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A Study of the Attitudes of Iowa Junior High Media Specialists Concerning Sex and Sexuality Materials in the Media Center

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A Study of the Attitudes of Iowa Junior High Media Specialists Concerning Sex and Sexuality Materials in the Media Center

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Abstract

This research was undertaken as a study of attitudes toward sex and sexuality materials and their availability and use in junior high media centers. Several basic assumptions were accepted before the study began. The first assumption: the Media Center best serves the school by maintaining a wide selection of media at different levels of ability and interest, and a large portion of these materials are selected to support the school's curricular objectives. The second assumption: if the Media Center is truly serving the school, the Media Specialist must be providing up to date and vital information concerning adolescent sexuality. A final assumption: that the Media Specialist makes the major decisions about the selection of materials available in the Media Center; ;h

A STUDY OF THE ATTITUDES OF IOWA JUNIOR HIGH MEDIA SPECIALISTS
CONCERNING SEX AND SEXUALITY MATERIALS IN THE
MEDIA CENTER

A Research Paper Presented to
The Department of Library Science
University of Northern Iowa

By

Elizabeth Campbell

July, 10 1974

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STATEMENT OF PROBLEM

This research was undertaken as a study of attitudes toward sex and sexuality materials and their availability and use in junior high media centers. Several basic assumptions were accepted before the study began. The first assumption: the Media Center best serves the school by maintaining a wide selection of media at different levels of ability and interest, and a large portion of these materials are selected to support the school's curricular objectives. The second assumption: if the Media Center is truly serving the school, the Media Specialist must be providing up to date and vital information concerning adolescent sexuality. A final assumption: that the Media Specialist makes the major decisions about the selection of materials available in the Media Center; th

Specialist toward the need of certain materials or their importance will determine what items and how many of each will be purchased. In conducting this study to ascertain attitudes of Media Specialists the people involved were not given an overview of the project until after interviewed, this was done so as to avoid influencing any answers.

An attitude study of this nature can provide important information to media educators and students. Media educators can re-evaluate course outlines and perhaps work to include more in-depth study and improved discussion of the role of the Media Specialist in the school's Sex Education program. The media student can be encouraged to determine what their personal attitudes are and what, if any, adjustments or change might be necessary. While there has been much discussion of the role of the Media Specialist in supporting the Sex Education programs, there has been very little formal research conducted.

DEFINITION OF TERMS

Media Center

In this study the terms Media Center and Library will be used to mean the central location within an attendance center where a wide selection of print and audio-visual media at different levels of ability and interest are accessible to faculty and students.

Media Specialist

Defined as the person with formal library and audio-visual training who has either a degree in Library Science or certification and is in charge of the Junior High school Media Center.

Sex and Sexuality Materials

For the purpose of this study, Sex and Sexuality materials are those print and non print materials including books, magazines, filmstrips, records, tapes, films and other learning materials that either support the school's Sex Education program or provide information about the various aspects of adolescent sexuality.

Sex Education

The formal course(s) offered by the school that provide the adolescent with information concerning sexuality both in the clinical sense and as a fundamental ingredient of the human condition and understanding of self as an individual forming relationships with family, community and friends. Also taught is an appreciation of the many human forces that shape the emotions of the individual and aid in developing values and attitudes concerning individual's code of sexual behavior.

DEFINITION OF TERMS

Sexuality

The best definition for sexuality is that it is an integral part of every human life and it is "everything in each of us that has to do with being a man or a woman".¹

1

Mary Calderone, "Special Report-The Sex Information and Education Council of the United States.," Journal of Marriage and the Family, 27 (November, 1965), p. 533

REVIEW OF THE LITERATURE

Traditionally, the school Library or Media Center has been viewed as the center of the school, being the focus of learning activities, with materials available to meet the needs of students and faculty alike. If the Media Center is to be considered a functioning part of the school program, these materials must be accessible to all students. Yet, in many Media Centers the adolescent's most fundamental need is often neglected. This need is for materials that provide honest and positive information concerning the knowledge and understanding of sexuality. This type of neglect can be disastrous.

In 1970 "one out of every four persons arrested for sex offenses in the U.S. was between the ages of ten to eighteen with thirteen to fourteen year olds having the highest number arrested for this offense."² Illustrations provided by the Iowa State Department of Health (Figure A and Figure B) indicate that more than "2 times as many cases of gonorrhea have been reported during recent years than were reported in the previous peak years of the mid 40's."³ The information in Figure B. is of particular concern because it indicates that more people are being infected with gonorrhea at an earlier age and there seems to be a long range trend toward a younger age group being infected.

2

A.M. Vener and others, "The Sexual Behavior of Adolescents in Middle America," Journal of Marriage and the Family, 34 (November, 1972), p. 696.

3

Iowa, State Department of Health, 45th Biennial Report, (Des Moines, Iowa State Department of Health, 1972), p. 75.

Figure A

GONORRHEA IN IOWA

Cases per year, 1940 - 1972

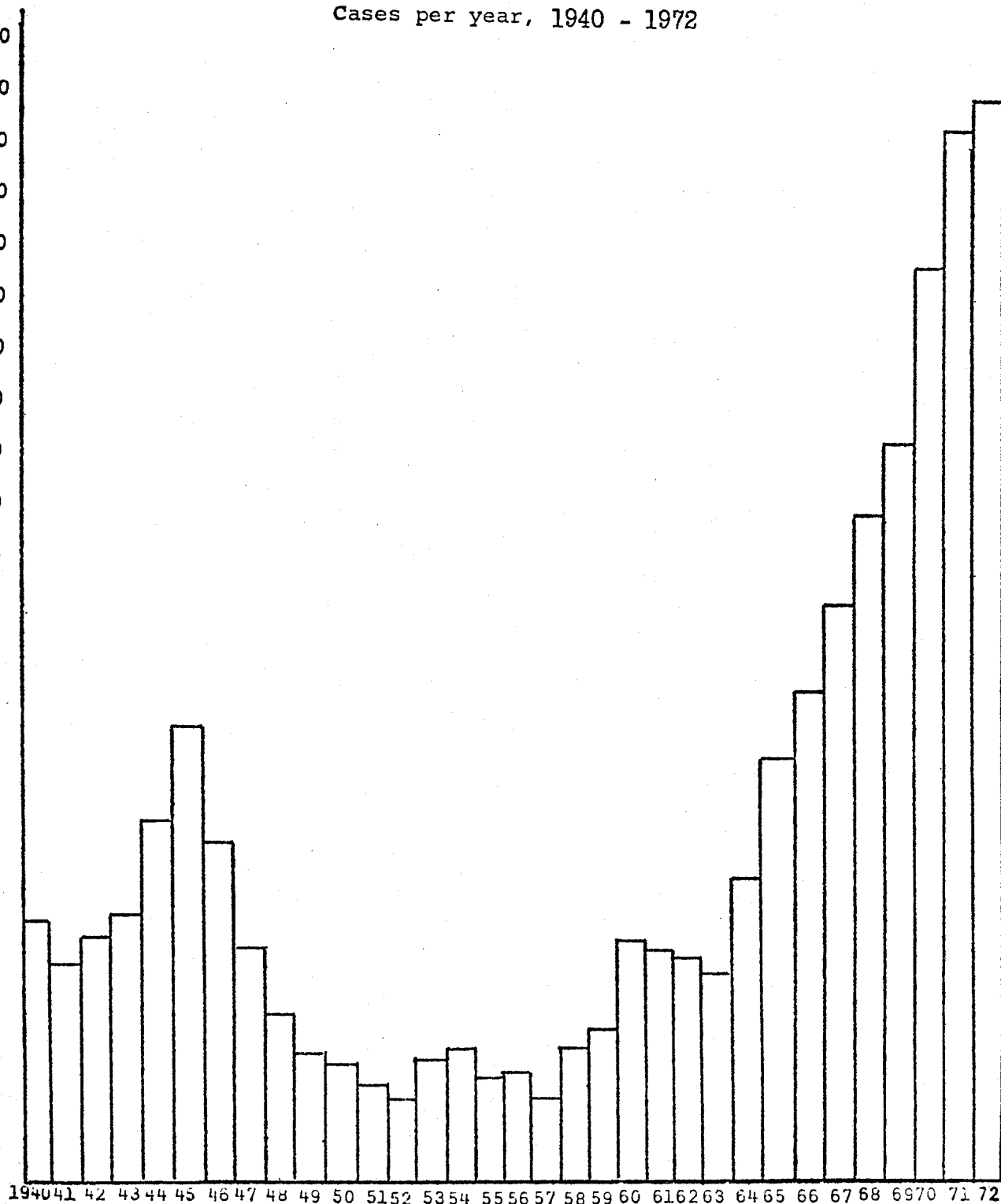
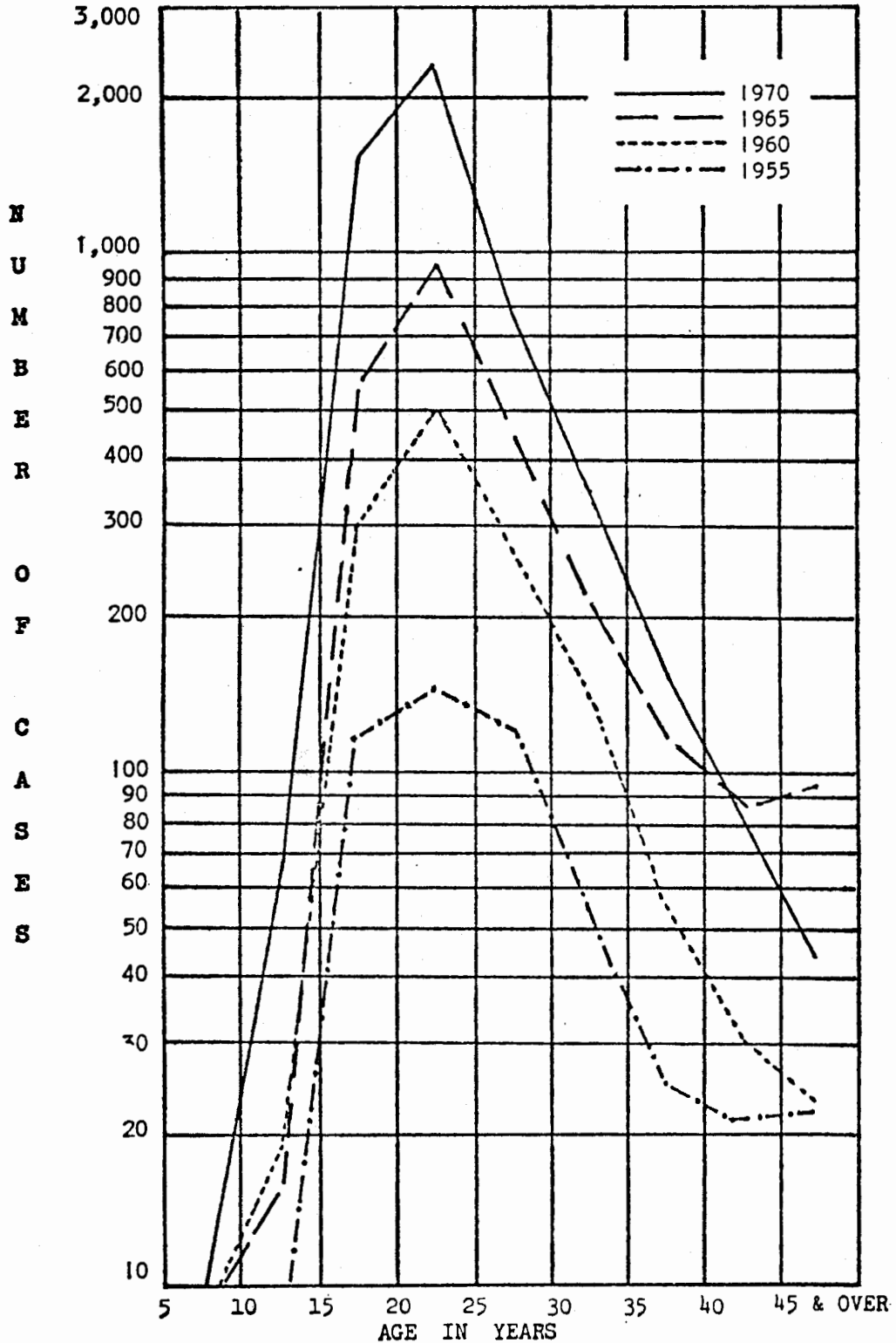


Figure B

GONORRHEA IN IOWA

Number of Cases by Age Group and Year



The need for accurate and healthy information concerning sex and sexuality is clear and could be illustrated by endless numbers of statistics showing the problems caused by incorrect or inadequate knowledge. There also is a need for adolescents to receive information dealing with self concepts and help in developing personal sexual standards. But the question is where should this information come from and who is the best qualified to provide such information and the necessary guidance.

Even though studies indicate that adolescents acquire a great deal more information concerning sex and sexuality from their peers than from parents or schools,⁴ the majority of young people prefer to get "their values for important life decisions from responsible adults, and it is when responsible adults fail them that they turn to their peers."⁵ The adolescent lives in a world full of confusing attitudes; while parents, churches and schools condemn pre-marital sexual relationships, movies, books and magazines entice him with stories about the desirability and pleasures involved with such relationships. An unfortunate dilemma is developing, that while students are taking more responsibility for their

⁴ Hershel Thornburg, "A Comparative Study of Sex Information Sources," Journal of School Health, 42 (February, 1972), p. 88

⁵ Floyd M. Martinson, "Sexual Knowledge, Values and Behavior Patterns of Adolescents," Child Welfare, 47 (July, 1968), p. 406

own sexual code of behavior, they are living at a time when change is occurring so rapidly that for any individual to establish a code of behavior is quite difficult.⁶ Martinson, in his study of 700 middle class adolescents and their attitudes concerning sexual behavior concluded: "Behavior patterns and the confused, searching attitudes of adolescents indicates that if young people are to develop a healthy and mature sexuality, they need help."⁷

The adolescent needs to develop healthy attitudes toward his role in a culture exploding with sexual emphasis. It is time that they receive help in building within themselves a better frame of reference to aid in adjusting to sexual norms.⁸ The solution to the adolescent sexual problems rests on two major facets which really are the key to learning and growth of any type: 1. accurate information and a wide knowledge of all aspects of human sexual behavior. 2. skill in problem solving, collecting all the facts, evaluating facts objectively and reaching decisions on the basis of rational thought and discussion. These skills and understandings must be included in any instruction in Sex Education or Family Life and must be applied to the teaching of human sexuality and interpersonal relationships.⁹

⁶ John Flatter and John J. Pietrofesa, "Human Sexuality: What is the School's Role?," The Clearing House, 47 (October, 1972), p. 72

⁷ Martinson, op. cit., p. 426

⁸ Thornburg, op. cit., p. 90

⁹ Anne Juhasz, "Understanding Adolescent Sexual Behavior in a Changing Society," The Journal of School Health, 42 (March, 1972), p.153

The adolescent must be taught how best to use and control his sexual powers for his own good and the good of others. He can learn from responsible adults through such agencies as the home, church or school, but if adults are unwilling or unable to teach him, he will learn but " he will learn from other sources-sources that do not share the reticence on this subject that has characterized home,¹⁰ church and the school."

The "only way our society can achieve proper sexuality and mental health which are undisputed requirements for maturity is to instigate and persevere with a sound Sex Education program."¹¹ This Sex Education must start somewhere and the only¹² place at the present is in the school.

This calls for the Media Specialist to be helpful in providing current materials concerning sexuality, materials that " will help young people understand the various values, attitudes and behaviors which will help them grow and develop into better adults and parents, as well as define the physical aspects of sexuality."¹³ For too long a time educators and Media Specialists have been fearful of giving the best sexuality materials

10

Martinson, op. cit., p. 406

11

James L. Mc Cary, Human Sexuality, New Jersey: D. Van Nostrand Co., Inc., 1967, p. 17.

12

Leonard Hamer, Your Sexual Bill of Rights, New York: Exposition Press, 1973, p.116.

13

Mary Lennon, "Selection of Family Life Education Materials used in the Chicago Public Schools," The Journal of School Health, 42 (April, 1972), p. 234.

to the adolescent and have settled for materials that were "safe" but also innocuous and seldom used. The fear that giving the adolescent accurate information in all areas of sexuality will lead them into premature sexual experimentation appears to be unjustified; ignorance is much more likely to cause sexual misadventure.¹⁴

The Media Specialist can help students through supplying materials containing a wide knowledge of all aspects of human sexual behavior. The New Jersey School Library Association insists that the Media Specialist has a definite responsibility in regards to providing materials on sex and sexuality in the Media Center and bases their call for accountability on the fact that "There is little evidence that a free discussion of sex does any real social damage. There is overwhelming evidence that sexual ignorance brings tragic consequences to countless thousands of young people each year."¹⁵ This is a time when adolescents need adult guidance and unfortunately "many adults are withdrawing from helping young people develop attitudes and values and beliefs about the human condition, that which is most important to becoming a fully functioning person."¹⁶

14

Calderone, op. cit., p. 534.

15

Eric Moon, The Library-Issues of the Sixties, New York: Bowker, 1970, p. 51.

16

Flatter, op. cit., p. 71.

Media Specialists because of access to all students can fill the void created by these adult drop-outs. The Media Specialist has a responsibility to "permit as wide reading as possible of sex and sexuality materials, as the teenager gropes from his first curiosities to the development of individual values and a personal ethic."¹⁷ Whether or not the Media Specialist actually is a responsible source of information and the Media Center provides up to date and vital information depends on the Media Specialists attitude; toward his role in the Sex Education or Family Life program, the necessity to provide sex and sexuality materials to the students and the students' need for the best materials available. In my search of related research and literature I was unable to locate any other study of Media Specialist's attitudes toward Sex and Sexuality materials.

17

Moon, op. cit., p. 50.

PROCEDURE

The data was collected ^{through} tape recorded personal interviews with ten Iowa Jr. High Media Specialists (randomly) selected from six school districts. An experimental interview was conducted with a Junior High Media Specialist to test for any ambiguity of questions or problems that might arise. After validating the questionnaire several changes were made in interview schedule used in remaining interviews. A set of ten questions were designed to determine attitudes toward Sex and Sexuality materials. The interviews were conducted during the spring and summer of 1974. The Media Specialists were first contacted by telephone and asked to cooperate in the study, those who agreed were then interviewed in either their Junior High or at home.

In eliciting responses dealing with a sensitive or controversial area the personal interview is the best insurance that the interviewer will know what the respondent really means and his personal reactions. The personal interview "can be the best instrument available for sounding peoples behavior, future intentions, feelings, attitudes and reasons for behavior." ¹⁸

Of the ten questions, the ten that determined attitudes were structured as open-ended questions because they are "flexible, have possibilities of depth, enable the interviewer to clear up any misunderstandings and make the best estimate of true intentions, beliefs and attitudes." ¹⁹

¹⁸Fred Kerlinger, Foundations of Behavioral Research, New York: Holt, Rinehart and Winston, 1964, p. 477.

¹⁹Kerlinger, op. cit., p. 478.

ANALYSIS OF DATA

Ten tape-recorded interviews were conducted involving Jr. High school Media Specialists in schools where the number of students enrolled ranged from 62-1100. The data collected through the interviews is the only information gathered about the individual Media Specialists. The analysis of data is based on the information gathered using the questionnaire that was employed on the last nine interviews, when a question is the same as that asked in the experimental interview then the data is presented for all ten interviews.

Traditional scheduling was used in 5 out of the 10 schools; modular scheduling was used in three, and flexible was used in one; and one Media Specialist described her situation as a revolving 7 on 6 and very unique.

Of the ten schools, eight offered some kind of Sex Education program. Of these eight schools five offered these courses as required and all allowed the student the opportunity to drop out and take an alternative subject. Of the five schools that required courses in Sex Education these all were included in another subject, not taught as a separate course. The other three schools that offered Sex Education offered it as an elective and as a separate course.

The two schools that offered no formal courses gave the following reasons for not including it in the curriculum: in one community there was strong parental pressure to keep Sex Education at home and out of the school; and the other community has an intensive program in High School and the Junior High is so structured that there is no room in there curriculum for it at this time.

When asked if the school's Sex Education program had been successful the eight Media Specialists had a variety of responses. Three indicated that they couldn't answer the question because they weren't involved in the program; one indicated the program was not successful because the community was not involved and the course needed to be taught separately; another Media Specialist thought the program was not successful because it did not do enough and should be taught as a separate course; another suggested that the program would be better if the teachers were better trained and more at ease with their topic; and the two who were enthused about the program at their school's both indicated that excellent teachers were the reason.

Seven out of ten Media Specialists felt that the main responsibility of the Media Specialist concerning Sex Education and Family Life materials was to provide materials in line with curriculum, to get the materials ordered by the teachers of the courses and to rely on these teachers for guidance in this area; one Media Specialist decides which materials best meet the needs of the school; another takes the responsibility for selection of materials and insists that because of her training in selection methods she is best qualified to make the decision about what is in the Media Center ^{and} also she feels that she knows what materials work with the kids; and another sees her responsibility as balancing out the collection between what the teacher's tell her is needed and what she knows would be good and would be used.

Four out of the ten Media Specialists felt that they had no responsibility to furnish materials concerning sexuality beyond

curricular support; the two Media Specialists located in schools with no formal programs both felt that through providing materials about sexuality they could fill in some of the needed information missed by not having the courses and felt the Media Center should contain a variety of materials to do this; the remaining Media Specialists all felt that they did have a responsibility to furnish these materials and to varying degrees they outlined how they would accomplish this.

According to these Media Specialists the best means of determining which materials best meet their students needs was through using the standard library reviewing tools, to get advice from the teachers and to take requests from students and teachers alike. Careful selection of these materials using the same high standards used in choosing any materials.

Not one of the Media Specialists interviewed had ever come under fire for any decisions about books or any materials in their Media Center. All agreed that it could happen, but felt that they had an administration that would back them up; a structured procedure that would be used in the event of a complaint; or relied on the fact that all the materials in the Media Center were carefully selected based on reviews and pre-views. Many felt that if the pressure came it would come from the community or the parents, but one Media Specialist insisted that in her 15 years at the school the only pressure she had ever encountered was from nervous teachers and a narrow minded School board.

Each Media Specialist had a different response to the question concerning what attempt the Media Specialist should make to avoid the pressure:

Rely on the decisions of the teachers of Family Living courses.

Take it slow in your community, establish yourself, let them know your good intentions.

Do nothing specific to avoid pressure, but rely on the fact that all materials were carefully selected.

Don't attempt to avoid the pressure, do the best job you can and if you run into trouble handle it then.

Rely on the fact that the community was given information about the program before it even began and they are aware of the goals and future plans.

Walk a tightrope between providing the best materials for the students and the fact that the people putting on the pressure are the people who pay the salary and provide the money for the materials.

Avoid the pressure, emphasize to all concerned that information is presented on both sides of any issue.

The only pressure has been from the School Board and to avoid that pressure take the book they want out of the Media Center and hand it to the kids from under the counter.

Present both sides of issues, even controversial ones

Know the community, take it slow in essence educate them to what would be best for the students.

Questions about attitudes toward materials dealing with sexuality can be very difficult to get honest answers to. This study was conducted through the personal interview method to try to determine the real feelings of the Media Specialists involved. The questions that were designed proved to elicit responses that the study concerned. Several of the Media Specialists interviewed were intimidated either by the delicate nature of the questions or perhaps by the tape recording format. Anonymity was guaranteed to all the Media Specialists interviewed but yet I feel that some of the responses were guarded and the true feelings did not come through. This type of research is very necessary, and I think the findings could be used in changing some teacher training and library school curriculums. A follow up research using control groups with one group being interviewed with knowledge of the tape recording and another group being interviewed with no knowledge of the tape recording might prove out that many of these people will open up more readily to a face-to-face interview than one they know is recorded for posterity. After interviewing each of the ten Media Specialists the tape recorder was turned off but the conversation continued and in almost half of the interviews the Media Specialists then opened up and gave more personal answers.

Several attitudes that were expressed that would be of interest to teacher training and library schools were that several Media Specialists felt that there must be more work done when in college to coordinate the efforts of the students in education with those of the library students so the future teachers would

know what was available in the Media Center and also would realize how the Media Specialist is trained to select materials that are the best. There should be more training for the Media Specialist in selection of Sex Education or Family Life materials, too many of the Media Specialists interviewed felt that they were not qualified to select materials in this area and yet if questioned I'm sure they would have insisted that they were qualified to select books and materials for other course offerings in the school.

One Media Specialist called for better training of the teachers who work in the area of Sex Education. These people are teaching a very important subject and the responsibility of offering an open minded approach to a variety of topics is his(hers).

Various attitudes concerning responsibility came out in this study and yet only one out of ten interviewed insisted that as the Media Specialist it was her responsibility to provide the best materials in this area and to make the decisions about what were the best. She insisted that her training in methods of selection qualified her to make the decisions as to what materials were the best, the most up to date and the materials that this age group of kids would use.

This study only investigated ten Media Specialists and no conclusive findings could emerge from a limited study of this nature. But the many ideas that did emerge could lead to further research and much more of this research needs to be done.

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APPENDIX

1. What was the 1973-1974 enrollment at your school?
2. What type of scheduling does your school have, Traditional?
Flexible? Modular?
3. Are courses in Sex Education or Family Life offered?
Yes _____ No _____
How are these courses taught?
as a required course? as an elective?
included in another subject? which subject?
in which grade(s)?
4. Would you say that your school's Sex Education or Family Life Program has been successful?
please explain
5. If the answer to question # 3 was no, can you explain why no Sex Education or Family Life courses are offered?
6. What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?
7. Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?
8. How do you determine what materials best meet the needs of your students for information concerning sexuality?

9. Do you consider the following statement to be true?

In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

10. To what degree should the Media Specialist attempt to avoid such pressure?

EXPERIMENTAL INTERVIEW

Q What was the 1973-1974 enrollment at your school?

A 800

Q What type of scheduling does your school have?

A Traditional

Q What do you consider to be the main responsibility of the Media Specialist regarding the availability of Sex Education or Family Life Materials?

A Well, I guess the main responsibility, as I see it is to provide materials that are in line with the school's program in Family Life.

Q What about anything beyond curricular support?

A I really haven't had any need to worry about that, because I leave decisions about Sex materials up to the people that teach the Family Life course.

Q The second main question expands on the first, how do you determine what materials best support the school's program?

A We haven't had too much of a problem in choosing these materials, I rely on the Family Living people to recommend what books should be in the library and what books should not. I stay strictly with their opinions, I try not to deviate from them.

Q Would you say that your school's Sex Education program was pretty comprehensive?

A Yes, I would, we had some trouble here in _____ in our Sex Education courses, had you heard about that?

Q It seems to me that I did hear something about it, but why don't you expand on it and tell what the out come was.

A Well, we had a pretty far out teacher in Sex Education who was doing things in classes that disrupted alot of our school days. One day he even had speakers for Junior High students that were homosexuals. Well you can imagine how the parents and some groups reacted to that and eventually he was fired. Since that time students have to volunteer for Sex Education classes and its no longer a requirement and because of this its phasing out.

Q The last question may have been answered already, but lets try to summarize. Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Pressure? Well I never have received such pressure but some of my fellow librarians have received pressure. I have read about other librarians coming under fire. I consider myself pretty lucky in this area.

Q To speculate- How would you handle it if you came under such pressure?

A I really can't say, we don't have a written policy about this, so I guess it would depend pretty much on the situation, I suppose.

Q To what degree should the Media Specialist go in an attempt to avoid such pressure?

A I feel the best way to avoid pressure is obviously preventitive measures to insure what is in the Library is ok'd by the Family Life people and then rely on their judgement- so far they have not let me down.

INTERVIEW II

- Q What was the 1973-1974 enrollment at your school?
- A There were 62 students enrolled in _____ Junior High.
- Q What type of scheduling does your school have? Traditional, Flexible, Modular?
- A Very traditional.
- Q Are courses in Sex Education or Family Life offered?
- A None what so ever.
- Q If the answer to question # 3 was no, can you explain why no Sex Education or Family Life courses are offered?
- A Well, in the small towns of _____ the parents seem to have a hang up with Sex Education and its been pretty well put aside by the School board and the parents and its and they feel its not necessary because this kind of information should be offered in the home.
- Q The next question doesn't exactly deal with your school system but its an attitude question, however I'd like an answer on. What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?
- A Well, personally I believe the Media Specialist has a definite responsibility to the students in supplying the materials needed for students to get a background, but in this community I find that my hands are pretty well tied and I have to go along with the parents and the School board and the administration in this area.
- Q So, What would you **say** the main responsibility of the Media Specialist would be?

A If you are in a place in the community where you can get the School board or the community behind you I think appropriate materials should be supplied by the librarian and they should be made available and not put behind the counter somewhere but somewhere out on the shelf so the students can be allowed to check them out with out going through red tape and being embarassed.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Well since we don't have any kind of Family Life or Sex Education courses offered, I feel its important to supply a list of books that deal with fictional situations, life-like stories such as My Darling, My Hamburger or Mr. and Mrs. Bo Jo Jones and other books along this line that students can read and maybe pick up some of this information through a fictional book rather than a factual one on sexuality and family life and maybe get some of the information that they are missing by not having a set up curriculum.

Q How do you determine what materials best meet the needs of your students for information concerning sexuality?

A What I try to do is keep up on tapes, movies and books that are coming out each year which I feel can relate best to this age group and its hard at times to pick out the best materials that they will get the most out of but I try to get a varied selection that will appeal to all the different age groups that do exist within a Junior High.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Oh definitely, I find that very true especially in a small community in which some times the parents tend to be a little up tight about having Sexual Education in the school and there is not alot the Media Specialist can do except for try to introduce the fictional materials like I said before and work on the curriculum and maybe introduce it a little bit at a time and try and swing the parents over to your side that way.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A Well I think in a small community like this the best thing to do is try to establish yourself in the community and to show that what youre interested in is the best benefit the students can get out of a Sexual Education program and as I said before try to introduce it slowly at atime and try to develop some type of trust with the administration and the School board and the community so that they know that youre really interested only in the welfare of the students.

INTERVIEW III

Q What was the 1973-1974 enrollment at your school?

A around 800.

Q What type of scheduling does your school have?

A Modular

Q Are courses in Sex Education or Family Life offered ?

A Yes

Q How are these courses taught?

A As an elective. They were originally a required course and then they changed it and if you didn't want to take it you could take your name off the list you were enrolled in the course and if you didnt want to take it you had to drop out and now its been changed.

Q Was there any reason why it was changed?

A First they had a committee in the school system, I think some of this happened before I came here and they had it for all 7th graders and then through some parental pressure they changed it to the student could "opt" out if they wanted to and then they' just made it an elective and I dont really know why-maybe its easier to have it as an elective than to have them drop out. But there are still I would say, a majority of kids probably who choose it as an elective.

Q Is it included in another subject?

A No, its a separate class.

Q In which grade?

A 7th grade.

Q Would you say that your school's Sex Education or Family Life program has been successful?

A I think that it has because, well they call the course in our Family Life and that what they do alot with- living with the family, living with friends, how to get along with the opposite sex. They do alot of "how to get along" in the course which I think is really good for 7th graders because they learn how to cope on a whole different level when they come to Junior High. And alot of kids take it and I don't think alot would because the word quickly filters down if its a good course to take and I think even though 6th graders are the ones that sign up for it. I could be wrong but many of the parents arent teaching this at home and I don't think too many kids get help from their parents.

Q What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A Well, in our school system their materials come out of a separate fund, they have their own budget. Because the teachers of Family Living work at all 3 Junior Highs and I think thats why its been done that way. So, as far as getting a lot of things for them and helping them get them I havent had too much responsibility because, in the first place they are two terrific teachers, they do a tremendous amount of planning, they are a team. They do just a tremendous amount of work for the course, more than any teachers that I know in our school. They are very highly motivated and they have, because of the nature of the teachers, they have done alot and they have given me lists of supplementary things that they want ordered and I have

ordered everything that they had for purchase. They determine all the course work. But as far as my responsibility to them, I haven't had much because they have been separately funded. In that instance we are not allowed that money and our school's Special Education program is specially funded from outside. And they do have an income of their own and we are not allowed to buy a major portion of their materials.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Yes I do, I think that's what they fed into us about it. And I'd say you can do a lot with that with fiction, not just non-fiction materials. And we get a lot of, well, not even just fiction, but books, stories that appear to be fiction to a lot of kids but that are non-fiction actually. There's a new story that is real popular about a mother and who has to have a baby and decides to keep the baby, and what was the name? Love Child ? I think was the name well I think a lot of kids would read that as a fiction story in Junior High even though it's a true story. And I guess that's the way we'd handle them, plus the books that they have requested and they have requested a lot of books.

Q I think you have answered part of the next question but- how do you determine what materials best meet the needs of your students for information concerning sexuality?

A Alot of information from Family Living people. Well, plus the sources we use to order anything in the library plus you can tell what things are being read alot. Because we have a system where the kids can come in and have a book held which alot of school's dont have. But we do that and we can really tell whats being read and what we need more copies of and I guess the only thing was- last year this kid kept bugging me to buy The Happy Hooker which I didn't think was appropriate for the Junior High. I dont know if thats one or not, pretty much you know what they like and we have alot of association with the University too, as far as fiction we have the University of Iowa lists, they put out ofexcellent books. Well one of the people that's working that right now is a teacher in our building so I kind of keep up on that, she brings up a lot of good stuff. She has read everything and tested it with alot of kids and gets alot of information about what they like.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A That hasn't happened to me at all I have not had any pressure at all, unless the pressure from the teachers to buy what they want or from kids to buy what they want;but as far as not buying anything, we have a very specific book policy in the system that if the parents complain about a book, that type of thing, there is a very specific procedure to follow.

And its completely out of the hands of the school that is involved. They take it to other people, so anything like this that would happen in a negative way- I know it's happened in one elementary school, I don't think I know what the book was but it was a non-fiction book, but it was a complaint by a man who was just making it a point to go around to the schools - But as far as not having anything, I have never had any pressure from somebody about a book or anything, I'm sure it could happen any day.

Q Do you think your selection policy or book policy probably helps?

A Yes, in our selection we are directed by teachers, and it supports the curriculum, I think that's a big thing. If it doesn't support your curriculum sometimes you can really be caught, but everything that we have really does. And also I think living in a University community, in general the type of kids that are in our school, well we do have a lot of University parents, that doesn't always make a difference, some of them are opposed too, but in general there more willing to try something.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A Well, if you do have the pressure the thing is you are teaching a course in the school; and I suppose the same types of parents that would be opposed to the course would be opposed to having the books and vice versa. But I think a lot of them probably feel once their child is not in the course they won't have to worry about them. But, either they don't know what, I don't think

alot of parents do know what we have and I suppose we could publicize what you have but that probably would do more harm than good if they are opposed to it. But, I can say because we just haven't had it. I can think of one time, last year in Ingenue magazine there was some kind of article and I never did see the article somebody stole the magazine. So I never did see the article, but it was on the front page of the Des Moines Register about the article in Ingenue magazine and some legislator was complaining because it was in the school library. The article was on necking or something and people came in asking if we had the magazine in our school, nobody from outside the school, just people inside the school, but someone had stolen the magazine so it was never in. And I never even saw the article, I don't even know what it was about but I just never had to deal with that so it's hard to say what you'd do if you had to and because if I did have to deal with that, I would^{not} be on the committee that had to handle it. I might be on someone elses committee and I think that's the way I'd get involved. And I don't think you can always say your decisions have always been right. Maybe you do have a book- a book that people don't want in like in the elementary school. I don't think that would be real pressure. So I think in essence that as long as you have carefully selected them and your teachers help you out, I don't think I can do anything specific to avoid that pressure.

INTERVIEW IV

Q What was the 1973-1974 enrollment at your school?

A Just a little under 500.

Q What type of scheduling does your school have?

A It has a form of flexible scheduling which means we adjust oh, frequently to meet any needs for programs or classes that are going to go longer, but it is nothing that is rigid or you could set a clock by at all.

Q Are courses in Sex Education or Family Life offered?

A Yes they are.

Q And how are these courses taught?

A They are taught now on something they call the "opt" in it used to be you took it unless you "opt" out which means a kid had to ask to be let out. There was some, what do I want to say, some conflict in the community that the kids were receiving social pressure to stay in so what it is now is you "opt" in or you elect to take it. And if you don't you are not scheduled in.

Q Is this taught as a separate subject or within another?

A No, it is taught as a separate subject but they pull them out of a class. Now last year they pulled them out of a different class each day. We are on a six day cycle and its taught in 7th and 8th grade and what they did was they pulled them out of English one day, Math the next, that type of thing.

Q In what grade is it taught?

A The biggest share is taught in 7th grade and some is taught in 8th.

Q Would you say that your school's Sex Education or Family Life program has been successful?

A Yes it has been and mainly because of the people who are teaching it. We have a fabulous teacher from Family Life education. She has had a real good approach to it all the time and we have been able to keep the one who is the head of Family Living the whole time that we have had Sex Education, we have had a change in the male partner, but the woman who is the head has been the same one all the time and this has given it stability.

Q What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A O.K., I think I should provide for them what they ask for, I think that any machinery or equipment that they want should be available for them, I think I should be alert to new materials coming in and let them know what is in. I also think that I should write for previews of anything they indicate any interest in, so that they can judge whether or not they should have it and they also should have a portion of the media funds budgeted for their use in proportion like any other class.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Responsibility ? I don't know if I think I've got a responsibility to do that but I would call anything to their attention that I thought might do them some good.

Q By them do you mean the students?

A No, the teachers, its their judgement always as to how we are going to use it or what they are going to use. I don't always know what the children are ready for, how far they have them along and this type of thing, so it would have to be the teacher's judgement.

Q How do you determine what materials best meet the needs of your students for information concerning sexuality?

A I am guided by my teachers.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A No, I can't answer that in general I can only anwere it for here and no. There was a very good public relations campaign started with our sex education. They have maintained very good rapport with the community and I have never received any pressure at all. I was asked to go through all the Sex Education and evaluate them from my point of view as to whether or not they were too graphic for this age, but nothing was removed from the shelves, none of the Sex Education stuff. Now I do have some of the Sex Education materials that are not out and available for the children unless they ask for them and they are where they are because the teachers asked that they be where they are.

They can give them to certain boys or girls that they deem need them.

Q I guess then I'd like to know how would you handle it if you did receive or run into pressure. Do you have any specific procedure?

A Yes, we do have a form that we use in case we run into any kind of pressure on any kind of book and this is the "Right to Read" statement that comes in the blurb that the English department puts out. But its any kind of materials that don't meet the people's liking. They have to make a written statement as to their objection of the materials and why and then it goes to a committee, not me, though I can be a part of the committee, but a committee that reads the book, evaluates it in light of the need and reports back to the complaintent regarding what disposition has been made of the materials and probably in _____ it wouldn't be taken off. Very few would be taken off, I think, they are pretty open-minded and then of course the librarians around here have been required to use pretty stiff judgement, we don't have that much money to spend.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A I don't think you attempt to avoid the pressure at all. I think that you do your job the best you can, you get what you think is necessary and if you do encounter the pressure its too bad. But it's kind of like living, you do what you think is right and if you run into trouble then you'll have to handle it.

INTERVIEW V

Q What was the 1973-1974 enrollment at your school?

A I think it was approximately 1050.

Q What type of scheduling does your school have?

A Well we were rather unique, we have what is called a revolving schedule and this means well its called the 7 on 6, we have 6 periods a day, but we revolve, the 7th period comes up the 2nd day and then we have day 1, day 2, day 3, day 4, day 5, day 6 and so forth and consequently the 7th day one of those classes would be dropped. It isn't a sequential type thing and I don't really know why we were a school designated except I think that all the Junior Highs were trying something different, types of scheduling and then you see, every 7th day a teacher does not have a prep. period and it's not really a good situation. Although, I'll tell you the advantage, maybe a low level class which are very difficult to manage discipline-wise, you won't see them the same period every day, sometimes you will have them the first period and the next day you would see them the second period and so forth and then you don't even see them one day, I guess the kids like this, but the teachers don't particularly like this.

Q Are courses in Sex Education or Family Life offered?

A Yes they are, this is city-wide but there again we have our problem because of our revolving schedule, that it isn't, you don't see them, you are not getting your full semester's work in this way. There would probably be like 18 weeks so that out of 18 weeks, I don't know how many days you lose, but you are losing quite a few in there, you are really not getting the full share.

Q How are these courses taught?

A In our building they are taught by the Health and Physical Ed. teacher, but there again we had a problem too. Our Health teacher, our female Health teacher was sick for the last year or so before she died and we had substitutes constantly which didn't work out well. And then we had the male Health & P.E. teacher who was doing a pretty adequate job, but now he is on a sabbatical next year. I really don't know where that leaves us.

Q Was it a required course?

A No, it wasn't, there again if it goes against a person's religion if the parent's say no to it then of course they aren't required to take it. But it was just incorporated into part of the Health.

Q Was it on just the one grade level?

A Yes it was.

Q Would you say that your school's Sex Education program has been successful?

A Oh, actually I guess I was so far removed from it that I couldn't really say whether it was successful or not. Although I'm sure that the male P.E. teacher would say it was and we do have the same materials for each building throughout the city, so it's more or less taught practically the same and these plans are available to the parents also.

Q What do you **consider** to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A Actually, we merely house them when they aren't in use. Although on my own I have purchased a number of materials on Family Life education. I have a number of books on the birth of a baby, teen age sex and V.D. I have lots of pamphlets, folders and books on this kind of thing.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A -I more or less answered that, yes I do feel that way. Because actually I think alot of kids maybe are not wanting to ask questions in Family Life class and consequently they could check out these books and materials and find out this information on their own without feeling that they would become embarassed in the classroom, although maybe kids arent embarassed anymore about anything-

I kind of disagree, I think they are, they are not that different.

A Yes, Junior High kids particularly. Because really I think that alot of parents still aren't coming through with their part of it, you know of course this is why school's had to take it over. I really feel that many of the parents are leaving it entirely up to the schools, and this is too bad.

Q How do you determine what materials best meet the needs of your students for information concerning sexuality?

A Well I use various reviewing aids, Library Journal or School Library Journal, Booklist-isn't that awful, I'm on a vacation and I can't think of a one but I do have scads of them that I do use, and then of course requests from teachers and suggestions from the Education Service Center that would be good books to purchase.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A No, I haven't, I have not, I can see how this could be but I feel that our school system did such a great job preparing the entire city for Family Life education that I have not had any pressures of any kind. A few recommendations perhaps, but other than that, no.

Q Is there any specific way that you have set down that you would handle it if these pressures were put upon you?

A Oh, yes , in fact I think it would probably be dealt with through our Education Service Center, the Family Life director, it would be a very open type thing where the problem would be resolved or the parents or organization would have a chance to express themselves and I am sure it would be taken care of very well.

Q The last question, I really think you have answered in talking about degree to avoid pressure, as you said the prior education of the public.

A Yes, right, the slide-tape presentations that were given to many of the service organizations, P.T.L.'s and P.T.A.'s etc., I think this went on for almost a year, or a good school year before any of the Family Life education was incorporated into the curriculum and this avoided a lot of problems. I think weve been, I can't really think of any time when any body really did put pressure on the school systme because of Family Life. But I do have a boy who comes to me in the I.M.C. during the time Health is taught because his religion is such that his parents just, its against their religion and consequently he is not pressured in any way to sit in on the classes.

INTERVIEW VI

Q What was the 1973-1974 enrollment at your school?

A There were 320 students in grades 7-12

Q What type of scheduling does your school have?

A Traditional.

Q The questions are asked about the Junior High students. Are courses in Sex Education or Family Life offered?

A No, not in Junior High.

Q If the answer to question 3 was no, can you explain why these courses are not offered?

A There is an intensive program in High School for Family Life and Society and You and helping a student examine relationships with other human beings, but the 7th and 8th grade is still very structured, that would be the only explanation that there is no room for anything other than Reading, Arithmetic and Social Studies.

Q The following questions will deal more with attitude- What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A Well, I think that the Media Specialist is probably exposed more to Sex Education or Family Life materials than any other teachers because of their accessibility and the salesmen promoting their particular wares. And so the main responsibility for her is to sift through all the materials that she is presented with and find the ones that best meet the needs of her school.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Yes, because the students come in to the Media Center knowing that there are some materials available on sexuality and so I think because of the delicate nature of the subject that they want to go someplace where they can be a little bit anonymous and find some more information; rather than go up to the teacher and ask the question. You should really present all the materials that you can find for them so they can have some anonymity but still find the information available for them.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Yes, I think it is very true, especially in your rural Iowa, because some places are not ready to have the word sex written in any of their materials and because of the smallness, the small size are directed more by organizations and interested parents. This is a common cause, a lot of people now are really upset about pornography and letting down the standards of our young people and so they are really trying to get involved and sometimes their intentions are good- but sometimes you have to submit to pressure that you probably shouldn't have had to encounter.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A Well, I think she ought to avoid it completely, no I think that because of her unique position, because she can present all materials if she is trying to meet the needs of all students, she should try and emphasize this, that she is not limited in a class, in any particular class, that she is trying to present information that students might have about any questions. So you can justify having almost anything in your library.

INTERVIEW VII

Q What was the 1973-1974 enrollment at your school?

A Right about 900.

Q What type of scheduling does your school have?

A Traditional.

Q Are courses in Sex Education or Family life offered?

A As a part of a required 9th grade course in Health its required for both boys and girls.

Q Would you say that your school's Sex Education or Family Life program has been successful?

A I think it has gotten better in the past few years. I really can't say, I can't answer that question.

Q What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A Ordering as promptly as possible those materials that are asked for by the teachers and being very sure that the teachers are aware of the new materials as they come out.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A In my particular situation, I think I've got all I can do right now just to support the curriculum because we have a new teacher who has really just begun to emphasize this a great deal more. So we are really only building a first basic collection.

Q How do you determine what materials best meet the needs of your students for information concerning sexuality?

A The regular book reviewing processes, plus suggestions from the teachers, the particular teacher in our school system is a registered nurse so she has maybe a little bit different view point than some others but she has a good many suggestions to make.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Yes probably so, I have not personally ever had any pressure or criticism or statement made what so ever, but I do know that other people have.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A I think that I have to remember that the students should be provided with the very best and the very latest of materials about the subject, however I think you also have to remember that the people ^{who} are doing the quote pressure unquote are also the people who are paying your salary and are providing the money to buy the materials. So it is sort of a tight rope that you have to walk to keep both, the materials

available and the people more or less contented, I think this would vary from school to school, I don't think you can have any hard and fast rule. There are some much more conservative areas of town. Some of the schools in the city have had difficulty, I have not.

INTERVIEW VIII

Q What was the 1973-1974 enrollment at your school?

A Approximately 1100.

Q What type of scheduling does your school have?

A Traditional.

Q Are courses in Sex Education or Family Life offered?

A Not separately, there are sections in the Home Economics, Physical Education and Health and various other areas, not separately.

Q Are they required?

A Only as any other unit is required within the framework of the classroom. And there are students that object to them, parents that object to them, that are allowed to spend their time somewhere else while they are doing that unit.

Q I'm sorry, did you say which grade that was?

A Home Economics-8th and 9th, boys Health is all 9th grade. Mainly in the 9th grade but some of it is in 8th.

Q Would you say that your school's Sex Education or Family Life program has been successful?

A I don't think there is enough of it. I think that as far as I'm concerned I would like to see it as a separate course, I think it needs more.

Q What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A To get ahold of everything that's coming out in the field, to

provide as many kinds of materials that there are available, filmstrips, and all kinds of audiovisuals plus books, not only the factual books but the fiction books. There are many of those fiction books that really have alot of good training. If you have ever read Crestwell, - some of the Bonham books, Nitty Gritty, Soul Brother and Sister Lou and some of these, there is an awful lot of family life that you can get from the fiction books as well which the teachers don't think works, but which I know from talking to kids, works better than some of the things used in the classroom. And we need films, a good program, and its up to the Media Specialist to be the head of it and instruct the teachers. There is where the big problem is that the teachers don't know how to keep up with materials and don't bother looking up materials they need. If they have ten dollars to spend they look in a catalog and spend it and they will not bother to check reviews nor will they get it as a sample copy and look it over.

Q I think you answered this question but, Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Certainly, I have them in the library that go way beyond and I think it's alot better that these kids learn it from a book that's been chosen by a Media Specialist where they have been reviewed and previewed and the teacher gets some help from the Media Specialist in order to help with these. And this is the job for the Media Specialist, that the teachers don't always take time now and in _____ the Media Specialists dont always have time for it but we make a stab at it.

Many times people don't listen to this. We had two thousand dollars to spend for Career Education, I spent literally days hunting up reviews on filmstrips, and stuff like that that they could use in the career center. But they wouldn't even - I guess I failed, I didn't succeed in making them understand that I had been through all this and that if they would look at these things that we knew what we were getting. They took the catalogs, they spent the two thousand dollars and but have no idea what they are going to get, nobody knows what are good materials and what are not good materials. And this is the job of the Media Specialist among man other millions, and the day we have enough help to do it will be a lovely day. But we have never had it.

Q How do you determine what materials best meet the needs of your students for information concerning sexuality?

A Well, here its a matter of reviewing, previewing and knowing the students, you can't do it if you don't take some time to find out what kind of kids you are dealing with. And when you have a principal who figures that anything can go in as long as it does not present an abnormal picture. He has no objection to The Exorcist as such, only that it presents an abnormal situation. He has no objection to what ever I buy as long as it's a normal thing, whether its Psychology, Religion or what it is as long as it presents it in a normal pattern. The kids can learn or not learn something that is abnormal. This is fine with him. I had another book that I was going to mention that presented an abnormal situation that he objected to. I can't think of that

now, but there are alot of them that as long as you get a normal pattern that shows family life as it exists, whether it's perfect or not, it may be a bad family situation but as long as it isn't something completely abnormal then-

Q What about Portnoy's Complaint, would that be "abnormal"?

A Possibly, I haven't really decided how "abnormal" Portnoy was. I think that that was pretty typical of many cases. But its not what you would hand to a Junior High kid as "normal" or at least it would'nt present a true picture of life as we would like to have it improved. Personally I loved Portnoy's Complaint, I have had alot of arguments about that book. I just read Life Of a Man, I didn't like that one near as well. I guess because Portnoy's Complaint took in more of the younger years and I like that age kids, the younger age-junior high, I like junior high kids and this new book The Life of a Man is about his adult life.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Yes, we have had books, we have had orders from downtown to remove certain books from the shelves. I wouldn't say that I complied with them. But there is pressure from some of the teachers. We have one boys Health teacher who won't say those

words. He comes reading along in a sentence about the structure of the body and just skips over the word penis and the kids are supposed to gather what he's talking about. And I think there is pressure the least of it from parents, in the 15 years I've been here I've had one parent call about a sex book. And when we explained to that parent that this book presented a good picture of the development of the boy and what he was learning was better than what he learned in the gutter or the rest room, and halls and that we had carefully chosen that book by good authorities that parent made no further objection. But we have had pressure from some of our teachers, from administration. Now who put the pressure on the administration, I don't know, maybe it was some parent that couldn't be convinced but at Franklin every parent we have ever talked with, we have brought around to our way of thinking. I never have had problems with the parents.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A I have made no attempt to avoid it, unless you call it avoiding it by my complying to the letter of the law by removing the book from the shelf and handing it out to the kids from under the counter. Now is that avoiding it?

I am still using the book but then as far as the downtown office is concerned it is off the shelf. Our parents, I don't think that Mr. Long bends to them where he thinks what we are doing is right. I think that he would back us up 100 per cent. We have a harder time convincing the teachers than anyone else.

INTERVIEW IX

Q What was the 1973-1974 enrollment at your school?

A About 900.

Q What type of scheduling does your school have?

A A type of modular.

Q Are courses in Sex Education or Family Life offered?

A Yes they are.

Q How are these courses taught?

A Well, they are taught within a Health course in the 7th grade they are required of all 7th grade students however we tell all the parents that there is sex education materials offered in the course and then offer alternatives for students.

Q Would you say that your school's Sex Education or Family Life program has been successful?

A Well, in my opinion, not really. I feel that 7th grade is a pretty important time in that kind of thing and I feel that they could be dealing with it more extensively than they have been. They have been ignoring some topics that I think they should be acquainted with. Either they have learned it on their own by this time and may need some of their ideas straightened out or otherwise they are at the time when they need to know these kinds of things. I also feel that some of the, infact, most of the teachers really haven't had enough training on their own to know-, well they feel uncomfortable with these kinds of ideas in the classroom and don't quite know how to deal with them, and how to get questions and so on going.

If you are going to be teaching sex to kids all you've got is your own ideas about it and obviously this isn't enough you know, each of us have our own sexual identity and certainly it's different from other person's and you don't want to be laying your own "trips" on kids and at the same time you need to present other sides even if you happen to consider yourself as open minded and a liberated sexual person. You need to present both sides in an educated manner and I think teacher's could use alot more in-service training on the subject.

Q What do you consider to be the main responsibility of the Media Specialist regarding Sex Education and Family Life materials?

A Well, I feel the Media Specialist has an obligation to check over those materials his or herself and if she feels that the kinds of materials are not the best, don't offer a balanced enough idea then she has an obligation to fill in where she sees fit.. At the same time I really think that when I do soemthing like this I need to go to the people who are teaching these classes and tell them what I am doing and so they know the kinds of materials that I feel should be included and I would like to make available to the students.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Again, that depends basically on what I was talking about, teachers not having enough training. If I were dealing with teachers in this area that seemed to have more extensive training, cause I must admit that I haven't been trained in this kind of information to any more of a degree than they have, if they

have worked with other agencies and they say this is all I need, this is all I want, I probably would go along with them, but if I see, and I do see that most of these teachers don't know how to deal with it and I feel that I have some aids at least or some ideas of other people that I can fill in with then I think yes.

Q How do you determine what materials best meet the needs of your students for information concerning sexuality?

A Well, I use the excepted library review tools and I prefer to look beyond, one of the things I have found useful in lots of controversial subjects is Synergy which comes out of San Francisco and I find that they have alot of materials, they review alot of materials that other things don't and even such things in somethings like , Ms. magazine or feminist things do alot towards giving you the reviews and books and authors that I think should be investigated because they are written by people who have got some experience not only in sexual attitudes but also sexuality in general and things like role playing which I think we tend many times to forget is a part of the idea of teaching sex education to begin with not just all concerned with intercourse and bi@logy.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Well, I'm not so sure about how often I have never encountered it as such. I have read about it, I know that there have been instances in this area I think that what happens is this is the kind of material that probably is about the only thing that is ever censored. The only thing that parents, churches and groups ever get upset about and I am not so sure that if they would realize some of the other things that their children were presented with that they shouldn't be more concerned about them. But they never pick up on that. Sex is an immediate topic and everyone focuses in on it and one or two people can make a splash about it.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A Well, basically by trying to present both sides. We have to realize we always have got some students who come from very traditional backgrounds, the parents are very strict and very strictly don't want any of this kind of information presented to them and they are going to have very traditional ideas about the subject. So that kind of information has to be in the library at the same time, we have students whose parents are very flexible about it who really would like to have us presenting these kinds of materials so I think they consider me the expert, both of those things have to be in the library. And I think where you see students going about and gathering this information that you need to take an interest in the student and help them out and see what they want and what they are getting

out of it. But thats about all you could do, I think we have an obligation to present some controversial things in the subject and by controversial I don't mean we are throwing out radical kinds of materials. But I do think that there are alot of places to go and other ideas to present, there shouldn't be any "locked books" or special sections going on. The materials are there for all the students and if they are curious they will read it. On the other hand, hopefully parents will take an interest in what their students, their children are reading and talk it over with them and maybe some day my job will be on the line or someone I know but if this is the only interest parents are going to take, then maybe this is what we need to get them interested in everything that is happening in the schools.

INTERVIEW X

Q What was the 1973-1974 enrollment at your school?

A 536.

Q What type of scheduling does your school have?

A Modular.

Q Are courses in Sex Education or Family Life offered?

A Yes, but they are included in other subjects such as Physical Education.

Q This is a required course?

A Physical Education?

Q Yes

A Yes it is required.

Q In which grade?

A 7th and 8th.

Q Would you say that your school's Sex Education or Family Life program has been successful?

A Well, I would say it has been successful in that the students are learning but I don't think that the community or parents are really involved because there isn't an established sexual education program in the school. And I haven't really been here long enough to know how successful its been.

Q What do you consider to be the main responsibility of the Media Specialist regarding Sex Education or Family Life materials?

A Well, in my situation I consider my responsibility to get what others ask me for. I don't feel qualified to choose these myself and since these are taught within other courses I am usually told what to use. Well I'm not really "told", I'm given suggestions and since there are a lot of other people who know more about it than I do. I feel as though I should go according to what they think.

Q Do you think the Media Specialist has a responsibility to furnish materials with information about sexuality that go beyond curricular support?

A Well as I said, I really don't feel qualified in choosing what materials should be available so I take suggestions and I depend on the people who I feel know more about it than I do.

Q Do you consider the following statement to be true? In attempting to provide the best materials concerning sexuality the Media Specialist often encounters pressure from interested individuals or organizations.

A Yes, I feel this would be true in some situations however since we do not have an established program, I don't feel the community, parents etc, are really that involved or putting on that much pressure because it's involved in other courses and they wouldn't be as upset about a Physical Education course including health (sexual) as they would be about a Sexual Education course itself.

Q To what degree should the Media Specialist attempt to avoid such pressure?

A Well, I feel you should know your community, your students, and I don't feel that you should push these kinds of things and that they take time and you should give people a chance to accept the values you are trying to put on their children and for them to understand why.