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Conference-4/99-SIECUS [Sexuality Information and Education Council of the United States]

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*SHOP Talk* is our bi-weekly fax and electronic newsletter focusing on school health issues around the country.

For your free subscription to *SHOP Talk*, simply fill out the form below and drop it in the subscription box at the information table or fax it to:

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**National Colloquium on the  
Future of Sexuality Education**

# NATIONAL COLLOQUIUM ON THE FUTURE OF SEXUALITY EDUCATION

The evaluation for the Colloquium is being conducted electronically. Please use this sheet for any additional comments you would like to share. Thank you very much.

Comments:

◆ AGENDA ◆

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- 8:30 AM – 9:30 AM REGISTRATION AND CONTINENTAL BREAKFAST
- 9:30 AM – 9:45 AM WELCOME
- Monica Rodriguez, Director of Education  
SIECUS*
- 9:45 AM – 11:00 AM WHAT IS THE CURRENT STATUS OF SEXUALITY EDUCATION?
- Debra W. Haffner, President and CEO  
SIECUS*
- 11:00 AM – 11:15 AM BREAK
- 11:15 AM – 12:15 PM ABSTINENCE-ONLY-UNTIL-MARRIAGE EDUCATION: REPORT OF THE FIRST YEAR OF IMPLEMENTATION
- Daniel Daley, Director of Public Policy  
SIECUS*
- Panel:*
- Michael Kaplan, Deputy Director  
National Youth Advocacy Coalition*
- Bronwyn Mayden, Director Florence Crittenton  
Division, Child Welfare League of America*
- Jodi Michael, Staff Attorney  
NARAL*
- 12:30 PM – 2:00 PM LUNCHEON
- Todd Summers, Assistant Director  
Office of National AIDS Policy*

◆ APRIL 5, 1999 ◆

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- 2:15 PM – 4:15 PM SEXUALITY EDUCATION TOWN FORUM
- Panel:*
- Verna Eggleston, Executive Director  
The Hetrick-Martin Institute for Gay and Lesbian  
Youth*
- Joni Foster, HIV/AIDS Education Coordinator  
Maine Department of Education*
- Stephen Friedman, Vice President for Public Affairs,  
MTV: Music Television*
- Félix Gardón, Outreach Coordinator  
SIECUS*
- Jerald Newberry, Executive Director  
National Education Association, Health Information  
Network*
- Karen Patterson, Outreach Worker  
New Beginnings for Youth*
- Isabel Stewart, President  
Girls Inc.*
- 4:15 PM – 5:15 PM FUTURE VISIONS OF SEXUALITY EDUCATION FOR THE NEXT DECADE
- Pamessa Seele, Founder/CEO  
The Balm in Gilead*
- Michael Carrera, Executive Director  
National Adolescent Sexuality Training Center  
The Children's Aid Society*

NATIONAL COLLOQUIUM  
ON THE FUTURE OF  
SEXUALITY EDUCATION

APRIL 5, 1999

Mission

SIECUS affirms that sexuality is a natural and healthy part of living. SIECUS develops, collects, and disseminates information; promotes comprehensive education about sexuality; and advocates the right of individuals to make responsible sexual choices.

SIECUS  
1964  
35 YEARS  
1999

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# Sexuality Information Catalog

SI ECUS [Sexuality Information and Education Council of the United States]

**SEXUS**

sexuality information and education council of the united states

## Sexuality Information Catalog

Your Key Source  
For Information  
On Sexuality Issues

**1964**  
35 YEARS  
**1999**

**SEXUALITY.**  
It's a fact of life.

**SEXUS**  
**1964**  
35 YEARS  
**1999**

sexuality information  
and education council  
of the united states

## FACT SHEET

### THE NATIONAL COALITION TO SUPPORT SEXUALITY EDUCATION

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**T**he National Coalition to Support Sexuality Education consists of over 100 national non-profit organizations which are role models in promoting health, education, and social concerns for American youth. Coalition members are committed to the mission of assuring that comprehensive sexuality education is provided for all children and youth in the United States by the year 2000.

These organizations represent a broad constituency of child development specialists, educators, health care professionals, parents, physicians, religious leaders, and social workers whose combined work reaches more than 30 million young people.

The Coalition's goals are to:

- Advocate for sexuality education policies and programs at the national and state level;
- Develop strategies for implementing sexuality education initiatives at the local, state, and national level;
- Assist national organizations concerned with youth to establish policies and programs on sexuality education;
- Provide an opportunity for networking, resource sharing, and collaborating among national organizations supporting sexuality education;
- Develop strategies to address the activities of those who oppose providing children with comprehensive sexuality education;

- Host seminars on key issues in sexuality education;
- Identify the latest research, data analysis, and program evaluation materials in the field of sexuality education; and
- Strive to improve the cultural competency of materials and messages within the field of sexuality education.

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships, and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles.

Sexuality education seeks to assist children in understanding a positive view of sexuality, provide them with information and skills about taking care of their sexual health, and help them acquire skills to make decisions now and in the future.

Comprehensive school-based sexuality education underscores and supplements the role of parents in the sexuality education of their children and reinforces the notion that responsibility and obligation for sexuality education are shared on a community-wide basis.

For more information about the National Coalition to Support Sexuality Education, contact: Public Policy Office, Sexuality Information and Education Council of the United States (SIECUS), 1711 Connecticut Avenue, N.W. Suite 206, Washington, DC 20009 Phone: 202/265-2405 Fax: 202/462-2340 E-mail: <SIECUSDC3@aol.com>. Web site: <<http://www.siecus.org>>.

### Coalition Members

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Advocates for Youth  
AIDS Action Council  
American Academy of Child and Adolescent Psychiatry  
American Association for Health Education  
American Association for Marriage and Family Therapy  
American Association of Family & Consumer Sciences

American Association on Mental Retardation  
American Association of School Administrators  
American Association of Sex Educators, Counselors and Therapists  
American College of Obstetricians and Gynecologists  
American Counseling Association

American Jewish Congress  
American Library Association  
American Medical Association  
American Nurses Association  
American Orthopsychiatric Association  
American Psychiatric Association  
American Psychological Association  
American Public Health Association

*continued on back*

|                                                                           |                                                                       |                                                                             |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| American School Health Association                                        | National Abortion Federation                                          | National Organization on Adolescent Pregnancy, Parenting and Prevention     |
| American Social Health Association                                        | National Abortion & Reproductive Rights Action League                 | National Resource Center for Youth Services                                 |
| Association of Reproductive Health Professionals                          | National Alliance of State and Territorial AIDS Directors             | National School Boards Association                                          |
| Association for Sexuality Education and Training                          | National Asian Women's Health Organization                            | National Urban League                                                       |
| Association of State and Territorial Directors of Public Health Education | National Association of Counties                                      | National Women's Law Center                                                 |
| Association of State and Territorial Health Officials                     | National Association of County and City Health Officials              | National Women's Health Network                                             |
| ASTRAEA National Lesbian Action Foundation                                | National Association of People with AIDS                              | Office of Family Ministries & Human Sexuality, National Council of Churches |
| AVSC International                                                        | National Association for Equal Opportunity in Higher Education        | Parents, Families and Friends of Lesbians and Gays                          |
| Blacks Educating Blacks About Sexual Health Issues                        | National Association of School Psychologists                          | People for the American Way                                                 |
| Boston Women's Health Book Collective                                     | National Black Women's Health Project                                 | Planned Parenthood Federation of America                                    |
| Catholics for a Free Choice                                               | National Center for Health Education                                  | Population Communications International                                     |
| Center for Policy Alternatives                                            | National Coalition of Advocates for Students                          | Presbyterians Affirming Reproductive Options                                |
| Center for Reproductive Health Policy Research                            | National Committee for Public Education and Religious Liberty         | Religious Coalition for Reproductive Choice                                 |
| Center for Reproductive Law and Policy                                    | National Council of La Raza                                           | Sexuality Information and Education Council of the United States            |
| Center for Sexuality and Religion                                         | National Council of Negro Women                                       | Society for Adolescent Medicine                                             |
| Center for Women Policy Studies                                           | National Council on Family Relations                                  | Society for Developmental and Behavioral Pediatrics                         |
| Child Welfare League of America                                           | National Council of State Consultants for School Social Work Services | Society for Public Health Education                                         |
| Children's Defense Fund                                                   | National Education Association Health Information Network             | Society for the Scientific Study of Sexuality                               |
| Coalition on Sexuality and Disability, Inc.                               | National Family Planning and Reproductive Health Association          | The Alan Guttmacher Institute                                               |
| Education Development Center, Inc.                                        | National Gay and Lesbian Task Force                                   | Unitarian Universalist Association                                          |
| ETR Associates                                                            | National Information Center for Children & Youth with Disabilities    | United Church Board for Homeland Ministries                                 |
| Federation of Behavioral, Psychological and Cognitive Sciences            | National Latino/a Lesbian and Gay Organization                        | United States Conference of Mayors                                          |
| Gay and Lesbian Medical Association                                       | National League for Nursing                                           | University of Pennsylvania, Graduate School of Education                    |
| Girls, Incorporated                                                       | National Lesbian and Gay Health Association                           | The Young Women's Project                                                   |
| Hetrick-Martin Institute                                                  | National Medical Association                                          | YWCA of the U.S.A.                                                          |
| Human Rights Campaign                                                     | National Mental Health Association                                    | Zero Population Growth, Inc.                                                |
| The Institute for Advanced Study of Human Sexuality Alumni Association    | National Minority AIDS Council                                        |                                                                             |
| Jewish Women International                                                | National Native American AIDS Prevention Center                       |                                                                             |
| The Latina Roundtable on Health & Reproductive Rights                     | National Network for Youth                                            |                                                                             |
| Midwest School Social Work Council                                        |                                                                       |                                                                             |
| Mothers' Voices                                                           |                                                                       |                                                                             |

*The Coalition's breadth reflects the widespread public support for sexuality education for the nation's youth.*

*If your national organization is interested in joining, please contact SIECUS.*

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## A SIECUS Annotated Bibliography

**S**exuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships, and intimacy. Sexuality education is more than teaching young people about anatomy and the physiology of reproduction. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. Parents, peers, schools, religion, the media, friends, and partners all influence the way people learn about sexuality.

SIECUS believes that young people need a broad base of knowledge about sexuality to help them establish healthy, positive behaviors. Such education should provide them with the information and the skills to take care of their sexual health now and in the future. These programs should address the biological, sociocultural, psychological, and spiritual dimensions of sexuality from the cognitive, affective, and behavioral domain.

This bibliography contains information on commercially available curricula that represent effective approaches to teaching about sexuality-related topics. Their inclusion in this bibliography does not, however, imply an endorsement by SIECUS.

This bibliography is available free of charge on the SIECUS Web site: [www.siecus.org](http://www.siecus.org) or for \$2 per copy by writing to the SIECUS Publications Department.

SIECUS is located at 130 W. 42nd Street, Suite 350, New York, NY 10036-7802; Phone: 212/819-9770; Fax: 212/819-9776; E-mail: [siecus@siecus.org](mailto:siecus@siecus.org); Web site: [www.siecus.org](http://www.siecus.org)

## SEXUALITY EDUCATION

### All About Life: Grades K-4 Caring About Myself, My Family, and My Community

Caren Monastersky, M.S.W., and  
Ellen Phillips-Angeles, M.S.

This curriculum emphasizes social skills and is designed to prepare young people to care about themselves, their family, and their community. It consists of 20 lessons for grades K through two and 20 lessons for grades three through four on such subjects as friendship, disability, feelings, families, sexual abuse prevention, anger, space, staying healthy, anatomy, babies, and pregnancy.

1995; \$35; Seattle-King County Department of Public Health, Health Education Materials Sales, 400 Yesler Way, 3rd Floor, Seattle, WA 98104; Phone: 206/296-4902; Fax: 206/205-5281.

### Bodies, Birth, and Babies: Sexuality Education in Early Childhood Programs

Peggy Brick, et al

This manual is designed to help educators in early childhood programs focus on sexual

issues in ways that promote age-appropriate learning. It discusses ways to help children learn about sexuality and birth so that they will grow up to become sexually healthy adults. It also includes a sample curriculum and lesson plan as well as workshop information for teachers and parents.

1989; \$14.95; Planned Parenthood of Greater Northern New Jersey, 575 Main Street, Hackensack, NJ 07601; Phone: 201/489-1265; Fax: 201/489-8389.

### Choosing Health—High School: Sexuality & Relationships

Betty M. Hubbard, Ed.D.

This *Choosing Health* skills-based program consists of eight curricula for high school students. Each stresses communication, decision making, assertiveness, stress management, and goal setting. This component on "Sexuality & Relationships" is designed to give students information about anatomy and physiology as well as about the psychological and social aspects of sexuality. Topics include establishing and maintaining healthy relationships and making responsible decisions as well as information on sexual orientation, pregnancy, and

birth. Additional program materials are available.

1997, *Choosing Health—High School; Teacher/Student Resource books \$27 each; ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830; Phone: 800/321-4407 and 800/435-8433; Web site: [www.etr.org](http://www.etr.org)*

### Comprehensive Health for the Middle Grades: Puberty & Reproduction

Catherine S. Golliher, Ph.D.

The *Comprehensive Health* skills-based program consists of 15 curricula for middle grade students. Each stresses communication, decision making, assertiveness, stress management, and goal setting. This supplement on "Puberty & Reproduction" is designed to give students information about the basic facts of human reproduction and to explain the physical, emotional, and social changes of puberty. Additional program materials are available.

1996, *Comprehensive Health for the Middle Grades; Teacher/Student Resource books \$27 each; ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830; Phone: 800/321-4407; Fax: 800/435-8433; Web site: [www.etr.org](http://www.etr.org)*

# **Making Your School Family-Friendly**

*A Guide to Involvement in  
Your Local Public School*



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agents of social change. Proponents of progressive education do not view the educational mission as limited to academic advancement of students. Instead, progressive education expands the role of schools to deal with other aspects of students' lives as well, such as their health and welfare.

Some defend this expanded mission on the grounds that schools must pick up the slack left by family breakdown. Divorce and out-of-wedlock births have hurt many families. State social services administered through public schools, however, will never adequately replace family and should not be relied upon to do so.

A more dubious motivation for progressive education is the desire to mold students' behavior and beliefs independent of their parents' influence. This root of progressive education can be traced back to John Dewey's influence on public education in the early 20th century. Dewey emphasized the role of the public school as a means of "liberating" children from the idiosyncratic beliefs and traditions of their homes, which represented a variety of ethnic backgrounds and Christian religious confessions. Today, many schools are inculcating progressive secular values such as approval of the homosexual lifestyle and acceptance of premarital sexual activity.

In contrast to the progressive vision of education, traditional education has been based on the belief that teachers who have mastered their subjects have knowledge worth communicating to their pupils. Likewise, students have the ability to learn this subject matter through practice. Teachers and students should both be held accountable for this process of transmitting a body of knowledge to the next generation.

### **■ What to Watch For**

Be alert for signs such as a focus on attitudes, opinions and values over knowledge and facts. Watch for overemphasis on cooperative group work as opposed to individual learning. Ask to observe classes and to look at textbooks and exams to make sure students are learning objective, specific facts and being tested on them. Go over your children's homework with them and ask them about their classes.

Take an active part in school government, activities and decisionmaking as well. Communicate regularly with teachers, principals, and legislators, making sure to

be polite and concise and to emphasize that your main concern is your child's education. Only you can ensure that your child receives a good academic education that teaches values consistent with your beliefs.

### **Top Ten Signs of a Progressive Education Philosophy**

- 1 Teachers spend less and less time instructing and more time "facilitating" student projects.
- 2 Students spend more and more time on projects that do not necessarily help them learn academic subject matter.
- 3 Students in your child's school rank low on state and national academic evaluations.
- 4 Individual academic performance is overshadowed by group work toward ambiguous or non-academic "goals."
- 5 Your school district is perennially trying new, unproved curricula and methods.
- 6 Your district favors "alternative" or "authentic" assessments over standardized, academic tests.
- 7 State social services such as a school-based health care or psychological counseling are now offered at your child's school.
- 8 You have a hard time getting quantifiable information about how your child is performing academically.
- 9 Your child's school abandons merit-based measures of student achievement like grades or report cards.
- 10 The school seems to concentrate on developing student attitudes rather than academics.

### **Family Research Council Resources on Education**

For education information from a pro-family perspective, contact Family Research Council or visit our website, [www.frc.org](http://www.frc.org). The "hot links" section of the FRC website also includes links to other pro-family organizations.

### **Special Publications:**

*Ed Facts*, a weekly publication on education issues, available by fax or e-mail. (Suggested donation, fax: \$25/year; e-mail \$5/year)

*Moms and Dads*

*School Survival Guide*

This 72-page guide is a crash course in current education issues. Its glossary of education jargon clarifies the meaning behind the buzzwords. In addition to describing trends in public education, the *Survival Guide* introduces alternatives such as homeschooling, classical education, and parent-based education. Updated version released in July 1998.

Suggested donation, \$2;

Item Code BL046

The *School Survival Guide* was a great resource to me this year. My second grade son was told he could not perform "Our God Is an Awesome God" in sign language in front of his class. It was during an "All about Me" time that every child participates in once during the school year.

I prayerfully brought to the teacher's attention some information contained in your booklet. The teacher consulted with the principal and my son was able to share his love for Our Lord! Thank you very much!

Sincerely,

Mrs. Andrea Uhl

*Let Freedom Ring: Snapshots of American History*

FRC originally published this outline of American history in response to the politically correct, anti-American *National Standards for United States History* released in 1995 with funding from the federal government. The expanded version of *Let Freedom Ring*, available December 1998, will be a useful classroom tool and family resource with more than 100 pages of information and pictures from United States history.

Suggested donation, \$8; Item Code BL045

*Home Remedies*

A suggested reading list for children ages preschool to high school. More than 300 books reviewed. Includes a colorful "Reading Road Map" pull-out poster to chart reading progress.

Suggested donation, \$4; Item Code BL024

*Bill Clinton, Superintendent: Micro-Managing Local Schools from Washington*

Suggested donation, \$4; Item Code BL032

This 92-page report analyzing ten federal education proposals of the Clinton Administration is a compilation of the following papers (also available individually; item codes in parentheses):

National Standards and Tests: An Un-American Proposal (IS97H5ED)

**CREI**

CHILDREN'S  
RESEARCH AND  
EDUCATION  
INSTITUTE, INC.

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CAMBRIDGE, MA 02138  
(617) 492-2229  
FAX (617) 354-7831

To: Todd/Michael  
White House Office on National AIDS Policy  
From: Bill Harris  
Date: March 25, 1999  
Re: Polling Information on Sex Education

---

I am enclosing a copy of some polling information from Hart Research on teaching sex education in public elementary schools.

CREI would be delighted if you could find a way to include this information in your keynote address to SIECUS on April 5. A mention of CREI would be greatly appreciated.

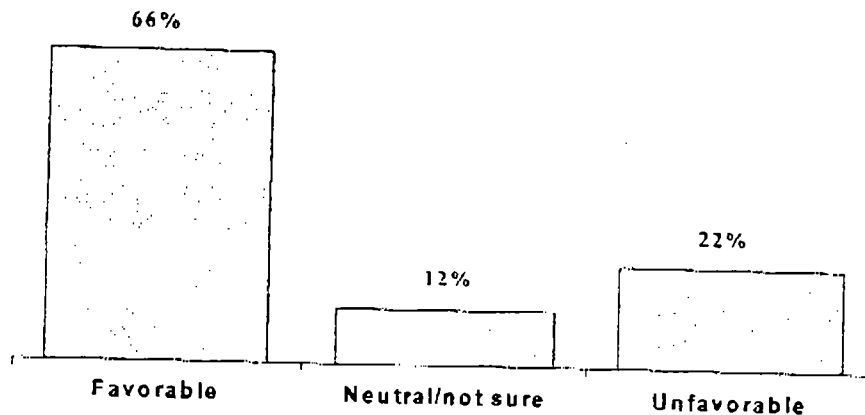
Please call if you have any questions.

Thanks,  
Bill

# Peter D. Hart Research Associates, Inc.

1724 Connecticut Avenue, N.W.  
Washington, D.C. 20009  
202-234-5570  
202-232-8134 FAX

## Teaching Sex Education in Public Elementary Schools



*Peter D. Hart Research Associates surveyed 1,411 registered voters, including 310 African Americans, by telephone from February 20 to 26, 1999, for the Children's Research and Education Institute.*

American voters react favorably toward a proposal to increase efforts to teach age-appropriate sex education classes in public elementary schools. The proposal addresses two problems that voters view as quite serious—the spread of AIDS and the number of teen pregnancies.

- ◆ By a three-to-one margin, voters have a favorable reaction to a proposal to increase efforts to provide age-appropriate sex education in the public schools (66% favorable, 22% unfavorable), and almost four in ten voters (39%) are very favorable to this initiative.
  - Favorable views toward sex education in public elementary schools outnumber unfavorable views by double-digit margins, even among groups where support is weakest—evangelical Protestants (57% favorable, 32% unfavorable), Republicans (55%, 35%), and conservatives (50%, 38%).
  - Support for sex education is even stronger if the instruction is limited to teenagers—86% of voters favor sex education for teenagers in public schools.
- ◆ Sex education addresses two of voters' leading concerns—the spread of AIDS and the number of teenage pregnancies. More than three-quarters of voters express concern about the spread of AIDS, with 77% reporting that it is an extremely serious (51%) or quite serious (26%) problem. A similar proportion of voters (76%) are troubled by the rate of teen pregnancy, and their feelings about this problem are equally intense (48% extremely serious problem, 28% quite serious problem).
- ◆ While half (51%) of voters say that there is no chance at all they will contract AIDS, as many as one-third (33%) of voters say there is a significant chance that their child or the child of close relatives or friends will contract it.
- ◆ Voters' support for sex education in public elementary schools withstands point-counterpoint arguments about the proposal. By a two-to-one margin, voters agree with supporters who emphasize the importance of providing scientific information to young people regarding sex and health issues (55%) over opponents who argue that sex education belongs in the home and should be done in accordance with parents' own values (27%).
  - Key political constituencies—independents (58% to 28%) and moderates (61% to 23%)—solidly favor elementary school sex education.

Study #5408

Harris/Social Issues

Interviews: 1411 voters, including 310 African Americans

Dates: February 20-26, 1999

SEX EDUCATION

I'm going to mention some different issues, and I'd like to find out how serious a problem you consider each one to be in our country today. For each one, please tell me whether you consider it to be an extremely serious problem, a quite serious problem, a somewhat serious problem, or not that serious a problem.

|                                               | <u>Extremely<br/>Serious<br/>Problem</u> | <u>Quite<br/>Serious<br/>Problem</u> | <u>Somewhat<br/>Serious<br/>Problem</u> | <u>Not That<br/>Serious A<br/>Problem</u> | <u>Not<br/>Sure</u> |
|-----------------------------------------------|------------------------------------------|--------------------------------------|-----------------------------------------|-------------------------------------------|---------------------|
| The spread of AIDS in the United States ..... | 51                                       | 26                                   | 18                                      | 4                                         | 1                   |
| The number of teenage pregnancies.....        | 48                                       | 28                                   | 19                                      | 3                                         | 2                   |

I'm going to read a series of statements, and I'd like you to indicate how you feel about each statement on a scale from one to ten, on which a "10" means that you totally agree with that statement, and a "1" means that you totally disagree with that statement. You can use any number from one to ten, depending on the extent to which you agree or disagree with a statement.

|                                                                                         | <u>Agree<br/>8-10</u> | <u>6-7</u> | <u>4-5</u> | <u>Disagree<br/>1-3</u> | <u>Cannot<br/>Rate</u> |
|-----------------------------------------------------------------------------------------|-----------------------|------------|------------|-------------------------|------------------------|
| Sex education should be a part of the curriculum in our public elementary schools *     | 46                    | 12         | 19         | 22                      | 1                      |
| Sex education should be a part of the curriculum for teenagers in our public schools ** | 59                    | 14         | 14         | 13                      | -                      |

\* Asked of one-half the respondents (even numbered sample points).

\*\* Asked of one-half the respondents (odd numbered sample points).

What do you think are the chances that (READ ITEM) -- a 50-50 chance or better, a significant chance but less than 50-50, just a slight chance, or no chance at all?

|                                                                                           | <u>A 50-50<br/>Chance<br/>Or Better</u> | <u>A Significant<br/>Chance But<br/>Less Than<br/>50-50</u> | <u>Just<br/>A<br/>Slight<br/>Change</u> | <u>No<br/>Chance<br/>At All</u> | <u>Not<br/>Sure</u> |
|-------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------|-----------------------------------------|---------------------------------|---------------------|
| You will ever contract AIDS .....                                                         | 5                                       | 4                                                           | 38                                      | 51                              | 2                   |
| Your children or the children of your close relatives or friends will contract AIDS ..... | 15                                      | 18                                                          | 45                                      | 16                              | 6                   |

Study #5408

Harris/Social Issues

Interviews: 1411 voters, including 310 African Americans

Dates: February 20-26, 1999

SEX EDUCATION

Now, I'm going to mention several proposals and I'd like to get your reaction. For each proposal I read, please tell me whether your reaction is very favorable, somewhat favorable, neutral, somewhat unfavorable, or very unfavorable.

|                                                                                               | <u>Very<br/>Favorable</u> | <u>Somewhat<br/>Favorable</u> | <u>Neutral</u> | <u>Somewhat<br/>Unfavorable</u> | <u>Very<br/>Unfavorable</u> | <u>Not<br/>Sure</u> |
|-----------------------------------------------------------------------------------------------|---------------------------|-------------------------------|----------------|---------------------------------|-----------------------------|---------------------|
| Increasing efforts to provide age-appropriate sex education in public elementary schools..... | 39                        | 27                            | 10             | 8                               | 14                          | 2                   |

**(ASK ONLY OF THOSE WHO SAY "NEUTRAL," "SOMEWHAT/VERY UNFAVORABLE," OR "NOT SURE" TO SEX EDUCATION ITEM)**

And what if this proposal dealt only with providing age-appropriate sex education to TEENAGERS in our public schools? Would your reaction be very favorable, somewhat favorable, neutral, somewhat unfavorable, or very unfavorable?

|                           |    |
|---------------------------|----|
| Very favorable.....       | 26 |
| Somewhat favorable.....   | 33 |
| Neutral.....              | 14 |
| Somewhat unfavorable..... | 11 |
| Very unfavorable.....     | 14 |
| Not sure.....             | 2  |

Now I am going to read you some reasons that people might give for supporting increased government funding for efforts to fight AIDS through medical research, care for AIDS patients, and AIDS prevention programs. For each one, please tell me how convincing a reason it is to support this proposal -- very convincing, fairly convincing, only somewhat convincing, or not that convincing. \*

*THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY VERY CONVINCING*

|                                                                                                                                                                                                                         | <u>Very<br/>Convincing</u> | <u>Fairly<br/>Convincing</u> | <u>Only<br/>Somewhat<br/>Convincing</u> | <u>Not That<br/>Convincing</u> | <u>Not<br/>Sure</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------|-----------------------------------------|--------------------------------|---------------------|
| Prevention programs can be successful at greatly reducing the rate of AIDS infection for some groups. But many Americans, especially young people, still need to be educated about how to avoid becoming infected ..... | 62                         | 13                           | 14                                      | 8                              | 3                   |
| AIDS is everyone's concern--one half of all new AIDS cases in the United States will occur among young men and women under age twenty-five .....                                                                        | 50                         | 14                           | 19                                      | 11                             | 6                   |

\* Asked of one-half the respondents (FORM A).

Study #5408

Harris/Social Issues

Interviews: 1411 voters, including 310 African Americans

Dates: February 20-26, 1999

SEX EDUCATION

Let me read you statements made by supporters and opponents of a proposal to provide age-appropriate sex education in public elementary schools, and please tell me who is more convincing on this matter.

Supporters say that at a time when young people are being exposed to a lot of misinformation about sex, it's important that they are able to get accurate scientific information about sex and issues that involve their health such as drugs, pregnancy, AIDS, and other sexually transmitted diseases.

Opponents say that sex education should be done in the home in accordance with the parents' own values, and not in schools where it may encourage children's curiosity and experimentation. \*

|                                 |    |
|---------------------------------|----|
| Supporters more convincing..... | 55 |
| Opponents more convincing.....  | 27 |
| Both (VOL).....                 | 11 |
| Neither (VOL) .....             | 2  |
| Not sure.....                   | 5  |

\* Asked of one-half the respondents (FORM A).



sexuality  
information  
and education  
council of the  
united states

*This is all  
we have  
so far*

January 13, 1999

Todd Summers  
Office of National AIDS Policy  
736 Jackson Place NW  
Washington DC 20503

*9 AM →  
5 PM*

*yes! more info  
travel*

Dear Mr. Summers,

We would like to invite you to be the keynote speaker for the luncheon at the National Colloquium on the Future of Sexuality Education, convened by the Sexuality Information and Education Council of the United States (SIECUS), on April 5, 1999 at Le Parker Meridien Hotel, 118 West 57<sup>th</sup> Street, New York City. The luncheon will be held from 12:30 p.m. to 2:00 p.m.

Nearly a decade ago, SIECUS convened its first colloquium of this kind. As a result of this groundbreaking gathering, thirteen goals were articulated for the field of sexuality to address from 1990 to 2000; including creating the National Coalition to Support Sexuality Education (NCSSE) which has 117 national organization members.

The mission of the 1999 colloquium is to foster discussion of the critical issues facing the field of sexuality education for the next ten years. Indeed, much has changed in the political and programmatic landscape in this decade and the field must thoughtfully prepare for the changes, challenges, and opportunities ahead.

This invitation-only colloquium will provide an opportunity for professionals to discuss the critical issues for the field and develop goals to ensure the successful provision of sexuality education in America. The goal of this panel is to renew participants' motivation and commitment to working on issues of sexuality education and give them a vision for the future.

I look forward to speaking with you. We hope you will be able to participate!

Sincerely,

*Debra Haffner* (TD)

Debra W. Haffner, MPH  
President and CEO

## **National Colloquium on the Future of Sexuality Education**

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### **Tentative Agenda**

**8:30 am – 9:30 am      Registration**

**9:30 am – 9:45 am      Welcome**

**9:45 am – 11:00 am      What is the Current Status of Sexuality Education?**

*Debra W. Haffner, MPH  
SIECUS President and CEO*

**11:00 am – 11:15 am      Break**

**11:15 am – 12:15 pm      Abstinence-Only-Until-Marriage Education: Report of the First Year of Implementation**

*Daniel Daley  
SIECUS Director of Public Policy*

**12:30 pm – 2:00 pm      Luncheon**

*Sandra Thurman, Director, Office of National AIDS Policy — (invited)*

**2:15 pm – 4:15 pm      Sexuality Education Town Forum**

*Panelists:*

*Verna Eggleston, Executive Director  
The Hetrick-Martin Institute for Gay and Lesbian Youth*

*Joni Foster, HIV/AIDS Education Coordinator  
Maine Department of Education*

*Stephen Friedman, Vice President for Public Affairs  
MTV*

*Felix Gardon, Outreach Coordinator  
SIECUS*

*Magan Hallman, Outreach Worker  
New Beginnings for Youth*

*Jerald Newberry, Executive Director  
National Education Association, Health Information Network*

*Isabel Stewart, President  
Girls Inc.*

**4:15 pm – 5:15 pm      Future Visions of Sexuality Education for the Next Decade**

*Panelists:*

*Michael Carrera, Executive Director  
National Training Center for Adolescent Sexuality and Family Life Education  
The Children's Aid Society*

*Pernessa Seele, Founder/CEO  
The Balm in Gilead*

*Nadine Strossen, President, Professor of Law  
The American Civil Liberties Union: New York Law School*

**5:30 pm – 7:30 pm      SIECUS' 35<sup>th</sup> Anniversary Reception**

**GMHC**  
**GALA CORPORATE BENEFIT**  
 honoring the life and memory of  
**Michael Palm**

February 24, 1999

Grand Ballroom  
 The Waldorf=Astoria

Wednesday  
 April 7, 1999

Sandra Thurman  
 Director  
 Office of National AIDS Policy  
 The White House  
 Washington DC

**GALA CHAIR**  
*Steven M. Gluckstern*

Dear Ms. Thurman,

**HONORARY  
 CO-CHAIRS**

*David Geffen*  
*Joan Tisch*

**CO-CHAIRS\***

*Edgar Bronfman, Jr.*  
*Michael Giordano, M.D.*  
*Calvin Klein*  
*Ivan Seidenberg*  
*Terry Watanabe*

**JOURNAL  
 CO-CHAIRS**

*Phil Donahue*  
*Gene Falk*  
*Melissa Jamula*  
*Joshua Lipsman, M.D.*

On April 7, 1999, GMHC will host its first annual Corporate Gala Benefit at the Waldorf=Astoria, honoring the life and legacy of Michael Palm. Proceeds from the event will benefit GMHC's services for people with HIV/AIDS and their loved ones as well as other gay, lesbian, and arts organizations that Michael supported during his lifetime. I hope that you will accept two complimentary tickets and attend the event as my guest. As GMHC's new Executive Director it would be my pleasure to meet you in person.

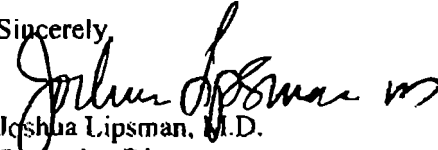
As you may know, Michael was one of GMHC's greatest friends and most generous supporters. Active on the GMHC Board, he served as senior Vice Chair until his untimely death last August. Drawing from his own battle with HIV, Michael brought to his position great personal resolve and vision, a keen business sense, and outstanding leadership.

Michael's philanthropic legacy has kept GMHC on the forefront in the fight against AIDS. Launched in the early 1980s when HIV/AIDS had not yet been named, GMHC has since developed and tailored its services to reflect the ever-changing nature of this disease and the high-risk populations most affected. Today we serve nearly 10,000 men, women, and children infected or affected by HIV/AIDS.

\*List in formation

It promises to be an exciting evening that would be greatly enhanced by your distinguished presence. If you have any questions please feel free to contact Malcolm Smith in the GMHC Benefit Office at 212-675-9474. Thank you for your consideration.

Sincerely,

  
 Joshua Lipsman, M.D.  
 Executive Director  
 Gay Men's Health Crisis

Sex within last 3 months - used condom

57% Girls = 51% Boys 63%

Almost  
~~Over~~ half (52%) have had intercourse  
before they were 18



## Press Release

kaiser family foundation

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STDs Still a Hidden Epidemic:

### Men and Women Unaware of How Common They Are-And Don't Think They Are At Risk

Americans Say It's Important to Be Open about STDs, But Those Who Have Had an STD Say Stigma Still There

Embargoed For Release Until: Friday, August 14, 1998

Menlo Park, CA -- At least one in four Americans are expected to get a sexually transmitted disease (STD) in their lifetime. Yet, according to a new survey by the Kaiser Family Foundation and *Glamour* magazine, most men and women of reproductive age (18-44 years old) seriously underestimate how common STDs are. Most men and women also do not know about some of the most common, and potentially damaging, STDs and very few believe themselves to be at personal risk of getting an STD. This survey is one of the first national random-sample surveys to ask men, in addition to women, about their knowledge, attitudes, and behavior related to STDs other than HIV/AIDS.

There is a dramatic difference between the way people think things should be and how they really are when it comes to STDs: men and women say that they would feel comfortable talking about STDs with their sexual partner, but in reality, only half have had such conversations. Almost all men and women think people should tell their sexual partner if they have an STD, but men and women who have had an STD struggle with telling their partners, and often tell them after the fact, if at all. Americans may find it difficult to be as open about STDs as they want to be in part because of the stigma STDs still carry: most men and women say they would probably stop dating a sexual partner if they found out he or she had an STD, and half of those who have had an STD say having one has made them feel "ashamed" or "embarrassed."

### Most Not Familiar with the Most Common-and Potentially Damaging-STDs

Eighty-five percent of women and 83 percent of men say they

know a "fair" amount or "a lot" about STDs-but there are crucial gaps in their knowledge.

When asked to name STDs they have heard of, very few men or women know of the most common, and potentially damaging, STDs. More than half of men and women mention gonorrhea and syphilis, while only 34 percent of women and 22 percent of men name chlamydia-the most common bacterial STD in women, which when left untreated, can develop into pelvic inflammatory disease (PID), the leading preventable cause of infertility in the U.S. Even fewer women (13%) and men (8%) name genital warts or human papillomavirus (HPV), the virus that causes them. New research shows that HPV may be the most common of all STDs, present in an estimated one-quarter to three-quarters of all men and women of reproductive age.

Not knowing the names of specific diseases indicates a larger problem, according to Felicia H. Stewart, M.D., Director of Reproductive Health Programs at Kaiser Family Foundation: "You can't talk to your doctor or partner about something you don't even know exists." More women (81%) than men (68%) are aware that women can experience long-term health problems, such as infertility or cervical cancer, from having an STD. A minority of women (33%) or men (24%) are aware that a woman is more likely to get an STD from an infected man than vice versa.

### **Men and Women Seriously Underestimate How Common STDs Are-and Perhaps As a Result, Do Not Feel They Are At Risk**

Despite some general knowledge of STDs, very few men or women have an accurate picture of how prevalent STDs are in this country. Whereas the Centers for Disease Control and Prevention estimate that at least one in four Americans will get an STD at some point in their lifetime, the majority of men (74%) and women (69%) think the rate is one in ten Americans or fewer.

Perhaps because people dramatically underestimate the size of this "hidden epidemic," only a handful of men and women feel they are personally at risk of getting an STD. Only 14 percent of all men and 8 percent of all women say they think they are at risk of getting one-and single men (24%) and women (15%) are not much more likely to feel they are at risk. Maybe because they do not believe themselves to be at risk, condom use is far from consistent among many couples: two-thirds of single men and women say they do not "always" use condoms.

Perhaps also as a result of not believing they are at risk, few women-and even fewer men-are getting tested for STDs. Sixty-one percent of men and 48 percent of women have never been tested for an STD other than HIV/AIDS. Of those have been tested, men are especially likely to say they were tested because they had symptoms (22%)-which implies they were already infected and infectious at that time. Furthermore, some men who think they were tested may be wrong. "Men think if they donate blood or have a blood test for another procedure that they will be tested for all STDs; that is simply not true," says Dr. Stewart. "In fact, STDs aren't even being discussed as part of routine counseling for these men. Less than half of the men say they have ever talked with a health professional about STDs."

### **Men and Women Say People Have "Great Responsibility" to Tell Partners if They Have an STD...**

Virtually all men and women agree that people have "a great deal of responsibility" to tell their sexual partners if they are infected with an STD (97% women, 96% men). And when it comes to their own situation, many men and women say they would feel comfortable discussing the topic of STDs with a sexual partner (66% women, 59% men).

### **...In Practice, Most Find It Difficult to Talk about STDs**

Those who have had an STD say it is much harder to tell their partners than most men and women think it would be. In practice, only about a third of men and women who said they have had an STD say they revealed that fact to their current or most recent partner before they had sexual intercourse (34% women, 28% men). And even though two-thirds of all men and women say they would feel "comfortable" talking about STDs with a partner, only half have actually had such a conversation with their current or most recent partner (56% women, 51% men)-and only half of them talked before having sexual intercourse.

"There's a yawning gap between theory and practice on STDs: young men and women are talking the talk, but they are not walking the walk in terms of condom use, STD conversations, and getting tested," says Cynthia Leive, Senior Editor, News and Features, Glamour.

Few may be able to discuss STDs in part because these infections still carry a stigma for many people. Half of the men

and women who said they have had an STD say having one has made them feel "ashamed or embarrassed." Almost half of all men (44%) and women (47%) say if they were in a new relationship and discovered their partner had an STD, they would be "a lot less likely" to continue the relationship, with another third saying they would be "somewhat less likely" (30% men, 29% women). Most say they would feel "angry" at the person they got it from if they found out they had an STD, though women (87%) are more likely than men to say so (74%).

Glamour reported on the survey findings for women in its August 1998 issue and on the findings on men in its September 1998 issue, along with photos and interviews of men and women with STDs.

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## Methodology

The Kaiser Family Foundation/Glamour 1998 Survey of Men and Women on Sexually Transmitted Diseases was conducted for the Kaiser Family Foundation and Glamour by Princeton Survey Research Associates (PSRA). The questionnaire was designed by staff at the Foundation, Glamour, and PSRA and reviewed by a group of leading national reproductive health experts. Interviews were conducted between March 12 and April 2, 1998 with 1,003 men and 500 women between the ages of 18-44 living in the continental United States. The margin of sampling error is plus or minus 3 percent for men and plus or minus 5 percent for women. The margin of sampling error is much larger for other sub-samples, such as the small group of men and women in the survey who said they have had an STD.

The Kaiser Family Foundation, based in Menlo Park, California, is an independent national health care philanthropy and is not associated with Kaiser Permanente or Kaiser Industries.

Single copies of the press release and national topline for *The Kaiser Family Foundation/Glamour 1998 Survey of Men and Women on Sexually Transmitted Diseases* are available through the Kaiser Family Foundation's toll-free publications request line at 1 (800) 656-4533. (Ask for package #1423).

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Survey

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## Sex In The 90s: Kaiser Family Foundation/ABC Television 1998 National Survey of Americans on Sex and Sexual Health

### Methodology:

The Kaiser Family Foundation and ABC Television 1998 National Survey of Americans on Sex and Sexual Health is a random-sample telephone survey of 1,204 adults 18 and older living in the United States. It was designed by staff at the Foundation and Princeton Survey Research Associates (PSRA) and conducted by PSRA between April 24 and May 10, 1998. The margin of sampling error is plus or minus 3 percentage points.

### Questionnaire and Toplines

INTRODUCTION: Hello, my name is \_\_\_\_\_ and I'm calling for Princeton Survey Research of Princeton, New Jersey. We are conducting a national opinion survey about some important social issues, like health and family.

First, I have some questions about some social issues in this country . . .

1. Unplanned pregnancy and sexually transmitted diseases are bigger problems in the United States than in many other Western countries, and people have many different explanations for why this is so. Please tell me whether YOU think each of the following contributes a lot, some, only a little or not at all to these problems in the U.S.

|                                                   | A lot | Some | Only a little | Not at all | DK/Ref. |      |
|---------------------------------------------------|-------|------|---------------|------------|---------|------|
| a. A lack of openness about sex and sexual issues | 35    | 34   | 15            | 12         | 4       | =100 |
| b. Poverty and poor education                     | 46    | 29   | 15            | 8          | 2       | =100 |
| c. A decline in moral values                      | 65    | 20   | 8             | 5          | 2       | =100 |
| d. Too much casual sex in the movies and on TV    | 55    | 25   | 13            | 6          | 1       | =100 |
| e. Inadequate sex education in the schools        | 32    | 32   | 20            | 13         | 3       | =100 |

**2. Do you think the way TV programs show sex and nudity tends to ENCOURAGE irresponsible sexual behavior, DISCOURAGE irresponsible sexual behavior, or don't you think it has much effect on people's sexual behavior?**

- 74 Encourages irresponsible sexual behavior
- 3 Discourages irresponsible sexual behavior
- 20 No effect
- 3 Don't know/Refused

100

**3. In your opinion, if TV characters in entertainment programs are talking about or engaging in sexual activity, should they talk about condoms or make other references to "safer sex," or NOT?**

- 77 Should
- 18 Should not
- 5 Don't know/Refused

100

**4. How well do you think the way sex is usually shown on TV and in the movies reflects your own sex life?  
Would you say . . .**

- 3 Very well
- 16 Somewhat well
- 23 Not too well
- 50 Not well at all
- 8 Don't know/Refused

100

**5. To what extent do you think TV and movies send the message that. . . (INSERT). Do you think TV and movies send this message a lot, somewhat, only a little, or not at all?**

|                                                                         | A<br>lot | Some | Only a<br>little | Not at<br>all | DK/Ref. |      |
|-------------------------------------------------------------------------|----------|------|------------------|---------------|---------|------|
| a. To have a great sex life you must change partners often              | 41       | 29   | 14               | 14            | 2       | =100 |
| b. You can have spontaneous sex without worrying about the consequences | 53       | 25   | 11               | 9             | 2       | =100 |
| c. Only thin, beautiful people can have great sex                       | 53       | 22   | 8                | 14            | 3       | =100 |
| d. Older adults can have great sex                                      | 14       | 31   | 33               | 19            | 3       | =100 |
| e. To have a "normal" sex drive means always being in the mood for sex  | 41       | 31   | 13               | 12            | 3       | =100 |

**READ:** On a different topic . . .

**6.** Do you have any children -- either adult children or children who are still growing up?

70 Yes, have children  
30 No children  
\* Refused  
100

**7.** Are any of your children age 18 or under?

40 Yes, have children age 18 or under  
30 No children under 18  
0 Don't know/Refused  
30 Have no children at all/DK/Ref  
100

**8.** Starting with the older, please tell me the ages of your children who are age 18 or under.  
RESULTS NOT REPORTED

AGE OF TARGET CHILD:

49 8-12  
51 13-18  
100

**READ:** Please answer the next few questions thinking about

your (AGE) year old . . .

9. Have you ever had a conversation about a sexual issue with your (AGE) year old because of something one or both of you saw . . .

*Based on parents with at least one child age 8 to 18, (target child chosen randomly for those with more than one child in age range); n=329*

|                         | Yes | No | DK/Ref. |      |
|-------------------------|-----|----|---------|------|
| a. On the news          | 63  | 36 | 1       | =100 |
| b. On a television show | 70  | 30 | 0       | =100 |

10. Thinking about the last time you had a conversation because of something you saw on television, which comes closer to how you felt ...

*Based on parents who had a conversation about a sexual topic with target child because of something on TV; n=257*

|     |                                                                                      |
|-----|--------------------------------------------------------------------------------------|
| 65  | It was a good opportunity for you and your child to talk about sexual issues         |
| 31  | It raised a sexual issue you did not want to talk about with your child at that time |
| 4   | Don't know/Refused                                                                   |
| 100 |                                                                                      |

11. Thinking about sexual content on television. . . Have you ever (INSERT) because of sexual content you saw (on TV)?

|                                                                                | Yes | No | DK/Ref. |      |
|--------------------------------------------------------------------------------|-----|----|---------|------|
| a. <i>Q11a based on parents with at least one child age 18 or under; n=491</i> | 76  | 24 | *       | =100 |
| Not allowed (one of your children/your child) to watch a certain show          |     |    |         |      |
| b. <i>Q11b-f based on total</i>                                                | 60  | 39 | 1       | =100 |
| Turned off the television                                                      |     |    |         |      |
| c. Talked to a health care provider about a sexual topic                       | 46  | 52 | 2       | =100 |
| d. Talked to a health care provider about a sexual topic                       | 9   | 91 | 0       | =100 |
| e. Had a conversation with a sexual partner about a sexual topic               | 44  | 54 | 2       | =100 |
| f. Tried something new sexually                                                | 13  | 85 | 2       | =100 |

**READ:** Next I have some questions about sex education . . .

**12.** In general would you say that young people today get information about sex and birth control at...

- 22 About the right time
  - 24 Too soon
  - 47 Too late
  - 7 Don't know/Refused
- 100

**13.** In general do you SUPPORT or OPPOSE sex education courses being taught to . . .

|                                                                     | Support | Oppose | DK/Ref. |      |
|---------------------------------------------------------------------|---------|--------|---------|------|
| a. High school age students -- that is children age 15 to 18        | 85      | 12     | 3       | =100 |
| b. Junior high school age students -- that is children age 12 to 14 | 76      | 21     | 3       | =100 |
| c. Elementary school age students -- that is children 6 to 12       | 35      | 60     | 5       | =100 |

**14.** If sex education is taught in HIGH SCHOOLS, do you think it should or should not...

|                                                                                                                            | Should | Should Not | DK/Ref. | Sex education should not be taught at all |      |
|----------------------------------------------------------------------------------------------------------------------------|--------|------------|---------|-------------------------------------------|------|
| a. Tell young people NOT to have sexual intercourse before marriage?                                                       | 68     | 27         | 4       | 1                                         | =100 |
| b. Tell young people who ARE sexually active to use protection, such as condoms, to prevent against pregnancy and disease? | 92     | 5          | 2       | 1                                         | =100 |
| c. Teach the basic facts of human reproduction?                                                                            | 94     | 4          | 4       | 1                                         | =100 |
| d. Discuss how to know when you are ready to have sex?                                                                     | 74     | 19         | 6       | 1                                         | =100 |
| e. Discuss how to talk about sex with a partner?                                                                           | 74     | 21         | 4       | 1                                         | =100 |

**15.** Some people believe that whether or not young people are sexually active, they should be given information to protect themselves from unplanned pregnancies and sexually transmitted diseases. Others believe that telling young people about birth control and sexually transmitted diseases only encourages them to have sex. Which come closer to your view?

- 83 They should be given information
- 14 Information only encourages them to have sex
- 3 Don't know/Refused

100

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