad support (96%) by the experts as being a critical skill for the sex educator to possess. High essential ratings were given to items such as: the knowledge of the language of sexuality (90%); the knowledge of methods and materials of the communication process (90%); the knowledge of dating, courtship and mate selection process (96%); the knowledge of the philosophy of adolescence (96%); the knowledge of sex related to marriage and family living (92%); and the knowledge of the male and female reproductive anatomy and physiology (90%).

III. SUMMARY

From the foregoing discussion, it is concluded that the success of a sex education program is dependant on the selection of teachers who, under any set of classroom or community circumstances can conduct themselves in a professional manner while remaining flexible enough to respond to varied student needs.

Two main schools of thought exist. There are those who maintain that teachers of every field should be so well prepared in human relations that there would be no necessity for creating a course designated as sex education or family life. Other experts contend that only the comprehensive separate unit of study is capable of providing young people with the complete experiences necessary for them to understand their own sexuality and respect the sexuality of others. Both groups, however, tend to agree on the problem of professional training and personality characteristics necessary for the effective sex educator.

In the area of teacher training and selection, it is agreed that teacher training institutions provide too few professional courses for the sex educator. Some of the burden is taken on by school districts in the form of in-service training. Most agree that selection should be a careful process continuing with actual work supervision. A basic background is needed in the biological and social sciences as well as child psychology and development for the teacher to be effective. By no means should a teacher be assigned to the duty unless fully willing to take the responsibility.

The personal qualifications of the sex educator are equally if not more important than subject area backgrounds. They include the realm of personal qualifications that are necessary for effective teaching in <u>any</u>

subject area. Most authors listed such characteristics as insight, honesty, openness, respect for youth, ability to communicate and a wholesome self concept as being essential for the sex education teacher. It was found that age, sex, marital and parental status and teaching experience are not related to teaching effectiveness.

In summary, "the individual should have had those experiences, whether first hand or vicariously, which will provide him with a realistic understanding of life." (Kirkendall, 1950)

CHAPTER III

SURVEY OF KANSAS TEACHER-TRAINING INSTITUTIONS

I. BACKGROUND FOR THE SURVEY

A review of the literature provided no information on programs of teacher preparation for sex education other than recommendations of educators and researchers. Therefore, the purpose of this portion of the study is to identify and outline the extent of programs of teacher preparation for sex education in the twenty-three Kansas teacher-training institutions.

Research which prompted this study included a survey of administrative attitudes toward family life and sex education in Kansas secondary schools by Slaymaker (1970). The results of that study indicated an average of 73% of the respondents considered lack of qualified teachers as a major drawback in initiating a family life and sex education program in the school curriculum. The role of Kansas teacher-training institutions in correcting this situation was sought.

II. THE QUESTIONNAIRE

The 1970-71 Kansas Educational Directory was used for a listing of four-year colleges, both public and private. The questionnaire was prepared after consultation with numerous educators and a review of the sex education literature. The questionnaire was sent to the head of the department of education or the dean of each college or school of education at each of the twenty-three, four-year, teacher-training institutions in Kansas.

The questionnaire sought first to determine how many institutions have a program which could be considered preparatory for teachers of sex education as a separate course or as a part of other courses. Dates these programs were offered, type of credit, and approximate percentage of education students completing teacher training who were involved in the course were then ascertained.

Those institutions having no programs but which were considering starting one were asked when they anticipated the program would start, the type of credit to be involved, and the approximate percentage of education students completing teacher training who would be involved.

The second part of the questionnaire sought to determine what programs other than regular course offerings the institution had sponsored or participated in for the preparation of teachers for sex education. It was also asked what type of credit was given and when the program was held.

Respondents were then asked to indicate with a check the amount of emphasis (great, moderate, or none) in their program in the major areas of course content listed.

Finally, respondents were asked to indicate what courses other departments or colleges offered that were recommended by the department or college of education for prospective sex educators.

There was 100% response to the survey and the data was tabulated by percentage of response to each item. A full text of the survey and accompanying letter is found in Appendix B.

III. RESULTS OF THE SURVEY

Three (13%) of the schools reported that their department or college

of education has a program which could be considered preparatory for teachers of sex education as a separate course. Two of the respondents stated the course started in 1967-68 and continued to the time of the survey. One started in the 1969-70 school year and continued to the time of the survey. All three indicated that their course would continue. All three courses were elective as opposed to required. Two were offered for graduate or undergraduate credit, the other for undergraduate credit only. The approximate percentages of education students completing teacher training who were involved varied for pre-service from 10% to 15%. One school reported 25% for in-service.

Six of the institutions (26%) reported programs in the department or college of education which are preparatory for teachers of sex education as parts of other courses. Three started prior to 1965, one in 1966-67, one in 1969-70, and one in 1970-71. All continued to the time of the survey and all but one planned to continue the program. Three reported a course required of prospective sex educators, two reported an elective course, and one school reported its course as required or elective, depending on the student's program of studies. Five education departments offered the course for undergraduate credit and one for graduate or undergraduate credit. One respondent reported a program which included both a separate course and parts of other courses.

The percentage of education students completing teacher training who had been involved varied from 10% to 100%. One institution reported a separate course was being considered as a requirement for undergraduate credit which would involve 100% of the education students completing teacher training.

Fifteen (65%) of the schools reported no program in the department of education for the preparation of teachers for sex education. Of those fifteen, three were considering a course. One anticipated the course starting in 1972-73, another in 1973-74, and the third in 1974-75. One anticipated an elective course for graduate or undergraduate credit involving approximately 60% of the education students completing teacher training. Another anticipated a course as either required or elective and for undergraduate credit while the third anticipated an elective course for graduate credit. (See Tables 1, 2 and 3)

Table 1

Number and Percentage of Kansas Teacher-Training Institutions Having Programs of Teacher Preparation for Sex Education

Type of Program	Number of Institutions	Percentage
Separate course	3	13%
Parts of other courses	6	26%
No program	15	65%

(One institution reported a separate course and parts of other courses)

Table 2

Data for Separate Courses for the Preparation of Teachers for Sex Education Offered by Kansas Teacher-Training Institutions

Institution	Date Started	Required or Elective	Type of Credit	% of Students
1	1969-70	Elective	Undergraduate	10-15%
2	1967-68	Elective	Graduate	25%
3	1967-68	Elective	Graduate or Undergraduate	10%

Table 3

Data for Programs of Preparation of Teachers for Sex Education as Parts of Other Courses Offered by Kansas Teacher-Training Institutions

Institution	Date Started	Required or Elective	Type of Credit	% of Students
1	1970-71	Required	Undergraduate	50%
2	1969-70	Required	Undergraduate	100%
3	Prior to 1965	Required or Elective	Graduate or Undergraduate	100%
4	Prior to 1965	Elective	Undergraduate	
5	1966-67	Required	Undergraduate	
6	Prior to 1965	Elective	Undergraduate	10%

The amount of emphasis placed on different topics in the various programs was generally middle-of-the-road but with a few exceptions. (See Table 4) There was little emphasis placed on practice teaching in family life and sex education as well as field experiences. Great emphasis was placed on human development, human anatomy and physiology, and human sexuality. Very little emphasis was placed on history of sex in the arts or sociological historical views of sex. It was also encouraging to note a departure from the traditional. Not only was there emphasis on human anatomy and physiology but also greater emphasis on morals, handling controversial subjects, and attitude training in addition to specific knowledge of content.

Programs other than regular course offerings that departments of education sponsored or participated in for the preparation of teachers for sex education included workshops, discussion groups, conferences, work with special consultants and symposiums.

Table 4

Amount of Emphasis in Major Subject Matter Areas for Sex Education Teacher-Training Programs in Kansas

Subject Area	No. of Institutions Reporting Amount of Emphasis		
	Great Emphasis	Moderate Emphasis	No Emphasis
Methods and materials for teaching	5	4	1
Curriculum aids (Books, syllabi, visual aids)	4	6	
Evaluation -- Student's performance	2	3	3
Evaluation -- Course objectives	4	3	2
Practice teaching in family life and sex education		2	5
Field experiences		3	5
Individual and family counseling		7	3
Research	1	4	3
Survey of basic sex education laws		5	3
Study of community organizations and resources	3	5	2
The family in society	2	5	1
Family interaction	3	5	
Management of family resources	1	3	5
Marriage preparation	2	7	1
Dating	2	7	1
The single person in a marriage oriented society		6	2
Alternative life styles -- homosexuality		6	3
Human development	6	3	
Human anatomy and physiology	4	5	
Human sexuality	3	7	
History of sex in the arts		1	7
Sociological historical views of sex	1	2	5
Morals -- the teachers role	2	7	
Handling controversial topics	4	5	
Attitude training in addition to specific knowledge of content	5	4	

Those departments of education with separate courses for sex educator training have held in-service training and workshops for graduate or undergraduate credit and interim discussion groups for undergraduates.

Schools with a sex education program as parts of other courses have held symposiums, discussion groups, conferences and work with special consultants for no credit. Workshops have been held for undergraduate credit.

Institutions having no program of coursework for preparing teachers for sex education did have workshops (some for no credit and some for graduate or undergraduate credit), discussion groups, and work with special consultants.

All of the programs other than regular course offerings for the preparation of sex educators have been held since 1966.

Finally, an effort was made to ascertain if there were courses in other departments or colleges that the departments of education recommended or required for prospective sex educators. One respondent required human biology. Five recommended courses from other departments. The courses mentioned were sociology, comparative anatomy, human growth and development, personal and family living, family health, child development, heredity and environment, and child and adolescent psychology. Seventeen reported no courses recommended specifically for prospective sex educators.

CHAPTER IV

DISCUSSION

I. ANALYSIS OF RESULTS

The survey of programs of teacher preparation for sex education in Kansas reflects a typical situation. Malfetti and Rubin's survey of teacher preparation institutions in 1968 showed only 8% offered specific courses intended to prepare teachers to teach sex education. (Kirkendall and Miles, 1968) This compares with 13% in Kansas colleges and universities. Two of the courses in Kansas started about the time of the Malfetti, Rubin survey and the third started in 1969-70, which indicates this is a relatively new area of teacher preparation. Apparently, the programs are successful because all three indicated their course would continue. The number of students completing teacher training who were involved in the course varied from 10% to 25% and since the courses were all elective, this represents a noticeable interest in this subject area by teacher trainees.

Of those six institutions which offered a program as parts of other courses, half had introduced their programs since 1965, again indicating the recent evolvement of sex education in the public schools. It is worth note that at the time of the survey, one department of education did not plan to continue its program. No reason was given. Half of these institutions stated the course was required. Whether the sex education material was added to a previously required education course so that every student would receive the information is a matter for conjecture. One respondent indicated that

sex education is a topic discussed and covered in several required education courses. It is interesting and encouraging to note that one institution reported a separate course was being considered as a requirement for undergraduates.

It became evident, when only 39% of Kansas teacher-training institutions reported having a program for the preparation of teachers for sex education, that more needs to be done. The traditional human physiology or anatomy class is no better to prepare teachers than it is to teach sex education to public school pupils. It can only teach the biology and not the attitudes, values, and social interaction which are so intimately involved with human sexuality. Granted, this is a new area, and still in controversial stages in many areas, but the teacher training institutions seem to have fallen down by not being the first to endorse and prepare teachers for sex education. It may actually be the teacher-training institutions who are holding back progress in this area. Slaymaker (1970) showed that 73% of Kansas secondary school administrators gave lack of qualified teachers as a major drawback in initiating a family life and sex education program in the school curriculum. It is encouraging, however, to note that of the fifteen schools who reported no program, three anticipate starting a course before 1975. One school indicated a lack of qualified personnel to teach the prospective teachers would be a problem.

The amount of emphasis in the subject matter areas was generally moderate. As would be expected however, there was great emphasis on human development, anatomy, and physiology, the traditional mainstays of sex education. Methods and materials for teaching also received a greater proportion of emphasis. A reassuring indication of greater emphasis was placed

on attitude training in addition to specific knowledge of content. This was precisely the area that most educators felt needed more work. Attitudes and values are as important as subject matter knowledge in sex education.

Areas receiving moderate to no emphasis included sociological, historical views of sex, history of sex in the arts, alternative life styles (homosexuality), and the single person in a marriage oriented society. These are traditionally areas that have been avoided or ignored but which merit more attention due to their obvious and important presence in society. A survey of basic sex education laws also received only moderate or no emphasis. This is probably due to the fact that many states do not have laws concerning sex education although many have official policies by state school boards which do deserve attention. (Davis, 1970) Field experiences also rated low. It should be up to administrators and professors to investigate their local resources and provide time for these experiences. Also receiving moderate to no emphasis was practice teaching in family life and sex education. This can be explained by the fact that only 1.2% of Kansas schools have a separate course included in their curriculum, characterized as sex education. (Gendel and Green, 1971) It would be difficult to place many student teachers in these situations.

The programs other than regular course offerings sponsored and participated in by the Kansas institutions have apparently met with some success. Of Kansas public schools with a sex education program integrated in several curriculum areas, "46% of their principals indicated that teachers in these programs had special preparation over and above teacher certification requirements. This preparation was evenly divided between inservice, graduate, and summer education programs." (Gendel and Green, 1970:26)

Those courses specifically required or *recommended* to prospective sex educators from other departments or colleges are basically the content areas that have been the mainstay of sex educators. These are valid supportive courses but should be supplemented by attitude and sexuality training if the program is to produce successful and qualified sex educators.

II. CONCLUSIONS

One of the primary problems in initiating or expanding a sex education program is lack of qualified personnel. Traditionally, the job has been handled by regular classroom teachers who do not have the content knowledge or personal qualifications to do an adequate job, although there are no doubt many exceptions. Whether the school system wants a specialist or wants to rely on regular teachers, special training in addition to certification is essential. In order for more effective teachers to be trained, teacher colleges must provide or expand pre-service and in-service training programs.

All teachers must have some knowledge of a schools sex education program if they are to be comfortable in dealing with their students when discussions or sex related incidents occur in their classrooms.

Finally, teachers directly responsible for a sex education program must have a basic positive attitude, a healthy concept of self-sexuality, and an honest, open, accepting approach to dealing with young people in addition to knowledge of content.

CHAPTER V

SUMMARY

Sex education is defined as "all educational measures which in any way may help young people prepare to meet the problems of life that have their center in the sex instinct and inevitably come in some form into the experience of every normal human being." (Kilander, 1969:1) In America, social customs have deemed it necessary, in most instances, for the public schools to take an active role, along with the home, church, and community, in providing sex education.

The problem of the public schools taking on the responsibility of sex education is the selection of qualified and effective teachers. The presentation of this study should enable administrators and college teachers to better understand the academic qualifications and personal characteristics necessary for effective teachers of sex education. It is also the purpose of this study to present a survey of the programs of teacher preparation for sex education in the Kansas teacher-training institutions.

A survey of the literature revealed the traditional sex educator to be a regular classroom teacher. Some experts maintain this to be the best approach if the teachers are given additional training. Others recommend a separate course with a sex education specialist in charge. No matter which method is used, teacher preparation institutions have done almost nothing to prepare future teachers.

Various researchers and organizations have suggested materials and learning experiences for the would be sex educator. Included are curriculum

guides, teaching guides, pre-service and in-service education, extension courses, symposiums, workshops,work with special consultants, discussion groups, conferences, institutes, seminars, after school sessions, summer courses, and courses during the regular academic year. These experiences would cover three basic areas. The first is content, or human biology, anatomy, physiology, and hygiene. Also included in this area are the family, dating, marriage, and other sociological topics. The second area covers special teaching techniques necessary for sex education in the areas of methods and materials, curriculum aids, evaluation, research, and laws. Finally, the more subtle aspects of morals, controversial topics, human sexuality and the teachers own attitudes and values should be covered, perhaps in more depth than the other two areas.

School personnel and administrators not directly involved in a sex education program should be familiar with the program so they may cope with their own classroom sex-related experiences, and they should be ready to assist the sex educator should the need arise.

Teachers of sex education must feel comfortable with the subject and have a basically affirmative attitude if they are to be effective and successful. Characteristics essential to successful sex education personnel include an ability to communicate, openness, honesty, acceptance of other's views, acceptance of one's sexuality and the sexuality of others and a respect for youth. Sex and age of the teacher are not determinants of success. (Carrera, 1970)

The second part of the study consisted of a survey of the twenty-three Kansas teacher training institutions to determine what was being done in the area of sex educator preparation. The 1969-70 Kansas Educational

Directory was used for a listing of the heads of departments of education and deans of colleges of education to whom the questionnaire was sent in June, 1971. There was 100% response to the survey.

Three (13%) of the institutions reported having a separate course for the preparation of teachers for sex education. All three had started since 1967-68 and were planned to be continued. Students completing teacher training who were involved varied from 10% to 25%.

Six of the institutions (26%) reported programs in the education department as parts of other courses. Three started prior to 1965 and all but one of the programs were planned to be continued. The percentage of education students completing teacher training who were involved varied from 10% to 100%.

Fifteen (65%) of the institutions reported no program for the preparation of sex educators although three were considering starting a course before 1975.

The amount of emphasis placed on course topics in the programs was generally moderate. Great emphasis was placed on human development, anatomy, physiology, and sexuality. Greater emphasis was also placed on morals, handling controversial subjects and attitude training in addition to specific knowledge of content. Little emphasis was placed on practice teaching in sex education, field experiences, sociological, historical views of sex, history of sex in the arts, alternative life styles, and the single person in a marriage oriented society.

Programs other than specific coursework that departments of education sponsored or participated in for the preparation of teachers for sex education included workshops, discussion groups, conferences, work with special

consultants, and symposiums. All programs listed were held since 1966. Some were for no credit, some for undergraduate credit, and some for graduate credit.

One department of education required a course from another department for prospective sex educators. Five recommended courses from other departments and colleges. Seventeen reported no courses recommended specifically for prospective sex educators.

One of the toughest obstacles in developing a successful sex education program in the public schools is the training and selection of qualified, effective teachers. Assuming that specialists are needed for the more delicate aspects or that regular classroom teachers need additional training for sex education, it becomes the task of the teacher-training institutions to supply the qualified personnel to fill such positions.

The basic weakness of the preparation of sex educators is the attitude that sex education can be treated in the same way it has often been in the public schools. It seems everyone avoids the problem and hopes someone else is doing it. In many colleges, the biology department is given the burden of preparation of sex education teachers. In this position, students only learn the physiology and anatomy and are spared special methods, curriculum aids, morals, attitudes and other special considerations warrented by the subject.

Clearly, the teacher-training institutions have an important responsibility to the public and to education. "The school has been given by society a clear-cut role to play, to be a primary and trustworthy source of truth and factual knowledge for every child." (Schulz and Williams, 1969:21) The teacher-training institutions must provide the personnel to help fulfill this obligation to society.

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LITERATURE CITED

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APPENDIXES

APPENDIX A

SUMMARY OF THE TYPES OF TEACHER PREPARATION

I. In-service at the local level (offered by individual schools or districts).

   A. Concentrated workshops lasting from one day to two weeks.

   B. Seminars, held weekly or monthly, in which outside experts (biologists, psychologists, marriage and family counselors, gynecologists) speak on a broad range of topics within the authority of their individual field. Usually for all faculty members.

   C. Regularly scheduled after-school sessions for the entire faculty using community resources (physicians, ministers, psychologists and other professional people).

   D. Meetings of teachers with community leaders who serve as an advisory committee to the family life and sex education program--usually just for those in charge of drawing up guidelines for the course.

II. At institutions of higher learning.

   A. Seminar workshops varying in length from one to six weeks, and usually offering graduate and undergraduate credit. Open to teachers, public health personnel, social and community service workers, religious educators and the like. Specialists in a number of fields address the group. Also includes sensitivity training and other self-awareness techniques.

   B. Teacher workshops, geared exclusively to the needs and interests of school personnel. Methods of teaching and curriculum building are

the primary concerns. The workshops usually carry graduate credit and last two to eight weeks. Intensive study is given to specifics of putting together a course of study and the format relies heavily on small group discussions.

C. Institutes lasting from one day to two weeks with half day or evening sessions. In these, guest speakers or guest panelists, often medical practitioners or members of the clergy, address the teachers. The range of topics is much the same as used in the workshops and the speeches are often followed by question and answer periods.

D. Regular summer session courses, which meet one hour daily and are taught by one faculty member assigned to the course. The coursework consists primarily of the study of materials and methods for use in a family life and sex education course.

E. Courses offered during the academic year, usually off campus and by the division of continuing education. In some instances these are conducted solely for a single school system and are given for credit and thus require regular attendance. As in the summer session courses, the emphasis is usually on methods and materials. (Schulz and Williams, 1969:13-21)

APPENDIX B

LETTER OF TRANSMITTAL

June, 1971

Dear Administrator:

Sex education courses and materials are being expanded and developed at an ever increasing rate in our public schools. The basic problem of the schools taking on the responsibility of sex education is the selection of qualified and effective teachers.

More special preparation is needed for teachers of sex education and there is a gap in the sex education literature in the area of teacher preparation in Kansas.* Therefore, it is the purpose of this study, conducted through the Kansas State University Graduate School and the College of Education, to help identify and outline the extent of programs of teacher preparation for sex education in Kansas. The results will help in the coordination and expansion of future activities in the area.

Your assistance is vital to the success of the survey. The questionnaire is constructed to be as convenient as possible in the time needed for completion. Please review the questionnaire before responding, and when completed, return in the self-addressed, envelope by June 21, or before. The results of the survey will be sent to you for your evaluation and use. The name of your institution will not be published with the data. If you have any questions or comments, please feel free to contact us.

Sincerely,

Dr. Robert K. James
Dept. of Curriculum and Instruction
Kansas State University

Kerry Peel
Graduate student
Kansas State University

*See the enclosed rationale sheet

RATIONALE

Ten guidelines for sex education programs were adopted by the Kansas State Board of Education in January, 1970. The third guideline states that faculty should be carefully selected and adequately prepared. It is precisely the vagueness of this statement that prompted this study.

A survey of administrative attitudes toward family life and sex education in Kansas secondary schools by Slaymaker at KSTC, indicated an average of 73% of the respondents considered lack of qualified teachers as a major drawback in initiating a family life and sex education program in the school curriculum.

In 1969, Evalyn Gendel, M.D., and Pauline Green, R.N., of the Kansas State Department of Health conducted a survey of sex education in Kansas. One of the objectives of the study was to survey the extent of teacher preparation over and above certification requirements. Of the principals responding, 46% indicated that teachers in these programs had special preparation beyond teacher certification. This preparation was evenly divided between in-service, graduate and summer education programs.

The Preliminary Report of the Kansas Association of School Boards (1969) recommends curriculum guides, in-service education, college extension courses, and symposiums and workshops to teach anatomy, physiology and hygiene.

APPENDIX C

QUESTIONNAIRE

SURVEY OF PROGRAMS OF TEACHER PREPARATION

FOR SEX EDUCATION IN KANSAS

I. Does your department or college currently, or has it ever had a program which could be considered preparatory for teachers of sex education: 1.) As a separate course_____ 2.) Part of other courses_____ 3.) Or none at all_____. (If answer is 3.), proceed to item II. If answer is 1.) or 2.), proceed to item III.)

II. If answer is 3.), is a course being considered? Yes_____ No_____

If yes, when do you anticipate the course will start?
a.) 72-73_____
b.) 73-74_____
c.) 74-75_____

Do you anticipate a required course_____ or elective_____?
Graduate_____ or undergraduate credit_____?
Approximate % of education students completing teacher training who will be involved_____.

(please proceed to item IV.)

III. If answer is 1.) or 2.), check the dates the course was offered.

a.) prior to 65_____
b.) 65-66 _____
c.) 66-67 _____
d.) 67-68 _____
e.) 68-69 _____
f.) 69-70 _____
g.) 70-71 _____
h.) program to continue_____

Is the course required_____ or elective_____?
Graduate_____ or undergraduate credit_____?
Approximate % of education students completing teacher training who have been involved_____.

Teacher Preparation -- Sex Education
Page 2

IV. Check those programs other than specific course work that your department has sponsored or participated in for the preparation of teachers for sex education, also check type of credit given, if any, and year or years conducted.

	Grad	Undergrad	No credit	Year(s)
a.) In-service training				
b.) Workshops				
c.) Discussion groups				
d.) Work study groups				
e.) Conferences				
f.) Institutes				
g.) Symposiums				
h.) College extension courses				
i.) Work with special consultants				

V. Indicate with a check the amount of emphasis in your program in the major areas listed. (If a program is being considered, check the amount of emphasis you plan to include)

	Great Emphasis	Moderate Emphasis	No Emphasis
Methods and materials for teaching			
Curriculum aids (Books, syllabi, visual aids)			
Evaluation -- Student's performance			
Evaluation -- Course objectives			
Practice teaching in family life and sex education			
Field experiences			
Individual and family counseling			
Research			
Survey of basic sex education laws			
Study of community organizations and resources			

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	Great Emphasis	Moderate Emphasis	No Emphasis
The family in society	_____	_____	_____
Family interaction	_____	_____	_____
Management of family resources	_____	_____	_____
Marriage preparation	_____	_____	_____
Dating	_____	_____	_____
The single person in a marriage oriented society	_____	_____	_____
Alternative life styles -- homosexuality	_____	_____	_____
Human development	_____	_____	_____
Human anatomy and physiology	_____	_____	_____
Human sexuality	_____	_____	_____
History of sex in the arts	_____	_____	_____
Sociological historical views of sex	_____	_____	_____
Morals -- the teachers role	_____	_____	_____
Handling controversial topics	_____	_____	_____
Attitude training in addition to specific knowledge of content	_____	_____	_____
Other (please specify)	_____	_____	_____

VI. Do other departments or colleges have courses that the Department or College of Education 1.) requires for prospective sex educators_____ 2.) recommends for prospective sex educators_____ 3.) there are no courses recommended specifically for prospective sex educators_____.

If answer is 1.) or 2.) please list the department and the professor's name.

VII. Comments and suggestions.

Name of institution_____

PLEASE USE SELF-ADDRESSED ENVELOPE FOR RETURN OF QUESTIONNAIRE

Our study would be greatly facilitated if you could supply us with any course outlines or other materials that could be made available for our inspection. Thank you for your assistance.

SEX EDUCATION: TEACHER QUALIFICATIONS AND KANSAS PROGRAMS OF TEACHER PREPARATION

by

KERRY A. PEEL

B.S., Kansas State University, 1970

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
Manhattan, Kansas

1971

One of the primary problems in initiating or expanding a sex education program is the lack of qualified teaching personnel. A survey of the literature was conducted on sex education teacher training and desirable personality characteristics of the successful sex educator.

In the area of teacher training, teacher preparation institutions have done almost nothing to prepare future teachers. Ideal learning experiences for prospective sex educators cover three areas; course content, special teaching techniques, and attitude training. Course content is sex education's traditional anatomy, physiology and development along with increased emphasis on sociological aspects of sex such as the family, dating, and marriage.

Special teaching techniques for sex education include methods and materials, curriculum aids, evaluation, counseling, research, community organizations and resources, and laws concerning sex education. Sex education is still a highly controversial and delicate topic and the teacher must be aware of the pitfalls.

Attitude training, in addition to specific knowledge of content and methods, covers the more subtle aspects of sex education; morals, controversial topics, human sexuality, and values. This area is as important as the others.

Personal characteristics of successful sex educators must first include a positive attitude and a comfortable feeling about the subject. Personality features should also include an ability to communicate, openness, honesty, acceptance of others and their views, acceptance of one's sexuality

and the sexuality of others, and a respect for youth. Sex and age of the teacher are not determinants of success.

A survey of the twenty-three Kansas teacher-training institutions was made to determine what programs of teacher preparation for sex education were being carried on in the state. The questionnaire was sent to the heads of the departments and colleges of education in June, 1971, and there was 100% response.

Three (13%) of the institutions had a program as a separate course. Six (26%) reported programs as parts of other courses, and fifteen (65%) reported no program for the preparation of teachers for sex education. Programs other than specific coursework conducted since 1966 included workshops, discussion groups, conferences, work with special consultants, and symposiums. Amount of emphasis in various subject matter areas was generally moderate with great emphasis in the human physiology and anatomy areas. One department of education required a course from another department, and five recommended courses from other colleges and departments.

The teacher-training institutions of Kansas have a responsibility to the public and to education to provide well-trained teachers for sex education.