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A STUDY OF THE SEXUAL VALUES
OF
CATHOLIC COLLEGE STUDENTS

by
Julia A. Lane

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

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VITA

The author, Julia A. Lane, was born in Chicago, Illinois, on June 29, 1927.

Her elementary education was obtained in the Catholic elementary schools of Chicago, Illinois, and her secondary education at Providence High School, Chicago, Illinois, where she graduated in 1945.

In September, 1951, she entered St. Joseph Hospital School of Nursing and in September, 1954, received her certificate as a registered nurse. In September, 1954, she continued her education at DePaul University and received the degree of Bachelor of Science in Nursing, cum laude, in 1956. While attending DePaul, she was elected to Pi Gamma Mu.

In 1958, she was awarded a Nurse Training Grant from the Department of Health, Education, and Welfare and attended the Catholic University of America where she graduated with the degree of Master of Science in Nursing in 1961. While obtaining her degree, she was elected to Sigma Theta Tau in 1959. She also holds a certificate in Nurse-Midwifery.

Following graduation, Miss Lane taught at South Chicago Hospital School of Nursing and served as its educational director for three years. She then accepted a position at Loyola University School of Nursing and became chairman of the Department of Maternal-Child Nursing.

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She is a member of the American Nurses' Association, the American College of Nurse-Midwifery, and has served on several professional nursing committees.

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CHAPTER I

INTRODUCTION

We are living in a society that is experiencing a rapid transition in moral values within social, political, economic, and sexual life. The causes of these changes are complex and multiple. Among them are the rapid advances in science and technology, the effects of mass-media, and a general era of permissiveness present in the society. For Roman Catholics, the openness, flexibility, and social concern brought into religion since the closing of the Second Vatican Council has also been a factor.

As permissiveness becomes more pervasive within the society, value decisions are increasingly determined by the individual himself. Traditional moral authorities such as parents and the church become less influential. The result is that people are confronted with the need to reflect on their own attitudes and values. To do this effectively, the individual must be aware of the cognitive, psycho-social, and cultural experiences that underlie his own value formation as well as the influences of religious and ethical thought.

Nowhere is the transition of values and the need for reflection more evident than in the realm of sexual behaviors, attitudes, and values. Sexual values undergoing the most rapid changes are those concerning premarital and extra-marital coitus, masturba-

tion, homosexuality, pornography, contraception, and abortion.¹ In modern jargon, the value changes in these areas are commonly referred to as the "sexual revolution."

Indicators of these value changes are the increased openness of public discussion about sexuality; the increased incidences of illegitimacy, divorce, homosexuality, and venereal disease infection; and the legalization of abortion and dissemination of pornography. Other indicators in recent years are the Presidential Commission Reports on homosexuality, pornography, and population.

Background of the Problem

With respect to a particular reference group, the college community often is considered as the forerunner of the "sexual revolution." "The modal societal impression is that this cohort is the most responsive to change of traditional ideals and the adoption of what may be heuristically labeled as a 'liberal' political and social philosophy."²

Anna Freud has suggested that the ". . . four years of college come at the worst possible time in the schedule of biological and emotional development."³ Many students are still

¹John H. Gagnon and William Simon, "Sexual Deviance in Contemporary America," The Annals of the American Academy of Political and Social Science 376 (March 1968): 109-110.

²John A. Conley and Thomas O'Rourke, "Attitudes of College Students Toward Selected Issues in Human Sexuality," The Journal of School Health 43 (May 1973): 286.

³Group for the Advancement of Psychiatry, Sex and the College Student (New York: Mental Health Materials Center, 1965), p. 33.

struggling to find their identity. This can be made more difficult because they are increasingly exposed to, and influenced by, the value system of their peers. Most are entering the developmental period Erikson calls the crisis of intimacy and generativity. This period is integrally associated with overt sexual behavior.⁴ Successful completion of this developmental task requires the integration of a personal value system as opposed to external assent to those values received from parents, church, school, peers, or society regarding sexuality, love, marriage, and family life. This would be akin to Kohlberg's higher stage of moral development. In this stage, the individual becomes "oriented not only to actually ordained social rules, but to principles of choice involving appeal to logical universality and consistency."⁵ Included in this value judgment is "orientation to conscience as a directing agent and to mutual respect and trust."⁶

The development of sexual values at this stage is frequently complicated because: (1) the student possesses inadequate or mistaken knowledge about sexuality and sexual behavior upon which to make his decisions; or (2) the students may be inhibited by the lack of opportunities for experimentation with alternative value systems within safe limits. Both of these factors inhibit their

⁴Erik Erikson, "The Healthy Personality," Psychological Issues 1 (No. 1, 1959): 95.

⁵Lawrence Kohlberg, "Moral Education in the Schools: A Developmental View," in Studies in Adolescence, 2nd. ed., edited by R. E. Grinder (New York: Macmillan Company, 1969), p. 241.

⁶Ibid.

decision making ability.

The college environment has also changed; this is a change which encourages more responsible behavior in all areas of living including sexuality. The concept of in loco-parentis is diminishing among student personnel educators; there is an increase of co-educational residence halls as well as more liberal parietal visitation; and an increasing number of campuses have adopted legalization of liquor possession for those of age. In general, college administrators follow the guidelines proposed by the Group for the Advancement of Psychiatry that sexual activity, privately practiced with appropriate attention to the sensitivities of other people, should not be the direct concern of the administration.⁷

Indicators of sexual value change on campuses are the increasing incidences of pregnancy, homosexuality, sexual anxieties concerning frigidity and impotence, demands for contraceptive and abortion services, and the need for venereal disease treatment. Journals concerned with student personnel problems are replete with articles describing the problems.⁸

⁷Group for the Advancement of Psychiatry, Sex and the College Student, p. 98.

⁸Seymour Halleck, "Sexual Problems of College Students," Medical Aspects of Human Sexuality 2 (May 1968): 14-27; William Eastman, Michael Fromhart and Mary Fulghum, "Sexual Problems and Personality Adjustment of College Women," Journal of the American College Health Association 18 (December 1969): 144-147; E. William Hauser, "A Few Casualties of the Sexual Revolution," Journal of the American College Health Association 18 (June 1970): 356-357; Michael Fromhart, "Characteristics of Male Homosexual College Students," Journal of the American College Health Association 19

The Statement of the Problem

The traditional teachings of the Catholic Church view sexuality in a holistic manner within the context of marriage and procreation and state that all sexual sins involve grave matter, meaning serious sin.⁹ While new insights into the psychology of human development and the origins of sexual taboos have caused some modern Catholic theologians and psychologists to question the rigidity of the Church's traditional teachings on sexuality, few would question the need for a moral reference point in the development of a personal sexual value system.¹⁰

The Catholic college and the Catholic college student are in the mainstream of American life. They, too, experience the same pressures toward permissiveness in sexual values that other college students have. However, we assume that they have received from their parental, cultural, and educational background, a sexual value formation which is oriented toward the traditional teachings

(April 1971): 247-255; Alan F. Guttmacher and Eugene E. Vadies, "Sex on the Campus and the College Health Service," Journal of the American College Health Association 21 (December 1972): 145-148; Lawrence B. Siddall and Michael A. Cann, "Pregnancy on a University Campus," Journal of the American College Health Association 21 (February 1973): 247-251; and Murray Vincent and Dale Barton, "Attitudes of Unmarried College Women Toward Abortion," The Journal of School Health 43 (January 1973): 55-59.

⁹Charles E. Curran, "Sexuality and Sin: A Current Appraisal," in Sex: Thoughts for Contemporary Christians, ed. Michael J. Taylor, S. J. (Garden City, New York: Doubleday & Company, 1972), p. 113.

¹⁰Eugene Kennedy, What Modern Catholics Believe About Sex (Chicago: Thomas More Press, 1971), pp. 6-7.

of the Church. This orientation views sexuality principally within the marital context. The question then is, has the rapid transition in societal sexual values toward greater permissiveness, affected the sexual values of Catholic college students? Reiss suggests that this would be the case. In Proposition I he states: "The lower the traditional level of sexual permissiveness in a group, the greater the likelihood that social forces will alter individual levels of sexual permissiveness."¹¹ On the other hand, any role encouraging the inculcation of adult or parental type values or increasing institutional affiliation, would tend to encourage relatively low permissiveness in sexual values.¹²

It would seem logical, therefore, to postulate that a person's perception of parental sexual values, religious educational background, and knowledge of human sexuality may have some interacting effect on the formation of sexual values. We are not sure, however, to what extent these are operative in the Catholic college student. Thus, the purpose of this research is to investigate the relationships of these factors.

Purpose of Research

The purpose of this investigation is as follows:

1. To examine the sexual values, knowledge of human

¹¹Ira Reiss, The Social Context of Premarital Sexual Permissiveness (New York: Holt, Rinehart & Winston, 1967), p. 160.

¹²Ibid., p. 162.

sexuality, and perceptions of his parents' sexual values of Catholic college students in terms of their religious educational background and their sex;

2. To determine if a relationship exists between the subject's sexual values, his perception of his parents' values, and his knowledge of human sexuality; and

3. To design an instrument that would assess the subject's values concerning human sexuality, assess his perception of his parents' values, and measure the amount of knowledge he possesses about sexuality.¹³

Hypotheses of the Study

The following hypotheses were formulated to be tested in this study.

1. Within the total population, there is no significant difference between sex by level of religious education interaction as measured by the three dependent variables: the subject's own sexual values, his perception of his parents' sexual values, and his knowledge of human sexuality.

2. Within the total population of the study, there is no significant difference between the levels of religious education as measured by the three dependent variables: the subject's own sexual values, his perception of his parents' sexual values, and

¹³A review of the literature revealed no suitable tool to measure either sexual values or knowledge. Because values cannot be measured directly, an attitude scale was utilized.

his knowledge of human sexuality.

3. Within the total population of the study, there is no significant difference between the sexes as measured by the three dependent variables: the subject's own sexual values, his perception of his parents' sexual values, and his knowledge of human sexuality.

4. There is no significant relationship between a subject's sexual values and his knowledge of human sexuality.

5. There is no significant relationship between a subject's sexual values and his perception of his parents' sexual values.

Limitations

This study is limited by the following:

1. The sample is small and non-randomized because of the difficulty in obtaining permission from college administrators to utilize subjects in a research project of this nature.

2. Bias could be another limiting factor as parents were not tested directly. Parental values were obtained from the subject's perception of his parents' values.

3. Students were required to give their perception of their parents' values. However, since they were not asked to identify with a specific parent, it is not known if their perception is a configuration of both parents' values or of a single parent.

Significance of the Study

Catholic students represent over one-quarter of all students

entering institutions of higher learning in the United States. While numerous studies have been done on college students and their sexual values and behaviors, few have used a large Catholic student sample. In general, these studies have failed to reveal how sexual values are transmitted.

Since Catholic parents have made a unique investment in Catholic education in the United States with the hope that traditional moral values would be supported and sustained by the educational system, it is important to assess how this function is achieved in the area of sexual values. This would seem even more important in the light of the fact that the sexual values undergoing the most change are those which are directly related to the stability of family life, conjugal fidelity, chastity and self restraint, and the sanctity of human life.

Lastly, the Declaration on Christian Education says that the future of society and of the Church herself is closely bound up with the development of young people who engage in higher studies.¹⁴ In the same document, the Church admonishes that as students advance in years they be given positive and prudent sexual education, be encouraged to weigh moral values, and to embrace these values by personal choice.¹⁵ Therefore, it would seem that

¹⁴Walter N. Abbott, S. J., gen. ed., "Declaration on Christian Education," in The Documents of Vatican II (New York: Association Press, 1966), p. 649.

¹⁵Ibid., p. 639.

the significance of this research would be to serve as a baseline for educators to develop programs within the Catholic college community that will permit cognitive discussion of the options available in society today regarding sexual values. This would permit the student to gain an understanding of how his own sexual values were formed, to weigh the cognitive dissonance he may experience between what he was taught and what he now believes to be true, and lastly, enhance his total human development as an educated Christian adult.

Method of Procedure and Overview

Chapter II contains a review of the literature on the acquisition of sexual values through childhood and adolescence. Following this is a survey of the literature covering the major areas studied in this research: Premarital sexuality, extramarital sexuality, homosexuality, masturbation, pornography, contraception, and abortion. The literature in these areas is confined primarily to studies of college students.

Chapter III will be concerned with the development of the instruments used in this study--the Sexual Value Scale and the Human Sexual Knowledge Inventory. It will discuss instrument construction and the establishment of validity and reliability for both instruments. Also included will be procurement of the sample, the method used in the collection of the data, the research design, hypotheses, and the method of statistical treatment of the data.

In Chapter IV the data will be presented and analyzed using the two independent variables of the study: subjects' religious educational background and sex of the respondent in relation to the three dependent variables of the scores on the Sexual Value Scale, perception of their parents' scores on the Sexual Value Scale, and subjects' scores on the Human Sexual Knowledge Inventory. A discussion of the data will follow the analysis.

Chapter V is a brief summary of the study and will describe the conclusions and recommendations drawn from the study.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature was directed to two major areas. The first will discuss the factors related to the acquisition of sexual values from childhood through adolescence. These factors were the influence of the parents, the influence of religious education, and the influence of sexual information.

The second major area was a survey of the literature concerning college students' sexual values. The review covered the seven areas of the study: premarital sexuality, extra-marital sexuality, masturbation, homosexuality, pornography, contraception, and abortion.

Factors in the Acquisition of Sexual Values

Sexuality includes the knowledge, attitudes, feelings, and underlying motivation of an individual's behavior and the use he will make of that knowledge.¹ It is the totality of expression of the individual's entire self as male or female. Sexual values originate from several sources: parents, peers, social groups, the church, and educational institutions. They are reflected in the

¹Mary S. Calderone, "Sexuality and the College Student," Journal of the American College Health Association 17 (February 1969): 190-191.

beliefs and attitudes held by an individual. This review of the literature was concerned with three factors in value development: the influence of the parent, the influence of religion and religious education, and the influence of knowledge.

The Influence of Parents

Parents are the first source and probably one of the most influential factors in the acquisition of all values. Little research has been done to measure their effectiveness directly.

Childhood: In early childhood, parents have two important tasks concerning sexual development. The first is to assist in the acquisition of proper gender and sex role identification. The second is to provide an environment where the child may unconsciously absorb the norms of sexual behavior that are accepted within his culture. Both of these tasks are accomplished through social learning and in identification with the parents.²

When does sexual value development begin? Erikson has traced the psycho-social development of the individual from birth through late adulthood. He postulates that only in the successful completion of each of his eight stages, is the individual provided with the human values and characteristics needed to proceed to the next stage. His first stage, Trust versus Mistrust, is essentially

²Daniel G. Brown and David B. Lynn, "Human Sexual Development: An Outline of Components and Concepts," Journal of Marriage and the Family 28 (May 1966): 155-162; and John H. Gagnon, "Sexuality and Sexual Learning in the Child," Psychiatry 28 (May 1965): 212-228.

dependent on the mother-child relationship.³ It is during this early stage, within the context of human growth and development, that sexual values, attitudes, and behavioral responses begin.

Evidence of this very early development of sexual behaviors is found in Harlow's studies.⁴ Rhesus monkeys, deprived of early mother-child or peer-peer affectional interactions, were severely impeded in, and in some instances incapable of, heterosexual behavior in adulthood. Spitz found that children with good mother-child relationships as opposed to those in a deprived manner, demonstrated a significantly greater incidence of genital play.⁵

Parental anxiety over the normal signs of infantile sexuality are also a factor in sexual development. This infantile sexuality is exhibited in genital play and is frequently associated with early child rearing patterns involved in teaching forms of control such as bowel and bladder training. The child perceives the parental discomfort at his behavior and introjects the shame and guilt he readily feels in the parent. This often has a lasting and defining influence on the way the individual conducts his future

³Erikson, "The Healthy Personality," pp. 55-65.

⁴Harry F. Harlow, "The Maternal Affectional System," in Determinants of Infant Behavior II, ed. B. M. Foss (New York: John Wiley & Sons, 1963), pp. 3-29.

⁵Rene A. Spitz, "Autoeroticism Re-examined: The Role of Early Sexual Behavior Patterns in Personality Formation," in The Psychoanalytic Study of the Child, vol. 17 (New York: International University Press, 1962), pp. 283-315.

sexual life.⁶

The crucial period of childhood thus has significance, not because of sexual occurrences, but because of non-sexual development which will provide the name and judgment for later encounters with sexuality. The parents' attitude toward normal sexual inquisitiveness of childhood is unconsciously absorbed by the child and serves as the basis of future emotional responses in adult sexual behaviors.⁷ In later childhood and adolescence, it is possible for the child to re-evaluate his parents' attitudes toward politics, vocation, or religion because the input from them has become increasingly complex and rational. However, in the area of sexuality, the original learning and attitudes are not challenged, and therefore it is difficult for the growing child to re-evaluate these early conceptions. This is further complicated by the framework of repression and avoidance projected by the parents which encourages the child to seek sexual information from his peers. This information is then filtered through the attitudes and orientation created by the parents. It is these early roots of sexuality in childhood that make it difficult to change the patterns of sexual life in adulthood.⁸ Kennedy, using Erikson's framework, describes

⁶Milton J. E. Senn and Albert J. Solnit, Problems in Child Behavior and Development (Philadelphia: Lea & Febiger, 1968), p. 66.

⁷William Simon and John H. Gagnon, "Psychological Development," Transaction 5 (March 1969): 10-12.

⁸John H. Gagnon, "Sexuality and Sexual Learning in the Child," Psychiatry 28 (May 1965): 212-228.

some of the special sexual problems which may affect a child's sense of confidence in himself and how these will affect his later attitudes toward sexuality, particularly in the developmental tasks of identity, intimacy, and generativity.⁹

In addition to sexual development, parents also have a very basic role in shaping their children's value system in all areas including that of sexual conduct. They have the responsibility of forming moral attitudes that will serve as the basic ethical framework of future decisions.¹⁰ The church has always maintained that parents are the first and foremost educators of their children. "Their role as educators is so decisive that scarcely anything can compensate for their failure in it."¹¹

Beginning at birth, parents transmit values to their children in two ways: explicitly through instruction and the selective reinforcement of appropriate responses; and implicitly through their own behavior in certain situations.¹² Bell noted, however, that most parents are more deliberate and comprehensive about transmitting

⁹Kennedy, What A Modern Catholic Believes About Sex, pp. 28-32.

¹⁰Isadore Rubin, The Sex Educator and Moral Values (New York: Sex Information and Educational Council of the United States, 1969), p. 4.

¹¹Abbott, "Declaration on Christian Education," in Documents of Vatican II, p. 641.

¹²Bernard C. Rosen, "Family Structure and Value Transmission," The Merrill Palmer Quarterly 10 (January 1964): 59; and Steve Scarvelis, "Before Sex Education--A Groundwork of Values," The Family Coordinator 17 (July 1968): 188.

values to their children in the areas of educational attainment, career choice, and religious beliefs than they are with reference to any aspect of sexual values.¹³

The period between early infantile sexuality and pubescent genital sexuality is generally one of sexual latency. Erikson characterizes it as the period of industry. The child grows in ego-strength through mastery of new tasks which are in great part directed by educational institutions.¹⁴

Adolescence: Adolescence is characterized by physical changes that are reflected in all facets of behavior. Not only are both sexes affected by these changes, but these changes affect their interests, their social behavior, and the quality of their affective life.¹⁵ With the onset of puberty, there is a decrease in the influence of parental attitudes and values. Concomitant with this decrease in parental influence, is a rebellion against and a withdrawal from all adults and an increasing dependency on the values of the peer group.¹⁶

Reiss, however, in analyzing the movement toward more permissive standards in sexual values, maintains that the potential for permissiveness stems from the parents' own values. The parents have

¹³Robert R. Bell, "Parent-Child Conflict in Sexual Values," Journal of Social Issues 22 (April 1966): 35.

¹⁴Erikson, "The Healthy Personality," pp. 82-94.

¹⁵Peter Blos, On Adolescence (New York: The Free Press, 1962), p. 5.

¹⁶Group for the Advancement of Psychiatry, Normal Adolescence: Its Dynamics and Impact (New York: Mental Health Materials Center, 1968), p. 802.

transmitted a basic value that encourages or discourages the willingness to try something new, different, or guilt producing. It is this basic value relating to change, derived in large part from parental teaching, either direct or implicit, that is the key to permissiveness in the child.¹⁷

Schofield studied the sexual behaviors of English adolescents between the ages of 15 and 19. He found that:

. . . relations with parents, and their marital happiness, the discipline in the home and the opportunities and facilities provided, and in particular the interest and concerns of their parents for their teenage children and the amount of time they spent together, all seemed important influences on the sexual development of the adolescent.¹⁸

Vincent believes all parents and children experience a temporary value conflict regardless of how well or poorly they have transmitted values. These are what he calls "cultural discontinuities."¹⁹ These arise from several sources. Parents and children are at different stages in their life cycle and thus are influenced differently by social forces as well as by their perception of appropriate behavior.²⁰ For Kirkendall, the anonymity of urban life, the reliance on the process of scientific inquiry rather than authority, the in-

¹⁷Ira Reiss, "How and Why America's Sex Standards are Changing," Transaction 5 (March 1968): 30.

¹⁸Michael Schofield, The Sexual Behavior of Young People (Boston: Little, Brown Co., 1965), p. 150.

¹⁹Clark Vincent, "The Social Horns of Youth's Dilemmas," in The Adolescent Experience, eds. James P. Semmens and Kermit E. Krantz (New York: Macmillan Co., 1970), p. 17.

²⁰Bell, "Parent-Child Conflicts," p. 34.

creased pressure of peers, as well as the mass media, all contribute to the disparity of values in generations.²¹

In a national sampling of 393 adolescents regarding sexual attitudes and behaviors, Sorensen states that adolescents have little communication with their parents about sex. ". . . parents refuse to acknowledge their [children's] sexual behaviors or . . . find their [children's] attitudes so disagreeable that they refuse to discuss them."²² On the other hand, Reiss, in his study of premarital permissiveness, found that approximately two-thirds of the students perceived their sexual standards as similar to their parents.²³ Fredericks, using a questionnaire, asked 415 college undergraduates what they perceived to be the source of their values in four domains: family, education, ethical situations, and religious beliefs. In all four value domains, the family was perceived as the major influence.²⁴

Bell and Buerkle, using a questionnaire, studied 217 mother-daughter pairs to ascertain if there was a discrepancy regarding premarital chastity. He found them at variance, with mothers more fre-

²¹Lester A. Kirkendall, "Industrial Society: Its Impact on Sexual-Moral Concepts," in The Adolescent Experience, pp. 23-43.

²²Robert C. Sorensen, Adolescent Sexuality in Contemporary America (New York: World Publishing, 1973), p. 367.

²³Reiss, The Social Context of Premarital Sexual Permissiveness, p. 130.

²⁴Lowry Clifford Frederickson, abstract of "A Study of Adolescent Values," (Ann Arbor, Michigan: Dissertation Abstracts, No. 67-16,791, 1967).

quently holding for premarital chastity.²⁵

In conclusion, it can be stated that the influence of parents in sexual value formation begins at birth and continues through adolescence. In the adolescent years, there is a conscious process of re-evaluation and acceptance or rejection of the attitudes and values taken in from the parents at an earlier stage of development.

The Influence of Religious Education

The second variable of this study was the influence of religious education on the development of sexual values. The literature revealed no studies relating directly to this variable. However, several studies provided some insight into the effects of religion on sexual values.

One of the most extensive studies on the effects of Catholic education was Greeley's The Education of Catholic Americans.²⁶ In it, 2753 Catholic respondents between the ages of 23 and 57 were interviewed. Questionnaires were distributed to an additional 2000 persons and to 1000 adolescents who lived with the adult respondents. Several of his findings were relevant to this study. They were as follows:

There is a moderate but significant association between Catholic education and adult religious behavior.

²⁵Robert R. Bell and Jack V. Buerkle, "Mother and Daughter Attitudes to Premarital Sexual Behavior," Marriage and Family Living 22 (November 1961): 390-392.

²⁶Andrew M. Greeley and Peter H. Rossi, The Education of Catholic Americans (Chicago: Aldine Publishing Co., 1966).

The association is strongest among those who come from very religious family backgrounds.

The association between Catholic education and adult behavior is strongest for those who went to Catholic colleges. It is especially strong among men who went to college.

There are very strong relationships between Catholic education and religious behavior for teenagers currently in school.

The impact of the Catholic high school and the Catholic college on religious behavior and social attitudes apparently is the result of a cumulation of Catholic educational experience and not the result of the particular educational level operating by itself.

Religious education is a more important predictor of adult behavior than is an individual's sex, but it is less important than his educational level or the religiousness of his parents.²⁷

Within Greeley's study is a sub-scale on moral orthodoxy. It contains three statements concerning premarital sex, divorce, and contraception. On each statement, a significant difference was found between the respondents who had total Catholic education and others in acceptance of the orthodox position of the church, with the former more frequently accepting the orthodox ethical position of the church.²⁸

Some form of a religious variable has been used, however, in many studies concerning sexual behavior. The rationale for a religious variable is expressed by Dedman when she states: "Violation of a society's norm will occur least among individuals who are 'sensitized to public disapproval'." She points out that the sensitization pro-

²⁷Ibid., pp. 219-221.

²⁸Ibid., p. 65.

cess will take place most fully in churches.²⁹

Church attendance is one method of describing the religious variable. This has been used as the religious factor in studies by Burgess and Wallin, Reiss, Schofield, Ehrmann, Heltsley and Broderick, and Thomas.³⁰ All found church attendance inversely related to sexual permissiveness. An interesting observation by Thomas is that sixty-three percent of male college students and fifty-eight percent of female college students never or rarely attend church while in college.

The degree of self-described religiosity was the religious factor in studies by Kinsey, Lindenfeld, Middendorp, Athanasiou, Shaver and Tavis.³¹ Clayton used church activities to describe the

²⁹Jean Dedman, "The Relationship Between Religious Attitude and Attitudes toward Premarital Sex Relations," Marriage and Family Living 21 (May 1959): 171-176.

³⁰Ernest W. Burgess and Paul Wallin, Engagement and Marriage (New York: J. B. Lippincott Co., 1953); Reiss, The Social Context of Premarital Permissiveness; Schofield, The Sexual Behavior of Young People; Winston Ehrmann, Premarital Dating Behavior (New York: Henry Holt & Co., 1959); Mary E. Heltsley and Carlfred B. Broderick, "Religiosity and Premarital Sexual Permissiveness: A Re-examination of Reiss' Traditionalism Proposition," Journal of Marriage and the Family 31 (August 1969): 441-443; and Lena Thomas, "The Relationship Between Premarital Sexual Behavior and Certain Personal and Religious Background Factors of a Sample of University Students," Journal of American College Health Association 21 (June 1973): 460-464.

³¹Alfred C. Kinsey, Wardell B. Pomeroy, and Clyde E. Martin, Sexual Behavior in the Human Male (Philadelphia: W. B. Saunders, 1948); Alfred C. Kinsey, et. al., Sexual Behavior in the Human Female (Philadelphia: W. B. Saunders, 1953); Frank Lindenfeld, "A Note on Social Mobility, Religiosity and the Student's Attitude toward Premarital Sexual Relations," American Sociological Review 25 (February 1960): 81-84; C. P. Middendorp, W. Brinkman, and W. Koomen, "Determinants of Premarital Sexual Permissiveness: A Secondary Analysis," Journal of Marriage and the Family 32 (August 1970): 369-379; and Robert Athanasiou, Phillip Shaver, and Carol Tavis, "Sex," Psychology Today 4 (July 1970): 39-52.

religious variable.³² All found that religiosity affected the permissiveness of the subject in sexual attitudes and behaviors. Athanasiou, Shaver, and Tavris concluded that "knowing only one thing about a person--how religious he is--allows one to make an excellent guess about many of his sexual attitudes and experiences."³³ This would support Reiss's observation that the "choice of a sexual ethic on college campuses and elsewhere seems analogous to the choice of a religious ethic."³⁴ In conclusion, studies would indicate that religious factors affect the development of sexual values, attitudes, and behaviors.

The Influence of Information in Sexual Value Formation

In the field of social psychology, some studies have suggested the relationship of information to attitude formation and change. A classic study by Smith indicated that knowledge is related to attitudes, but is not predictive of the direction of the attitudes.³⁵ On the other hand, Greenberg indicated that increased knowledge moves

³²R. R. Clayton, "Religious Orthodoxy and Premarital Sex," Social Forces 47 (June 1969): 469-474.

³³Athanasiou, "Sex," p. 45.

³⁴Ira L. Reiss, "Introduction: The Sexual Renaissance in America," Journal of Social Issues 22 (April 1966): 2.

³⁵M. Brewster Smith, "The Personal Setting of Public Opinions: A Study of Attitudes Toward Russia," Public Opinion Quarterly 11 (Winter 1947-48): 513-514.

attitudes in a positive direction.³⁶ McGuire concludes that the hypothesis that individuals seek confirming information for an attitude has received only fair support, while the hypothesis that individuals avoid disconfirming information is highly questionable.³⁷ There is general agreement, however, that holding a value sensitizes an individual to be receptive to information that is relevant to it. For this reason, the role of information in sexual value formation was a variable of this study.

Over the last ten years countless educators and college medical officers have consistently pointed out that college students lack knowledge about sexuality. They recognize that without a baseline of knowledge about the broad range of psychological and physiological acts of sex, decisions about sexual values cannot be adequately made.³⁸ Juhasz states: "The lack of correct information, in turn influences the attitudes young people have toward human sexuality."³⁹

³⁶Bradley S. Greenberg, "On Relating Attitude Change and Information Gain," Journal of Communication 14 (April 1964): 157-171.

³⁷William J. McGuire, "The Nature of Attitude and Attitude Change," in The Handbook of Social Psychology, 2nd. ed., edited by G. Lindzey and E. Aronson, vol. 3 (Reading, Mass.: Addison-Wesley, 1969), pp. 151-153.

³⁸Curtis E. Avery, "Sex Education Through Rose-Colored Glasses," Family Life Coordinator 13 (October 1964): 83-90; and Calderone, "Sexuality and the College Student," pp. 189-193.

³⁹Anne McCreary Juhasz, "Background Factors, Extent of Sex Knowledge and Sources of Information," The Journal of School Health 39 (January 1969): 32.

Most studies concerning knowledge of sexuality have limited themselves to a particular area of sexuality. One of the oldest is Kilander's test on human reproduction. It consists of 33 multiple choice questions and was originally given in 1935. In a retest of the population in 1959, he found both high school and college students and adults of various socio-economic groups were inadequately informed about human reproduction and held various misconceptions.⁴⁰

Gelolo McHugh developed an eighty item sex knowledge inventory covering the general areas of marital sexuality and sexual satisfactions. His inventory was used in his own research with college students and also the research of Stone, Bardis, Sheppe and Hain, and Cuthbert.⁴¹ All found that students lacked information regarding sexuality. Juhasz surveyed 893 college students in British Columbia in a questionnaire concerning their knowledge in nine areas of sexuality. In general, the students were not well informed in any area.⁴² A

⁴⁰Frederick H. Kilander, "A Survey of the Public's Knowledge of Certain Aspects of Human Reproduction," The Journal of School Health 29 (March 1959): 211-215.

⁴¹Gelolo McHugh, The Sex Knowledge Inventory, Form X (Durham, North Carolina: Family Life Publications, 1968); Panos D. Bardis, "Influence of Family Life Education on Sex Knowledge," Marriage and Family Living 25 (February 1963): 85-88; William Sheppe and Jack D. Hain, "Sex and the Medical Student," in Human Sexuality in Medical Education and Practice, ed. Clark E. Vincent (Springfield, Illinois: Charles C. Thomas, 1971), pp. 34-46; Walter Stone, "Sex Ignorance of College Students," Family Life 20 (October 1960): 1-9; and Betty L. Cuthbert, "Sex Knowledge of a Class of Student Nurses," Nursing Research 10 (Summer 1961): 145-150.

⁴²Anne McCreary Juhasz, "How Accurate are Student's Evaluation of the Extent of Their Knowledge of Human Sexuality," The Journal of School Health 37 (October 1967): 409-413.

study by Warren and Pierre supports these findings and found that students have many misconceptions that could be potentially harmful.⁴³

Angrist, Grinder, and Johannes have studied college students' knowledge of contraception.⁴⁴ They found that the majority of students had inadequate knowledge about the use and effectiveness of contraceptives. The empirical observation of college students' lack of contraceptive knowledge at the University of North Carolina, Chapel Hill, prompted the publication of Elephants and Butterflies . . . and Contraceptives.⁴⁵

In studying college students' knowledge of venereal disease, Rosenblatt and Kasasakalian found that the students were frequently misinformed. A significant finding was that the more restrictive the attitude toward premarital experience, the less knowledge the student possessed.⁴⁶

⁴³Carrie Lee Warren and Richard S. Pierre, "Source and Accuracy of College Students' Sex Knowledge," The Journal of School Health 42 (November 1973): 588-589.

⁴⁴Shirley S. Angrist, "Communication About Birth Control: An Exploratory Study of Freshman Girls' Information and Attitudes," Journal of Marriage and Family 28 (August 1966): 284-286; Robert Grinder and Sue Schmitt, "Coeds and Contraceptive Information," Journal of Marriage and Family 28 (November 1966): 471-479; and Theodore B. Johannes, "A Note on College Marriage Courses: Students' Knowledge of Contraceptives," Family Life Coordinator 15 (January 1966): 25-29.

⁴⁵Andrew H. Malcolm, "Sex Goes to College," Today's Health April, 1971, pp. 26-29.

⁴⁶Daniel Rosenblatt and L. Kasasakalian, "Educating Teenagers About Venereal Disease," The Journal of School Health 37 (November 1967): 432-435.

In the studies reviewed, where sources of sexual information were obtained, printed matter and peers were more frequently the source of sexual information than parents. No studies were found that investigated students' knowledge about homosexuality, pornography, or abortion.

Sexual Values of College Students

Values can be inferred from either attitudes or behaviors. Studies concerning sexual value change have used both of these variables. In the last fifty years there have been several major studies done on sexual attitudes and behaviors that were not concerned exclusively with college students. These include the research of Davis, Terman, Landis and Landis, Kinsey, Burgess and Wallin, and Athanasiou, Shaver, and Tavis.⁴⁷ This review will be concerned only with sexual studies involving college students during their college years.

Premarital Sexuality: The area of sexual values that has been most extensively studied is the premarital sexual behavior of college students. In 1938, Bromley and Britton studied 1088 men and women who responded to the 5000 questionnaires distributed to forty-six campuses in this country.⁴⁸ Their aim was to investigate the

⁴⁷Katherine B. Davis, Factors in the Sex Life of Twenty-Two Hundred Women (New York: Harpers, 1929); Louis M. Terman, Psychological Factors in Marital Happiness (New York: McGraw-Hill Book Co., 1938); Judson T. Landis and Mary G. Landis, Building a Successful Marriage (Englewood Cliffs, New Jersey: Prentice-Hall, 1948); Kinsey, Sexual Behavior in the Human Male; Kinsey, Sexual Behavior in the Human Female; Wallin and Wallin, Engagement and Marriage; and Athanasiou, "Sex."

⁴⁸Dorothy Bromley and Florence Britten, Youth and Sex--A Study of 1000 Students (New York: Harper & Row, Publishers, 1938), p. 15.

sexual habits of the younger generation and to present the facts with detachment. The data was not analyzed extensively, but they did find an incidence of premarital intercourse of twenty-five percent for women and fifty-one percent for men. They also reported some incidence of admitted homosexuality.

In 1959 Ehrmann reported on his research based on interviews and questionnaires of 1000 college students enrolled in a large university from 1946 to 1953.⁴⁹ His purpose was to describe dating behaviors in terms of various degrees of physical love-making intimacies. He proposed that the degree of permissiveness was related to the degree of affection on the part of the female. He states:

. . . patterns of heterosexual behavior and its controls and attitudes about sex are more sharply defined by the sex code conduct: the conservative and liberal single standard, the double standard, and by the intimacy relationship of being or not being in love, than by any other matter considered in the research.⁵⁰

Kirkendall reported on his interviews with 200 college men in 1961.⁵¹ He pointed to the differential meanings and effect that intercourse had for students in terms of their level of intimacy and their interpersonal involvement with their partners. He suggests that a rigid sexual value-framework produces conflict. He proposes that interpersonal relationships should be the context of decision making in the area of sexual behavior.

⁴⁹Winston H. Ehrmann, Premarital Dating Behavior (New York: Holt, Rinehart & Winston, 1959).

⁵⁰Ibid., p. 349.

⁵¹Lester A. Kirkendall, Premarital Intercourse and Interpersonal Relationships (New York: Julian Press, 1961).

Christensen and Carpenter, using a cross-cultural sample of college students, studied attitudes about the incidence and timing of premarital sexual intimacy in relation to the courtship process.⁵² In both studies, males approved earlier starting times for all kinds of intimacy than females; Danish students approved of earlier starting times than either Midwestern American or Mormon students; and the approval for premarital coitus increased with advances in courtship involvement. Luckey and Nass reported on a later cross-cultural comparative study of similarities and differences found in premarital sexual attitudes and behaviors of college students.⁵³ Both in regards to the incidence of premarital intercourse and genital petting, North American students were more conservative than those of Norway, Canada, England, and Germany. Packard, collaborating with Luckey and Nass, analyzed the data for the United States. He found that the premarital coital rate was higher than that reported by Bromley and Britten. There was also a variation in the rate of incidence of premarital coitus in both males and females across the country with the Midwest being the most conservative.⁵⁴

⁵²Harold T. Christensen and George R. Carpenter, "Value Discrepancies Regarding Premarital Coitus in Three Western Cultures," American Sociological Review 27 (February 1962): 66-74; and Idem, "Timing Patterns in the Development of Sexual Intimacy: An Attitudinal Report of Three Modern Western Societies," Marriage and Family Living 24 (January 1962): 30-35.

⁵³Eleanore B. Luckey and Gilbert D. Nass, "A Comparison of Sexual Attitudes and Behaviors in an International Sample," Journal of Marriage and the Family 31 (May 1969): 364-377.

⁵⁴Vance Packard, The Sexual Wilderness (New York: David McKay Co., Inc., 1968).

Freedman, in a longitudinal study using both tests and interviews, reported on the sexual attitudes and behaviors of college women. Over four years, he found that most students reported a liberalizing of their attitudes toward sexual behaviors. However, he reported the incidence of intercourse as less than that reported in Bromley's study and that it most frequently occurred within the context of emotional intimacy with the man involved.⁵⁵

Reiss has conducted the most extensive investigation of attitudes toward premarital sexual permissiveness. His sample included both Negroes and Caucasians, northern and southern, high school and college students. He found that sixty-nine percent of the men endorsed a standard other than abstinence for themselves and twenty-seven percent of the women accepted premarital coitus as appropriate for themselves. The increased permissiveness for both men and women comes from an increased acceptability of premarital coitus when the partners were in love, engaged, or strongly affectionate toward each other.⁵⁶

Two studies have been done by Ira E. Robinson and his colleagues, on 395 college students in a southern university. In their first study, the authors found little change in the sexual behavior of students, in comparison with the Kinsey statistics reported in

⁵⁵Mervin B. Freedman, "The Sexual Behavior of American College Women: An Empirical Study and an Historical Survey," Merrill-Palmer Quarterly 11 (January 1965): 33-39.

⁵⁶Reiss, The Social Context of Premarital Permissiveness, pp. 77-91.

1948 and 1953. They did, however, find that sexual attitudes of students had changed toward a more self-oriented sexual morality.⁵⁷ In the 1970 survey, the authors found a shift in sexual behavior for the women students and a further liberalization of the views of both sexes toward premarital coitus.⁵⁸ These findings were supported by Kaats and Davis who found a reported premarital coital rate of forty-one percent among women students or about twice as high as Kinsey's findings. The premarital coital rate for male students remained the same.⁵⁹ In a recent survey conducted at a coed Pennsylvania college, a student committee sent questionnaires to one student in every five--500 in 2,500. They found that twenty-five percent of male and female students had premarital intercourse before entering the freshman class, and that by November of the senior year sixty percent of the young women and seventy percent of the men were having premarital intercourse.⁶⁰

Masturbation: Masturbation has generally been accepted as a part of normal growth and development. Reevy reviewed all the

⁵⁷Ira E. Robinson, et al., "Changes in Sexual Behavior and Attitudes of College Students," Family Coordinator 17 (April 1968): 119-124.

⁵⁸Ira E. Robinson, Karl King, and Jack O. Balswick, "The Premarital Sexual Revolution of College Females," The Family Coordinator 21 (April 1972): 189-194.

⁵⁹Gilbert R. Kaats and Keith E. Davis, "The Dynamics of Sexual Behavior of College Students," Journal of Marriage and the Family 32 (August 1970): 390-399.

⁶⁰Guttmacher and Vadies, "Sex on the Campus and the College Health Service," p. 145.

studies done on masturbation up to 1960. He found that the highest incidence was in males between the ages of 17 and 20.⁶¹ Recent studies discuss the incidence in females. Davis reported on the incidence of masturbation in Colorado college women. In the 1967 sample, the percent of subjects engaging in masturbation was thirty-four percent; by 1969 it had increased to thirty-seven percent. Masturbation was not related to the dating status of the women.⁶² Sorensen, in his study of adolescents, found that seventy percent of the boys, and forty-two percent of the girls (ages 16 to 19) had masturbated.⁶³ Girls began to masturbate earlier than boys. Sorensen suggested that there may be a significant connection between intercourse and masturbation--sexual intercourse seems to decrease masturbation among boys, while it appears to increase masturbation among girls.⁶⁴

Homosexuality: Over the last fifteen years, it would appear that homosexuality has increased in college students. In 1958, Ross and Mendelsohn found that less than one percent of students who visited a university health clinic had homosexual problems.⁶⁵ Blaine and

⁶¹William R. Reevy, "Adolescent Sexuality," in The Encyclopedia of Sexual Behavior, eds. Albert Ellis and Albert Abarbanel (New York: Hawthorn Books, Inc., 1961), pp. 52-68.

⁶²Keith E. Davis, "Sex on Campus: Is There a Revolution?" Medical Aspects of Human Sexuality 8 (January 1971): 140-141.

⁶³Robert C. Sorenson, Adolescent Sexuality in Contemporary America, p. 133.

⁶⁴Ibid.

⁶⁵Matthew Ross and Fred Mendelsohn, "Homosexuality in College," Archives of Neurology and Psychiatry 80 (August 1958): 256.

McArthur estimated the prevalence as consistent with Kinsey's figures.⁶⁶ In a North Carolina college sample, Fromhart found a rise in admitted homosexuals visiting the medical services. In 1965, the incidence was 1.6 percent, and in 1967 it had risen to 3.2 percent.⁶⁷ The actual incidence may not be increasing, but since the stigma surrounding homosexual behavior is decreasing, more students will identify themselves as homosexuals than before. Conley and O'Rourke, in a study of college students' attitudes toward several issues concerning sexuality, found that students hold a somewhat liberal viewpoint with respect to homosexuality. The attitudes of female subjects were clearly more liberal toward homosexuality than those of male subjects.

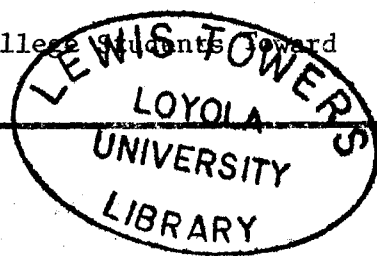
Extra-marital Sexuality: The literature does not reveal any studies of college students and their sexual values toward extra-marital intercourse. This lack is due, in part, to their developmental status. However, one could hypothesize that values toward marital monogamy will also be liberalized. Conley and O'Rourke indicated this in their study. In it, eighty-four percent of the females and seventy-five percent of the males, believed that divorce is a better alternative than living with someone you do not love.⁷⁰ Evidence to support the

⁶⁶Graham B. Blaine and Charles C. McArthur, "Basic Character Disorders and Homosexuality," in Emotional Problems of Students, eds. G. B. Blaine and C. C. McArthur (New York: Appleton-Century Crofts, 1961), pp. 100-101.

⁶⁷Michael Fromhart, "Characteristics of Male Homosexual College Students," p. 248.

⁶⁸Conley and O'Rourke, "Attitudes of College Students toward Selected Issues in Human Sexuality," p. 290.

⁷⁰Ibid., p. 291.



possibility of value change in this area could also be gained from Davis who states:

. . . prior to marriage, forty percent of college women will have experience with more than one partner and that this trend is strongly related to age suggests that this generation of college women will come to marriage with (1) a greater amount of non-coital sexual experience--often with two or three partners; (2) a greater awareness of their sexual urges; and (3) a significant probability of having intercourse prior to marriage with someone other than their husbands.⁷¹

Pornography: Money and Athanasiou have done an extensive review of the literature on the use and effects of pornography.⁷² Subjects used in the research reviewed were generally college students. Studies seemed to indicate that by the time the average American reaches the age of twenty-one, there is a seventy-four percent chance for males and a fifty-one percent chance for females that they have had some exposure to commercial erotic materials. The type of materials differs between men and women with men preferring "nudie" picture magazines and women preferring stories of love, romance, and sexual intercourse.⁷³ The use of erotic materials reaches its peak in early adulthood and diminishes thereafter. The trend is the same for both men and women and indicates that the consumers of erotica are young adults satisfying their curiosity before they reach the age

⁷¹Davis, "Sex on Campus," p. 42.

⁷²John Money and Robert Athanasiou, "Pornography: Review and Bibliographic Annotations," American Journal of Obstetrics and Gynecology 115 (January 1973): 130-146.

⁷³Ibid., p. 137.

of thirty.⁷⁴

Contraception: In 1966, Grinder and Schmitt found that while coeds lacked information about contraception, they had sufficient knowledge to prevent a premarital pregnancy.⁷⁵ Certainly, through the efforts of the Planned Parenthood Association, contraceptive information and availability is wide spread in any city within the United States. Studies continue to reveal, however, that contraception is not used frequently by those in most need.

Fugita, Wagner, and Pion studied contraceptive use among 446 single college students. A significant finding was that many students, though sexually active, use no contraceptives, or those considered ineffective such as withdrawal or rhythm.⁷⁶ This was supported by Siddall and Cann's study in which only twenty-two percent of the college women who became pregnant used a contraceptive consistently.⁷⁷ Frequently, the choice of contraceptive indicated inadequate knowledge. Bauman also reported poor use of contraceptives by college coeds.⁷⁸ Only fifty-nine percent of the consistently sexually active students

⁷⁴Ibid., p. 135.

⁷⁵Grinder and Schmitt, "Coeds and Contraceptive Information," pp. 471-479.

⁷⁶Byron N. Fugita, Nathaniel Wagner, and Ronald J. Pion, "Contraceptive Use Among Single College Students," American Journal of Obstetrics and Gynecology 109 (March 1971): 787-793.

⁷⁷Siddall and Cann, "Pregnancy on a University Campus," p. 248.

⁷⁸Karl Bauman, "Selected Aspects of Contraceptive Practices of Unmarried University Students," American Journal of Obstetrics and Gynecology 108 (January 1971): 203-209.

used a contraceptive. When questioned, they believed they couldn't get pregnant. In another study by Vincent and Stilling, fifty-nine percent of the very sexually active women used the "pill." Less sexually active students used rhythm. Yet of the 279 students in the study, sixty-six percent of the men and forty-nine percent of the women were non-virginal.⁷⁹ Goldsmith et al., in a large sample of girls between 15 and 19 years of age attending a contraceptive clinic, found that girls who stated that they had "fallen away from religion" were more likely to seek contraceptive information if sexually active.⁸⁰ Conley and O'Rourke found that the most liberal response in sexual attitudes was toward the issue of birth control.⁸¹ This contrast between belief in the use of contraception and the actual use of a contraceptive seems to indicate either unresolved conflict, impulsive behavior, or magical thinking on the part of the coed who engages in intercourse. It is also indicative of a lack of knowledge in the proper use of contraceptive techniques and in a general understanding of the menstrual period and reproduction.

Abortion: With the change in legalization of abortion, the incidence of abortion as a contraceptive measure is rapidly increasing.

⁷⁹Murray L. Vincent and Frank Stelling, "A Survey of Contraceptive Practices and Attitudes of Unwed College Students," American College Health Association 21 (February 1973): 257-263.

⁸⁰Sadja Goldsmith et al., "Teenagers, Sex, and Contraception," Family Planning Perspectives 4 (January 1972): 33.

⁸¹Conley and O'Rourke, "The Attitudes of College Students Toward Selected Issues in Human Sexuality," p. 291.

Recent statistics reveal that sixty-two percent of the women having abortions were under twenty-five, and of these, twenty-seven percent were under nineteen. Of all women having abortions, seventy-three percent were unmarried. The study also predicted that the abortion rate among unmarried women will continue to increase faster than among married women.⁸² Several studies indicate the liberalization of attitudes and behaviors of college women about abortion. Maxwell found that college women's attitudes are being changed as a result of environmental exposure and changing milieu concerning abortion as an option to the unwanted pregnancy.⁸³ At a large Eastern university, Siddall and Cann compared the statistics at a college health service on the resolution of the problem of the unwanted pregnancy. Abortion was chosen by fifty-six percent of the women in 1969-70 as compared to twenty-nine percent of the women in 1968-69.⁸⁴ Vincent and Barton studied the attitudes of 170 unmarried female college students in the South regarding their choices for resolution if they found themselves pregnant. The choice was related to the frequency of intercourse: sixty-nine percent of those having weekly intercourse would choose

⁸²Edward A. Duffy, The Effect of Change in the State Abortion Laws. (Washington, D.C.: United States Government Printing Office, 1971), p. 13.

⁸³Joseph Maxwell, "College Students' Attitudes Toward Abortion," The Family Coordinator 19 (July 1970): 247-252.

⁸⁴Lawrence B. Siddall and Michael A. Cann, "Pregnancy on a University Campus," Journal of the American College Health Association 22 (February 1973): 247-251.

abortion; of those students never having had intercourse, only twenty-four percent would choose abortion.⁸⁵ This would support Maxwell's statement that attitudes toward abortion may be an extension of attitudes toward sex generally.⁸⁶

Summary

Sexuality includes the knowledge, attitudes, feelings, and underlying motivations of an individual's behavior. The origin of sexual values begins at birth. The parents provide the environment to support proper sexual role identification and permit absorption of the norms for sexual behavior. Adolescence is a period of value re-assessment. While for some adolescents, parental values regarding sexual behaviors may be temporarily rejected for a more permissive standard, in general, parents remain a critical factor in adolescent value formation.

Religion and sexual information are also variables in the formation of sexual values. The measure of an individual's religiousness is frequently the determinant of the choice of a sexual ethic. Correct information provides the base for the decision making process in choosing sexual value options.

The second area reviewed was the research on college students' sexual values as exhibited in their attitudes and behaviors. All

⁸⁵Murray L. Vincent and Dale Barton, "Attitudes of Unmarried College Women Toward Abortion," The Journal of School Health 43 (January 1973): 55-59.

⁸⁶Maxwell, "College Students' Attitudes Toward Abortion," p. 250.

studies indicated a movement away from the traditional value system of restrictive asceticism toward a more permissive norm which is increasingly dependent on the individual's personal judgments about the "rightness" or "wrongness" of an act. The areas of sexual attitudes and behaviors most frequently researched for value change were premarital coitus, contraception, and abortion. However, there were some indications that the liberality evidenced in these specific areas was reflected in all aspects of sexual attitudes and behaviors.

The literature did not reveal a suitable instrument for the measurement of sexual values or knowledge that would be appropriate to this study. Chapter III will be directed toward instrument construction, as well as collection of the data, methodology, research design, and statistical analysis.

CHAPTER III

INSTRUMENT CONSTRUCTION AND RESEARCH METHODOLOGY

This chapter describes the instruments constructed for the study, the sample, the collection of data, and the research design. It will conclude with the hypotheses stated statistically which will serve as a format for the presentation of the data in Chapter IV.

As stated in Chapter I, the purposes of this research were:

1. To examine the sexual values, knowledge of human sexuality, and perceptions of parents' sexual values of Catholic college students in terms of their religious educational background and their sex;
2. To determine if a relationship exists between the subject's sexual values, his perception of his parents' values, and his knowledge of human sexuality; and
3. To design an instrument that would assess the subject's values concerning human sexuality, assess his perception of his parents' values, and measure the amount of knowledge he possesses about sexuality.

In order to evaluate the effects of religious education on sexual values, the amount of religious education received by a student had to be considered. This was done by dividing the Catholic subjects into groups according to the amount and/or type of religious education received during the secondary school period. This resulted in three different educational categories for Catholic subjects:

- a. Catholic subjects with Catholic High School religious education;
- b. Catholic subjects with Public High School education and no additional religious education;
- c. Catholic subjects with Public High School education and a supplementary religious education given after regular high school hours. (This is known as the Confraternity of Christian Doctrine Program in religious secondary education.); and

For comparison purposes, a fourth group was selected:

- d. Non-Catholic subjects with no religious education during high school.

A review of the literature showed no suitable instrument available to test the variables to be used in this study. Two instruments were needed. The first was to measure the sexual values of subjects, and the second to measure their knowledge about sexuality.

Instrument Construction

Values are the criteria one uses in choosing among alternatives. They rest upon a basic belief system concerning perceived sources of truth or authority. Values are not the object of direct observation but can be inferred from the attitudes or behaviors of a person. Therefore, statements about the values operating in any particular situation can be derived from observing the process of evaluation.¹ An attitude

¹Karl E. Scheibe, Beliefs and Values (New York: Holt, Rinehart & Winston, Inc., 1970), p. 45.

scale measures this process.

As stated in Chapter I, Gagnon and Simon identified several areas of sexual behavior that were undergoing value change due to increased societal permissiveness. The areas, once considered deviant, were: premarital coitus, extra-marital coitus, homosexuality, pornography, masturbation, and by implication contraception and abortion.² These sexual issues were chosen as content for the development of an instrument to measure sexual values. They were chosen because permissive behavior in these areas could pose a conflict situation for a Catholic college student educated in the traditional teachings of Roman Catholic sexual morality.

Once the areas to be included in the scale were determined, it was necessary to find a method of presenting the values. Rubin identified six conflicting value systems of sexuality existing side by side in this transitional period for sexual values.³ Moving from the restrictive to the permissive, he has labeled these: Traditional Repressive Asceticism, where sex is approved only in marriage, and even there somewhat grudgingly and chiefly for purposes of reproduction, and where sexual morality is conceived in the absolutistic terms of "Thou shalt" and "Thou shalt not"; Enlightened Asceticism, which takes the traditional restrictive position but for pragmatic rather than

²Gagnon and Simon, "Sexual Deviance in Contemporary America," pp. 109-120.

³Isadore Rubin, "Transition in Sex Values--Implication for the Education of Adolescents," Journal of Marriage and the Family 27 (May 1965): 185-189.

dogmatic reasons; Humanistic Liberalism, which repudiates the notion of inflexible absolutes to argue that acts must be judged by their consequences, particularly in interpersonal relationships; Humanistic Radicalism, which also accepts the relativity of consequences, but goes further by proposing that, through changing the cultural norms, society should make possible in the future almost complete sexual freedom; Fun Morality, which argues that sex is fun and that the more of this kind of fun a person has, the nearer he comes to fulfilling himself and, hence, the better he is; and Sexual Anarchy, which would do away with all restrictions on sex and all notions of sexual immorality and shame, and hold only to the broad social principle of avoiding injury to one's fellowman.⁴

In this value continuum, the traditional teachings of Roman Catholicism would be described as a combination of the values of repressive and enlightened asceticism. A recent document, Basic Teachings for Catholic Religious Education, states:

. . . the Christian . . . must avoid sins of . . . abortion . . . immoral methods of family planning, . . . premarital sex, fornication, adultery, or other acts of impurity. He must remain chaste, repelling lustful desires and temptations, self-abuse, pornography, and indecent entertainment of every description.⁵

An initial experimental instrument was devised using the areas proposed by Gagnon and Simon and the value continuum proposed by Rubin.

⁴Ibid.

⁵National Conference of Catholic Bishops, Basic Teachings for Catholic Religious Education (Washington, D.C., United States Catholic Conference, 1973), pp. 17-18.

This initial experimental tool was given to sixty students registered in Psychology 101 in a small Midwestern coeducational Catholic college. The results of the tests were inconclusive but did substantiate the preliminary hypothesis that Roman Catholic college students do not necessarily hold to the traditional teachings of the Church in regards to their choice of sexual values. The responses were as varied as the value continuum itself. The instrument was discarded.

Sexual Value Scale

A second instrument was designed. It was called a Sexual Value Scale, hereafter referred to as SVS in this study.⁶ It was composed of six descriptive situations posited about a value choice regarding one of the sexual behaviors chosen for the study. The seventh area, values surrounding abortion, can be extrapolated from the other situations within the instrument. Following each situation, four questions, derived from the situation, were asked. The questions were consequential in their structure, and required the subject to apply his values in the situation rather than state them. Each of the questions was followed by two statements formulated to represent a dichotomous restrictive-permissive attitude based on Rubin's value continuum. These statements were placed in the one and five positions of a Likert-type scale: position A representing the most restrictive traditional attitude and position E representing the most permissive or liberal attitude. The subject could then select his hypothetical position along a continuum

⁶Appendix A, p. 110.

in relationship to the dichotomies presented to him.

The scale was examined by a jury to determine if the dichotomous statements represented the most restrictive and liberal positions in response to the questions.⁷ This was to insure content validity. Several suggested changes by the jury were incorporated into the SVS.

The SVS was then administered to sixteen individuals who were initially asked to classify themselves as restrictive or liberal in their attitudes toward sexual behavior. These individuals were members of a graduate course in Tests and Measurements in a large Midwestern university. The data was then analyzed to determine if the SVS was predictive of a self-reported value orientation of individuals regarding sexual values. A score of twenty-four on the SVS would represent the most restrictive position; a score of 120 would represent the most liberal position.

TABLE 1

MEAN AND STANDARD DEVIATION SCORES ON SEXUAL VALUE SCALE
ACCORDING TO SELF-REPORTED RESTRICTIVE OR LIBERAL
ORIENTATION TO SEXUAL VALUES

Value Orientation On SVS	N	Mean	S.D.	Range	t.
Restrictive	6	64.17	22.60	24-110	7.58*
Liberal	10	98.50	3.14	80-120	

*Significant at the .001 level of confidence

⁷The jury consisted of an obstetrician, a priest, a registered nurse educator, and a sex-education oriented teacher for the Archdiocese.

Table I indicates the scores of persons labeling themselves as restrictive or liberal in their attitudes toward selected aspects of sexual values. The difference between the two means was significant at the .001 level of significance using a "t" test. This established the predictive validity of the Sexual Value Scale.

The wide range given for persons who classified themselves as "restrictive" was due to one person who scored 110.

Human Sexual Knowledge Inventory

An initial experimental sexual knowledge inventory was constructed. Questions pertaining to the areas covered in the SVS were included as well as questions relating to the general area of sexuality. The questions were formulated from a blueprint for the inventory. Items were obtained from materials found in texts on health, family life, sexuality, public health, and recent research. To increase reliability and yet permit completion of the inventory in a given time span, the test was limited to 50 questions.

Upon completion of the inventory, it was reviewed by the jury. They were asked to examine each test item and the test as a whole for content validity. Suggested changes were then incorporated into the test. This sexual knowledge inventory was administered to fifteen college students and statistically analyzed for mean, standard deviation, and difficulty.

Upon the advice of the Dissertation Committee, the sexual knowledge inventory was reformulated to include a specific number of questions

in relation to each sexual issue contained in the SVS. A new blueprint was made using the Difficulty Index as a guide. The test was again reviewed by the jury to insure content validity, and suggested changes in item construction were incorporated. This reformulated instrument was then called the Human Sexual Knowledge Inventory and will be henceforth referred to as HSKI in this study.⁸

Biographic Sheet

A brief biographic data sheet was developed.⁹ It included questions about age, sex, religious educational background, and choice of sexual value system. This information was gathered to describe the subjects of the research.

Pretesting

Following final revision of the instruments developed for this study, a pretest was given to fifteen Catholic college students who had not previously taken the tests. Reliability of the instrument was established with this group. The Kuder-Richardson and Hoyt formula was used.¹⁰ Reliability on the SVS was $r = .89$ for split halves and $rtt = .94$ for the total test. The HSKI split-half reliability was $r = .83$ and on the whole test was $rtt = .91$.

A high reliability coefficient (.70 or higher) would mean that the test was accurately measuring some characteristic of the people

⁸Appendix A, p. 121.

⁹Appendix A, p. 112.

¹⁰James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman & Company, 1968), pp. 188-191.

taking it. Further, it would mean that the individual items on the test were producing similar patterns of responding in different people. Therefore, a high value would mean that the test items were homogeneous and, therefore, valid.¹¹

Table 2 gives the scores for the pretest group both for the SVS and the HSKI.

TABLE 2
PRETEST SCORES ON SVS AND HSKI

Instrument	N	Mean	S.D.	Split Half Reliability	Total Test Reliability
SVS	15	65.21	9.87	r .89	r .94
HSKI	15	33.67	4.28	r .83	r .91

The Sample

Obtaining the sample was the most difficult part of this study. The subjects used in the research were college freshmen registered at a large Roman Catholic coeducational university in the Midwestern part of the United States. All of the subjects were in their first semester of college and were scheduled for graduation in 1975. The college was selected for the study because the subjects were available to the researcher.

Because of the nature of the questionnaire, Student Personnel Administrators at the university insisted that participation in the study be wholly voluntary and that precautions be taken to preclude any invasion of privacy of the respondents. Because of these limitations, the

¹¹Ibid.

sample is an accidental, non-probable one.

At the recommendation of Student Personnel Administration, the sample was to be obtained by placing letters in the mailboxes of every incoming freshman on the first day of their orientation period.¹² Because testing was to take place during the first week, time did not permit an acknowledgement of the subject's willingness to participate in the study. Due to an unscheduled change in the orientation program, three students appeared for testing.

Contact was then made with two other Catholic universities in the area to ask permission to use their students as subjects. Permission was denied. Therefore, with the consent of the administration of the first university, a second date was chosen during the latter half of the first semester following normal class hours. Another letter was sent to each of the 495 freshmen in residence.¹³ Enclosed with each letter was a return form and stamped, addressed envelope. As a result of the second request, 168 students (33.94%) replied: 127 indicated a willingness to participate; twenty-five refused; and sixteen indicated a schedule conflict.

Collection of the Data

The SVS and HSKI were administered to 120 subjects who were present at the testing situation. Testing of the subjects was supervised by the researcher. Subjects came to a large classroom and individually

¹²Appendix B, p. 130.

¹³Appendix B, p. 131.

received the test booklets and answer sheets.¹⁴ Directions for taking the test were explicitly written on the cover sheet. Any questions were answered. Students were assured that the information on the questionnaire was confidential and that names would not be used in the study. Of the 120 subjects tested, 106 useable tests were obtained. Fourteen tests were deleted because of incompleteness or inaccuracy in following directions.

The useable answer sheets were then divided into groups according to the independent variables--religious education in high school and sex of the subject. Table 3 gives the religious education background of the Catholic subjects available for the study.

TABLE 3

RELIGIOUS EDUCATIONAL BACKGROUND OF CATHOLIC SUBJECTS

Group	Religious Education	Males	Females
I	Catholic/Catholic High School	27	31
II	Catholic/Public High School without Religious Education in High School	17	16
III	Catholic/Public High School with some Religious Education in High School	7	8
	Total	51	55

Since a limited number of students were available in Group III,

¹⁴Standard IBM Answer Sheet.

the dissertation committee suggested that a "t" test be done to determine if a significant difference existed between the mean of Group II and III. Analysis revealed no significant differences between the groups.¹⁵ This would substantiate Greeley's findings that Confraternity of Christian Doctrine Classes for Catholic students attending public high school could not realistically be considered a functional substitute for Catholic schools.¹⁶ Greeley states that Confraternity of Christian Doctrine classes do not have "much impact on the religious attitudes and behavior of students. The young people in C. C. D. are much more like those in public schools with no religious instruction than they are like those in Catholic schools."¹⁷ The subjects were discarded from the study.

The subjects available for Groups I and II were then randomly chosen from the total subjects available. Because a number of subjects available for Group I were to be discarded, a "t" test was done to determine if there was a significant difference between the mean of the group chosen and the group discarded. The "t" test revealed no significant difference between means.¹⁸ Upon completion, each category of religious education contained thirty subjects.

For purposes of comparison, a third group of freshman students was obtained from a Midwestern State University. These students were

¹⁵Appendix C, p. 133.

¹⁶Greeley and Rossi, The Education of Catholic Americans, p. 227.

¹⁷Ibid., p. 191.

¹⁸Appendix C, p. 134.

neither Catholic nor had they attended any high school religious educational program. They were living in residence halls on campus and were at the same point in their college education as were the Catholic subjects. A junior student, well known to the researcher and very familiar with the study, obtained the freshman volunteers. Each subject completed the test individually, placed it in a stamped envelope and mailed it to the researcher directly. Thirty-four useable answer sheets were obtained in this way. From these a random sample of 30 subjects, fifteen males and fifteen females, was obtained.

Research Design

The subjects, randomly chosen from those available, were categorized according to the independent variables of the study. These were the sex of the subject and the amount and/or type of religious education during high school. Table 4 shows the religious educational background and sex of subjects.

TABLE 4

SEX AND RELIGIOUS EDUCATIONAL BACKGROUND OF SUBJECTS

Groups	Religious Education	Males	Females
I	Catholics/Catholic H.S.	15	15
II	Catholics/Public H.S. No Religious Education	15	15
III	Non-Catholic/Public H.S. No Religious Education	<u>15</u>	<u>15</u>
	Total:	45	45

The three dependent variables of the study were:

1. The subject's score on the Sexual Value Scale (SVS)
2. The subject's score on the Human Sexual Knowledge Inventory (HSKI)
3. The subject's perception of his parents' scores on the Sexual Value Scale (PPSVS). (This score was obtained by having the subject complete the Sexual Value Scale for himself, and then the Sexual Value Scale again as he perceived his parents would score it.)

The research design for the study was a two by three multivariate factorial design. This permitted the two levels of the sex factor (male and female) and the three levels of the religious education dimension to be studied in interaction with the three dependent variables of the study. Statistical analysis was done by using multivariate analysis of variance.¹⁹ The data was run on a 360-65 Computer using a Manova Program.

Statistical Hypotheses

The statistical hypotheses of this study were in relation to two major areas of analysis. The first was related to the multivariate factorial design with its relationships between the independent and dependent variables of the study; and the second was the relationship between the dependent variables of the study, the SVS and HSKI and the

¹⁹ Frederick N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart & Winston, 1973), pp. 532-567.

SVS and PPSVS. This latter relationship will be analyzed using Pearson Product Moment Linear Correlations.

Hypotheses Related to Multivariate Analysis of Variance

The first major statistical hypothesis of the study was concerned with the interaction of sex by level of religious education on the three dependent variables of the study: the SVS, the HSKI, and the PPSVS. It was stated as follows:

1. Within the total population of the study, there is no significant difference between sex by level of religious education interaction as measured by the three dependent variables:
 - a. There is no significant difference between sex by religious education interaction on the dependent variable of the subjects' scores on the SVS.
 - b. There is no significant difference between sex by religious education interaction on the dependent variable of the subjects' scores on the HSKI.
 - c. There is no significant difference between sex by religious education interaction on the dependent variable of the subjects' scores on the PPSVS.

The second major hypothesis was concerned with the interaction of religious education on the three dependent variables of the study: the SVS, the HSKI, and the PPSVS. It was stated as follows:

2. Within the total population of the study, there is no significant difference between the levels of religious education as measured on the three dependent variables.

- a. There is no significant difference between the level of religious education on the dependent variable of the subjects' scores on the SVS.
- b. There is no significant difference between the level of religious education on the dependent variable of the subjects' scores on the HSKI.
- c. There is no significant difference between the level of religious education on the dependent variable of the subjects' scores on the PPSVS.

The third major hypothesis was concerned with the interaction of the sex of the subject on the three dependent variables of the study: the SVS, the HSKI, and the PPSVS. It was stated as follows:

3. Within the total population of the study, there is no significant difference between the sexes as measured on the three dependent variables.

- a. There is no significant difference between the sexes on the dependent variable of the subjects' scores on the SVS.
- b. There is no significant difference between the sexes on the dependent variable of the subjects' scores on the HSKI.
- c. There is no significant difference between the sexes on the dependent variable of the subjects' scores on the PPSVS.

The fourth major hypothesis was concerned with the relationship between the subjects' scores on the SVS and their scores on the HSKI. It was stated as follows:

4. There is no significant difference between subjects' scores

on the SVS and their scores on the HSKI.

- a. There is no significant relationship between the scores on the SVS and the scores on the HSKI for male subjects.
- b. There is no significant relationship between the scores on the SVS and the scores on the HSKI for female subjects.
- c. There is no significant relationship between the scores on the SVS and the scores on the HSKI for male subjects who have attended Catholic High School.
- d. There is no significant relationship between the scores on the SVS and the scores on the HSKI for female subjects who have attended Catholic High School.
- e. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Catholic male subjects who have attended Public High School.
- f. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Catholic female subjects who have attended Public High School.
- g. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Non-Catholic male subjects who have attended Public High School.
- h. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Non-Catholic female subjects who have attended Public High School.
- i. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Catholic subjects

who have attended Catholic High School.

- j. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Catholic subjects who have attended Public High School.
- k. There is no significant relationship between the scores on the SVS and the scores on the HSKI for Non-Catholic subjects who have attended Public High School.

The last major hypothesis was concerned with the relationship between the subjects' scores on the SVS and the scores on the PPSVS. It was stated as follows:

- 5. There is no significant relationship between subjects' scores on the SVS and their scores on the PPSVS.
 - a. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for male subjects.
 - b. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for female subjects.
 - c. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for male subjects who have attended Catholic High School.
 - d. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for female subjects who have attended Catholic High School.
 - e. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Catholic male subjects who have attended Public High School.

- f. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Catholic female subjects who have attended Public High School.
- g. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Non-Catholic male subjects who have attended Public High School.
- h. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Non-Catholic female subjects who have attended Public High School.
- i. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Catholic subjects who have attended Catholic High School.
- j. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Catholic subjects who have attended Public High School.
- k. There is no significant relationship between the scores on the SVS and the scores on the PPSVS for Non-Catholic subjects who have attended Public High School.

Summary

This chapter restated the purposes of the study. It described the development of the two instruments used in the study, the Sexual Value Scale and the Human Sexual Knowledge Inventory, and the establishment of the instruments' validity and reliability. The chapter included information on the procedure used for sample determination and data col-

lection. The conclusion described the research design and stated the statistical hypotheses.

Chapter IV will consist of the presentation and discussion of the data.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE DATA

Introduction

This study has postulated that Catholic students being in the mainstream of American life, have experienced some pressure to move toward the direction of permissiveness in sexual values. It has also postulated that the sex of the subject and the level of religious education received during high school may have some interacting effect on the scores of the subjects on the three dependent variables of this study. These were the SVS, the HSKI, and the PPSVS. This chapter will be concerned with the presentation and analysis of the data gained in the study. It will be divided into three areas: the description of the sample; the analysis of the major variables; and a discussion of the data.

Description of the Subjects

All the subjects tested were Caucasians between the ages of seventeen and nineteen years. All were in their first semester of college and living in residence halls. For ease in interpreting the data, the subjects were categorized into groups according to the amount and/or kind of religious education in high school. (See Chapter III, page 52).

On the biographical data sheet, the students were asked four questions that were significantly related to this study:

1. How would you describe your own personal code of sexual behavior according to the statements provided? (Question 26)

2. How religious would you say you are? (Question 10)
3. Who would you say has influenced you the most in forming your personal code of sexual behavior? (Question 25)
4. How well informed about sexuality would you say you are? (Question 22)

Choice of Sexual Value: Table 5

In table 5, the subject's choice of a personal code of sexual behavior is presented. For the convenience of the standardized answer sheets, Rubin's categories of humanistic liberalism and humanistic radicalism were collapsed into one statement.

It can be observed from the data that Catholic male subjects, regardless of the type of religious education, chose a more restrictive position on the value scale than Non-Catholic male subjects. Among Non-Catholic subjects, male subjects were more liberal than female subjects with over ninety-two percent choosing a position on the scale which indicates movement away from the traditional restrictive position regarding sexual behavior. Only two subjects, both Catholic males, would restrict sex to the marital context alone, and three male subjects, one in each group, chose the most liberal position of sex without boundaries.

Catholic female subjects in Group I chose a more liberal stance in their choice of sexual behavior code than Catholic female subjects in Group II. No female subject chose the most liberal position, and only two female subjects in Group III chose the position that sex is fun.

With the exception of Non-Catholic male subjects, the majority

TABLE 5

PERCENTAGE OF SUBJECTS CHOOSING A SPECIFIC SEXUAL VALUE

Sexual value choice	Group I		Group II		Group III		Total		Total Groups
	Male	Female	Male	Female	Male	Female	Male	Female	
Sex in marriage only	6.67	0.00	6.67	0.00	0.00	0.00	4.44	0.00	2.22
Sex with discipline	40.00	33.33	40.00	46.66	6.67	46.67	28.89	42.22	35.56
Sex depending on situation	46.67	66.67	46.66	53.34	33.33	40.00	42.22	53.34	47.78
Sex is fun	0.00	0.00	0.00	0.00	53.33	13.33	17.78	4.44	11.11
Sex without boundaries	<u>6.67</u>	<u>0.00</u>	<u>6.67</u>	<u>0.00</u>	<u>6.67</u>	<u>0.00</u>	<u>6.67</u>	<u>0.00</u>	<u>3.33</u>
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

of subjects in all categories chose a position which could be described as sex with discipline or sex depending on the situation.

Self Perception of Religiosity: Table 6

Subjects were asked to describe their self-perceptions of religiosity. Table 6 gives the subject's self-perceptions in five categories ranging from anti-religious to very religious. In general, females described themselves as more religious than males; female subjects in Group I perceived themselves as more religious than female subjects in Group II and Group III; and males in Group I perceived themselves as more religious than male subjects in Group II and Group III.

Only among Catholic subjects in Group I did anyone describe himself as very religious. Since no criterion, except self-perception, was used for religiosity, the data will not support further analysis.

Primary Influence on Choice of Sexual Values: Table 7

Subjects were asked whom they perceived as the greatest influence in forming their personal code of sexual behavior. Five categories were given: parents, religion teachers, ministers or counselors, peers, and personal experience. Table 7 gives the response for each category. Female subjects, more frequently than male subjects, indicated that parents were the greatest influence. Personal experience was chosen by Catholic students in both groups more frequently than any other category, and except for female subjects in Group III, it ranks as the primary source of value influence with all subjects. Religious teachers, counselors, or ministers were chosen least frequently as an influence on sexual value

TABLE 6

SUBJECTS' SELF-PERCEPTION OF RELIGIOSITY
SHOWN IN PERCENTAGES

Degree of Religiosity	Group I		Group II		Group III		Total		Total Groups
	Male	Female	Male	Female	Male	Female	Male	Female	
Anti-religious	0.00	0.00	6.66	0.00	6.66	6.66	4.44	2.22	3.33
Not at all religious	13.33	0.00	20.00	13.33	20.00	13.33	17.78	8.88	13.33
Slightly religious	26.67	26.66	26.67	26.67	46.67	0.00	33.33	17.79	25.56
Somewhat religious	40.00	66.67	46.67	60.00	26.67	80.00	37.78	68.89	53.33
Very religious	<u>20.00</u>	<u>6.67</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>6.67</u>	<u>2.22</u>	<u>4.45</u>
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

TABLE 7

SUBJECTS' PERCEPTION OF THE PRIMARY INFLUENCE
IN FORMING SEXUAL VALUES
SHOWN IN PERCENTAGES

Primary Influence	Group I		Group II		Group III		Total		Total Group
	Male	Female	Male	Female	Male	Female	Male	Female	
Parents	13.33	33.33	26.67	33.33	13.33	46.67	17.78	37.78	27.78
Religion teacher	0.00	0.00	6.66	6.67	6.67	0.00	4.44	2.22	3.33
Friend, classmate	33.33	20.00	20.00	20.00	33.33	26.67	28.89	22.22	25.56
Counselor, teacher, or minister	6.67	0.00	0.00	0.00	6.67	13.33	4.44	4.44	4.44
Personal experience	<u>46.67</u>	<u>46.67</u>	<u>46.67</u>	<u>40.00</u>	<u>40.00</u>	<u>13.33</u>	<u>44.45</u>	<u>33.34</u>	<u>38.89</u>
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

formation. While peers, across all groups, had some influence in the formation of sexual values, only in male subjects in Group I and Group III did they have more influence than parents. While the data indicates that subjects perceived personal experience as a primary influence in forming sexual values, it does not support a rejection of parental influence.

Adequacy of Sexual Information: Table 8

The last question of importance relevant to the study was the subject's response to his perception of his personal adequacy regarding sexual information. Eighty-one percent of the subjects stated that they had some education for sexuality during high school. Over eighty-four percent of the population believed they were adequately or well informed regarding sexual information. Table 8 presents this data. Only one subject in the study considered his information about sexuality and sexual behavior inadequate. While male subjects in Group III considered themselves the best informed, female subjects in the same group considered themselves least informed.

Analysis of Variables

Scores on the Dependent Variables of the SVS, PPSVS, and HSKI: Table 9

Table 9 presents the scores on the three dependent variables of the study: the SVS, PPSVS, and HSKI. These scores were used in testing the statistical hypotheses stated in Chapter III. For both the subject's responses on the SVS and his perception of his parents' responses, the

TABLE 8

SUBJECTS' SELF PERCEPTION OF ADEQUACY OF SEXUAL KNOWLEDGE
SHOWN IN PERCENTAGES

Adequacy of Sexual Knowledge	Group I		Group II		Group III		Total		Total Group
	Male	Female	Male	Female	Male	Female	Male	Female	
Very well informed	20.00	26.67	26.67	20.00	40.00	13.33	28.88	20.00	24.45
Adequately informed	66.67	66.67	53.33	66.67	46.67	60.00	55.56	64.45	60.00
Some information	13.33	6.66	20.00	13.33	13.33	20.00	15.56	13.33	14.45
Very little information	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>6.67</u>	<u>0.00</u>	<u>2.22</u>	<u>1.10</u>
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

scores are a summation of all the items on the test. For both the SVS and PPSVS score, the most restrictive position on the value scale would be 24; the score indicating the most liberal position would be 120. The scores on the HSKI were obtained by totaling the number of correct answers given by the respondents. The maximum possible score was 50.

TABLE 9
MEAN AND STANDARD DEVIATION SCORES
ON THE SVS, PPSVS, AND THE HSKI

Groups	N		SVS	PPSVS	HSKI
MALES					
I	15	M	68.00	40.67	31.93
		SD	12.55	16.66	4.67
II	15	M	66.80	37.00	28.00
		SD	12.71	7.29	7.34
III	15	M	77.40	48.13	33.27
		SD	7.73	9.10	4.30
FEMALES					
I	15	M	63.40	41.33	32.80
		SD	8.32	7.66	5.99
II	15	M	65.93	43.47	32.13
		SD	11.14	10.02	5.08
III	15	M	67.73	50.53	32.93
		SD	12.45	13.10	6.02

SVS and PPSVS Scores on a Five-Point
Likert-Type Scale: Table 10

For ease in comparing the summation scores of table 9 to Rubin's value continuum, the mean scores in table 9 were transformed into a five-point Likert-type scale score for both the SVS and the PPSVS. This permits the reader greater ease in interpreting the subject's sexual value position as well as permitting interpretation of movement in the direction of greater permissiveness. Thus a score of 1 would indicate the position of traditional repressive asceticism; a score of 5 would indicate a position representing complete sexual anarchy. The scores for individual areas of the SVS can be found entered in Appendix D.¹

TABLE 10

MEAN SCORES ON THE SVS AND PPSVS USING A FIVE-POINT
LIKERT-TYPE SCALE ACCORDING TO SEX AND
CATEGORIES OF RELIGIOUS EDUCATION

Groups	Sex	N	SVS	PPSVS
I	M	15	2.83	1.69
	F	15	2.64	1.72
II	M	15	2.78	1.54
	F	15	2.75	1.81
III	M	15	3.23	2.01
	F	15	2.82	2.11

¹Appendix D, pp. 135-137.

The first three major hypotheses of the study were analyzed using a multivariate analysis of variance statistical technique for the factors in the design: sex and level of religious education.

Interaction of Sex by Religious Education: Table 11

The first major statistical hypothesis of the study was concerned with the interaction of sex by level of religious education on the three dependent variables of the study: the SVS, the HSKI, and the PPSVS. It was stated as follows:

1. Within the total population of the study, there is no significant difference between sex by level of religious education interaction as measured on the three dependent variables.

From the major hypothesis, the following three sub-hypotheses were stated for each of the dependent variable scores:

- a. There is no significant difference between sex by religious education interaction on the dependent variable of the subjects' scores on the SVS.
- b. There is no significant difference between sex by religious education interaction on the dependent variable of the subjects' scores on the HSKI.
- c. There is no significant difference between sex by religious education interaction on the dependent variable of the subjects' scores on the PPSVS.

For all hypotheses, a probability level of .05 or less will be accepted as significant. A multivariate analysis of variance technique

was used to analyze the interaction of the two roots of sex and level of religious education on the three dependent variables.

Table 11 shows the results of the analysis. The first major hypothesis and the three sub-hypotheses must be accepted.

TABLE 11

MULTIVARIATE ANALYSIS OF VARIANCE OF THE INTERACTION OF SEX BY RELIGIOUS EDUCATION ON THE SCORES OF THE THREE DEPENDENT VARIABLES OF THE SVS, PPSVS, AND HSKI*

Roots	F	DF HYP.	DF ERR.	p	
Lambda 1	0.770	6.000	164.000	0.595	N.S.
Lambda 2	0.393	2.000	82.500	0.676	N.S.

Univariate F Tests

Variables	F	Mean Square	p	
SVS	1.208	146.314	0.304	N.S.
HSKI	1.252	40.078	0.291	N.S.
PPSVS	0.536	66.476	0.587	N.S.

*Using Wilks Lambda Criterion

All the hypotheses concerning the interaction of sex by level of religious education are accepted. There is no significant difference in the scores of the three dependent variables that can be accounted for by the interaction of sex and the three levels of religious education used in the study.

Analysis of Religious Education: Table 12

A second multivariate analysis of variance was done to study the

effect of the three levels of religious education on the dependent variables of the scores on the SVS, HSKI, and PPSVS. The major hypothesis for this factor was:

2. Within the total population of the study, there is no significant difference between the levels of religious education as measured on the three dependent variables.

From the major hypothesis, the following three sub-hypotheses were stated for each of the dependent variable scores:

- a. There is no significant difference between the level of religious education on the dependent variable of the subjects' scores on the SVS.
- b. There is no significant difference between the level of religious education on the dependent variable of the subjects' scores on the HSKI.
- c. There is no significant difference between the level of religious education on the dependent variable of the subjects' scores on the PPSVS.

Table 12 gives the results of the analysis. The hypothesis that within the population of the study there is no significant difference between the level of religious education of the subjects must be rejected. Religious education is very significant at the .01 level of probability. When religious education is analyzed for each of the dependent variables individually, table 12 shows that it is significant for both the SVS and PPSVS. Therefore, hypotheses that state there is no significant difference between the level of religious education and the dependent variable

of the subjects' scores on the SVS and PPSVS will be rejected. It will be accepted, however, for the hypothesis related to scores on the HSKI.

TABLE 12

MULTIVARIATE ANALYSIS OF VARIANCE OF THE LEVEL OF RELIGIOUS
EDUCATION ON THE SCORES OF THE THREE DEPENDENT
VARIABLES OF SVS, PPSVS, AND HSKI*

Roots	F	DF HYP.	DF ERR.	p
Lambda 1	2.811	6.000	164.000	0.012**
Lambda 2	1.327	2.000	82.5000	0.271

Univariate F Tests			
Variables	F	Mean Square	p
SVS	3.551	430.184	0.033**
HSKI	2.347	75.144	0.102
PPSVS	6.161	764.211	0.003**

*Using Wilks Lambda Criterion.

**Significant at .05 or less.

Analysis of Sex: Table 13

The last factor in the design was the effect of sex on the subjects' scores on the three dependent variables of the SVS, HSKI, and PPSVS. The major hypothesis for this factor was as follows:

3. Within the total population of the study, there is no significant difference between sexes as measured on the three dependent variables.

From the major hypothesis, the following three sub-hypotheses were stated for each of the dependent variable scores:

- a. There is no significant difference between the sexes on the dependent variable of the subjects' scores on the SVS.
- b. There is no significant difference between the sexes on the dependent variable of the subjects' scores on the HSKI.
- c. There is no significant difference between the sexes on the dependent variable of the subjects' scores on the PPSVS.

Table 13 shows the results of the analysis. The sex of the subject makes a significant difference in the scores of the three dependent variables and therefore the hypothesis must be rejected. When each dependent variable is looked at individually, the sex of the subject is only significant in relationship to the subjects' scores on the SVS. Therefore this hypothesis must be rejected. The hypotheses related to the effect of sex on the subjects' scores on the HSKI and the PPSVS will be accepted.

TABLE 13

MULTIVARIATE ANALYSIS OF VARIANCE OF SEX ON THE SCORES
OF THE THREE DEPENDENT VARIABLES OF
SVS, PPSVS, AND HSKI*

Roots	F	DF HYP.	DF ERR.	p
Lambda 1	3.788	3.000	82.000	0.013**

Univariate F Tests				
Variables	F	Mean Square	p	
SVS	4.726	572.517	0.033**	
HSKI	1.701	54.444	0.196	
PPSVS	1.832	227.214	0.180	

*Using Wilks Lambda Criterion.

**Significant at .05 or less.

In order to achieve the second purpose of the study, which was to determine if a relationship existed between the subjects' scores on the SVS and their scores on the HSKI and PPSVS, two correlation studies were done.

Correlation of the Scores on the SVS to
the Scores on the HSKI: Tables 14 and 15

The major hypothesis formulated to test for correlation between the SVS and the HSKI was as follows:

4. There is no significant relationship between subjects' scores on the SVS and their scores on the HSKI.

Rather than restate the eleven statistical sub-hypotheses, the data will be given in tables 14 and 15 utilizing the independent variables of the study. Table 14 shows that there is a significant relationship between the scores on the SVS and the scores on the HSKI for the total population and also for both the male and female populations.

TABLE 14

CORRELATION OF THE SCORES ON THE SVS AND HSKI
ACCORDING TO SEX OF SUBJECTS

Sex	N	r	p
Male	45	0.2445	0.053*
Female	45	0.2583	0.043*
Total	90	0.2126	0.022*

*Significant at .05 or less.

Table 15 shows the relationship of the scores on the SVS and the scores

on the HSKI according to the groupings of the level of religious education. Only in Group III is a significant relationship found between the two scores when the total population of each group is studied. However, when the scores are categorized according to the sex of the subjects and level of religious education, female subjects' scores on the SVS and on the HSKI showed a significant relationship in every category.

TABLE 15
CORRELATION OF THE SCORES ON THE SVS AND HSKI
ACCORDING TO LEVEL OF RELIGIOUS EDUCATION
OF SUBJECTS

Level of Religious Education	N	r	p
Group I	30	0.1693	0.186
Group II	30	0.2488	0.092
Group III	30	0.4541	0.006*
Males			
Group I	15	0.0768	0.393
Group II	15	0.1846	0.255
Group III	15	0.2008	0.237
Females			
Group I	15	0.4467	0.048*
Group II	15	0.4304	0.055*
Group III	15	0.6177	0.007*

*Significant at .05 or less.

Two additional statistical analyses were done on the HSKI alone. These were an item analysis and a discrimination index.² A second series of correlations was done to determine if a relationship existed between the scores on the SVS and the scores on the PPSVS.

Correlation of the Scores on the SVS and
the Scores on the PPSVS: Tables 16 and 17

The major hypothesis formulated to test for correlation between the SVS and PPSVS was as follows:

5. There is no significant relationship between subjects' scores on the SVS and their scores on the PPSVS.

As with the previous hypothesis, the eleven statistical hypotheses will not be restated from Chapter, III. The data will be given in tables 16 and 17 utilizing the independent variables of the study. Table 16 shows a strong relationship between the scores on the SVS and the scores on the PPSVS for the total population and also for both the male and female populations.

TABLE 16

CORRELATION OF THE SCORES ON THE SVS AND PPSVS
ACCORDING TO SEX OF SUBJECTS

Sex	N	r	p
Male	45	0.3636	0.007*
Female	45	0.4621	0.001*
Total	90	0.3637	0.001*

*Significant at .05 or less.

²Appendix E, pp. 138-144.

Table 17 shows the relationship of the scores on the SVS and the scores on the PPSVS according to the groupings of the level of religious education. A significant relationship is found between the scores of the SVS and PPSVS for Groups I and III when the total population of each group is studied. However, when the scores are categorized according to sex of the subjects and level of religious education, only female subjects in Group III show a very significant relationship.

TABLE 17
CORRELATION OF THE SCORES ON THE SVS AND PPSVS
ACCORDING TO LEVEL OF RELIGIOUS EDUCATION
OF SUBJECTS

Level of Religious Education	N	r	p
Group I	30	0.3361	0.035*
Group II	30	0.1536	0.209
Group III	30	0.3985	0.015*
Males			
Group I	15	0.3697	0.088
Group II	15	0.0748	0.396
Group III	15	0.2359	0.199
Females			
Group I	15	0.3059	0.134
Group II	15	0.2736	0.162
Group III	15	0.6126	0.008*

*Significant at .05 or less.

Discussion

From the scores on the three dependent variables of the study (the SVS, the HSKI, and the PPSVS), several observations were apparent. First, the scores on the SVS showed that the sexual values of Catholic college students indicated movement away from the position of Traditional Repressive Asceticism, where sex is approved of only in marriage, toward a more permissive stance which argues that sexual acts must be judged by their consequence, particularly in interpersonal relationships. Subjects with more religious education had scores on the SVS that indicated greater restrictiveness in sexual values than those who did not have religious education in high school. Subjects' self-reported choice of a sexual value supports this finding. In general, these choices indicated movement toward a position of greater permissiveness in sexual values.

In observing the scores on the PPSVS, subjects did not indicate that they saw their parents' sexual values to be as liberal as their own. However, some relationship seems to exist between their own scores on the SVS and the scores on the PPSVS. The correlation between the scores on the SVS and the scores on the PPSVS were highly significant at $p < .001$. What seems to occur is that the more liberal a subject views his own sexual values, the more liberally he perceives his parents' values. This may be assumed to be true, or it may be a method utilized by the subject to reduce cognitive dissonance. Subjects did not choose their parents as the primary influence in the formation of sexual values, but in general relied on personal experience.

The scores on the HSKI indicated that most students answered only about sixty percent of the questions correctly. This is in contrast to the statement of eighty-one percent of the subjects that they considered themselves adequately or well informed about sexuality. There is some slight indication that the more liberal a person perceives himself to be on the SVS, the more sexual information he possesses. An analysis of the relationship between the subject's scores on the SVS and the HSKI indicated a positive correlation between the two scores when the groups were divided according to sex ($p < .02$). However, when the groups were divided according to levels of religious education, the correlation persisted only for the total population of Group III and for female subjects across all groups. This confounding of the data can be explained by the high correlation between scores on the SVS and scores on the HSKI for female subjects in Group III that affected the whole of Group III's scores.

The major variables of the research, the amount and level of religious education and sex of the subjects, were studied using multivariate analysis of variance to determine if the variables affected the three dependent variables of the study: the SVS, the HSKI, and the PPSVS. Religious education of the subject was found to be significant for all three dependent variables together. When each dependent variable was observed as a unique variable, it was also found to be significant for the SVS and the PPSVS at $p < .033$ and $p < .003$, respectively, indicating that religious education has a strong effect on the sexual value choices of college students.

The sex of the subject was found to moderately affect the scores

on the three dependent variables ($p < .01$). When each dependent variable was analyzed independently, the effect of the sex on the scores was maintained only for the SVS ($p < .03$). The interacting effect of sex by religious education on the three dependent variables was insignificant. From observing the scores obtained on the SVS and the effect of religious education on the scores of the three dependent variables, one could infer that the choice of a sexual ethic on college campuses seems analogous to the choice of religious education during high school.

Summary

This chapter was concerned with the presentation, analysis, and interpretation of the data. In summary, it was observed that subjects had moved toward greater permissiveness in their choice of sexual values. With the exception of Non-Catholic male subjects, the majority of students in all categories of religious education chose a position that could be described as sex with discipline or sex depending on the situation.

Subjects relied on their personal experience more than any other source for sexual value choice. Subjects believed they had adequate information regarding sexuality, yet scores on the HSKI indicated that only sixty percent of the questions were answered correctly.

The scores on the SVS confirmed that subjects had moved away from a position of restrictive asceticism. However, Catholic subjects with religious education in high school demonstrated the least permissiveness. This would indicate religious education in high school has an effect on the scores of the SVS.

In analyzing the data using a multivariate analysis of variance, the factor of religious education is significant at $p < .01$ for all three dependent variables, the SVS, the PPSVS, and the HSKI. In analyzing each dependent variable individually, religious education was not significant for the scores on the HSKI, but was significant for the SVS at $p < .03$ and for the PPSVS at $p < .003$.

The sex of the subject made a significant difference in the scores of the three dependent variables ($p < .01$). When each dependent variable was analyzed individually, the sex of the subject was significant only in relationship to the subject's score on the SVS ($p < .03$). No interaction was found between religious education by sex.

Chapter V will present the summary, conclusions, and recommendations of this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

As was pointed out in Chapter I, the Catholic college student is living in a society that is experiencing a rapid transition in moral values. As permissiveness in all areas of life becomes more pervasive within the society, value decisions are increasingly determined by the individual himself rather than by factors or agencies outside of himself. Traditional moral authorities such as parents and church institutions appear to have a decreasing influence on an adolescent's value choices. This is especially evident in the area of sexual values.

Purpose

This study was concerned with the sexual values of Catholic college students, their knowledge of sexuality, and their perception of their parents' sexual values. The areas chosen for study were those identified in the literature as undergoing rapid social change. These were premarital coitus, extra-marital coitus, masturbation, homosexuality, pornography, contraception, and abortion. The purposes of the research were:

1. To examine the sexual values, knowledge of human sexuality, and perceptions of parents' sexual values of Catholic college students in terms of their religious educational background and their sex;

2. To determine if a relationship exists between the subject's sexual values, his perception of his parents' sexual values, and his knowledge of human sexuality; and

3. To design an instrument that would assess the subject's values concerning human sexuality, assess his perception of his parents' values, and measure the amount of knowledge he possesses about sexuality.

Instruments

As no suitable instruments were found in the literature, two instruments were designed to measure the dependent variables. These were called the Sexual Value Scale (SVS) and the Human Sexual Knowledge Inventory (HSKI). In order to obtain the subjects' perception of their parents' sexual values, the subjects retook the SVS as they perceived their parents would answer the questions. In the study, these results were referred to as the PPSVS scores.

Sample

Ninety college students were used in the study. All were freshmen students living in residence in two large Midwestern Universities. One university was a Roman Catholic institution, the other a large state university. The subjects were organized into three categories according to the level and type of religious education in high school: Catholic subjects with Catholic high school education; Catholic subjects with public high school education; and Non-Catholic subjects. Each category consisted of fifteen male subjects and fifteen female subjects for a total of three groups, one in each of three religious educational levels.

Research Design and Statistical Methodology

A two by three factorial research design was used: two levels of sex and three levels of religious education. Multivariate analysis of variance was used to study the effect of sex and the three levels of religious education on the dependent variables of the SVS, the PPSVS, and HSKI. Simple linear correlation was used to study the relationships between the three dependent variables.

Hypotheses

Five major hypotheses were formulated and tested:

1. Within the total population of the study, there is no significant difference between sex by level of religious education interaction as measured by the three dependent variables: the scores on the SVS, the PPSVS, and the HSKI.
2. Within the total population of the study, there is no significant difference between the levels of religious education as measured by the three dependent variables: the scores on the SVS, the PPSVS, and the HSKI.
3. Within the total population of the study, there is no significant difference between the sexes as measured by the three dependent variables: the scores on the SVS, the PPSVS, and HSKI.
4. There is no significant relationship between subjects' score on the SVS and their score on the HSKI.
5. There is no significant relationship between subjects' score on the SVS and their score on the PPSVS.

Major Findings

1. The sexual values of Catholic students, as measured by the scores on the SVS, reflected a movement away from the traditional position of restrictive asceticism toward one of greater permissiveness. Catholic college females, who had high school religious education, show the least movement toward a position of permissiveness.
2. Parental sexual values were perceived by the subjects as less permissive than the subjects' own values as measured on the SVS.
3. Knowledge about human sexuality was lacking in all college students. As measured on the HSKI, subjects answered less than sixty percent of the questions correctly.
4. Religious education had a strong effect on the total scores of the SVS, PPSVS, and HSKI, $p < .01$. When the scores were examined as unique variables, religious education affected only the scores on the SVS, $p < .01$, and the PPSVS, $p < .003$.
5. The sex of the subject had a strong effect on the total scores on the SVS, PPSVS, and HSKI, $p < .01$. When the scores were examined as unique variables, the sex of the subject affected only the scores on the SVS, $p < .03$.
6. No interaction was found between sex by level of religious education on the scores of the three dependent variables, the SVS, the PPSVS, and the HSKI.
7. A very strong relationship was found between subjects' scores on the SVS and their scores on the PPSVS, $p < .001$, when the sex of the subject was used as a categorizing variable. When these scores were

categorized according to levels of religious education, the relationship was maintained only for subjects in Groups I ($p < .03$) and III ($p < .01$). When these scores were categorized using both sex and levels of religious education, a significant relationship persisted only for female subjects in Group III ($p < .008$).

8. A moderately significant relationship was found between subjects' scores on the SVS and their scores on the HSKI, $p < .02$, when the sex of the subjects was used as a categorizing variable. When these scores were categorized according to level of religious education, a strong significant relationship persisted only for subjects in Group III, $p < .006$. When the scores were categorized according to both sex and levels of religious education, significant relationships persisted only for female subjects in all three groups.

Conclusions

Sexual Values

This research supports the findings of the past twenty years that college students' sexual values, as evidenced by their behavior and attitudes, are moving toward a position of greater liberality.¹ It was found that the subjects' scores on the SVS for both male and female subjects, in all levels of religious education, indicated movement away

¹Erhmann, Premarital Dating Behavior; Packard, The Sexual Wilderness; Reiss, The Social Context of Premarital Permissiveness; Robinson, "Changes in Sexual Behavior and Attitudes of College Students"; Robinson, "The Premarital Sexual Revolution of College Females"; Guttmacher and Vadies, "Sex on Campus"; Sorensen, Adolescent Sexuality in Contemporary America; Fugita, "Contraceptive Use Among College Students"; and Maxwell, "College Students' Attitudes Toward Abortion."

from the traditional position (which restricts sexuality to the marital relationship) toward a position of greater permissiveness. This movement is greater for male subjects than for female subjects at each level of religious education. It is also greater for Non-Catholic subjects than for Catholic subjects. Catholic female subjects in Group I demonstrated the least movement toward permissiveness. However, in naming their choice in sexual values, this same group of female subjects perceived themselves as more liberal than did other subjects in Groups I and II. This finding gives some slight support to Robinson's conclusions that the movement toward liberality in sexual attitudes and behaviors is occurring more actively in female subjects than in male subjects.² This self-perceived liberality versus actuality of choice could be a source of conflict for this group and an indicator of movement toward even greater permissiveness at some later time in college life.

Influence of Religious Education

In analyzing all three dependent variables of the study as a totality, religious education of the subjects was found to be a very significant variable. In relation to the unique dependent variables, it was found to be a significant factor in the scores on the SVS and on the PPSVS but not on the scores of the HSKI.

The data supported the hypothesis that religious education of the subjects was an influence in the sexual value choice of the students in the study. The scores of subjects with religious education in high

²Robinson, "The Premarital Sexual Revolution of College Females," p. 193.

school showed less movement away from the traditional position of restrictive asceticism. While this independent variable could account for the more restrictive value patterns of Catholic subjects in Group I, this position could have also been influenced by parental values because it can be assumed that, in part, parents choose a Catholic educational system for their children as an additional support of their own value system. These results also support Greeley's findings that Catholic education had some relationship to social attitudes in adult life.³

The self-report of the degree of religiosity of the subjects also supported the influence of religious education. Over eighty-three percent of the subjects indicated some evidence of religious sentiment, with Catholic subjects in Group I indicating the greatest degree of religiosity. Few subjects, however, named either a religious teacher, counselor, or clergyman as the primary influence in the subject's choice of a sexual value system. This might be explained in terms of Vincent's cultural discontinuities in which temporal value conflicts exist due to generational differences.⁴

Influence of the Sex of the Subject

The sex of the subject was found to be a very significant variable in the total scores of the three dependent variables, the SVS, the PPSVS, and the HSKI. However, when each individual dependent variable

³Greeley and Rossi, The Education of Catholic Americans, pp. 219-221.

⁴Vincent, "The Social Horns of Youth's Dilemmas," p. 17.

was analyzed separately, the sex of the subject was significant for only the scores on the SVS. In every group, female subjects' scores on the SVS indicated a position of less permissiveness than their male counterparts in the same group. This result supports Reiss's findings that females are not as easily freed from family norms whereas males customarily move away from restrictive norms more easily.⁵

Influence of Parents on Sexual Values of the Subject

All subjects perceived their parents' sexual values, as measured on the PPSVS, as less permissive than their own. However, as the subject's own permissiveness increased, so did his perception of his parents' permissiveness in sexual values. This finding could support Reiss's assertion that the potential for permissiveness stems from the parents' own values which encourage the willingness to try something new, different, or guilt producing in their children.⁶

Male subjects in each group perceived their parents as less permissive than did female subjects in the same groups. This could be explained as a function of a communication gap between parent and child. It could also be explained by the fact that parents are frequently more concerned about the consequences of certain sexual value positions for females and may communicate more liberal values concerning contraception and abortion to their daughters. None of the subjects perceived their parents as holding to the absolute standards of repressive asceticism.

⁵Reiss, The Social Context of Premarital Permissiveness, p. 169.

⁶Ibid., p. 162.

When students were asked to state who was the greatest influence in forming their sexual values, over twenty-seven percent stated parents as the primary source of value formation. Female subjects chose parents over all other sources. Male subjects chose their personal experience, their peers, and their parents in that order.

Further evidence of parental influence was found in the subscales of the SVS.⁷ Areas one could assume would receive parental prohibition early in childhood, such as masturbation, pornography, and homosexuality, were perceived more restrictively both for self and for parents' values than were other items on the scale.

Correlations between the SVS and the PPSVS were highly significant for both male and female subjects. This supported the hypothesis that a subject's perception of his parents' sexual values, as measured on the PPSVS, bears some relationship to his own values. It also supported Reiss's postulate that the basic values of a family are the starting point of an individual's permissiveness.⁸

Influence of Sexual Information on Sexual Values

The data from the study did not support the effect of religious education or the sex of the subject as a factor in the amount of sexual information a subject possessed. However, correlation studies did indicate a positive relationship between the sex of the subjects and their scores on the SVS and the HSKI. Female subjects, in all three educa-

⁷Appendix D, pp. 135-137.

⁸Reiss, The Social Context of Premarital Permissiveness, p. 169.

tional groups, showed a significant correlation between the two scores. This might be explained by the fact that sexual information may be given earlier to females because of the onset of menarche or that female subjects seek information about sexuality more assiduously than do male subjects.

Implications

There are two major implications from this study, one for the individual and the other for those institutions involved in value transmission. Every person, past puberty, has a value system regarding sexuality which influences his attitudes and behaviors. For some, these values are a covert unanalyzed source of inhibition or rebellion. For others, they are a well reasoned set of principles which direct and integrate sexuality into the totality of their personality. For all, sexual values have been influenced by parents, church, educators, peers, and experience. Adolescence is the period in which these covert sources of sexual value formation can be evaluated. At this time, the sexual values can serve as active forces in the integration of sexuality into the total personality both in the current developmental task of intimacy and the future tasks of generativity and integrity.

In general, strict sexual morality has characterized the Roman Catholic value position regarding sexual behavior. In the past, this value system frequently distinguished Roman Catholics from many other Americans. It was supported and reinforced by the church, by the Catholic educational system, and by the family.

From this study, one can infer that this no longer holds true. While Catholic subjects are not as permissive in sexual values as their Non-Catholic counterparts, the evidence seems to suggest that the morality of sexual behavior will be increasingly determined by the appropriateness of such behavior in a given situation. To make such a determination, the person will rely on his own experience, his personal values, his knowledge about sexuality, and his physical desires. Sexual relationships will be evaluated in terms of what it can do for, or to, the people involved, and not necessarily by some standard outside of the individual unless that standard has been cogently explained and integrated into his value system as his own. Furthermore, because of this movement toward personal assessment and satisfaction as a guiding norm, one can infer a greater tolerance for sexual behaviors once considered deviant. While an individual may hold a more stringent value system for himself, he will permit others to act according to the dictates of what they find satisfying and enjoyable. This increasing tolerance for a multiplicity of value systems regarding sexual behavior will influence his future role as parent and citizen. This is evidenced even now in the legal changes regarding homosexuality, pornography, and abortion.

What this implies then is the need to help all persons, but particularly all adolescents, to analyze, understand, and integrate a sexual value system which reduces conflict, increases inner harmony, and provides for both the good of the individual and the society as well. If the traditional agencies of family, church, and school expect

to maintain their influence in the transmission of sexual values, it would behoove them not only to analyze and rationally interpret the value position they wish to impart, but to do so both in terms of the immediate as well as future consequences of such sexual value choices.

The second major implication of this study is a need to question when, what, where, and how sexual values are being communicated. Social psychology identifies several variables associated with attitude formation. These could be operant here: the source, the message, the receiver, and the destination. This study cannot answer the effect of these variables on the communication of sexual values, but it does pose some questions.

Are there some areas of sexual behavior which can be discussed dogmatically without reference to interpersonal relationships or implications of "rightness" or "wrongness"? Are these areas referred to more frequently, with greater emphasis, and earlier in social development than other areas? Could this account for their more restrictive position on the sexual value scale? Would this also substantiate that parents are a more important but covert influence in the formation of sexual values than the individual recognizes? Or are the restrictive patterns, observed in certain areas, more reflective of the total sexual value stance of the individual and indicative of the sexual position to which he will return following the resolution of the developmental tasks of intimacy and the lessening influence of peer pressures? Is this the value stance he will eventually transmit to his own children?

How are sexual values taught in a religiously oriented high

school or college? Are students given the opportunity to address themselves to various value positions and encouraged to base their decisions on facts? The stance against abortion has long been a moral tenet of Catholicism, yet only eight of the ninety subjects were cognizant that the embryo is fully developed at two months gestation. Would this knowledge weigh their decision regarding abortion? Contraception has been explicitly forbidden to Catholics, yet only thirty-four subjects could identify the most fertile period of the menstrual cycle. Therefore it would appear from these examples that students possess inadequate knowledge upon which to base value choices.

The findings of this study would seem to indicate that, despite the high incidence of sexual education for support of the traditional value system in Catholic high schools, educators may have relied more on dogma and authority than on the acquisition of knowledge. This is not to say that Catholic religious education does not influence sexual values, but it may not be as effective as it has been assumed to be.

Recommendations

1. Katz states that it is important to increase the quality of students' lives. He believes we need faculty who can address themselves to the developmental needs of students.⁹ Sexuality is an integral and wonderful part of the human personality. Therefore, it would seem important that educators in Catholic colleges be encouraged not only to accept the fact of sexuality but by their attitudes and behaviors testify

⁹Joseph Katz and Associates, No Time for Youth (San Francisco: Jossey-Bass, 1968), p. 429.

to its wholesomeness in the human person. Moreover, a faculty member who understands the developmental needs of students should adopt an attitude that would be conducive to helping students gain insight into their choice of sexual values. The faculty member would not interpret the "cultural discontinuities" of sexual value change as a challenge to his own values or the traditional teachings of the church, but as an opportunity to assist the growth of a student who is in the developmental crisis of intimacy. Such a faculty member would understand that exhortations to moral probity only alienate members of the younger generation and inhibit opportunities for communication and for the exchange of ideas concerning sexual value choices.

2. The Church states that the future of society and of the Church herself is closely bound up with the development of young people who engage in higher education. Acknowledging the rapid transition of societal sexual values away from the norm of sexuality within the marital context, the Church encourages her educators to be at the forefront in providing sexual education for its students. She advises that students be given positive sexual education which will teach them to weigh moral values and will encourage them to embrace such values through personal choice. Engaging in a process of choice will enhance students' abilities to be sexual educators of their future children and to take their place as informed citizens in a society increasingly beset by moral value change.

3. Since the study reveals no evidence of rejection of either parental or religious institutions as factors in value formation, both of these agencies might be assisted in being more effective in value

transmission. This might be done by helping them present both the cognitive and affective domain dimensions of value choices as well as the influence of parental and cultural factors and religious beliefs on value formation so that options could be considered when deciding upon a personal sexual value choice.

4. Follow-up longitudinal studies would be helpful in ascertaining the effect of the college experience on the formation of sexual values. These studies could also support or deny the findings of this study and provide greater understanding of the effects of Catholic college experience on sexual values solidification or change.

5. A larger sample of students in colleges and universities needs to be studied in a replication of the study reported here. This would include students from all sections of the nation, not just from one urban midwest Catholic institution of higher education. Comparisons might be made as to how students' values compare or contrast between these various regions.

6. A limitation of this study was that the author failed to differentiate between father and mother (the term "parent" was used) in eliciting students' perceptions of the sexual value choices of their older generation relations. Future studies should use these terms separately in order to distinguish the effect of sex role identification on the respondent.

7. Parents could also be studied using these instruments and these results could be compared with the results obtained by the youths' perceptions.

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APPENDIX A

APPENDIX A

September 13, 1971

Dear Student,

This research project consists of three parts: a data sheet, an opinion scale, and a knowledge inventory. For each question, select the letter which is closest to your answer and mark the answer sheet. Work as quickly as possible. When you have completed the project, return the booklet and answer sheet.

Thank you for your cooperation.

Julia Lane

PART 1 - DATA SHEET

ON THE ACCOMPANYING ANSWER SHEET PLEASE MARK THE LETTER WHICH CORRECTLY ANSWERS THE QUESTIONS.

1. What is your age on your last birthday?
 - a. 16 or under
 - b. 17
 - c. 18
 - d. 19
 - e. 20 or over
2. What is your sex?
 - a. Male
 - b. Female
3. To what racial group do you belong?
 - a. Caucasian (white)
 - b. Negro (Black)
 - c. Oriental
 - d. American Indian
4. What is your marital status?
 - a. Single
 - b. Married
 - c. Divorced
 - d. Widowed
 - e. Other
5. If you are single, in the past year have you
 - a. dated less than once a month?
 - b. dated one to four times a month?
 - c. gone steady?
 - d. been or are engaged?
 - e. not dated at all?
6. At what age did you begin dating?
 - a. less than 12 years old
 - b. 12 to 13 years
 - c. 14 to 15 years
 - d. 16 to 17 years
 - e. 18 to 20 years
7. What is the approximate annual income of your family?
 - a. less than \$5,000 per year
 - b. from \$5,000 to \$10,000 per year
 - c. from \$10,000 to \$15,000 per year
 - d. from \$15,000 to \$25,000 per year
 - e. More than \$25,000 per year
8. In which school of the university are you registered?
 - a. Arts and Sciences
 - b. Business
 - c. Education
 - d. Nursing
 - e. Other
9. What is your religious affiliation?
 - a. Roman Catholic
 - b. Protestant
 - c. Jewish
 - d. None
 - e. Other
10. How religious would you say you are?
 - a. anti-religious
 - b. not at all religious
 - c. slightly religious
 - d. somewhat religious
 - e. very religious
11. Was the elementary (grades 1 to 8) school you attended
 - a. parochial - Roman Catholic school
 - b. parochial - other denomination school
 - c. public school
 - d. private (non-sectarian) school
 - e. public and parochial combined
12. For how many years did you attend a parochial elementary school?
 - a. two years or less
 - b. three to four years
 - c. five to six years
 - d. seven to eight years
 - e. does not apply

13. If you did not attend a parochial school, did you regularly* attend any out-of-school religious educational program in elementary school?
- yes
 - no
 - don't remember
14. If your answer to #13 is yes, for how many years did you attend?
- two years or less
 - three to four years
 - five to six years
 - seven to eight years
 - does not apply
15. Did you have any sex education in elementary school?
- yes
 - no
 - don't remember
16. Was the high school you attended a:
- parochial - Roman Catholic
 - parochial - other denomination
 - public
 - private - non sectarian
 - public and parochial combined
17. If you did not attend a parochial high school, did you regularly* attend any out of school religious educational program?
- yes
 - no
 - don't remember
18. If your answer to #17 is yes, for how many years did you attend?
- one year or less
 - two years
 - three years
 - four years
 - does not apply
19. Did you have sex education in high school?
- yes
 - no
 - don't remember
20. If your answer to #19 is yes, was it given principally in
- freshman year
 - sophomore year
 - junior year
 - senior year
 - does not apply
21. If you received sex education, was the material given in a
- hygiene course
 - marriage and family life course
 - biology course
 - human sexuality course
 - does not apply
22. How well informed about sexuality would you say you are?
- very well informed
 - adequately informed
 - some information
 - very little information
23. What is the religious affiliation of your mother?
- Roman Catholic
 - Protestant
 - Jewish
 - None
 - Other
24. What is the religious affiliation of your father?
- Roman Catholic
 - Protestant
 - Jewish
 - None
 - Other
25. Who would you say has influenced you the most in forming your personal code of sexual behavior?
- parents
 - religious teachings
 - friends and classmates
 - counselors, teachers, or minister
 - personal experience

* approximately 75% of the time.

26. Which of the following statements would be closest to describing your own personal code of sexual behavior?
- a. All anti-sex taboos should be abolished as well as any notion of sexual immorality and shame.
 - b. Sex is fun. The more sex fun a person has, the better and more psychologically sound he or she is likely to be.
 - c. The criterion of sexual morality is not the doing or not doing of any particular act but the effect of the act upon the inter-relationship of people.
 - d. Sex is a positive and enjoyable good. However, it is an area which calls for self-control and self-discipline.
 - e. All sexual activity should be confined to the marital relationship and the procreation of children.

Part 2a: Sexual Value Scale

Directions: The following opinion scale is divided into two sections:

Section I: Following are six situations about which college students have knowledge or experience. Each situation is followed by four questions which ask your personal opinion about the situation which is described. Two possible options are given for each question. Your own answer may or may not agree with the options given. Because of this, a rating scale is given lettered from A to E. Select the letter which would approximate where your opinion might lie on the scale.

EXAMPLE:

27. What is your opinion about ending the war in Vietnam?

The war should be ended today.

The war should continue until victory.

A B C D E

Is your opinion closer to A or E? Blacken the letter where you believe it lies on the scale. If you think the war should end within a month, perhaps you would blacken B.

27. A B C D E
 || ■ || || ||

If on the other hand you think the war should continue until total Vietnamization, perhaps you would blacken D.

27. A B C D E
 || || || ■ ||

Now begin at #28 and complete each item.

Part 2b:

Section II: Once you have completed all the statements, return again to the first statement which is #28. Now, in terms of what you believe to be your parents' opinions, blacken the statements. Your parents' opinion will begin at #52 and be completed at #75.

Joan and John are sophomores in college. They have been dating steadily for the last two years and are certain they are in love with each other. Both are good students and intend to go on to graduate school. Marriage is out of the question. Neither parents will approve of it and threaten to deny all financial support if they do.

Both Joan and John have been raised in a religious environment where premarital intercourse is explicitly forbidden. Both want full sexual involvement and feel it is necessary if their relationship is to continue.

28. (52) In your opinion what should Joan and John do?

They should break off contact with each other because the situation is impossible for them

If they desire sexual intercourse with each other, nothing should deter them

A B C D E

29. (53) If Joan and John decide to engage in sexual intercourse, what should they do about the possibility of pregnancy?

Joan and John should not use any contraceptives but should accept the consequences of their decision.

Joan should seek medical assistance and always use a contraceptive drug or device to be ready for any possibility.

A B C D E

30. (54) If Joan should become pregnant, what in your opinion is the best course of action?

John should marry Joan so that the child will have a father.

Joan alone should determine if she should have an abortion. The man has no rights.

A B C D E

31. (55) Joan becomes pregnant and John feels marriage is impossible. Following the termination of her pregnancy, what should their relationship be?

They should never see each other again.

They should return to each other as lovers as if nothing had happened.

A

B

C

D

E

Howard, a good looking college sophomore, is the oldest of four children, two brothers and a sister. Presently he is residing in the co-educational dorm of a large midwestern college. He is active in intra-mural sports, makes the Dean's list, dates regularly, and is well-liked by everyone who knows him.

Since puberty, Howard has always been interested in nudie magazines and frequented newstands which openly displayed Call Girl, Gay Party, Desire, and several others. Since entering college, he has taken opportunities to view skin flicks and brags that he probably has seen more X-rated movies than any other man in his fraternity.

Throughout the years, Howard has acquired a large collection of pornographic materials. While much of it remains in his room at home, he has an ample supply in his room at the dorm. After listening to some of the college bull sessions about the pros and cons of pornography, he wonders what to do with his collection.

32. (56) What do you think Howard should do with his collection of pornography?

Destroy it because it always has a bad effect on those who view it.

Make it available to anyone who would like to view it.

A

B

C

D

E

33. (57) If Howard decides to share his materials with others, how should he do it?

Keep it in his room and only share it with persons who come and ask for it.

Place it in the recreation room available to all.

A

B

C

D

E

34.(58) Should Howard let his younger brothers view the pornographic material?

It would be wrong because it would introduce them to depravity.

It would be a good introduction to them about sex and sexual behavior.

A B C D E

35.(59) In your opinion does pornography have a bad effect upon the moral climate as a whole and on values generally?

It's an obscene practice which encourages moral degeneration.

It's a harmless pleasure. After all, books and pictures never seduced a girl.

A B C D E

Eric and Liza have been married for five years. Both are well educated and hold responsible positions. At the time of their marriage, because of population and pollution problems, they decided not to have children of their own. Later, when both feel ready for the obligations of family life, they will undertake adoption.

At the time of their marriage, both agreed that if sex ever became routine, they would each be free to seek other partners to lessen their boredom and return renewed to their marriage. Furthermore, they would discuss this with each other. Both of them consider their marriage happy and that they are in love with each other.

Unknown to his wife, Eric finds himself attracted to his secretary Monique. The attraction seems to be mutual, and business demands place them together frequently. Eric is sure Monique would be open to an affair with him. Monique thinks she is falling in love with Eric and has told him so.

36.(60) What should Eric do?

Break off all contact with Monique.

Go as far sexually with Monique as she will allow.

A B C D E

37.(61) If Eric and Monique decide on an affair, should he discuss it with Liza?

No, despite their initial agreement it will cause her too much pain and perhaps destroy the marriage.

Yes, after all Liza is a sophisticated woman and that was part of their promise to each other.

A B C D E

38.(62) If Eric and Monique decide on intercourse, does Eric have any responsibility to Monique?

Absolutely. He must assume any consequence of his action.

No. His only responsibility is to see that they have an enjoyable experience together.

A B C D E

39.(63) If, by accident, pregnancy should occur, what should Eric do?

Assume financial responsibility for the child.

Assume no responsibility but recommend an abortion.

A B C D E

Ellen is a senior in college. She is pretty but extremely shy and finds it difficult to make new friends. She does make good grades in school and works conscientiously at her studies.

Because she is lonely much of the time, she frequently daydreams about boys, dates, and someone who would love and marry her. As a result of these daydreams, she feels a need for the release of sexual tension and masturbates regularly. While she has some guilt about this practice because it is contrary to what she was taught, she finds it personally satisfying and wants to continue it.

40.(64) How do you feel about Ellen's practice of masturbation?

It is an abuse of the proper use of sexuality.

It is the simplest and easiest way to achieve sexual enjoyment.

A B C D E

41.(65) Should Ellen do anything about her practice of masturbation?

She should practice self-control and overcome her habit.

She should continue with the practice because it strengthens her sexual responses for the future.

A B C D E

42.(66) If Ellen decides to continue with the practice of masturbation, has she any additional responsibilities to herself?

Yes, to seek assistance in increasing her social development.

No, masturbation is a healthy practice in itself.

A B C D E

43.(67) After reading The Sensuous Woman by J., Ellen would like to talk to her roommate about her masturbatory experiences. Should she do this?

This is a very personal matter. If she wishes to discuss it, she should choose a counselor.

Why not, her roommate might find it a helpful practice also.

A B C D E

Oscar, a hard working college educated junior steel executive and his twenty-four year old wife Pearl have just had their fourth child after four years of marriage. Despite attempts, the rhythm method has not worked for them. Oscar loves his wife and children and has provided as well as possible for them. Their marriage is a happy one. However, both of them feel that they have reached the limits of their ability to rear more children at this time.

44.(68) What should Oscar and Pearl do about future childbearing?

They should both practice total abstinence from sexual union until such time as they are ready for more children.

Either Pearl or Oscar should be sterilized as they have more than enough children now.

A B C D E

45.(69) What frame of reference would you suggest Oscar and Pearl use in deciding on "responsible parenthood"?

Children are the
supreme gift of
marriage.

The responsibility
of every marriage
is to maintain
"population zero"
for a time.

A B C D E

46.(70) If Pearl, using some method of contraception, becomes pregnant again, what would you recommend she should do?

Welcome the child
as a gift from
God.

Have an immediate
abortion.

A B C D E

47.(71) If, for purpose of ecology, some form of population control was recommended by the state, what method would you be most inclined to agree to?

The "rhythm
method."

Sterilization

A B C D E

Patrick is a college senior who is regularly engaging in homosexuality since beginning college. His first homosexual contact was the result of being "picked up" by an older man, Tom. He consented to the initial encounter out of curiosity. Since then he has found several short-term relationships.

Patrick is good looking and appears self-assured. He is an excellent student and a popular man on campus. He dates on occasion. For part-time employment, he has been a recreation leader at a nearby boys day camp.

Tom, on the other hand, has been a practicing homosexual for the past twenty years. He is a professional person and the president of the Homophile Action League. Through the years Tom has introduced several other men into homosexual practices and has no qualms about it. In a recent speech at the Conference on Religion and Homosexuality, he said: "Homosexuality is as morally natural as say, left-handedness. . . ."

48.(72) How do you feel about Tom and Patrick's homosexuality?

Homosexual behavior
is immoral in all
circumstances.

Homosexual behavior is a
matter of personal choice
and presents no moral
problem at all.

A B C D E

49.(73) How do you feel about Tom introducing others into homosexual practices?

It should be a legally punishable offense.

It is a free society, and he has a right to solicit anyone who interests him.

A B C D E

50.(74) How would you recommend Patrick handle his desire for homosexual contacts?

He should practice self-control and avoid all opportunities for contact with "gay society."

He should do whatever gives him the most pleasure and satisfaction at this time.

A B C D E

51.(75) When Patrick is working at the day camp, how would you suggest he handle his homosexual interests in relationship to the boys?

Scrupulously avoid any reference to it.

He would freely admit to homosexuality if the matter was brought up.

A B C D E

PART C: Sexuality Knowledge Inventory

This is a survey of your knowledge of human sexuality. For each question there is a number of possible answers. In the space on the answer sheet, blacken the letter you think represents the best answer. Answer every item. Do the easy items first and return to the harder ones when you have finished. Begin at #76 on your answer sheet.

76. The germ cell produced by the male is called a
- gene
 - chromosome
 - spermatosoan
 - testes

77. The germ cell produced by the female is called an
- ovum
 - ovary
 - alveolus
 - enzyme
78. In the male, the germ cells are present
- before birth
 - at the first ejaculatory experience
 - before secondary sex characteristics appear
 - none of the above
79. The hormone which is most active in producing secondary sex characteristics in the girl is
- progesterone
 - testosterone
 - estrogen
 - insulin
80. A child's sex is determined by the
- mother
 - father
 - time of the year pregnancy takes place
 - age of the parents
81. Conception (fertilization) occurs in the
- ovaries
 - Fallopian Tubes
 - Uterus
 - vagina
82. A pregnancy test is not accurate until
- ten days after having intercourse
 - two weeks after having missed a menstrual period
 - the third month of pregnancy
 - none of these
83. Pregnancy cannot occur if
- the couple has intercourse in a standing position
 - the woman does not ovulate
 - the male has a slight curvature of his penis
 - all of these
84. If there is no pain or bleeding, intercourse during pregnancy
- can continue as long as it is mutually desirable
 - must be discontinued at the seventh month of pregnancy to prevent infection
 - must be discontinued once the woman feels the baby move
 - none of the above

85. The unborn child is completely formed in the uterus
- by the end of the second month
 - by the end of the fourth month
 - by the end of the eighth month
 - at the moment of birth
86. The unborn child is connected to the nourishment giving organ of the woman by a tube-like structure called the
- aorta
 - placenta
 - ureter
 - umbilical cord
87. The removal of a fetus (unborn child) from the uterus before it is born is called
- salpingectomy
 - cophorectomy
 - abortion
 - fetectomy
88. Sexual dreams occur
- only in men
 - in men and women
 - only in persons with no other sexual outlet
 - only with nocturnal emissions
89. The size of the penis
- is related to a man's ability to satisfy a woman sexually
 - is an indication of the male's virility and potency
 - has no relationship to the size of the man's body
 - is decreased by continual masturbation
90. In the female the clitoris is
- an internal organ of reproduction
 - located on the breast
 - another name for the hymen
 - part of the erogenous zone of the genitals
91. Intercourse during menstruation
- causes irritation to the penis
 - is acceptable if both partners are agreeable
 - is more likely to produce a pregnancy
 - can be a source of infection to the female
92. A factor(s) which influences a person's responses to erotic stimulation is
- social class
 - gender
 - education
 - all of the above

93. Standard behavior in human sexuality is not usually expressed by
- masturbation
 - nocturnal orgasms
 - heterosexual intercourse
 - exhibitionism
94. The first sign of sexual arousal in the male is
- erection of the penis
 - increase in the rate of breathing
 - a pink flush over the body
 - an ejaculation
95. In the female, the first sign of sexual arousal is
- a warm feeling throughout her body
 - increased vaginal lubrication
 - erection of the nipples of the breast
 - increase in the rate of breathing
96. In general, which of these statements is not true in describing the sexual responsiveness of the male and female?
- males typically reach their peak responsiveness before age twenty-five
 - females typically reach their peak responsiveness between age thirty and forty
 - male response is more genitally centered than female's
 - women's response is emotional not physical
97. The phenomenon of multiple orgasms in a single sexual episode is found only in
- men
 - women
 - animals
 - nymphomaniacs
98. Oral-genital sexual conduct between male and female partners is
- an indication of homosexual tendencies in the partners
 - deviant sexual behavior
 - an indication of strong sexual drives
 - a matter of choice and enjoyment
99. In general, the effect of premarital intercourse on future marital adjustment
- is usually beneficial to the marital relationship
 - is always harmful to the marital relationship
 - has no effect at all on the marital relationship
 - is not known with scientific certainty

100. Nocturnal emissions in the male indicate
 - a. abnormalities of the reproductive organs
 - b. abnormal sex drives
 - c. tendencies to homosexuality
 - d. maturity of the reproductive organs
101. Masturbation can be defined as
 - a. touching the sexual organs
 - b. experiencing a "good feeling" in the sexual organs
 - c. handling the sexual organs in order to produce an orgasm
 - d. having "wet dreams"
102. Which statement about masturbation is not true?
 - a. masturbation reduces sexual tension
 - b. masturbation can acquaint us with the sex organs and their sensations
 - c. masturbation may help to achieve a sense of sexual self image
 - d. masturbation inhibits any future capacity for relationships with the other sex.
103. Adolescents who masturbate several times weekly will
 - a. suffer from premature ejaculation or frigidity in marriage
 - b. tend toward homosexuality
 - c. generally experience no ill effects
 - d. become emotionally ill
104. Masturbation occurs most frequently in
 - a. babies
 - b. adolescent boys and girls
 - c. older unmarried persons
 - d. married persons
105. Homosexual behavior can be defined as
 - a. a deep relationship to another person of the same sex
 - b. an inability to relate to persons of the opposite sex
 - c. sexual relations with persons of the same sex
 - d. autoeroticism
106. Persons who are homosexual in their orientation can be identified by
 - a. their type of body build
 - b. the pitch of their voices and effeminate manners
 - c. chromosomal studies
 - d. none of the above
107. Homosexuality is not the result of
 - a. parental or familial influences
 - b. a fear or sense of failure about growing up
 - c. an inborn error of metabolism
 - d. conditioning factors within society

108. An adolescent homosexual experience usually
- prevents normal relationships with persons of the opposite sex
 - makes the person bi-sexual throughout his life
 - commits the person to only homosexual roles
 - has no effect on future adult roles
109. Sterilization as a method of contraception is
- the same as castration
 - likely to cause impotence
 - more likely to begin the menopause in females
 - usually permanent in either sex
110. If a couple were to use rhythm to prevent conception, when, in a twenty-eight day menstrual cycle, should they abstain from sexual intercourse?
- first to sixth day of the cycle
 - ninth to eighteenth day of the cycle
 - thirteenth to sixteenth day of the cycle
 - twentieth to the twenty-eighth day of the cycle
111. Which of the following methods of contraception used by the female is least effective?
- the douche
 - the contraceptive foam
 - the diaphragm
 - the rhythm method
112. Which of the following methods of contraception used by the male is most effective?
- the condom
 - withdrawal
 - spermicidal gels
 - aphrodisiacs
113. Hard pornography can be defined as
- materials which contain nude pictures
 - materials whose only purpose is to cause sexual excitement
 - materials which produce sexual crime
 - all of the above
114. In general, research would seem to indicate that pornographic materials are least attractive to
- young males
 - well-educated persons
 - sex offenders
 - married middle class men

115. Pornography can
- cure impotency
 - cause sexually violent acts
 - serve as a harmful release to the sexually repressed
 - none of the above
116. When a man is circumcised it
- makes it difficult to control ejaculation
 - heightens sexual enjoyment because the glands is exposed
 - decreases the possibility of contracting a venereal disease
 - facilitates personal hygiene
117. One of the early symptoms of gonorrhoea in the male is a
- discharge from the male organ
 - severe pain in the abdomen
 - a large sore on the penis
 - constant headache
118. The probability of successful treatment of syphilis depends on
- the stage of the disease when treatment is started
 - where the symptoms appear on the body
 - how severe the infection was in the person from whom you contacted the disease
 - finding a physician who is a specialist in the treatment of syphilis
119. When the female initially contracts syphilis it
- causes a heavy green discharge from the vagina
 - is generally unobservable to the woman herself
 - generally prevents further sexual intercourse because of the symptoms
 - renders her sterile until she is cured
120. Gonorrhoea is usually spread by
- kissing
 - public toilets
 - sleeping in the same bed
 - intercourse
121. Impotency is
- the inability to attain or maintain an erection
 - the inability to produce sperm
 - a lack of sexual drive
 - an inability to ejaculate
122. Frigidity is
- an inability to become pregnant
 - an inability to experience orgasm
 - a cold or indifferent nature
 - a partial or total lack of a sex drive

123. A nymphomaniac is a woman who
- a. desires sexual intercourse several times during a week
 - b. has an uncontrolled sexual craving which cannot be satisfied
 - c. has sexual desires which exceed her partner's
 - d. has become a prostitute
124. The most common source of frigidity or impotence lies in
- a. inadequate sex instruction
 - b. emotional difficulties of her partners
 - c. defects of the genital organs
 - d. an inexperienced sexual partner
125. To have a satisfying sex life, the couple
- a. must experience an orgasm simultaneously
 - b. must experience an orgasm at each intercourse
 - c. need not be concerned about orgasms
 - d. need not feel that a woman must always experience an orgasm

APPENDIX B

APPENDIX B

September 13, 1971

Dear Freshman Student,

I would like your assistance. I am a doctoral candidate here at Loyola. My dissertation is focused on freshman students' attitudes and values regarding human sexuality, an area which is involved in rapid social change. I am attempting to determine what freshman students believe should be the standard norms for sexual behavior. The instrument consists of 125 brief multiple choice questions. None of the questions relate to your personal experience but only the opinions which you hold.

The questionnaire is completely anonymous. It will require approximately one hour of your time and will be given at 10:30 a.m. in Wilson Hall, Room 34 and 36 on September 20, 1971. Wilson is located at the Southwest section of the campus. Participation in the research project will not conflict with other activities in the orientation program.

I do hope you will participate in this research. If you would like a copy of the findings when the project is completed I would be happy to send them to you. If you are willing to participate, please bring this letter with you on Monday, September 20, at 10:30 a.m. I do hope you will be present.

Thank you.

Sincerely,

Julia A. Lane

APPENDIX B

Dear Freshman Student:

During the past month on campus, I am sure each of you has come to realize the importance of research in the acquisition of knowledge. Because of this new understanding, I would like your cooperation in participating in a research project which I am conducting as part of my doctoral degree.

The research instrument consists of 125 brief multiple choice questions relating to values about human sexuality which college freshmen hold. The questionnaire will be completely anonymous and will require less than one hour of your time. It will be administered on Tuesday, November 2nd, in Damen Hall, Room 730 at 6:30 p.m.

In order to plan for attendance, I ask that you detach the form below and return it to me in the enclosed self-addressed envelope, indicating whether or not you will be present. If you would like a copy of the findings when the project is completed, I would be happy to send them to you.

This survey data is essential to my doctoral thesis, so I cannot appeal too strongly to you for your cooperation. Thank you.

Sincerely yours,

Julia A. Lane

I will be present on November 2nd in Damen Hall to participate in the research survey.

I will not be present on November 2nd but would be willing to participate in the research project.

I do not wish to participate in the project.

Name: _____

Dorm: _____

Room: _____

APPENDIX C

APPENDIX C

TABLE 18

TESTS OF SIGNIFICANCE ON THE MEAN SCORES OF THE SVS OF CATHOLIC SUBJECTS WHO HAD ATTENDED PUBLIC HIGH SCHOOL WITH SOME RELIGIOUS EDUCATION AND CATHOLIC SUBJECTS WHO HAD ATTENDED PUBLIC HIGH SCHOOL WITHOUT RELIGIOUS EDUCATION

Categories	Mean	S.D.	t.	Sign.
Catholic Males/Public High School/No Religious Education in High School (N=15)	66.79	12.27	0.286	N.S.
Catholic Males/Public High School/Some Religious Education in High School (N=7)	62.43	16.64		
Catholic Females/Public High School/No Religious Education in High School (N=15)	65.93	10.76	0.348	N.S.
Catholic Females/Public High School/Some Religious Education in High School (N=8)	63.38	11.71		

APPENDIX C

TABLE 19

TEST OF SIGNIFICANCE BETWEEN MEAN SCORES ON THE SVS
OF THE RANDOMLY CHOSEN SAMPLE AND THE DISCARDED
SAMPLE OF MALES IN GROUP I

Group I Samples (Males)	Mean	S.D.	t.	Sign.
Random Sample (N=15)	68.00	12.12	0.57	N.S.
Discarded Sample (N=12)	67.75	13.99		

TABLE 20

TEST OF SIGNIFICANCE BETWEEN MEAN SCORES ON THE SVS
OF THE RANDOMLY CHOSEN SAMPLE AND THE DISCARDED
SAMPLE OF FEMALES IN GROUP I

Group I Samples (Females)	Mean	S.D.	t.	Sign.
Random Sample (N=15)	63.39	8.03	0.95	N.S.
Discarded Sample (N=16)	66.20	7.55		

APPENDIX D

APPENDIX D

TABLE 21

MEAN SCORES OF FEMALE SUBJECTS ON THE SEVEN SUB-SCALES
OF THE SVS AND PPSVS USING A FIVE-POINT LIKERT-
TYPE SCALE

Sub-Scales of SVS		Groups		
		I	II	III
Premarital Coitus	SVS	3.26	3.35	3.30
	PPSVS	2.15	2.30	2.73
Pornography	SVS	2.35	2.41	2.70
	PPSVS	1.53	1.33	1.70
Extra-marital Coitus	SVS	2.53	2.38	2.43
	PPSVS	1.86	1.58	1.83
Masturbation	SVS	1.97	2.71	2.45
	PPSVS	1.23	1.60	1.66
Birth Control	SVS	2.91	2.90	3.50
	PPSVS	1.97	2.78	2.97
Homosexuality	SVS	2.81	2.71	2.38
	PPSVS	1.60	1.72	1.70
Abortion (Extrapolated from items 30, 39, and 46)	SVS	2.18	2.07	2.84
	PPSVS	1.42	1.77	2.02

APPENDIX D

TABLE 22

MEAN SCORES OF MALE SUBJECTS ON THE SEVEN SUB-SCALES
OF THE SVS AND PPSVS USING A FIVE-POINT LIKERT-
TYPE SCALE

Sub-scales of SVS		I	Groups II	III
Premarital Coitus	SVS	3.31	3.48	3.66
	PPSVS	21.0	1.81	2.30
Pornography	SVS	2.45	2.57	2.73
	PPSVS	1.52	1.38	1.55
Extra-marital Coitus	SVS	2.97	1.60	3.12
	PPSVS	2.13	1.60	2.00
Masturbation	SVS	2.73	2.41	3.10
	PPSVS	1.48	1.31	1.65
Birth Control	SVS	2.93	3.25	3.63
	PPSVS	2.06	1.90	3.02
Homosexuality	SVS	2.58	2.35	3.10
	PPSVS	1.50	1.25	1.51
Abortion (Extrapolated from items 30, 39, and 46)	SVS	2.48	1.77	3.00
	PPSVS	1.63	1.28	1.73

APPENDIX É

APPENDIX E

ITEM ANALYSIS OF THE SCORES ON THE HSKI

Item No.	Number Answered Correctly	Difficulty Analysis
76.	83	.9222
77.	67	.7444
78.	17	.1888
79.	60	.6666
80.	68	.7555
81.	39	.4333
82.	38	.4222
83.	82	.9111
84.	33	.3666
85.	8	.0888
86.	78	.8666
87.	75	.8333
88.	76	.8444
89.	84	.9333
90.	73	.8111
91.	54	.6000
92.	56	.6222
93.	64	.7111
94.	60	.6666
95.	29	.3222

APPENDIX E

ITEM ANALYSIS OF THE SCORES ON THE HSKI

Item No.	Number Answered Correctly	Difficulty Analysis
96.	45	.5000
97.	45	.5000
98.	76	.8444
99.	61	.6777
100.	69	.7666
101.	74	.8222
102.	77	.8555
103.	64	.7000
104.	72	.8000
105.	73	.8111
106.	71	.7888
107.	66	.7333
108.	47	.5222
109.	75	.8333
110.	34	.3777
111.	48	.5333
112.	63	.7000
113.	52	.5777
114.	16	.1771
115.	17	.1888

APPENDIX E

ITEM ANALYSIS OF THE SCORES ON THE HSKI

Item No.	Number Answered Correctly	Difficulty Analysis
116.	63	.7000
117.	28	.3111
118.	84	.9333
119.	75	.8333
120.	82	.9111
121.	43	.4777
122.	41	.4555
123.	75	.8333
124.	67	.7444
125.	21	.2333

APPENDIX E

ANALYSIS OF DISCRIMINATION BETWEEN HIGH AND LOW SCORES¹
ON THE HSKI

Item Number	No. Correct H-24	No. Correct L-24	Difference H-L	Items Showing Discrimination
76.	23	20	3	.1250
77.	22	12	10	*.418
78.	1	5	-4	-.167
79.	21	11	10	*.418
80.	20	14	6	*.250
81.	17	7	10	*.418
82.	12	10	2	.083
83.	24	20	4	.167
84.	15	6	9	*.375
85.	3	2	1	.042
86.	21	20	1	.042
87.	23	15	8	*.333
88.	23	18	5	*.208
89.	24	21	3	.125
90.	23	14	9	*.375
91.	19	7	12	*.500
92.	14	17	-3	-.125
93.	22	9	13	*.542

¹ Jum C. Nunally, Psychometric Theory (New York: McGraw-Hill, 1967), p. 262. This technique is equal to a point bi-serial correlation.

APPENDIX E

ANALYSIS OF DISCRIMINATION BETWEEN HIGH AND LOW SCORES
ON THE HSKI

Item Number	No. Correct H-24	No. Correct L-24	Difference H-L	Items Showing Discrimination
94.	17	15	2	.083
95.	11	4	7	.291
96.	18	8	10	*.418
97.	18	11	7	.291
98.	23	15	8	.333
99.	19	10	9	*.375
100.	24	9	15	*.625
101.	20	15	5	.208
102.	22	17	5	.208
103.	22	11	11	*.458
104.	22	17	5	.208
105.	21	17	4	.167
106.	23	14	9	*.375
107.	22	11	11	*.458
108.	19	5	14	*.583
109.	21	19	2	.083
110.	14	7	7	.291
111.	18	5	13	*.542
112.	21	12	11	*.458
113.	17	7	10	*.418
114.	4	3	1	.042

APPENDIX E

ANALYSIS OF DISCRIMINATION BETWEEN HIGH AND LOW SCORES
ON THE HSKI

Item Number	No. Correct H-24	No. Correct L-24	Difference H-L	Items Showing Discrimination
115.	6	4	2	.083
116.	18	13	5	*.208
117.	15	3	12	*.500
118.	24	20	4	.167
119.	23	16	7	*.291
120.	22	22	0	.000
121.	18	6	12	*.500
122.	13	9	4	.167
123.	24	15	9	*.375
124.	23	15	8	*.333
125.	5	7	2	.083

*Indicates Discrimination

APPROVAL SHEET

The dissertation submitted by Julia A. Lane has been read and approved by the following Committee:

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The final copies have been examined by the director of the dissertation, and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date

May 16, 1974

Director's Signature

John Eddy