EVALUATING CHANGES IN KNOWLEDGE ABOUT SEX AFTER A SENIOR HIGH SCHOOL SEX EDUCATION UNIT

by

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A PROBLEM

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ABSTRACT

Evaluating Changes in Knowledge About Sex
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This study was concerned with designing an evaluation device, on a senior high level, to measure changes in knowledge about sex as a result of a sex education unit. Basic to the test construction was consideration of the objectives of the course content. They were as follows:

1. To develop appreciation of normal homosexual and heterosexual development.
2. To understand the facts surrounding the difference between male and female reproductive systems and their functions.
3. To understand the importance of healthy attitudes toward sex.
4. To develop an appreciation for the concepts and attitudes surrounding sex which help create happier people, families, and societies.
5. To understand the process of conception, pregnancy, and delivery.
6. To develop an appreciation of basic rights and needs of infants.
7. To develop an appreciation of the sexual responsibilities of the male to the female and the female to the male in their personality development, social roles, and future roles.

A preliminary sampling of fifty-five students was used to refine the evaluation device. The changes made in the device were based on an item analysis as well as recommendations of two Family Living instructors in Lincoln Park High School.

The evaluation device was given before and after the teaching of the sex education unit. Since the true opinions of the respondents were desired, anonymity was assured and only an indication of the sex of the student was required. The sampling in the pretest included two hundred twenty-seven students enrolled in eight Family Living classes at Lincoln Park High School during the spring semester of 1966. The post test was given to two hundred twenty-four students.

Hypothesis one, "The evaluation device will show an increase in the scores of the senior high school students who take the unit on sex education," was supported by the results of the evaluation instrument.

Hypothesis two, "The changes in knowledge of the senior high school boys will be greater than will the changes in knowledge of girls," was not supported by the study.

ACKNOWLEDGMENTS

Warm thanks are extended to those who helped with this problem. Dr. William Marshall was directly associated with the planning and execution of the study. Gratitude is also expressed to Dr. Twyla Shear and Dr. Alice Thorpe who served on the guidance committee.

A special vote of thanks goes to Mrs. Marilee Purse and Mrs. Annabelle Richards, Family Living teachers who were helpful in revising the test. Sincere appreciation is also given to the two hundred twenty-seven students who cooperated in the study.

My appreciation and affection are extended to my family for their encouragement, patience, and sacrifices. My project became their project. Without people such as these, work projects of this nature would not be desired nor completed.

CHAPTER I

INTRODUCTION

Sex education in the public schools is not a new concept. Education, always in a state of change, is consistently being reviewed and defended as to its scope and content. That there should be sex education in the schools of today is not the question. The question is: "What are we teaching?" To this end, much material is available for the teacher in the senior high as well as in elementary school; however, the choice of what to teach is up to the individual teacher.

There is a need for studies measuring the possible effects of the sex education classes upon the student's information and attitudes (4,16). Educators agree that factual information is more adaptable to evaluation than testing for understanding relationships and attitudes. However, one may assume that positive attitudes toward sex would be based upon adequate information. The purpose of this study was to compose a test which would test the student's acquisition of knowledge after a unit of sex education in a Family Living class at Lincoln Park High School.

OBJECTIVE

The objective of this study was to construct a brief evaluation device designed to measure changes in knowledge about sex.

HYPOTHESES

The hypotheses of this study were:

1. The evaluation device will show an increase in the scores of the senior high school students who take the unit on sex education.
2. The changes in knowledge of the senior high school boys will be greater than will the changes in knowledge of the girls.

ASSUMPTION OF THIS STUDY

This study assumes the following:

1. That the student's response to the instrument may be considered a valid measure of the student's knowledge.
2. That positive attitudes about sex are fostered by adequate sex knowledge.

LIMITATIONS OF THE STUDY

Although precautions were made for anonymity, some students might have answered as they felt they were expected to respond, rather than expressing their true beliefs.

CHAPTER II

REVIEW OF THE LITERATURE

Sex education has been taught in high schools under various titles for over thirty-five years (7). The pioneer work in education for marriage was started in 1926 at Boston University by Dr. Ernest Groves. There has been an increase in the popularity of the subject recently, due to many cultural and educational changes (8, 11).

However, teaching sex education in the schools should be considered as supplemental to home training. Many parents think they have a choice in teaching or not teaching sex education. According to Lester Kirkendall, one teaches some things about sex whether one is verbal or not. Sex education starts with birth and is a continuous process (10).

To teach or not to teach sex education is a question that has had serious repercussions in some educational systems. However, surveys in 1951 revealed that four out of five adults believed that school should offer sex education and that three out of four adolescents thought it was needed (5). A number of studies have demonstrated that students are lacking in adequate information and that their attitudes need changing. Lee reports in one study that seventy-five percent of the students tested felt that fears of sex discussion leading to "unwholesome experimentation" were decreasing. According to Lee, sex education is improving

in scope and teaching for attitudes is becoming a normal part of instruction (12). Another study by Behlmer indicates that ninety percent of the students felt the instruction had been helpful to them (4).

CONTENT

Early approaches to teaching sex education were concerned with pregnancy outside of marriage and venereal diseases. A better approach, according to Wanwiller, does not use scare tactics and shame, but rather refers to sex with respect and dignity for human personality, marriage, social pride, and responsibility (7). John Baker in his book Sex Education in the High Schools emphasizes balancing the content of sex education courses among the sociological, physiological, and psychological aspects of sex in order to secure maximum benefits. Objectives should relate to the democratic expectations of social responsibility and self-realization (3). Hern states that "sexual delinquents prove to be people with a strong sense of personal unworthiness." He contrasts this to the "self-confident, secure child who is at loose ends emotionally" (10). Wanwiller states that in addition to these goals, one of the ultimate goals of sex education is the preservation of the family (7).

In a study based on three hundred ninety-four questionnaires returned by former high school students who had taken a course in Family Living, Behlmer reports that fifty-five percent said sex education ranked first in importance to them (4). A large majority stated that high school students lacked fundamentals of a good sex education, knowledge of the anatomy, psychology and physiology of the reproductive system,

but more important, they were lacking in positive attitudes and concepts about sex and its proper perspective in life. The students also reported that school was a major agency for augmenting home instruction, and felt that the senior year was the best time for teaching sex education. However, numerous studies have recommended incorporating sex education from kindergarten through high school and others have suggested its incorporation in such subject areas as science, physical education, and home economics particularly in junior and senior high school years. According to Allander, persons planning school health curriculums at the state level recommend both the continuous process and the inclusion with other subjects, but suggest that this be supplemented by a semester of direct health instruction in the junior and senior high school (9).

TESTING

There is a need to evaluate the results of such instruction. Arny states that testing should evaluate according to knowledge, understanding, and appreciation of the objectives of the course (2). The results of instruction are not difficult to measure when knowledge is the outcome sought. The problem in evaluating health teaching arises because the principal aim is to develop or improve health attitudes and actions (14).

There are some published tests covering sex education, one of these being the Sex Knowledge Inventory published in North Carolina. Within this are a few questions regarding attitudes; however, the majority of questions measure knowledge of anatomy and vocabulary. It is stressed that "l

of knowledge" does not indicate a poor adjustment. (1).

There seem to be differences in the attitudes of boys and girls regarding sex. Some of these differences may be the result of role differentations and culturization processes, while some may be a result of direct teaching. Girls probably have a better opportunity than boys to acquire factual information and well-founded attitudes from parents. The onset of menstruation in girls lays a natural groundwork for discussion of sex. However, boys are apt to be overlooked by parents as needing any foundation, leaving it up to the boy to acquire knowledge on his own (7).

Educators have pointed out the value of careful pretesting and appraisal in terms of specific objectives for functional evaluation. Wilbur Clark measured the opinions and sexual readiness resulting from participation in a marriage course at the University of Southern California. From his study it appeared that there was a change in the pretest and retest scores of students enrolled in the marriage course as compared to a control group enrolled in history. The judgment of "opinions" was made subjectively by Clark and the teacher. Clark stated that more studies of this nature were needed to evaluate scientifically the results in the formation of wholesome attitudes and the acquiring of essential information (15).

Arny reviewed Frances Schieder's work in family relationships which indicated that little change occurred unless this was a major objective of the teacher (2). Guidelines were suggested by Arny for testing attitudes. Among these were: tests should not be used for grading purposes, and students should be encouraged to answer honestly. The type

of questioning used is an important consideration, and answer sheets should be devised and used when possible.

CHAPTER III

METHODOLOGY

In setting up this study, a search was made for published tests on sex attitudes and knowledge. However, as none seemed suitable for the course content upon which students were being tested, it was decided to compose a test of sex knowledge appropriate to the objectives of the course. The test was then to be administered before the sex education unit was taught and again after the unit was completed.

Basic to planning this problem was the writer's concern with fostering positive sex attitudes for high school students. It was assumed that positive sex attitudes were fostered by adequate sex knowledge. In constructing the test, several guidelines suggested by Arny were used (2).

It was decided to use a multiple choice statement with four possible choices, the answers to be ranked and scored. The most positive foil was given four points while the least positive received only one. The decision as to relative rank in each foil was made with the assistance of two other Family Living teachers. A trial test of fifty-three students was conducted for the purpose of item discrimination and test refinement. The test was then revised.

The statements used were based on the objectives of the sex education course. (See Appendix I for unit content.)

These objectives were:

1. To develop an appreciation of normal homosexual and heterosexual development.
2. To understand the facts surrounding the differences between male and female reproductive systems and their functions.
3. To understand the importance of healthy attitudes toward sex.
4. To develop an appreciation for the concrete concepts and attitudes surrounding sex that help create happier people, families, life, and societies.
5. To understand the process of conception, pregnancy, and delivery.
6. To develop an appreciation of the sexual responsibilities of the male to the female and the female to the male in their personality development, social roles, and future life.
7. To develop an appreciation of basic rights and needs of infants.

The test consisted of thirty-five statements, each with four responses. The wording and phrasing of the statements and the responses were carefully selected, ranked, and scored from one to four points. On the test itself, the order of choices was scrambled so that the students were not aware of the ranking nor scoring procedure.

The highest score possible was one hundred forty points, indicating higher factual knowledge upon which positive attitudes could be based. To obtain the data needed, an answer sheet was devised. The student was identified on the instrument by his sex and a number used for comparison of the student's scores on the pretest and post test.

The students of eight Family Living classes attending Lincoln Park High School during the Spring semester of 1966 participated in this study. There were two hundred twenty-seven students taking the pretest and two hundred twenty-four

taking the post test.

ANALYSIS OF THE DATA

This study was designed to evaluate changes in knowledge about sex for a senior high school sex education unit. To evaluate such changes, a pretest given prior to the sex education unit and a post test given following the unit were compared. By examining the mean scores of the male and female pretest groups as well as the male and female post test groups, one could determine if a change occurred as well as the direction of the change. A more detailed analysis of change was made by examining the number of correct responses for each item and calculating the percentage data for the pre and post tests.

Each of the thirty-five statements was planned to test learning of a particular idea or concept. Following are the thirty-five statements together with the possible responses. The last response in each item indicates the idea or concept that was sought in the testing. On the actual test, these items were scrambled.

1. I believe the main purpose of sex in marriage is ... (1) to release physical tension, (2) for pleasure, (3) for having children, (4) for communication between the couple.
2. I obtained adequate information of sex and reproduction from ... (1) friends, (2) recommended literature, (3) parents, (4) classes in sex.
3. I think pre-marital sex does the greatest harm to the ... (1) brain, (2) body, (3) reputation, (4) emotions.
4. I think the best formation for young people regarding sex is ... (1) sexual experience, (2) biological

information, (3) attitudes, (4) attitudes based on facts.

5. Whatever I do concerning my sex life is of importance to ... (1) myself, (2) my sexual partner and me, (3) close friends, (4) our families.

6. Children should be told about sex information ... (1) as soon as puberty begins, (2) when parents approach the subject, (3) before school begins or at school age, (4) when they ask.

7. I believe children should live in a family situation because of ... (1) economic security, (2) physical care, (3) love of child, (4) a foundation for personality.

8. I think children from happy homes are likely to have ... (1) unhappy childhood, (2) unhappy future marriage, (3) happy future marriage, (4) happy childhood.

9. I think when a wife finds her husband has engaged in adultery they should ... (1) try to forget, (2) separate, (3) divorce, (4) seek counseling.

10. Nocturnal emissions (wet dreams) are the result of .. (1) low morals, (2) sex relations, (3) emotional tensions, (4) sexual stimulation.

11. Menstruation is blood released from a girl's body periodically because ... (1) no sexual intercourse, (2) bad blood, (3) excess blood, (4) conception doesn't take place.

12. The most satisfying intercourse should take place when male and female ... (1) are satisfied personally, (2) have separate climax, (3) have climax together, (4) both desire partner's satisfaction.

13. The biological urge in men is usually more strongly aroused by ... (1) the romantic setting, (2) love of a girl, (3) suggestive dress, (4) suggestive behavior.

14. The female ovum is capable of being fertilized ... (1) any time, (2) during sterility, (3) during fertility, (4) midway in menstrual cycle.

15. I think a person's ability to love another adequately depends upon one's first loving ... (1) opposite sex friends, (2) same sex friends, (3) parents, (4) self.

16. Masturbation is a person handling the sexual areas of the body. I think ... (1) no one does this, (2) a few do this, (3) a lot of people do this, (4) everyone does this.

17. I believe most homosexuals ... (1) are born that way, (2) can be recognized by their looks, (3) can be recognized by behavior, (4) have been conditioned by environment.

18. During the teenage years young people become interested in sex because ... (1) low morals, (2) ignorance, (3) conformity, (4) secretion of hormones.

19. When sexual maturity starts at puberty ... (1) the boys develop faster than the girls, (2) both develop at the same rate, (3) the girls develop faster than the boys, (4) variations occur among individuals.

20. During the first year of life a baby needs companionship of ... (1) no one, (2) someone to care for physical needs, (3) both mother and father, (4) all the family.

21. A baby's birth rights should include ... (1) education, (2) finances, (3) to be loved, (4) to be wanted and physically well.

22. I believe picking up a small baby who isn't crying ... (1) will spoil him, (2) ruin parents routine, (3) is emotionally healthy for baby, (4) is emotionally healthy for baby and parents.

23. I think human personality starts developing ... (1) when a child starts talking, (2) at one year old, (3) at birth, (4) before birth.

24. I think breast feeding babies is ... (1) repulsive, (2) harmful to mothers figures, (3) good for babies health, (4) before birth.

25. I think a boy would control the emotional climate of a date because he ... (1) is socially inferior, (2) has religious reasons, (3) respects girl, (4) respects self.

26. The girl should control the emotional climate of the date because of ... (1) pregnancy, (2) venereal disease, (3) reputation, (4) self-respect.

27. I think healthy sex relations expressed only in marriage contribute most to the ... (1) society, (2) community, (3) family unity, (4) self-respect.

28. I think the main reason that young people indulge in petting is ... (1) testing partner, (2) showing affection, (3) a preliminary for intercourse, (4) substitute for intercourse.

29. I believe girls who get pregnant before marriage do so because of ... (1) low morals, (2) fear of losing boyfriend, (3) ignorance of preventatives, (4) getting even with someone.

30. I am convinced that labor and delivery for a mother would be ... (1) very painful, (2) slightly painful, (3) fatiguing, (4) fatiguing but painless.

31. Conception takes place when sperm unites with the ovum in the ... (1) ovary, (2) vagina, (3) uterus, (4) fallopian tube.

32. The baby's heart starts beating at ... (1) seven months, (2) five months, (3) eight weeks, (4) four weeks.

33. A doctor's first check up of a woman's health for pregnancy should be ... (1) at birth, (2) about four months after pregnancy, (3) about two months after pregnancy, (4) before conception.

34. The developing baby is nourished from the mother through the ... (1) bag of waters, (2) mother's blood stream, (3) uterus, (4) placenta and cord.

35. Birthmarks on babies are a result of ... (1) mother's fright, (2) mother's diet, (3) bag of waters, (4) pigmentation changes.

FINDINGS

The mean scores were used to evaluate knowledge changes as a result of a sex education unit. Listed below are the mean scores of the pretest and the post test. The scores indicate an increase in knowledge in male and female groups with an increase of 11.39 points in the total scores from pretest to post test.

	MALE	FEMALE	GROUP
Pretest	98.60	101.66	100.04
Post test	109.72	113.34	111.43
Difference	11.12	11.68	11.39

Following are the percentages for the correct responses on the pre and post tests. The percentages indicate the change from the pretest to the post test for the male and female groups.

ITEM DISCRIMINATION AND DIFFICULTIES FOR FEMALE SCORES

	PARENT TOTAL FEMALE 140		POST TEST TOTAL FEMALE 133	
Item	Correct Response	Percentage	Correct Response	Percentage
1.	60	43%	76	57%
2.	14	10%	77	58%
3.	83	62%	90	67%
4.	93	66%	91	68%
5.	17	12%	20	15%
6.	73	51%	65	49%
7.	54	38%	61	46%
8.	22	16%	21	16%
9.	120	85%	127	95%
10.	71	50%	93	70%
11.	73	55%	100	75%
12.	53	48%	90	67%
13.	84	60%	73	55%
14.	38	27%	52	39%
15.	54	38%	80	60%
16.	15	10%	66	50%
17.	84	60%	105	80%
18.	49	35%	53	40%
19.	51	30%	54	33%
20.	33	23%	60	45%
21.	90	63%	84	53%
22.	75	53%	90	67%
23.	21	14%	39	29%
24.	77	55%	109	32%
25.	24	17%	23	21%
26.	120	85%	120	90%
27.	39	28%	33	25%
28.	45	32%	48	36%
29.	28	20%	27	20%
30.	8	6%	34	26%
31.	19	13%	69	52%
32.	39	28%	79	59%
33.	58	41%	75	56%
34.	93	66%	119	89%
35.	107	76%	122	92%

ITEM DISCRIMINATIONS AND PERCENTAGES FOR MALE SCORES

	PRETEST TOTAL MALE 87		POST TEST TOTAL MALE 91	
Item	Correct Response	Percentage	Correct Response	Percentage
1.	27	31%	37	41%
2.	12	14%	37	41%
3.	39	43%	42	46%
4.	43	49%	54	59%
5.	9	10%	13	14%
6.	48	55%	39	43%
7.	35	40%	33	36%
8.	21	24%	18	20%
9.	77	89%	74	81%
10.	42	48%	63	69%
11.	49	56%	70	69%
12.	44	51%	51	77%
13.	43	49%	50	55%
14.	28	32%	41	45%
15.	20	22%	26	29%
16.	18	20%	47	52%
17.	58	67%	70	77%
18.	26	30%	40	44%
19.	14	16%	29	32%
20.	28	32%	39	42%
21.	35	40%	46	61%
22.	37	41%	46	61%
23.	2	2%	17	18%
24.	39	43%	65	72%
25.	7	8%	10	11%
26.	62	71%	70	77%
27.	26	30%	19	21%
28.	34	39%	32	35%
29.	19	21%	26	29%
30.	0	0%	10	11%
31.	14	16%	44	48%
32.	16	18%	56	62%
33.	33	37%	33	36%
34.	61	70%	73	80%
35.	62	71%	70	77%

CHAPTER IV

SUMMARY AND CONCLUSIONS

An instrument was designed for testing changes in sex knowledge as a result of a sex education unit for high school students. A pretest was given prior to the presentation of the unit as Lincoln Park High School. It involved two hundred twenty-seven students in eight Family Living classes. Upon completion of the unit, the instrument was given again to two hundred twenty-four of the students in the classes. Since the analysis of the data collected involved comparisons between males and females in the group, the respondent's sex was indicated on the instrument.

HYPOTHESES

Hypothesis one stated "the evaluation device will show an increase in the scores of the senior high school student who takes the sex education unit." This was supported by the analysis of the mean scores of the students tested. The mean score of the group pretest was 100.04 while the group post test mean was 111.43. It was further supported by examination of the change in percentages and of correct re- in the pretest and post test scores.

Hypothesis two, "the scores of the senior high school boys will show a greater increase than will the scores of the girls," was not supported by the evidence. The mean

scores of the female groups were 101.66 for the pretest and 113.34 for the post test scores, a gain of 11.68 points. The mean of the male groups were 98.60 for the pretest scores and 109.72 for the post test scores, a gain of 11.12 points. Thus, the increase in scores was approximately the same; however, the male scores were lower than the female scores on both the pre and post tests.

SUGGESTIONS FOR FURTHER STUDY

This study gave evidence that a positive change of knowledge about sex can and does occur in a senior sex education class. The male scores rose approximately the same as the female scores from the pretest to the post test; however, it was interesting to observe the obvious gap in the total scores of the males and females.

There are several recommendations for improvement of testing. Using the pretest and the post test is highly recommended as a means to measure change. However, this testing instrument is limited for other's usage because it is based directly on a specific course.

Although help in ranking the test items was received from other Family Living teachers, it was the writer's responsibility to determine the values given each of the foils. It was difficult to be objective in ranking the items; therefore, some ranks and items might be criticized. The wording, although considered elementary enough by the writer, might have been confusing to the student. A different method of questioning is therefore recommended rather than the multiple choice procedure used on this test. A rating scale where the student could mark a neutral answer or one of naivete would

probably give a different picture in the scores and, therefore, affect the final result.

Although the sample for this study was adequate, some variables other than the gender of the person examined might have been used to advantage. The age of the student, his family background, as well as many other factors all contribute to the student's philosophy and knowledge about sex. It might be interesting to compare scores using such variables.

It is hoped that others will continue to explore and test general knowledge about sex in order that courses may incorporate those learnings most needed for the promotion of positive attitudes on the part of high school students.

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APPENDIX I

Marriage and Home

Four Levels of Thinking About Sex

There are four levels on which people think about sex. The lowest is the smut level. Some people are crude, ignorant, and undeveloped. They think that sex is funny, something to joke about or tell smutty stories about.

The next level is one of more selfish gratification. People seek unscrupulously the keen excitement which their sexual nature can give them. From such an attitude disease of body, damage to the emotional nature and harm to reputation frequently results. The more people think of sex on these lower levels are more divorce courts will be filled with unhappy people.

The third level is the level of scientific knowledge in which people seek an understanding of the place of the sex factor in health, in personal development, in love and in the creation of a home. Social science is interested in sex because it has the possibilities for creating homes of the finest type, while its abuse is a factor in disease, delinquency, broken homes, mental and emotional disturbances, vice and crime. A scientific view helps us to get this matter of sex in perspective in its true place in marriage.

The fourth level is the level of reverence for human personality and especially for everything that pertains to the home. It requires loyal love, strong and warm domestic ties, and such confidence between parents and children that children have the finest atomsphere in which to live. Looked at in this way, our sexual nature helps to create the strongest bond of unity between husband and wife and makes it possible for us to be partners with God in creating life. Church and synagogues have rightly empahisized the dignity and beatuy of loyal love and the sacredness of family relationships. The more we put love and marriage on the levels of understanding and reverence the more happy homes there will be.

by: Dr. Leland Foster Wood, Speaking of Love
Formerly Secret of the Commission on Marriage and the Home
Federal Council of Churches of Christ in America.

A

~~DECLAIMT~~

1.

2. Physical cases

p ——— 2, 7.

c. 3

D 4

k 5

APPENDIX II

MEANS

Means were determined with the aid of a calculator using the ungrouped data. Therefore, the formula $M = \frac{\Sigma X}{N}$ was used.

Female Pretest.....$M = \frac{\Sigma X}{N}$

$M = \frac{14132}{140}$

$M = 100.66$

Female Post Test.....$M = \frac{\Sigma X}{N}$

$M = \frac{15,074}{133}$

$M = 133.34$

Male Pretest.....$M = \frac{\Sigma X}{N}$

$M = \frac{8573}{87}$

$M = 98.60$

Male Post Test.....$M = \frac{\Sigma X}{N}$

$M = \frac{9984}{91}$

$M = 109.72$

Total Group Pretest.....$M = \frac{\Sigma X}{N}$

$M = \frac{22710}{227}$

$M = 100.13$

Total Group Post Test.....$M = \frac{\Sigma X}{N}$

$$M = \frac{2496 0}{224}$$

$$M = 11.39$$

APPENDIX III

[illegible]

[illegible]

I believe the main purpose of sex in marriage is...
1. release physical tension
2. pleasure
3. having children
4. communication between couples

2. I obtained accurate information of sex and reproduction from...
1. friends
2. recommended literature
3. parents
4. classes on sex

3. I think pre-marital sex does the greatest harm to the...
1. emotions
2. reputation
3. body
4. brain

4. I think the best foundation for young people regarding sex is...
1. sexual experience
2. biological information
3. attitudes
4. attitudes based on facts

5. What ever I do concerning my sex life is of importance to...
1. our families
2. close friends
3. my sexual partner and I
4. myself

6. Children should be told about sex information...
1. as soon as puberty begins
2. when parents approach the subject
3. before school age
4. when they ask

7. I believe children should live in a family situation because of...
1. economic security
2. physical care
3. love of child
4. a foundation for personality

8. I think children from happy homes are likely to have...
1. happy childhood
2. happy future marriage
3. unhappy childhood
4. unhappy future marriage

9. I think when a wife finds her husband has engaged in adultery they should...
   1. divorce
   2. separate
   3. try to forget it
   4. seek counseling

10. Nocturnal emissions (wet dreams) are the result of ...
   1. low morals
   2. sex relations
   3. emotional tensions
   4. sexual stimulation

11. Menstruation is blood released from a girl's body periodically because...
   1. no sexual intercourse
   2. bad blood
   3. excess blood
   4. conception doesn't take place

12. The most satisfying intercourse should take place when male and female....
   1. both desire partner's satisfaction
   2. have climax together
   3. have separate climax
   4. are satisfyied personally

13. The biologicial urge in men is usually more strongly aroused by ...
   1. the romantic setting
   2. love of a girl
   3. suggestive dress
   4. suggestive behavior

14. The female ovum is capable of being fertilized....
   1. midway in menstrual cycle
   2. during fertility
   3. during sterility
   4. anytime

15. I think a person's ability to love another adequately depends upon one's first loving....
   1. opposite sex friends
   2. same sex friends
   3. parents
   4. self

16. Masturbation is a person handling the sexual areas of the body, I think...
   1. no one does this
   2. a few do this
   3. a lot of people do this
   4. every one does this

17. I believe most homosexuals....
1. have been conditioned by environment
2. can be recognized by behavior
3. can be recognized by their looks
4. are born that way

18. During the teenage years young people become interested in sex because....
1. low morals
2. ignorance
3. conformity
4. secretion of hormones

19. When a sexual maturity starts at puberty.....
1. variations occur among individuals
2. the girls develop faster than boys
3. both develop at same rate
4. the boys develop faster than girls

20. During the 1st year of life a baby needs the companionship of....
1. no one
2. someone to care for physical needs
3. both mother and father
4. all the family

21. A baby's birth rights should include.....
1. education
2. finances
3. to be loved
4. to be wanted and physical well

22. I believe picking up a small baby who isn't crying.....
1. is emotionally healthy for baby and parents
2. is emotionally healthy for baby
3. ruin parents routine
4. will spoil him

23. I think human personality starts developing....
1. when a child starts talking
2. at 1 year old
3. at birth
4. before birth

24. I think breast feeding babies is.....
1. good for babies and mothers
2. good for babies health
3. harmful to mothers figure
4. repulsive

25. I think a boy would control the emotional climate of a date because he...
1. is socially inferior
2. has religious reasons
3. respects girl
4. respects self

26. The girl should control the emotional climate of the date because of...
1. pregnancy
2. v.d.
3. reputation
4. self respect

27. I think healthy sex relations expressed only in marriage contribute most to the....
1. self respect
2. family unity
3. community
4. society

28. I think the main reason that young people indulge in petting is....
1. testing partner
2. showing affection
3. a preliminary for intercourse
4. substitute for intercourse

29. I believe girls who get pregnant before marriage do so because of...
1. getting even with someone
2. ignorance of preventatives
3. fear of losing boyfriend
4. low morals

30. I am convinced that labor and delivery for a mother would be....
1. very painful
2. slightly painful
3. fatiguing
4. fatiguing but painless

31. Conception takes place when sperm unites with the ovum in the ....
1. ovary
2. vagina
3. uterus
4. fallopian tube

32. The babies heart starts beating at....
1. 4 weeks
2. 8 weeks
3. 5 months
4. 7 months

33. A doctor's first check up of a woman's health for pregnancy should be....
1. at birth
2. about 4 months after pregnancy
3. about 2 months after pregnancy
4. before conception

34. The developing baby is nourished from the mother through the....
    1. placenta and cord
    2. uterus
    3. mothers blood stream
    4. bag of waters

35. Birthmarks on babies are a result of...
    1. mothers fright
    2. mothers diet
    3. bag of water
    4. pigmentation changes