HOW AN ADMINISTRATOR SHOULD BEST INITIATE SEX EDUCATION IN A SCHOOL

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by
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HOW AN ADMINISTRATOR SHOULD BEST INITIATE SEX EDUCATION IN A SCHOOL

by

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Approved by Committee:

[Signatures]

Earle L. Canfield
Dean School of Graduate Studies
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CHAPTER I

INTRODUCTION

Throughout the United States, there is a tremendous interest in sex education. Parents are becoming increasingly aware of the need for sex education for their children. Episodes running the gamut from premarital pregnancy to adolescent homosexual play, strike terror in the hearts of parents. 2 Statistics showing that 180,000 high school girls in Illinois had abortions last year; that syphilis among teenagers has tripled since 1956 to a total of 750 cases per day; and statements from the youth like this, "My father kept telling me, as soon as you get older, I'll tell you all about it. Now, I'm too old," 3 have made society realize that sex education programs are needed in today's schools and must be accelerated.

With desperation parents are asking what to do. They believe in sex education but because of their rearing many

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cannot, no matter how hard they try, bring themselves to talk to their children about sex. Further, many parents have told school officials: "There is a lack of communication and understanding between us and our children which makes discussions relating to sex unsatisfactory."\(^1\)

Others have been frank to admit that their own information about sex is inadequate; that they do not know the proper terminology, and that they feel embarrassed.\(^2\)

In those families where open communication exists, parents can and do teach their children about sex. Unfortunately, a problem still exists.

The pressures of earning a living and the present tendency of the family to spend less time together in a learning situation, makes it difficult for many parents to establish the atmosphere necessary for a fruitful discussion of sex.\(^3\)

These parents want the school to help bridge the gap between what they learn at home and in their peer group.

The need for sex education is real and the presentation of it within the elementary schools is imminent. Ideally, parents would be a child's best sex educator but this is not a reality under the present family structure.

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\(^2\)Ibid.

\(^3\)Ibid.
Hence, since school is the place where all the children presumably can be reached, the school should make room for basic information about sex. \(^1\) When this is done, one can be fairly sure that more and more school children will be reasonably well informed about human reproduction, and especially the important role that sex plays within the total integration of the personality.

I. THE PROBLEM

**Statement of the problem.** It was the purpose of this study to:

1. Determine ways administrators can successfully initiate sex education programs in their schools.

2. Present research on successfully initiated sex education programs.

3. Draw conclusions and make recommendations for the initiation of sex education within a school from an analysis of a pilot project on sex education presented in the Des Moines Schools of Adams, Dunlap, Woodlawn, and Wright (elementary schools).

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\(^1\) P. S. Wake, "Are Parents the Best Sex Educators," \(\textit{SPA Magazine}, \text{LXI (November, 1966), 10.}\)
Importance of the study. It is the prime requisite of a curriculum to present the best possible program of study in any area. The writer felt that the real need of sex education had not been yet presented and so that much of the work done in Des Moines, Iowa, thus far had merely been superficial. Therefore, local elementary administrators were not well-informed on successful guidelines to use in the initiation of a sex education program. The writer attempted to evaluate, compare, and make recommendations to overcome this deficiency.

II. DEFINITIONS OF TERMS USED

Sex. Sex may be defined as the character of being male or female, or of pertaining to the distinctive function of the male or female in reproduction.¹

Sexuality. This may be defined as the fulfillment of masculine and feminine roles in society and their interrelationships, and or, the fundamental dimension of the total personality throughout life.²


²Richard N. Hey, "It's Sex!," Minnesota Journal of Education (December, 1966), 2.
**Sex education.** This is one aspect of education for family living. It is that which encompasses human sexuality rather than merely the reproductive aspects of sex.¹ It deals with the psychological, sociological, economic, and social factors that affect personality and behavior as with human reproduction.² It is the transmission of feelings about one's own sex and the opposite sex, and the way in which love affects the relationship. It includes aid in understanding sexual responses in both sexes and helps in developing guides to behavior that are most likely to produce healthy personalities.³ It is concerned with moral values, standards of behavior, interpersonal relationships, and the important role of the family as a social unit.⁴

**Health education.** Health education may be considered an applied field of learning that relies largely upon the knowledge of the physical, biological, and medical sciences related fields for its subject matter and upon the application of behavioral science (sociology, cultural anthropology,

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²Ibid.


⁴Ibid., op. cit., p. 8.
social psychology) theory for its methodology.¹

**Pilot project.** This is defined as a trial program used to experiment on a particular idea or technique in order to prepare for a full scale activity.

**Quartile.** This may be defined as an area divided into four parts.

### III. PROCEDURE

**Rationale of the study.** A questionnaire was distributed to the principals, physical education teachers and nurses at the four elementary schools involved in the pilot project (Adams, Dunlap, Woodlawn, and Wright) to determine:

1. The success or failure in the initiation of the pilot program on sex education in these schools.
2. The effect in teacher's attitude of the introduction of the sex education program.
3. The reactions of the children and parents to the program when they spoke with the teachers, nurses, and principals.

The results of these were analyzed and compared with

the other member schools in their attitude toward the pro-
gram and initiation of the program by the administrator.
Further, the results were tabulated on tables from data for
each question to see what part of the initiation of the sex
education program was strongest or weakest.

Limitations of the study. This study was carried out
in only four elementary schools (Adams, Dunlap, Woodlawn, and
Wright), each one being chosen from one of the four quartiles
in the Des Moines, Iowa, Independent Community School Dis-
trict. The four schools chosen attempted to represent the
various socio-economic classes in Des Moines, Iowa. There-
fore, the results of these few schools must be taken to
represent the results that would have occurred in several
schools.

The pilot program around which this study evolved
lasted only two months so that the attitudes of teachers
toward the administration of this program are limited to a
brief contact with it.
CHAPTER II

REVIEW OF THE LITERATURE

Beginning in the 1930's, proponents of sex education in the United States have made sporadic, isolated attempts to establish programs in selected school districts. Many of these efforts resulted in programs which were not carefully developed and which, for the most part, lacked the all important element of community support. Many of the programs were discontinued, some were not. Now as then, this area of the curriculum is the center of much controversy as to the initiation and teaching of it.

Quinn stated:

This is a period of profound concern over an impending collapse of sex morals. There is less censorship of written and visual materials; illegitimate birth rates are going up; fears of unwanted pregnancy are becoming less and less; venereal disease is increasing; and our present society tends more and more to consider any sexual expression natural and normal.

In addition Gross wrote that thirty to forty years ago sexual patterns were rigid and deviations quickly punished. Today the air is free and the spirit rebellious.

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1Page, op. cit., p. 9.


3Gross, loc. cit.
In the last fifteen years society has lifted all forms of discipline and control, and substituted nothing for them — one senior said: "We can knock 'em over easy". 

Studies conducted in school and public health programs have, for a long time, revealed the ignorance and misinformation which prevail among teenagers and adults in regard to anatomy, human reproduction, and venereal disease. Other studies have been concerned with the complexities of human behavior in regard to boy-girl relationships and parent-child relationships. The School Health Education Study, the Reschlin Study on Youth and Venereal Disease, surveys of the Office of Venereal Disease Education of the United States Public Health Service and numerous independent researchers have documented the need for sex education.

The School Health Education Study in particular wrote that there is a failure in the home to instruct in health education and to encourage the practice of good health habits especially in the area of sex practice.

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3Ibid.

The study went further and stated:

In the schools is found an age group in its developmental stages of growth and maturity and habit forming years. Given the necessary climate for learning, health instruction can provide young people with scientific evidence so they can think critically about health problems, weigh alternate choices and make sound decisions, achieve self-direction and self-discipline for their own health, and acquire a sense of responsibility. . . . In what better place and at what better time can an individual acquire these skills and attitudes than within the framework of our educational system?\textsuperscript{1}

Doctor Sliepcevich, director of the School Health Education Study wrote:

Every individual, regardless of a chosen profession or occupation, will be confronted with health decisions every day of his life. One cannot escape them. Thus, health education is an integral part of general education focused upon human concerns and values. In effect, it offers untapped potential for achieving the goal of self-actualization.\textsuperscript{2}

Doctor Sliepcevich further wrote that scientific and medical research is daily feeding new information into one's life. It has become critical that one develop some rationale concerning it and providing the youngsters with the basis for informed mature decision making.\textsuperscript{3}

Page, Superintendent of Public Instruction in Illinois wrote:

It is important for everyone to realize that sex education is always taking place. Unfortunately, it often

\textsuperscript{1}\textit{Ibid.}

\textsuperscript{2}\textit{Health Education A Conceptual Approach to Curriculum Design, op. cit., p. 11.}

\textsuperscript{3}\textit{Sliepcevich, op. cit., pp. 13-14.}
takes place in a negative manner. The examples set by adults, the reactions of parents to questions which children ask, the impact of communications media, the interaction between youth, and activities occurring in the school are all contributing to the formation of attitudes.

The important issue which schools and communities must face is whether they wish youth to gain information in a haphazard and often negative manner, or whether it should be received through an organized instructional process in the schools.1

A report by the Committee on Public Health of the New York Academy of Medicine, calling for more widespread and better health education—including sex education—stated: "Among the youth of this country, the ignorance of good health practices is reflected tragically in the increasing number of illegitimate births, and the current resurgence of venereal disease."2

Following this report, the National PTA passed a resolution recommending sex education in schools. This Association said that only through the development of sound value systems will children achieve personal responsibility in areas involving morality and appropriate conduct.3 Problems of sexual promiscuity, the flaunting of self, and

2Inwicks and Kaplan, loc. cit.
3"Sex Education," Instructor, LXVII (August-September, 1967), 134.
insecurity must be challenged at the elementary level.¹

Doctor Calderone of SIECUS (Sex Information and Education Council of the United States) has written: "Young people continue to be left ignorant about even the basic facts of sex and venereal disease, and out-of-wedlock pregnancies continue as do forced marriages of comparative children."² In another article she submitted a solution to the above problems by writing: "Schools should give reliable information on the facts of reproduction and especially attitudes toward sex."³

The National Education Association stated:

The physical and mental health needs of many children are not being met by the family or another agency. . . . The content of health instruction belongs in the school curriculum because such knowledge is necessary, is most efficiently learned in school, and no other public agency provides such instruction.⁴

The special role of the elementary school is to provide a satisfactory means for children to learn about themselves, and to answer their questions in a way that will

¹Ibid. ²Calderone, op. cit., p. 71.
strengthen their value structure. Some school districts have followed logical steps in an attempt to meet the special role that the school now has in the teaching and dispersing of knowledge on sex education. The following will be a brief resume of how some of these school districts have approached the matter.

I. STATE OF ILLINOIS (WINNETKA)

The State Department of Public Instruction of Illinois suggested seven steps in the organization of a family life and sex education program within each district.

Step I. The development of initial interest.

This interest was started through the use of physicians, teachers, students, parents, church groups, parent-teacher groups, the communication media, and other groups. From this came a widespread genuine interest in the idea of a sex education program.

Step II. The establishment of an informal exploratory committee.

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1 "Sex Education—Where Does It Stand?" Instructor, LXXVI (August, 1966), 25.
2 Pase, op. cit., p. 12. 3 Ibid.
4 Ibid.
This committee was composed of twelve members who studied sex education further, determined a course of action to follow and conveyed its findings to the appropriate authorities.

Step III. The establishment of a school-community planning committee.  

This committee, which had the broadest possible representation from the community, had the primary responsibility of determining whether a need existed for a family life and sex education program in the local community.

Step IV. The formation of a curriculum committee.  

The primary responsibility of this committee, which was strongly school orientated in representation, was to develop a sound plan and materials which would be as nearly as possible acceptable to the local citizens, the school administration, and the board of education.

Step V. Procuring the approval of the local board of education.  

This step insured security for the program and offered the program a greater chance for success.

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1Ibid.  2Ibid.  3Ibid., p. 13.  
4Ibid., p. 12.  5Ibid., p. 17.  
6Ibid., p. 18.
Step VI. Initiation of an in-service training program for the school faculty.  

This removed insecure feelings from some of the faculty and assured the program of a uniform understanding of the materials to be used and philosophy to be taught.  

Step VII. The initiation of the program within the school.  

This was not done in such a way as to glamorize sex education instruction but was approached as any other subject matter area. The classroom atmosphere was one of concern and understanding which was accomplished more easily after a rapport between the teachers and students had been developed. Further, class discussions were encouraged, questions answered, and research stimulated. 

Finally, to insure complete follow through and support within the school, all school personnel not involved in its teaching were kept well informed about the program.  

II. STATE OF CALIFORNIA (ANAHEIM)  

The Anaheim Union High School District took six steps in organizing a family life and sex education program.  

1Ibid., p. 19.  2Ibid.  
3Ibid., p. 21.  4Ibid.  5Ibid.  6Ibid.
Step I. The selection of a citizens committee.  

The primary responsibility of this committee was to study all the aspects of the problem of sex education and to recommend a course of action.  

Step II. The employment of a professional research company.  

The concern of the professional researcher was to conduct a public opinion poll to survey the attitude of the community toward sex education in the schools so that the committee might have assurance that a program would be accepted.  

Step III. The presentation of the committee's findings to the board of trustees.  

This step insured security for the program in its initial stages.  

Step IV. The formation of a school-orientated curriculum committee.  

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1 Lowell B. Jones, "How to Start a Sex Education Program," The Nation's Schools, LXX (July, 1967), 33.  
2 Ibid.  
3 Cook, op. cit., p. 2.  
4 Jones, loc. cit.  
5 Cook, loc. cit.  
6 Jones, loc. cit.  
7 Cook, loc. cit.
The primary concern of this committee was to determine goals and procedures for the program, around which the basic instructional units were developed and written.\(^1\)

**Step V.** The selection and in-service training of teachers.\(^2\)

The goal was to involve emotionally stable and empathetic teachers who would be able to initiate and maintain serious discussions among the students on all aspects of this program.\(^3\)

**Step VI.** The initiation of the program in terms of a pilot course.\(^4\)

Complete honesty was maintained between the students and parents with all the materials made available for scrutiny and the course made voluntary.\(^5\) The students were put under the guidance of prepared teachers who were knowledgeable in the art of class discussion, and sincere in their desires to follow the philosophy of sex instruction.\(^6\) During this procedure, the non-involved faculty were kept well informed as to the progress of the program.\(^7\)

\(^1\) Ibid. \(^2\) Jones, loc. cit. \(^3\) Cook, loc. cit. \(^4\) Cook, op. cit., p. 4. \(^5\) Ibid., p. 2. \(^6\) Ibid., p. 3. \(^7\) Jones, loc. cit.
III. STATE OF IOWA (KEOKUK)

The Iowa State Department of Public Instruction suggested three major phases to be followed in the development of a sex education program. Each phase was followed by several procedures.

Phase I. The actual introduction of the idea of a sex education program, the initial impetus.

The initial impetus was provided by discussions among teachers or lay groups who saw a need.

Once the need had been determined a report was submitted to the school administration who discussed this with the superintendent and his administrative staff. They determined what was already being done in the field and then discussed the feasibility of such an addition to the curriculum. Reports and action concerning the program were made available to interested groups.

Phase II. The development of the program, the organization and study, and the finalizing of it.

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2 Ibid. 3 Ibid. 4 Ibid. 5 Ibid. 6 Ibid., pp. 13-14.
Within the organization and study of the program, a lay advisory committee and school orientated committee worked. Their work and interest shown by other groups was publicized while they continued to study the problem, through divisions into subcommittees, by interaction both within and without the group in an attempt to treat all issues and topics concerned, and in an attempt to evolve a sequential type program.

In the finalization of Phase II, the committees discussed the sequential placement of materials and the integration of the new curriculum with one or more established curricula; approved the program outline and sent it to the board of education for consideration and approval.

**Phase III.** This phase involved steps in the implementation of the program: (1) promoting the program, (2) launching the program, and (3) following through on the program.

1. The promotion of the program was a continuous process. It began when the idea of sex education was born and continued through its conclusion. It involved keeping the school personnel and community informed on the progress of the study.

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1Ibid., p. 17. 2Ibid., p. 14. 3Ibid. 4Ibid. 5Ibid.
2. Launching the program involved several procedures which occurred over a given period of time and relied heavily upon the type of promotion the program received. These procedures were:

a. Providing in-service education for the school personnel to insure them of an understanding of their role and responsibilities and provide them with a proprietary interest in the success of the program.

b. Organization of public meetings to provide the community with an understanding of their role and responsibility.

c. Promoting discussions within service clubs and community groups with committee members of the study.

3. Following through constituted a major part of the implementation of the program. Its effectiveness enabled decisions to be made concerning future programs.

Following through the program involved:

1. Inviting parents to preview films a few days before students did.

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1Ibid., p. 15.  
2Ibid.  
3Ibid.  
4Ibid.
2. Thorough and frank discussions with the students and guidance to the answers of questions by the faculty. ¹

3. Plans for a complete evaluation of the program at the end of the period of instruction so that an examination was made of any attitudinal changes, suggestions, or revisions that were to be made. ²

IV. STATE OF WASHINGTON (LONGVIEW-KELSO)

The program initiated in Longview-Kelso is similar but yet very different from those previously discussed. All the preliminary work done was initiated on the part of the citizens. The citizens developed a concern about something of great importance to them, and, without depending on outside help for anything more than encouragement, involved their whole community in a process that included responsibility for planning, for learning about the area of concern, for discussing it, and for carrying out an event that served both to focus the attention of the community and to identify those in the community who would accept responsibility for not letting the matter drop. ³

Step I. Development of initial interest.

A group of lay citizens gathered together and discovered a need for sex education beyond the area of facts on reproduction in the schools. They felt that what the children most needed was teaching about attitudes toward sex. The solution to this concern for them was a sex education program for adults so they might be able to develop a program containing information they felt would influence the lives of their children.

Step II. Implementation of preliminary procedures for the adaptation of a sex education program.

Presentations were made to local groups of professionals, parents, and students by Calderone of SIECUS for the purpose of enlisting a broad range of community groups and agencies in developing an effective sex education program.

From this evolved the formation of discussion groups in which parents could discuss problems of mutual concern without embarrassment and the formation of a community council to coordinate the sex education activities of various local organizations.

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1Ibid., p. 27.  2Ibid.  3Ibid.

4Ibid.  5Ibid.
Step III. Involvement of and presentation to the school.¹

The idea of in-service training for qualified teachers in the area of sex education was investigated and recommendations were made as to the allocation of funds for this project.²

One year after initial interest was shown, plans for continuing sex education in the Longview-Kelso Schools which contained the 'How - What - Why - When' of a sex education program were presented to the Longview-Kelso School Boards and the county superintendent for approval, strengthening, and implementation.³

¹ ibid., p. 39. ² ibid. ³ ibid.
CHAPTER III

THE DATA

The purpose of this study was to affix an answer to the question: How could an administrator best initiate sex education within a school? This study did not concern itself with the initial determination for the need of sex education at the grass roots level nor the ensuing steps, but began with the training and preparing of the teachers until the conclusion of the course.

Additional questions this study purported to answer were: (1) What was the success or failure in the initiation of the pilot program on sex education in the four pilot schools? (2) What was the effect on teachers' attitudes of the introduction of the sex education program? (3) What was the reaction of the children and parents to the sex education program.

The data were compiled through the use of a thirteen item questionnaire administered to the twelve people involved in the teaching or administration of the program. One member of the sample could not be located due to relocation, so the total population was eleven people. The thirteen items were concerned for each person making a total of 143 comparisons.
The 143 comparisons were used in answering the basic question and the three additional questions.

Responses indicated in Table 1 show the effectiveness of in-service meetings in developing attitudes toward the need of sex education instruction. Study of the table indicates that Item 1, sufficiency of the in-service meetings for teaching sex education, showed a near even response, 54.5 percent positive and 45.5 percent negative. Items 2 and 3, attitudes toward sex education before and after the in-service meetings, indicate that there was a very large increase of 18.2 percent in additulional change following the in-service meetings.

TABLE I

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent Response</th>
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<tbody>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td>1. Were the in-service meetings sufficient for teaching sex education?</td>
<td>64.7</td>
</tr>
<tr>
<td>2. What type of attitude did you develop toward sex education in schools before the in-service meetings?</td>
<td>63.6</td>
</tr>
<tr>
<td>3. What type of attitude did you develop toward sex education by the end of the in-service meetings?</td>
<td>81.2</td>
</tr>
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Responses indicated in Table II show faculty and teacher reaction and involvement in the sex education program. Study of the table indicates that Item 4, faculty reaction to the sex education program, showed a large, 72.7 per cent, neutral response to the program. Item 5, attitude change of the teacher teaching the program, indicates a strong neutral response, 63.6 per cent, between post-in-service meetings and post-teaching of the program.

**TABLE II**

**RESULTS OF REPLEIS TO THE QUESTIONNAIRE FROM THE ELEMENTARY SCHOOLS OF ADAMS, DUKLAP, WOODLAWN, AND WRIGHT CONCERNING THE INITIATION OF SEX EDUCATION AS PERCEIVED IN FACULTY REACTION AND TEACHER INVOLVEMENT IN DES MOINES, IOWA, APRIL-MAY, 1968**

<table>
<thead>
<tr>
<th>Question</th>
<th>Positive Response</th>
<th>Negative Response</th>
<th>Neutral Response</th>
</tr>
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<tbody>
<tr>
<td>1. How did the rest of the faculty react to the initiation of a sex education program in your school?</td>
<td>18.2</td>
<td>3.1</td>
<td>72.7</td>
</tr>
<tr>
<td>2. What change has taken place in your attitude toward sex education since your involvement in the initiation of the sex education program?</td>
<td>27.3</td>
<td>9.1</td>
<td>63.6</td>
</tr>
</tbody>
</table>
Responses indicated in Table III show the relationship of planning to the initiation of a sex education program. Item 6, initiation of the sex education program, showed that 63.6 per cent of the sample indicated adequate planning of the program while 36.4 per cent of the sample indicated more planning was needed.

**TABLE III**


<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More Planning</td>
</tr>
<tr>
<td>6. How could the sex education program have been better initiated?</td>
<td>36.4</td>
</tr>
</tbody>
</table>
Responses indicated in Table IV show the results concerning the administrator's role in the initiation of the sex education program. Item 7, role of the administrator in the initiation of the sex education program, indicates that 45.5 per cent of the sample want planning and administering the sex education curriculum as the primary role of the administrator, whereas 54.5 per cent of the sample want interpreting and explaining the program to parents and groups as the primary role of the administrator.

### TABLE IV

**Results of replies to the questionnaire from the elementary schools of Adams, Birlap, Woodlawn, and Wright concerning the initiation of sex education as perceived in the administrator's role in the initiation of the sex education program, Des Moines, Iowa, April-May, 1968**

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Administering the Curriculum</td>
<td>45.5</td>
</tr>
<tr>
<td>Interpreting and Explaining to Parents and Groups</td>
<td>54.5</td>
</tr>
</tbody>
</table>

7. What do you see as the role of the administrator in the initiation of a sex education program?
Responses indicated in Table V show the children's reaction to the material of the program and the film "Human Growth". As is indicated in Item 8, children's reaction to the unit material, and Item 9, children's reaction to the film "Human Growth," the children responded one hundred percent (100%) positive to the program.

### TABLE V

RESULTS OF REPLIES TO THE QUESTIONNAIRE FROM THE ELEMENTARY SCHOOLS OF ADAMS, DUNLAP, WOODLAWN, AND WRIGHT CONCERNING THE INITIATION OF SEX EDUCATION AS PERCEIVED IN CHILDREN'S REACTION TO THE UNIT MATERIAL AND FILM "HUMAN GROWTH" IN DES MOINES, IOWA, APRIL-MAY, 1968

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent Response</th>
<th>Positive</th>
<th>Negative</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. What was the children's reaction to the unit material?</td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. What was the children's reaction to the film &quot;Human Growth&quot;?</td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Responses indicated in Table VI show the parental reaction to the unit material of the program and the film "Human Growth." Study of the table indicates a similar positive response, 81.8 per cent, to Item 10, parents' reaction to the unit material, and Item 11, parents' reaction to the film "Human Growth." When compared to Table V, children's reaction to the unit material and film "Human Growth," an 18.2 per cent difference is found between children and parental support of the program.

**TABLE VI**

RESULTS OF REPLIES TO THE QUESTIONNAIRE FROM THE ELEMENTARY SCHOOLS OF ADAMS, DUHLAP, WOODLAWN, AND WRIGHT CONCERNING THE INITIATION OF SEX EDUCATION AS PERCEIVED IN PARENTAL REACTION TO THE UNIT MATERIAL AND FILM "HUMAN GROWTH" IN DES MOINES, IOWA, APRIL-MAY, 1963

<table>
<thead>
<tr>
<th>Question</th>
<th>Positive Response</th>
<th>Per Cent Negative Response</th>
<th>Neutral Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. What was the parents' reaction to the unit material?</td>
<td>81.8</td>
<td>9.1</td>
<td>9.1</td>
</tr>
<tr>
<td>11. What was the parents' reaction to the film &quot;Human Growth&quot;?</td>
<td>81.8</td>
<td>9.1</td>
<td>9.1</td>
</tr>
</tbody>
</table>
Responses indicated in Table VII show the reaction to the time allotment for teaching the unit material. Study of the table indicates that 72.7 per cent of the sample found the time for teaching the unit material too short, 9.1 per cent too long, and 18.2 per cent just right. By combining the dissatisfied responses to the time allotment, the study indicates that 81.8 per cent were dissatisfied with the time allotment.

**TABLE VII**

RESULTS OF REPLIES TO THE QUESTIONNAIRE FROM THE ELEMENTARY SCHOOLS OF ADAMS, DUPLAP, WOODLAWN, AND WRIGHT CONCERNING THE INITIATION OF SEX EDUCATION AS PERCEIVED IN REACTION TO TIME ALLOTMENT FOR THE UNIT MATERIAL TO BE TAUGHT IN DES MOINES, IOWA, APRIL-MAY, 1968

<table>
<thead>
<tr>
<th>Question</th>
<th>Too Short</th>
<th>Too Long</th>
<th>Just Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. What was your reaction toward the time allotment for the unit?</td>
<td>72.7</td>
<td>9.1</td>
<td>18.2</td>
</tr>
</tbody>
</table>
Responses indicated in Table VIII show the results of the question concerning time of the year for the initiation of the program. Study of the table indicates that 36.4 per cent of the sample want a particular time set other than the spring of the year, whereas 63.6 per cent of the sample were satisfied with the time of year chosen to initiate and teach the sex education program.

### Table VIII

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td>13. Is there any particular time of the year that you think would be better suited to the initiation of the sex education program?</td>
<td>36.4</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was done in coordination with a pilot project program on sex education initiated in the Des Moines Independent Community School District, Des Moines, Iowa, in the Spring of 1969. The purpose of this study was to affix an answer to the question: How can an administrator best initiate sex education within a school?

Data were compared from the four elementary schools involved (Adams, Dunlap, Woodlawn, and Wright) and the eleven people involved in the teaching and administering of the program. The data were collected from a questionnaire administered to each of the members of the program. (Appendix)

I. SUMMARY OF THE FINDINGS

One of the questions of this study was: What was the success or failure in the initiation of the pilot program on sex education in the four pilot schools?

As was found in the study, the teachers accepted the initiation of the sex education program very positively. Results of the study of the pre-in-service meetings and the post-in-service meetings showed a significant positive increase of 18.3 per cent. Results of the study of the
children's reaction to the program showed a one hundred per cent (100%) acceptance of the initiation of the program. Further results of the study of parental reaction to the program showed a 91.8 per cent acceptance of the program. This shows a rather high acceptance of the program.

A second question of this study was: What was the effect on teachers' attitudes of the introduction of the sex-education program?

A comparison of the results of the study on the attitude of teachers toward sex education before the in-service meetings and the attitude of the teachers toward sex education since involvement in the program, showed a 63.6 per cent positive attitude in both instances. Yet, the results of the study of the attitude of teachers toward sex education after the in-service meetings, showed a 81.8 per cent acceptance. This produces a difference of 18.2 per cent of attitude change from post-in-service meetings to post-teaching of the program. While this does produce a positive rise in attitude in one segment of the program, the question of how significant was this rise still remains.

An additional question that this study posed was: What was the reaction of the children and parents to the program?

As was found in the study, the children's reaction to the program was a one hundred per cent (100%) acceptance of
Results of the study further found that parental reaction to the program was 81.8 per cent acceptance of it. An 16.2 per cent difference existed between parental and children acceptance of the program, but the acceptance of the program was highly positive.

The major question of this study was: How does an administrator best initiate sex education in a school?

Results of the study in the area of sufficient in-service meetings showed that the teachers felt a greater need for a more effective in-service program to be initiated on the part of the administrator. This was shown when 45.5 per cent of the population responded negatively towards the in-service meetings.

Results of the study of the reaction of non-involved members of the faculty showed a 72.7 per cent neutral response to the program. The results of this part of the study indicated a rather high amount of unconcern when not involved in the program.

As was further found in the study, for a better initiation of the program, a significant amount of the population, 36.4 per cent, wanted the administrator to put more planning into the total sex education program.

Results of the study in the role of the administrator showed that the administrator must plan and administer the curriculum (45.8 per cent of the responses) and also be the
liaison between parents, groups, and faculty (54.5 per cent of the responses).

Results of the study in the area of time allotment for teaching the program indicated that 81.8 per cent of the population were not satisfied with the length of time provided for the program and that for a successful program, a proper amount of time must be provided.

Lastly, results of the study of the time of the year for initiation of the program showed that a major part of the population, 36.4 per cent, wanted a certain time of year which they felt was more conducive to involvement in and success of the program.

II. CONCLUSIONS

Results of this study indicate that a successful program on sex education can be initiated, but that the program can only be a beginning to better programs to be further developed.

This study further shows that teachers' attitudes towards the program fluctuate during different periods of the program's initiation and follow-through. Yet, there is a constant positive attitude toward the program in which they are involved.
The study also shows that there can be a discrepancy in how the children and parents view the sex education program. The children in this program accepted it one hundred per cent (100%), whereas the parents accepted the program at 81.3 per cent, a difference of 18.2 per cent.

Finally, the study shows that there are certain steps that an administrator must take in the initiation of a sex education program. The results of the study indicate that an administrator should:

1. Provide for a more sufficient and effective in-service program.
2. Involve the total faculty in the program.
3. Provide more personal planning on the administrator's part in the program.
4. Plan and administrate the curriculum.
5. Be the liaison between parents, groups, and faculty.
6. Provide for adequate time in presenting the program to the students.
7. Determine the best possible time of year to initiate the program.

III. RECOMMENDATIONS

While this study investigated only a small scale pilot project program, certain recommendations can still be made.
These recommendations are:

1. Certain steps be taken to insure that each sex education program initiated only be a beginning for better developed programs.

2. Certain steps be taken to insure that positive attitudes be instilled in the teachers of the program.

3. Certain steps be taken to insure that parents become deeply involved in the work of their children.

4. Certain steps be taken to insure that administrators be prepared and trained professionally in the steps necessary in initiation of a sex education program in his unique school situation.
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APPENDIX

QUESTIONNAIRE

1. Were the in-service meetings sufficient for teaching sex education?

2. What type of attitude had you developed towards sex education in schools before the in-service meetings?

3. What type of attitude had you developed towards sex education by the end of the in-service meetings?

4. How did the rest of the faculty react to the initiation of a sex education program in your school?

5. What change has taken place in your attitude towards sex education since your involvement in the initiation of the sex education program?

6. How could the sex education program have been better initiated?

7. What do you see as the role of the administrator in the initiation of a sex education program?

8. What was the children's reaction to the unit material?

9. What was the children's reaction to the film "Human Growth"?

10. What was the parent's reaction to the unit material?

11. What was the parent's reaction to the film "Human Growth"?

12. What was your reaction toward the time allotment for the unit?

13. Is there any particular time of the year that you think would be better suited to the initiation of the sex education program?