SEX EDUCATION AS VIEWED BY LOCAL SCHOOL SUPERINTENDENTS IN IOWA CLASS AA SCHOOL SYSTEMS

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IN IOWA CLASS AA SCHOOL SYSTEMS

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CHAPTER I
THE PROBLEM AND DEFINITION OF SEX EDUCATION

Sex education is perhaps the most controversial of all areas within the structures of modern health. A simple question related to sexual principles often stimulates a feeling of guilt among parents and apprehensive educators. The subject of sex has become an obscure prohibition among the population of a modern society. A social stigma of complete rejection within the school curriculum may result in ignorant and incoherent practices among youthful offenders.

Often curriculum designs are inconsistent in their universal search for a more suitable education. If sex education is to become a fixed product of American culture, school administrators, parents and local societies in general must recognize the need for greater acceptance of it. The inclusion of sex is a necessary proponent of the American educational system, for present teaching practices may severely handicap the mental and moral teachings of nature and its intended acts.

I. THE PROBLEM

Statement of the problem. It was the purpose of this investigation (1) to determine and compare the views held by
local school superintendents in the state of Iowa concerning 
the related or unrelated factors governing their opinions 
and recommendations in regard to inclusion or exclusion of 
sex education in their schools; (2) to reveal the relationship between expressed opinions made in this investigation 
as contrasted to those expressed in other related studies 
and materials; and (3) to present conclusions and recommenda-
tions based on an analysis of the subject matter and informa-
tion received from questionnaire data.

Justification of the problem. Much has been written 
in regard to sex education and its role in the school cur-
riculum. Although sex-oriented courses have existed for 
years in many American schools, research in this area has 
progressed rapidly only in the last decade. A new trend of 
self-realization has developed from a sex-oriented society. 
No longer do we quickly punish the deviate nor reject sex 
as something evil or unclean. Today human sexuality is 
being accepted by most educators and laymen as that part 
of nature which guides the life which we live.

Man does not explore sex merely as an end in itself, 
but rather projects sex as an important phase of his per-
sonality. An individual's happiness as a person, his 
success as a family member and a social being, and his 
contribution as a citizen are either enhanced by his
success in his sex role or destroyed by his failure to adapt to his sex role, and to direct his sexual impulses wisely. The basic use of sex will relate to the total adjustment of the individual and to the social surroundings in which he lives.

Sexual normalcy has been both a biological and psychological problem for centuries. Man has failed to create within his own intellect the true knowledge of what sex is for and when sex is best achieved. The ignorant misconceptions contributed by previous generations have, in reality, impaired the modern concept of sex, that of wholesome expression. Though prudish behavior is present within most populated areas, sex is no longer considered the forbidden fruit of education. Many educators and doctors throughout the world are insisting upon sex education in the public schools. Sex education, including birth control information, belongs in every school curriculum, warned professional advisors at a recent world population conference in Santiago,

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2Ibid., p. 2.
Chile.¹ Overstreet calls for an extensive program of education in elementary and secondary schools on human reproduction and contraception methods as well as a general education program to inform the public about all aspects of birth control.²

Health education is perhaps the most important phase of the total education program. As an integral part of the structural pattern which modern America has pre-established, sex education exists primarily as an end in itself, not for itself. The repressed attitudes of modern societies have, in general, diffused their fears and superstitions of reproduction and sexual knowledge. Although knowledge has led to vast areas of misconception, a new kind of basic tradition is ours to evaluate.

In 1945, sex education received its first genuine impetus from the state of Oregon which mandated as law the required study of sex instruction.³ Four years later the state of Michigan incorporated by state law a program of sex education in the school curriculum.⁴ Since these

¹ News item in the Des Moines Register, April 13, 1967.
² Ibid.
³ "Sex Education: Where Does It Stand?," The Education Digest, XXVII (November, 1966), 17.
⁴ Ibid.
auspicious beginnings, a modern transformation of adopted programming has been accepted in many local school districts. As evidence of the changing attitudes toward sex instruction, the New York City Board of Education announced in September of 1967 a major acceptance and proposed program in sex education.  

Although state governments may reject as state law the administration of sex instruction, state legislators often recommend the availability of such instruction. Rather than require a program of this nature, the state of Illinois, as does Iowa, recommends that sex education become more readily available to the student.

The pursuit of sexual interest and personal guidance has rapidly expanded in the last five years. Since 1945 many high schools have inaugurated within their school curriculums the study of marriage and family living. The total concepts of these programs are generally held as responsible for the progress which sex education has recently made. The teaching of human relations and personal adjustments including sex education will continue to establish new and

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1News item in the Des Moines Sunday Register, May 28, 1967.
2"Sex Education: Where Does It Stand?" loc. cit.
3Zirkendall, op. cit., p. xiv.
progressive trends for modern education.

A recent rise in the number of illegitimate births and a record reporting of venereal disease substantiate the illicit facts of noneducation. The reduction of illegitimate births and venereal disease, however, is not an immediate goal of sex education, but rather desirable by-products of sound education. The adult's use of his sexuality in mature responsible ways would constitute an immediate goal.¹

As the Public Health Committee of the New York Academy of Medicine has emphasized in its report on the great gap in health education disclosed by the School Health Education Study,

... adolescents have received little authentic, useful and practical information about sex. What little... that has been available to them has consisted mainly of depersonalized accounts of the physiology of sex and a combination of exhortation and admonition... This gap in sex education is not just on the biological side. Probably no previous generation of adolescents has had such an enormous wealth of scientific information made available to them, yet probably none has been left so ignorant and undisciplined in the ethical essentials... ²


²Ibid., p. 25. (From a Report Prepared by the Committee on Public Health, New York Academy of Medicine, "Health Education: Its Present Status," Bulletin of the New York Academy of Medicine, XXXI (November, 1965), citing quotation by Elena M. Slepcevich.)
The need for sex education is not premature. There is an established need for sex instruction in the school as well as in the home. If parental guidance in sex education would assert itself, the necessity for sexual learning in the school would become less essential. However, most parents are incapable of teaching or unwilling to teach their children sex. Blaisdell found one teen-ager in fourteen received sex information from his parents before learning it from other teen-agers.\(^1\) His findings also indicate one teen-ager in twenty-two received information regarding venereal disease from his parents.\(^2\) During the period of adolescence and/or the years preceding it, child-parent relations become difficult. For the youngster it is a time of rebellion, an insurrection against or open resistance to patterns established by the previous generation. Psychologically the parent is confused by the child's resistance to authority and therefore fails to respond to parental responsibility.

Sex education is not merely a topic whose only intent is teaching the "facts of life." A properly emphasized program in sex instruction should include a basic


\(^2\)Ibid.
study of family living, for learning how to accept each
eexperience as a man and woman should is sex, not simply
reproduction or coitus. If sex education were simply the
examination of terminology, most responsible parents could
educate their children to some degree; however, at this time
competent school officials and/or staff instructors are the
best means for educating the future adults of this nation.

Calderone asserts, "Parents are not under present
circumstances the best people to give sex education to
their children during adolescence."\(^1\) Though many parents
recognize the importance of educating their children during
early childhood, the process is not continued through the
adolescent years in most instances. Therefore the socially
acceptable sex adjustment of most teen-agers is non-existent.
The lack of communication between all responsible members of
any society results in the social ineptitude of that
civilization.

Social disease in America has become a legitimate
problem. Venereal disease in the United States is increas-
ing at a perilous rate, especially among high school and
college age groups.\(^2\) An estimated minimum 300,000 annual

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\(^1\)"Sex Education: Where Does It Stand?," \textit{loc. cit.}

\(^2\)"From Detectors," \textit{Time}, LXIX (September, 1967), 32.
cases of gonorrhea occur. Syphilitic infections inflict more than 20,000 victims each year. The highest incidence of gonorrhea was found to exist among those individuals age twenty to twenty-four. Teen-age groups are fifteen to nineteen ranked second. Also rated among the teen-age group were a few youths who had not reached their thirteenth birthday. Even though a high incidence rate is ours to evaluate, United States Public Health Service authorities believe true figures, withheld because of embarrassment or ignorance, would encompass an annual rate of 1,200,000 gonorrheal patients. Annual syphilis among all age groups could run as high as 300,000 cases, explain health officials.\(^1\)

The incidence rate of venereal disease in Iowa has increased proportionally during the past decade. In 1957 596 cases of gonorrhea were reported. Last year 3,031 were accounted for.\(^2\) Although state laws require physicians to report cases of venereal disease, a true incidence rate cannot be anticipated, for many cases go unreported.\(^3\)

In Polk County, Iowa, a record number of 371 cases

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\(^1\)Ibid.

\(^2\)News item in the *Des Moines Register*, April 10, 1967.

\(^3\)News item in the *Des Moines Register*, February 13, 1967.
of venereal disease were reported in 1966, as compared with 678 in 1965. Approximately 50 per cent of the total number of diseased were persons between the ages of fifteen and twenty-four. Venereal disease has become the number one communicable disease problem in Des Moines, reports Conner. Conner further acknowledged, "Many individuals engage in premarital sex without any idea of venereal disease or of the risks involved."¹

In an effort to resist the rising incidence of venereal disease among young persons, the Iowa State Health Department has voiced its support of state-wide educational programs. More than four hundred programs were conducted in Iowa schools during the 1967-68 school year in an effort to inform young people about the dangers of venereal disease.² These additional health services will further promote the teaching of sex education in Iowa schools. Though the majority of parents will approve, there will undoubtedly be those who prefer that such information be withheld from their children.

The illegitimate birth rate among school-age girls has continued to advance despite growing concern among

¹Ibid.
²News item in the Des Moines Register, April 10, 1967.
parents and school officials. In 1966, the Iowa State Health Department reported pregnancy of the very young as becoming more prevalent. According to that report, illegitimate births in Iowa have increased from 1,208 in 1957 to 2,575 in 1966.¹ One child of eleven years was included among those whose pregnancy was not justifiable. Although the greater number of illegitimate babies are born to unwed mothers of twenty to twenty-four years, many youngsters are thirteen and fourteen were found pregnant, reported Donnelly.²

Though an increasing number of unmarried mothers exist in Iowa, pregnant unmarried high school girls are being classified as handicapped children for the purpose of continuing their schooling in four Iowa cities: Des Moines, Dubuque, Fort Dodge and Mason City. A fifth such program centers in the Florence Crittendon maternity home in Sioux City. Girls from eleven to nineteen years are attending these special programs now supported by state department funds. Projects such as those based at Booth Memorial Hospital in Des Moines are creating a new life for those girls whose lives were interrupted.³

¹News item in the Des Moines Register, January 26, 1968.
²Ibid.
³News item in the Des Moines Register, January 26, 1968.
Through suggested program planning, unwed mothers are planning to become a mature part of today's society. Though eminent success in most instances warrants its continued support, prevention of illegitimate birth can be interpreted better through a sex education program in the school. Asserted Donnelly, "We need such education in the schools and we are working on it, but don't get the idea that mere talk is sufficient to halt such pregnancies."

Curriculum in sex education must expand and revolutionize new methods in teaching. The total education program must continue to broaden its fundamental basis for establishing new principles and future goals. The recent development of courses in "family living" or "human relations" at the senior-high-school level gives promise of improved sex education, for study of problems concerning courtship and marriage is sure to be a part of such courses.

Through gradual program development students are learning to understand and acquire their own sexuality. The use of functional courses, combined with opportunity for individual counseling and the integration and coordination of

1 Ibid.
2 Irken dall, op. cit., p. vi.
supporting materials in other courses, is helping to relate personal adjustment and human relations, including sex adjustments and relationships.\(^1\) Sex education should relate to social arrangement, not simply physiological processes.

The recognition of sex education in the school is becoming more eminent as educators, psychologists, parents and students examine a relaxed apathy which encompasses the moral degradation of a united society. Reported Lightner, "Promiscuity is occurring among our young people in the absence of valid knowledge on their part as to the meaning of sex and its relation to family life, or the hazards of premarital sex to their health and social well-being."\(^2\) As a result, the inclusion of sex is a necessary proponent of the American educational system. Since sex exerts such an important influence upon the individual's adjustment, he must enter sex harmoniously into his personality and philosophy of life.\(^3\) The dismissal of or failure to recognize any favorable conclusion can only impede the progress of education.

\(^{1}\)Ibid., p. xv.

\(^{2}\)News item in the Des Moines Register, February 13, 1967.

\(^{3}\)Kirkendall, loc. cit.
II. DEFINITION OF TERMS USED

Sex education. Throughout the report of this investigation, the term "sex education" shall be interpreted as meaning that instruction which imparts the knowledge of human reproduction, including body function, sexual adjustment and personal sex habits. Sex education is now understood to mean 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 incidentally come in some form into the experience of every normal human being. 1

III. METHODOLOGY AND LIMITATIONS OF THE PROBLEM

Methodology. Since a review of current literature regarding the problem was to include individual response concerning attitudes and opinions, a questionnaire form of collecting data was employed by the investigator. Validation of the original questionnaire was completed by seventeen Des Moines junior and senior high school principals.

On May 19, 1967 forty-eight "sex education" questionnaires were mailed to local school superintendents representing fifty-seven Class AA school systems in the state of Iowa. Upon receiving the returned data an examination of factors relating to current literature was made. A percentage relationship of all data was recorded. Basic agreement or disagreement of the results as compared to previous studies was established where possible.

Limitations. The problem as viewed in the investigation was limited to the opinions expressed by local superintendents in Iowa Class AA school systems. It was the investigator's desire to ascertain by inquiry the attitudes of those who administer school policy in regard to their acceptance or rejection of sex education in the public schools.

Although sex education has become a major topic of discussion the past few years, sexual learning within the public school is not new. However, curricular advancement in many schools is unfamiliar. Since individual freedom of choice among today's youth is less restrictive, the need for sex education has become more apparent.

Since the data contained in the investigation represents research completed in May of 1967, current influence
upon the acceptance of sex education in the school has
cChangedEventArgs. During the past three years sex education has
been under considerable attack by various pressure groups.
Although most criticism is inspired by the John Birch
Society, some anxiety is shown by many individuals as well.
Throughout the country several action groups such as POSSE
(Parents Opposed to Sex and Sensitivity Education); POSE
(Parents Opposed to Sex Education); and PAUSE (Parents
Against Universal Sex Education) have combined with right­
wing extremists to form a solid line of defense against
sex education in the public schools. Further restriction
against sex education was made by the Christian Crusade in
1968.\(^1\)

\(^1\)Mary S. Calderone, "Playboy Interview on Sex educa­
CHAPTER II

PRESENTATION OF THE DATA

Sex education must be taught by responsible people regardless of who or what groups do the instructing. Research in this area has revealed a favorable attitude toward sex education in the public schools. Many school administrators and other professional advisors have recognized the necessity of healthy attitudes toward sex information.

The following data are derived from information concerning local school administrators and their attitudes regarding sex education in the public schools. Asked to participate in the investigation were forty-eight school superintendents representing fifty-seven Class AA school districts in the state of Iowa. Of these forty-eight questionnaires, forty-two or 87.5 per cent were returned.

The responsibility of the public schools to teach sex education is generally accepted by most educators. Inclusion of sex education in the school was advocated by thirty-one superintendents or 73.3 per cent of those responding. Total rejection of sex education in the curriculum was viewed by nine administrators or 21.4 per cent.
Two responses including one "no opinion" and one "no response" answer were noted. Among the nine superintendents who voiced opposition against sex education were three whose schools did include a program of this nature. Though complete responsibility is not justified in all instances, the school should accept its share of the teaching obligation. An ideal course of sexual instruction should include the teachings of both the home and the church as well as the school.

If competent personnel are available for classroom instruction, sex education in the school is widely accepted by most school authorities. Only through qualified professional training in the study area can the public school or any of its subsidiaries hope to achieve a favorable conclusion toward the problems of sexually aware youngsters.

Results from data concerning the approval of sex education were almost unanimous among those participating members. If competent personnel were available to conduct teaching responsibilities, thirty-nine administrators or 93 per cent would ratify sexual instruction. Negative assessment against the need for any sex education was demonstrated by three respondents. Although most school administrators are receptive to the inclusion of sex instruction, public opinion also dictates the need for such education. A thorough program of sex education in Cedar...
Rapids, Iowa schools was approved by 97 per cent of the parents polled in a recent survey.¹

Although the responsibility of teaching sex education in Iowa public schools is recommended by most administrators, many are unable to assess the true convictions of their own classroom teachers in regard to this teaching area. Unlike most adult groupings many classroom teachers are unique. They are generally opposed to any material which may conflict with the best interests of their own subject area. Their prejudicial attitude toward sex instruction may deviate from their actual conception of what is good, merely because their own classroom comes first. If by coincidence they are expected to teach sex education without full knowledge or preparation of course content, their manifestation against sex may result from their own frustration within the course.

Four superintendents or 9.5 per cent of those questioned believed most teacher opinion in their schools was opposite their own. Concurring opinion between teacher and administrator was expressed by sixteen superintendents or 38.1 per cent. Of forty-two respondents, twenty-two or 52.4 per cent expressed a "no opinion" answer.

¹News item in the Des Moines Register, January 21, 1969.
"It is the duty and obligation of the public schools to see that today's youth are not tomorrow's guilt-ridden adults," according to Gannon.1 The preceding statement by Gannon characterizes a modern concept by those who administer public education. It is not without complete judgment and forethought that American educators encourage the instruction of sex education. The school may not represent what many consider an ideal environment for teaching sex, but under current circumstances professional advice will suffice in place of inconsistent parental behavior.

The teaching of sex education within the structure of the public schools in Iowa is strengthened by the number of school systems which support its conception. Though the degree or intent of each school is not always the same, the mere fact that sex education is rising in prominence is encouraging. Confirmation of sex education within their own schools was expressed by thirty-five superintendents or 33.3 per cent of those responding. Exclusion of sex instruction within the school curriculum was revealed by six administrators or 14.3 per cent. One respondent failed to answer the question.

Public support of sex education in the school must first come through parental approval. Administrative application and control of any program inside the school cannot successfully maintain itself without majority rule. Although a certain amount of dissent against sex education is common in most communities, church and other communal agencies alike must also respond to a need with equal conviction. Any dissension among either participating group would rescind all success and accomplishment. Regardless of community background or conservatism among fundamentalist groups, youthful participation in sex education is important to the community as well as to the child.

If public support were favorable, most administrators would initiate sex education within their school curriculum. In most instances, sex education becomes an important social issue, reflecting to a certain extent the environmental health of the school. The following data represent information concerning the promotion of sex education in the public schools.

Although a complete rejection of sex education among six Iowa school systems was evident, administrative approval was apparent. If local support among parental and other interested groups were available, four of six superintendents or 66.6 per cent would substantiate the need for teaching sex
education in the public schools. However, one superintendent could not sanction under any circumstance the teaching of sex instruction. One administrator chose not to answer the question.

Though most parents are first to voice their opinions concerning the school, other agencies within the community are also represented. The church as a local institution and other organizations among interested businessmen all become an integral part of the local establishment. Although the teaching of sex education was prevalent among various school districts, no apparent promotional activity was verified among six districts whose curriculums were not to include sex instruction. Two administrators failed to express an opinion.

If competent program initiation is present, parental acceptance of sex education is generally well-disposed. However, any demeaning attitude against sex education established on ethnic background is usually considered to be a dissentient factor. Parental objection to sex education in the school was viewed by three superintendents or half of those responding to the question. Two superintendents failed to voice an opinion. One educator did not reply to the question.

The following data concerning question six represented information sought from superintendents whose schools
advocate and administer the teaching of sex education. Although program endorsement by parents' groups generally precedes public school introduction, sex education is usually condemned by some parental objection. The experience of schools elsewhere in the country indicates that, while the majority of the parents will approve, there will undoubtedly be some who prefer that such information be withheld from their children. Parental approval becomes more acute as the school is better able to demonstrate the importance of sexual learning. Expressed commendation of sex education by most parents was viewed by twenty-six administrators or 72.2 per cent of thirty-six responses. Parental repulsion against all sex instruction was viewed by one superintendent. Four respondents or 11.1 per cent of those replying preferred not to express an opinion. Choosing not to respond to the question were five administrators or 13.9 per cent.

The church as an institution within itself does affect the curricular guidelines of many schools. Although the principle of "separation of church and state" has resolved the general problem of religion in public enterprise, such conclusions do not mean that religion and state should always be severed. Indeed, such a separation would be

1 News item in the Des Moines Sunday Register, May 28, 1967.
impossible, since the very conduct of government presupposes commitment to certain values as ultimate. ¹ Therefore, the public school does have an obligation and an opportunity to teach about religion, for in a functional sense the secular public school rests upon a particular total orientation and scheme of values which constitute its common faith. ² Although a definite moral commitment on behalf of the school is justified in most instances, church opposition against sexual learning in a public facility was expressed by eleven superintendents or 30.5 per cent. General acceptance by the church was viewed by ten administrators or 27.8 per cent. Fifteen respondents or 41.7 per cent declined to express an opinion.

Although community reaction to any problem can manifest itself in various forms of local government, the Parent-Teacher-Association (P.T.A.) is generally regarded by most educators as an important service group of the school. Despite recent criticism and major deterioration in some instances, Parent-Teacher organizations are successful in many schools. Through these associations can come the total involvement of the community. Without proper

²Ibid., p. 521.
decentralization of curriculum guidelines, local school governments are threatened. If sex education is to become a reality within the school curriculum, local organization among parents and interested citizenry must assert itself. Construction of all educational systems is dependent upon the interest and financial support of its citizens. Although a definite pattern of personal rejection on behalf of many community leaders is generally present, nineteen administrators or 52.8 per cent received little if any resistance from outside sources. However, five superintendents or 13.9 per cent recognized a restrictive attitude among several local officials. A noncommittal attitude toward community repulsion was viewed by eleven administrators or 30.5 per cent. One respondent refrained from answering the question.

Although a substantial number of superintendents believe in their program's effectiveness, sex education in many schools is not properly implemented. In many instances lack of competent teaching personnel is responsible for program inanity. The inability to offer or create within itself a program whose goals are broad enough to benefit, yet not offend, is primarily the cause for apprehension on behalf of the educator and the parent. "We need to do more," explained one superintendent, "too many problems
concerning boy-girl problems still exist."¹ The desire to move in a more fruitful direction was recognized by twelve administrators or 33.3 per cent of those responding. Adequate programming was considered sufficient among nineteen school systems or 52.8 per cent. Four educators or 11.1 per cent failed to express an opinion. One superintendent abstained from answering the question.

"Sex education doesn't belong in the schools," argued an Iowa administrator in response to a poll on sex education programs. He saw the morality of sex as being either the responsibility of the home or the church.² Most educators accept the church as an institution whose duty is to serve the public in many capacities. Even though the church and state are considered separate in their ideology, sex education and morality of youth has become an issue which certainly fosters church and state activities. If present statistics are valid, parental responsibility has become less a factor in the home. Therefore, it is important that the church share in educating today's youth against moral deprivation.

¹Quote cited within own study, citing Charles S. Varner, Superintendent of Schools, Southeast Polk Community Schools.

As a teaching agent for sex instruction, the church is generally regarded by most educators and parents as possessing the ability to provide strong leadership in this area. The responsibility of the church to teach sex education was endorsed by thirty superintendents or 71.4 per cent. Failing to recognize the responsibility of the church and its obligation to teach sex were five educators or 12 per cent of forty-two responses. Seven administrators or 16.6 per cent did not express an opinion.

Sexual offense against the community has increased dramatically. Despite variations in standards from community to community and despite the ambiguity with which delinquent behavior is generally defined, there is a discernible pattern in the character of the offenses most typical for the greater number of communities and the country at large. Thus, the nature of juvenile offenses, their frequency, and their distribution reflect the community's awareness of what constitutes a serious delinquent disorder. Although sexual aberration among delinquent boys is significant, uncontrollable behavior and sexual intransience among girls is well established.¹

According to Rogers, sound sex education programs in the schools would significantly reduce the incidence of

illegitimacy, criminal abortions, venereal disease, unhappy marriages, unwanted children and broken homes. Among girls are fourteen to nineteen, illegitimate births have more than doubled in twenty-five years. The rate of illegitimacy for this age group in 1964 was reported at 16.5 per one thousand women and rising. Statistics from the United States Communicable Disease Center in Atlanta, Georgia, showed that syphilis among teenagers had risen 230 per cent since 1956. In September, 1964, the American Medical Association announced that venereal disease had reached epidemic proportions in this country, stating that most of the increase was among young persons.

Although a definite correlation between delinquency and sexual learning as a deterrent can be established in many areas, many educators are reluctant to make a comparison. Expressing a favorable attitude toward sex instruction as a preventive were fourteen superintendents or 33.3 per cent.


Sexual learning as a valid eradicator of delinquency was rejected by eighteen administrators or 42.9 per cent. Ten respondents or 23.8 per cent chose not to express an opinion.

Most parents of today are no longer regarded as adequate teachers of sex education. The responsibility of teaching sex and/or all factors of life is placed solely upon the school or church by many parents. Regardless of the schools' responsibility, each parent must respect his own obligation to his children and community.

Parental failure to accept responsibility is not simply a product of today's society, for public reaction as cited by the 1951 New Jersey Public Opinion Poll overwhelmingly supports the teaching of sex education in the school. The following question was approved by 93 per cent of the parents who had children in school, "Do you think sex education should be taught in your local schools?" General acceptance on a statewide level was measured at 91 per cent.¹

Further comparison is made by Bosco who provides in his analysis statistical data which substantiate a need for improved sex instruction. Both parents and teachers were asked to comment on the following question, "Based on your

experience and knowledge of (other) parents, what kind of job on the average is being done in preparing young people in matters concerning sex education?" A need for improved sex education was specified by a combined total of 75.2 per cent.

Inadequate parental responsibility on behalf of the child was expressed by a large majority of Iowa school superintendents. Negligence among most parents was disclosed by thirty-nine administrators or 92.9 per cent. Competent sexual instruction within the home was revealed by three educators or 7.1 per cent.

It is the opinion of most educators that sex education be introduced at the elementary level. "Sex education should be a part of the over-all school curriculum long before junior high school," stated Levine. It is important that nursery and kindergarten teachers join with parents in providing wholesome information on sex and reproduction on a level suitable for the needs of these age groups.

According to data received by the investigator, a large majority of Iowa school superintendents regard the


elementary child as worthy of receiving sex education at his grade level of understanding. Opposing any restriction regarding the teaching of elementary children were thirty superintendents or 71.4 per cent. Responding against sex education in relation to the elementary child were six administrators or 14.3 per cent. Six respondents did not disclose an opinion.

In his analysis of parental and teacher opinion, Bosco related a need for sex education in the elementary school. The following question was asked by Bosco, "Do you feel that children would gain beneficially from a well developed sex education program beginning in the elementary school and continuing on a broader plane in the senior high?" Parental acceptance to the preceding inquiry was measured at 71.9 per cent. A similar response was projected by the teachers who approved the program by 64.2 per cent.¹

A state law requiring the inclusion of sex education in the public schools is nonexistent in the state of Iowa. Although venereal disease and illegitimate birth rates are relatively high in Iowa, the legislative departments of the state have not recognized the importance of required sex instruction. Local school authorities as well are delinquent

in their assessment of such a program.

Though sex education has become of age in many Iowa school districts, local school authority still regards the teaching of sex as strictly voluntary. An overwhelming majority of 69 per cent or twenty-nine respondents would fail to support a law requiring the teaching of sex education. Confirming such a program were eight administrators or 19 per cent. Five officials or 12 per cent declined to express an opinion.

According to a vast majority of administrative personnel, Iowa's public schools require a far greater content of course study than would seem justified. For this reason most superintendents at this time would not approve a program of required sex education. Many school officials regard sex instruction as only adding to the already ponderous list of required subject matter. More required subjects are found among local school curriculums in Iowa than in any other state. The Iowa Center for Research in School Administration, Iowa City, reported Iowa law required the study of thirty-four subjects. California is second with thirty-three legally required courses of study.¹

Sex education in most instances has remained a separate subject in the minds of many youngsters. It has

¹News item in the Des Moines Register, June 12, 1967.
become a study of disunited ideas concerning the lack of consideration for the opposite sex. Complained Southard: "How can we discuss how dogs reproduce, how cows reproduce and then one day say, 'Now, boys, you go in that room, and girls, you go in another room, and today we'll talk about people.'" Children don't miss the inference: the moment they're segregated, they become suspicious.\footnote{Cross, loc. cit., citing Helen Southard.} It does not take two people long to compare notes after classroom instruction has ended for the day. To segregate classroom attendance can only impede progress. If all classroom instruction is done in mixed company, group participation becomes real and less insipid. Through a properly organized program, sex becomes a subject whose content is easily discussed. A coeducational program whose subject matter is initiated during the elementary years as well as those of the junior and senior high reflects the viewpoint of one senior who stated: "Everyone has had the course, everyone knows that everyone has had it, and we're not afraid to discuss it. It's not some deep, dark secret that we talk about when the teacher leaves the room."\footnote{Cross, \textit{op. cit.}, n. 6.}

The opinions of Iowa superintendents remain divided in reference to coeducational sex instruction. Coeducational
grouping within the classroom was approved by twenty-two respondents or 52.4 per cent. Group integration was refused by sixteen administrators or 38.1 per cent. Four administrators or 9.5 per cent chose not to express an opinion.

Research by Bowers reflected a common desire for separate classroom organization. A first choice selection among all students, parents and teachers revealed the support and use of division when teaching sex education. All three groups supported the use of separation "for some classes" as a second choice. Although a "yes" answer was unanimous among all three groups in each instance, students were more frequently found to tolerate coeducational classes than were their peers.1

Due to the controversial nature of sex education, proper age and/or grade levels of participation are of vast concern to most educators. Most administrators are well aware of the basic differences which surround a confused society. Irresponsible commitments in regard to social morality have recently led to a less conventional look at our nation's schools and school curriculums. The proper institution of a sex education program must coordinate itself to the needs of each individual.

1Bowers, op. cit., p.68.
Many educators regard the teaching of sex as an essential segment of life and the total learning process. Each individual regardless of age or grade classification can learn to comprehend the meaning and responsibility of sex as applied to their own being. Programs which best solicit the support of most educators and parents are those whose program acceleration at different age levels guarantees a sexual understanding between the student and the teacher, and most important between the student and the parent.

Grade levels of instruction within each individual subject area generally consist of prolonged study. If a comprehensive acquisition of sex education is to exist, the grade level of participation must number more than one year. Perhaps the fundamentals of sexual chemistry can be taught in brief review; however, the whole complexity of any program must exercise advanced study in those areas related to the basic problem. In reality, ideal program initiation should consist of learning patterns whose subject matter coincides with the mental age of each individual.

The following response concerning grade level initiation was computed by examining the percentage level of each individual reply. In many instances more than one answer per respondent was noted. Therefore, rather than forty-two
Sexual learning at the sixth grade level was favored by fifteen respondents or 25 per cent. Grade seven was regarded as most adaptable by nine superintendents or 15 per cent. Sex education at the eighth grade level was acceptable to ten administrators or 16.7 per cent. Sex instruction within the freshman-sophomore level was approved by sixteen respondents or 26.6 per cent. A program of continued education was recommended by ten superintendents or 16.4 per cent, many of whom advocated instruction throughout the entire elementary and secondary school career of each individual.

In a similar comparison of grade level initiation Lundin related the following response, program approval of sex education at the kindergarten level was 15.9 per cent of 376 responses; junior high selectivity grades six through eight were judged most adaptable to first year learning by 35.6 per cent; and kindergarten through five was found to be most responsive among 47.9 per cent.1

An even distribution of age preference was established. Of forty-two responses thirteen, or 31 per cent endorsed the

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teaching of sex education prior to the child's eighth birthday. Sexual enlightenment by age eleven was encouraged by sixteen superintendents or 38.1 per cent. Sex education as an issue within the junior high was approved by eleven administrators or 26.2 per cent. Sex instruction as presented only to the high school student was recommended by two educators or 4.7 per cent of those responding.

Based on parental opinion, Bosco related a 54.3 per cent acceptance of sex education at the junior high level. Over one fourth or 20.5 per cent of the educators questioned believed the primary grades, (1-3) including kindergarten, best exemplified the need for sexual learning. Nearly one half or 46 per cent of all educators selected regarded the intermediate grades as most adaptable for sex instruction. A primary level of study was advocated by 1.7 per cent of the parents.1

Although today's average youth may know far more than his teen-age predecessors about civic and world responsibility, his lack of knowledge concerning authentic sex information does retard his maturity. The present practice of illicit sex and the increasing rate of venereal disease among teen-agers today strongly indicate a need for more

1 Bosco, op. cit., p. 24.
education and proper guidance in sexual learning. Non-education on the part of the parent and/or the school has brought ignorance and confusion to our present society. Behind each ignorant teen-ager is usually a shy and ignorant parent.

From 1958 through 1963, William Blaisdell, a public health specialist of Washington, D.C., interviewed 25,000 teen-agers. His findings revealed a vast majority of adolescents received sex information from individuals other than their parents.¹

Calderone reported:

In the last fifteen years, we have lifted all forms of discipline and control, and substituted nothing for them. We have given our children keys to cars and money they can use to go to motels. Few are the rules about anything, including sex. I'm a religious person, but I don't believe the old "Thou Shalt Not" apply any more.²

A 1966 study indicated that almost 17 per cent of all brides, at least one third of high school brides, are pregnant as they march down the aisle. Each week, twenty pregnant girls, mostly fifteen or under, dropped out of Chicago's public schools. Girls seventeen and under accounted for 32 per cent of illegitimate births. In 1966,

¹Croos, loc. cit.
²Croos, loc. cit., citing Mary C. Calderone.
girls of high school age aborted 130,000 pregnancies. Reported cases of syphilis among teen-agers have tripled since 1956; young people under twenty accounted for more than one in five cases of venereal disease.\footnote{ibid.}

If parents are unwilling or unable to provide the proper leadership in sexual areas; or the public schools and the church do not assert their own responsibility, today's youngster cannot be expected to fulfill his duties as a young adult or future parent.

In exploring the possible assessments of our own educational leaders, forty-eight Iowa administrators were asked to reflect their opinions regarding the teen-ager and his obtaining sexual knowledge. Of forty-four replies two respondents or 4.5 per cent of those questioned believed the parent was most instrumental in teaching his children sex education. One superintendent looked upon the school as having given most teen-agers their sexual knowledge. An overwhelming majority, 94.1 per cent of thirty-seven administrators believed most youngsters received sexual advice from their friends. The church and/or use of reading materials was recognized by four superintendents or 9.1 per cent as aiding most young people in their knowledge of sex.
In his search for implementing a proper sex education program in the elementary school, Bosco revealed the need for improving the preparation of each individual. Adequate parental instruction was found to exist among 5.2 per cent of the parents. Slightly more than 3 per cent of the parental population was given a "good" rating by classroom teachers. A definite need for improving the sexual knowledge of all youngsters was noted by 74.1 per cent of both parents and teachers.1

The quest for teaching sex education in the home is almost nonexistent. In a society where speed epitomizes the lives of all its citizens, sexual learning is lost in the media of the masses. In many instances the whole teaching responsibility of the child is left uncontested by the parent. As a result the child is left alone to seek his sexuality. He may avail himself of the advice of his peer group. Although rarely reliable, the information he seeks must satisfy his curiosity, for self confidence is the only way he can measure success.

The bitter facts of noneducation point to an overwhelming rise in venereal disease and promiscuity. In many instances teens obviously never have been able to ask direct

1 Bosco, loc. cit.
questions of any adult and their only knowledge of sex is the furtive, behind-the-hand comments of other teen-agers, plus their personal interpretations of what they read in general publications.¹ Reported Brothers:

By the time he reaches adolescence, or the years immediately preceding it, a youngster will prefer to discuss his sexual feelings and problems with someone other than his parents. He will need guidance in handling his own emotions, particularly in today's sex-oriented society, and this is where the job of the school can be an important one.²

The following data represent information regarding the indifference and/or inconsistency shown by parents concerning their responsibility toward teaching the child sex education. The absence of sexual knowledge on the part of the parent was regarded by ten superintendents or 18.5 per cent as a major deterrent of parental responsibility.

An unmindful attitude toward parental responsibility was voiced by two respondents or 3.7 per cent of fifty-four responses. Fear as the number one cause of parental disassociation was expressed by thirty-seven administrators or 60.5 per cent. There is little doubt among most educators

¹News item in the Des Moines Sunday Register, March 12, 1967.
²News item in the Des Moines Sunday Register, May 28, 1967.
that fear of inability to properly convey sexual material has caused much apprehension among parents and teachers alike. Sex education was regarded by four superintendents or 7.4 per cent as a subject whose content should not be discussed. Fear as to whether the child will benefit or be injured by sexual advice was brought to the investigator's attention by one respondent.

The nature of today's social relations reflect a decline in the morality of present-day youth. Promiscuous behavior and unhealthy attitudes toward sex are not merely conditions which afflict the small minority. Parents and educators alike must respond to these times of immorality by recognizing the importance and feasibility of initiating sex education within the school curriculum.

If sex instruction does become readily available to all students, its working components should not operate merely as an isolated unit. Sex education extends far beyond the necessary physical limits of life and the processes of reproduction. Marital responsibility and family planning become an important segment of the total over-all program. Emotional maturity and self confidence must encompass the complete spectrum of individual thinking. If proper emphasis is to be placed upon "Family Life Education," or other course areas of similar title, classroom
discussion should be held within a self-contained classroom. Unfortunately, many schools insist upon integrating sex education with other subject areas. If sex instruction is taught within the fields of biology or physical education, standard course instruction and evaluation will be restricted. The time allotted per subject area is not sufficient to include the skills of two separate courses.

The following data reflect the nature of sex education in Iowa schools as taught in association with other other study areas. Sex instruction within the areas of hygiene or health was recognized by nineteen administrators or 22.1 per cent. Sexual learning through the study of biology was acknowledged by twenty-four respondents or 27.9 per cent of eighty-six replies. Marriage and family education was taught in twelve schools or 14 per cent of those teaching sex education. Sexual learning within the limits of physical education was professed by twenty-four superintendents or 27.7 per cent. Program correlation within home economics and social studies was offered by seven school systems or 8.1 per cent.

In his thesis about "family life," Rice reviewed the opinions of both students and school principals in regard to their acceptance of sex education within other related fields of study. Physical education was viewed by 57 per cent of the
students as best representing an area of study which should include sexual learning. As conducive to learning, the gymnasium was held as a favorable teaching station by eleven principals or 13.4 per cent. Sex education within the structures of health and hygiene was approved by 117 students or 58.5 per cent. Sexual knowledge as taught in health education was favored by fifty-six educators or 67.5 per cent. The study of biology and sex education was regarded by eighty-four students or 42 per cent as comparable study material. A similar appraisal of sex education and biology was voiced by forty principals or 48.1 per cent. 1

Although most educators generally support the teaching of sex education, many school administrators remain undecided in their assessment of the programs they initiate. A similar attitude toward sex instruction characterizes most school personnel in the state of Iowa. Though minority acclaim was present among those who believe sex education has improved student relations, the vast majority of Iowa school superintendents were mindful not to commit themselves. A cautious "wait and see" attitude was significant among most respondents.

The basic criteria for developing an answer to this question were unjustifiable to a certain extent. Unless school administrators use the reduction of illegitimate births as a measuring device, student relationships within the school can only be based on extracurricular activities, for the surveillance of an individual cannot be legitimately exercised outside the school's jurisdiction.

Improved social relations among most students was observed by nine superintendents or 21.5 per cent. A vast majority, 69 per cent or twenty-nine respondents were undecided as to the value of sex instruction and pupil adjustment. One administrator was vehemently opposed to the teaching of sex education in the school. Three educators chose not to respond to the question.

If competent school instruction is available, classroom sex education will benefit the child. Although the "sacred" teaching of sex education may first restrict itself to parental control, additional sex knowledge and understanding can be taught by progressive school authority. If modern teaching materials are available, classroom instruction will complement previous teachings of the home. A competent program of sexual learning must coordinate the needs and desires of each individual. The demand upon qualified
personnel and suitable learning materials must not only assert discipline and proper classroom environment, but also initiate a means of motivating the student. Sex education in schools is necessary, reply today's youth. (See Appendix.)
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

Restatement of the problem. It was the purpose of this investigation (1) to determine and compare the views held by local school superintendents in the state of Iowa concerning the related or unrelated factors governing their opinions and recommendations in regard to inclusion or exclusion of sex education in their schools; (2) to indicate the relation between opinions and remarks made in the investigation as opposed to those expressed in other related examinations and materials; and (3) to present final conclusions and recommendations based on an analysis of the subject matter and information received from questionnaire data.

Sex education in the public schools must derive itself from public support. If parental and student assistance within the activity cannot manifest itself, little satisfaction can be gained. Most administrative personnel are solely dependent upon public support before promoting a program of this nature. If indeed the only criterion for initiating sex education was the approval of the administration, few schools in this area would be deficient. Nearly 71 per cent of all superintendents believed sex education to be a responsibility of the public school. As a further indication of
administrative approval, sex education as a competent course of instruction was endorsed by 93 per cent of all response. In actual numbers, thirty-five school systems or 83.3 per cent of the total Class AA schools in the state of Iowa offered sex education.

If competent sex instruction within the school were available, public provision for sexual learning would exist. Of those superintendents whose schools did not participate in sex education, 66.6 per cent would support a curriculum which included sex instruction if public opinion was receptive to this area of study. Although a public vote of confidence in most instances would encourage most administrators, 33.3 per cent of those educators whose schools did not impart sex education, chose not to comment on the possible acceptance of parental approval. Possible program acceptance by a majority of parents was acknowledged by three superintendents. In those schools whose curricula do embrace sex education, 72.2 per cent or twenty-six respondents believed sexual learning in their schools was upheld by most parents.

Although sex education in the public schools is not readily available to all that may desire it, local school authorities are generally convinced that sexual learning does not harm the elementary child. In many instances coeducational classroom learning is also favored.
Though a general acceptance of sex education in the school is recognized by most educators, many different opinions concerning the age and/or grade level of initiation exist. Nearly 27 per cent of all response would accept a junior high age level of study. A beginning age level of instruction including grades three through six was advocated by 38.1 per cent of those responding to the question. Sexual instruction for children under grade three was recommended by thirteen superintendents or 31 per cent.

The teaching of sex education has become an important phase of our over-all curriculum design. If parental authority over the child were more active, local school responsibility would not have to assert itself. Today's teen-ager has not learned to communicate with his parents, nor have the majority of parents learned to converse effectively with their children. Therefore, many youngsters are receiving inadequate information from their friends. Although there may be many reasons for lack of communication among most youngsters and disinterested parents, fear of inability to explain sexual material is regarded by many as the single most important cause of nonreceptiveness.

The need for teaching sex education in the school is more prominent today than ever before. Each day life's responsibilities become added weight to our children's shoulders. Yet in many instances as parents, the devotion
and respect our children have for us has become less a determining factor in guiding their welfare, for ignorance and despair breed indecision in all youth. The very nature of sex education is no different today from what it ever was. Today's educator has become even more impressed with the importance of sex education, but many parents are still voicing strong opposition against its initiation. Although sex education is on the increase in most school districts, many schools are steadily losing support.

According to a recent poll conducted by students of Ottumwa High School, Ottumwa, Iowa, 73 per cent of all students responding advocated the teaching of sex education. Only 50 per cent of the students thought they had been told all they need to know about sex. A required course in sex education was supported by 39 per cent. The introduction of sex instruction as an elective course was approved by 59 per cent of all responses. If our present society is to survive the moral pressures of a new freedom, education of the whole individual including his sexuality must exist.

1 News item in the Des Moines Sunday Register, April 26, 1970.
II. RECOMMENDATIONS

After a review of the related literature and data available, the following recommendations are presented for consideration:

1. The inclusion of sex education should become a required course of study within the public schools of Iowa as set forth by a future state law.

2. It should be the duty of every public school to encourage the teaching of sex education and provide competent instruction and adequate learning materials.

3. Since sex education is very much a part of everyday living, all youngsters must receive adequate instruction at a very early age. Therefore a continual advancement of sex instruction should be provided each child throughout his elementary and secondary school career.

4. Each school curriculum should include within its content a special course and/or courses so designed as to instruct only sex education and/or related study areas.

5. All classroom instruction conducive to sex education and/or related areas should be conducted on a coeducational level.
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BIBLIOGRAPHY

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*Des Moines Sunday Register*, April 26, 1970.
QUESTION: Do you think sex education in schools is necessary?

(1) "It definitely is. My reason for saying this is that I think most kids who go to high school have learned what they know in the streets. And many don't really know anything of the real facts about things like the biology of the opposite sex or about venereal disease. We had some education in junior high, but I think that's too early. I think it should be taught in ninth through twelfth grades. Kids in junior high are too young to understand it or care much about learning it--especially the boys. They're still putting together model cars. Sex education should broaden a student's mind so he'll know sex goes much deeper than the physical."

(2) "It's needed, and I can't understand why people are opposed to it. I think sex education is a good thing because there are so many families where kids and parents can't communicate very well about that kind of thing. Kids in junior high should be ready to know the facts of life. Maybe some parents just don't want their kids to find out about these things until later in life. If that's the case, they're certainly wrong. I think the courses ought to be optional--and they are. But if parents and their children agree that they should take the course, I can't understand why other people have any objections."

(3) "Yes, it's necessary. I think when students are with a group of their peers, they're a little more open in talking about sex than they are with their parents. I don't see any reason why people have objections to it. It's sort of a natural thing to teach, and I don't think you can start too early. There seems to be a certain faction of people now who are trying to legislate morality and impose their standards on a majority. They shouldn't try to legislate morality; I think they should leave it up to the individual. Sex education courses in the Des Moines schools are optional anyway, so I don't see why they shouldn't offer it for those who want it."

(4) "I think it should be offered in junior high. In most schools they show sex education films to the sixth grade girls and that's appropriate. But I read that in some places they're starting to teach them everything in third grade, and that's too young. We don't have anything in high school except 'Marriage and the Family' courses and biology, and not
everyone takes those. Very few fathers and mothers sit down and talk to their children as they probably did in the old days. So something in school is needed. The family and school should work hand in hand, not just in junior high but at the high school level, too."

(S) "The question isn't as important or as terrible an issue as everybody seems to think. I don't think sex education is particularly necessary, but there's no harm in having it in the schools either. By the time most students are in sixth or seventh grade they know what's going on anyway. It's more a problem that adults have made than that really exists. It doesn't make much difference one way or the other. I think most kids hear the facts either from their parents or from other children. Sex education isn't useless; there's some good in it, although I can see the problems that may arise in teaching it. But it really doesn't strike me as an urgent problem."

The preceding comments concern Des Moines area high school students. Response one and three represent male reply. Response one and two express junior sentiment. All other response was made by those representing senior classification.

¹News item in the Des Moines Register, March 1, 1969.
Dear Sir:

As partial fulfillment for a Master of Science degree at Drake University, I am currently engaged in the preparation of a graduate project. The title of the study to be completed is: "Sex Education as Viewed by Local School Superintendents in Iowa Class AA School Systems".

The problem of this study is to determine and compare the views held by local school superintendents in the state of Iowa, concerning the related or unrelated factors governing their opinions and recommendations in regard to either inclusion or exclusion of sex education in their schools.

It is intended that the findings of this study may further establish the need for sex education in the school. In addition the findings may assist educators, parents, and other social agencies who may be interested in promoting sex education in the schools.

A questionnaire to be answered and returned is being sent to 47 local school superintendents who represent 57 Class A school systems in the state of Iowa. Please complete questionnaire and return in self addressed envelope. A duplicate copy is included for your own file. Your comments will primarily constitute the basis for statements, opinions, and recommendations made in this study.

The names of all individuals and their schools who participate in this project will be withheld.

A summary of the findings will be provided to each respondent.

"Thank you for your cooperation."

Sincerely yours,

/s/ David W. Bennett

David W. Bennett
SEX EDUCATION QUESTIONNAIRE

For the purpose of this questionnaire "sex education" is defined as instruction imparting knowledge of human reproduction, including body function, sexual adjustment, and personal sex habits. It is not the intent of this study to include a view of teaching techniques and personnel requirements.

Please check: Your sex: ___ male ___ female

Are you married? ___ yes ___ no

Are you a parent? ___ yes ___ no

Your religious affiliation: ___ Protestant ___ Catholic ___ Jewish ___ Other

Your age: ___ under 40 ___ 40-49 ___ 50-59 ___ over 60

Part I

1. Do you believe that it is the responsibility of the public school to teach sex education? ... ... ... ... ... ... (Regardless of your answer to the preceding question please complete the questionnaire.)

2. Do you or would you approve of sex education in the school if competent personnel were available to convey class instruction? ... ... ... ... ... ...

3. Do the majority of teachers in your school system believe as you do on the above question? ... ... ... ... ... ...

4. Is any sex education being offered in your school system? ... ... ... ... ... ...
5. **If your answer to the above question is "no" or "no opinion":**
   a) Would you support a curriculum which included sex education if public opinion dictated that such a program be comprised? . . .

   b) Has there been any attempt by local community groups or parents to promote sex education in the school? . . . . . . .

   c) If a program of sex education were established within the school curriculum, do you believe the majority of parents would accept the program? . . . . . .

6. **If your answer to question "4" is yes:**
   a) Do you believe the majority of parents in your school system approve of sex education being offered to their children? . .

   b) Are there any churches in your community who may resent the fact that sex education is being offered in the school? From whom? Explain . . . . . .

   c) Are there any other community agencies besides the church who may resist your efforts to provide the school youth with sex information? From whom? Explain . . .
d) In your opinion do you believe the sex education now being taught in your school system is accomplishing its purpose? If not, explain. . . . . . . .

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7. Should the church ever accept the responsibility of teaching sex? . .

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8. Do you believe that sex education in the school would help prevent juvenile delinquency? . . . . . .

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9. In your opinion do the majority of parents accept the responsibility of teaching their children sex? . .

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10. Do you believe it is harmful to introduce sex education to elementary youngsters? If yes answer explain. . . . . . . . .

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11. Should the inclusion of sex education in the public school be required by state law? If not, explain . . .

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12. Do you believe that it is more suitable to have coeducational sex instruction classes? If no answer explain. . . . . . . . .

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Part II

Circle letter of answer.

1. At what age level in school should sex education begin?
   a. under 8  b. 8-11  c. 12-15  d. 16-18

2. In your opinion where do the majority of teen-agers receive their sex information?
   a. from their parents    b. from their teachers
   c. from their friends   d. others

3. In your opinion why do many parents avoid teaching their children sex education?
   a. lack of knowledge and terms
   b. not conscious of responsibility
   c. school responsibility
   d. fear of inability to explain subject matter
   e. subject should not be discussed
   f. other

4. At what grade level do you offer or would you be inclined to select as most adaptable for teaching sex education? If letter f is answer explain.
   a. 6  b. 7  c. 8  d. 9  e. 10
   f. other
5. If sex education in your school system is now being presented in conjunction with another class, what class is it being coordinated with?
   a. hygiene or health    b. biology
   c. marriage and family  d. physical education
   e. other...

6. Do you or would you agree that sex education in most instances has improved student relationships in regard to social school activities?
   a. strongly agree    b. agree
   c. undecided         d. disagree
   e. strongly disagree...

If you wish to further comment or state any recommendations which you may have pertaining to either accepting or rejecting sex education in the school, please do so here: