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Sexual Education Programs and Their Application to the Spread of Destructive Social Problems in the Society

Abstract. The article is dedicated to the educational reality and theoretical urgency of this area. This article broadly analyzes the urgent problem: evaluation of the USA experience of “Comprehensive Sex Education” and other pedagogic (etiologic) approaches are postulated. It is stated that more social control from government and non-government organizations is needed. It is necessary to apply other educational programs orientated towards cultivating high spirituality and chastity at schools. The problem under discussion is presented in wider social economic context (not only Lithuanian). This kind of phenomenon has a tendency to spread out as social tectonic wave, and its neutralization, similar to prevention of terrorism, gains a global character. What is important in education in Lithuania is important to the most of European and other countries as well.

Keywords: Social destructions, sex education program, programs for chastity development, realistic situation in the approach of destructive social phenomenon, Comprehensive Sex Education program criticism.

Birth, Marriage, and Sex Education in Lithuania

According to the Statistics department at Republic Government, in the year 2003 there were 3 462 000 inhabitants in Lithuania (19.9% under working age, 60% working age and 20.1% pension age). From sociological point of view it may be said that Lithuania overstepped critical limit of life existence: relatively speaking, there are too many old people in the country and too small number of young people are coming to change them. In 2002 30014 babies were born in Lithuania, and 41 072 people died (negative increase of population – 11058 people). Among newborn babies there is relatively big number of them (27.9%) born not in marriages (25.5% in city and 32% in village). During the first independence (1918–1940) there were only 5% of babies born not in marriages and in the Soviet times this number was 7%. After 1990 the amount of extramarital kids started increasing annually and it continues to grow up in Lithuania.

It means that marriage life is being changed to extramarital or cohabitant life. In the ninth decade of the 20th century the annual record of marriages was 36
thousand, but in 2002 only 16 151 marriages were registered. “Black” statistics is like the top of an iceberg. The rest is like the part of an iceberg under the water: sex revolution came to Lithuania. Press, TV, casinos, discos, and showmen of mass youth events give “strong” education. Teachers who want and try to refresh national tradition of education among the youth, especially the seriousness of marriage, responsibility to love and marriage, family and birth of children, find themselves in bewildered situation and often speak about impossibility of sex education (often because of fear to be laughed at by teenagers and young people for being old-fashioned and non-understanding their affairs). The kind of education cultivated in Lithuania has a clear pedocentric approach (child’s rights and needs sometimes are more important than teacher’s). According to outstanding USA teacher John Dewey (1996), that makes teacher’s sincere and real moral education impossible. Absence of intimacy secrets as well as brutal nudeness, even the stress of sexual intercourse in the movies, demonstration and give-away of condoms for teenagers during mass events belong to the top of an iceberg or to the well visible part of it.

Supporting Mass media programs, financing of entertainment industry, initiation of sex education programs and scenarios is invisible part of an iceberg. So far in Lithuania it is not being analyzed what strategy and tactics of business (e.g. prostitution and contraception production and trade), are in conflict with sincere efforts to morally develop children, to strengthen civil responsibility in the society, especially among youth.

As it is widely known production and trade of contraception is one of the most profitable legal businesses and it shares the first place with oil production business. Lithuania (as other East European countries as well) has become new market for realization of contraception. In order to make this business blossom, a plan is being carried out in Lithuania, following these steps:

1 step – preparing a user. The most effective way to invest into the future is to educate the future production user in educational institutions. That is why the law “Reproductive health” has been issued, foreseeing obligatory sex education at school. After its implementation children would be taught how to use contraception, it would be explained where to obtain these means, sexual ideology, announcing that any child has a right to all types of homo and hetero sex activities would be inculcated.

2 step – “protector”. If “the most reliable contraception” fail, it is suggested to do “pumping out”, “cleaning” or something else, that is “a nicely called” abortion. If you do not have money to pay for “a friendly help” – abortion – expenses will be paid with the money of taxpayers – from the budget.
3 step – “there is always a way out”. If after abortion, after sex diseases or after a long use of contraception some women become infertile, again there is a way out – to have a baby from a tube.

All three above described steps of developing pleasure industry and contraception realization market are concentrated in the same hands. It is necessary to notice that in each step the price of services for cultivating pleasure increases more and more.

Consequences of Sex Revolution as Social Tectonic Wave

The world sees the coming of social tectonic waves one after another – women emancipation, sex revolution, cultivation of perversions and narcotics…

As a rule they reach Lithuania some decades or even 50 years later. General society’s worry is usually reaction to what has already happened, and this is always too late: destructive changes had taken place, and up till that moment educational institutions were not ready to face the terrifying event properly.

Responsible educational institutions react to the threat in a passive way, and the groups interested in realization of contraception such as International Parents Planning Federation’s department in Lithuania – Family Planning and Sexual Health Association, actively penetrate into educational institutions with various aggressive sex education programs, and initiate the laws against the birth.

Destructive social change – sex revolution wave has been passing through Lithuania for the last several decades and seems to be getting stronger. It is clear enough even without special research: conscience of children, teenagers and young people has become erotic, cultivation of amorality penetrates into their behavior and way of life, the values of catholic family have experienced atrophy.

What has happened in Lithuania, can be illustrated by the statistics:

• Great sexual activity among children, teenagers and youth (under age): according to the research, 39,6% of young people born in 1975–1976 started sexual relations being 17 years old. This age is the peak of starting sexual relations (Family and birth, 1997).

• Threat of AIDS and epidemic symptoms of venereal diseases: only the registration of syphilis in eight years increased by 323% (from 72 registered sick people in 1990 up to 2326 sick ones in 1998).

• The number of extramarital children increased by almost 400% during twelve years period (extramarital children: in 1990 – 7%; in 1999 – 19,8%) (Diary of Demography, 2003).
• High rate of juvenile pregnant mothers: in 1998 mothers, whose age was under 18, had 853 babies (Diary of Demography, 2003).
• Very high amount of abortions: only in 1998 28 450 legal abortions were performed (Lithuanian Statistics Diary, 1999).
• Great number of sexual crimes: during 1998 166 cases of raping were registered (Lithuanian Statistics Diary, 1999).

As a threat of a new social change passes through the country, the question of why earlier the consequences were not foreseen and why preventive work was not done in full power is being raised. The idea – be properly ready to meet the social tectonic wave coming from elsewhere – was formed and raised in Lithuanian pedagogy long time ago. In Lithuania in the period between wars St. Šalkauskis, showing the worry about country’s culture, sees the lack of turning point and traditions (Šalkauskis, 1992, p. 284).

Where the Origin of Sex Revolution Lies

Not enough is being thought in Lithuania about where sex revolution to our country came from. Of course, a clear impromptu answer is provided – it comes from the West and it is spread by mass media, especially by press and TV.

It is worth analyzing the USA experience in the context of the urgent problem: how real origin of social destruction is revealed and reasons are pointed out. Analysis of USA scientific literature shows that one of the basic theses is: Intellectual philosophic revolution caused sex revolution.

• Was the existing world created or did it create itself by evolution, in accidental way?
• How all-existing species, among them a human being, appeared?

USA society formed two confronting trends of world outlook:
• Catholic, admitting God’s creation and plan, principles of justice and morality, ethics and morality based on the laws of the Bible.
• Secular humanism, which neglects God’s plan, declares appearance of various species of life, including a human being by accidental mechanism. Positivism and relativism spreads in ethics.
The superiority of secular humanism world outlook in the society was predetermined by prevalence of subjectivity, situatism, utilitarianism and hedonism, and also deism, naturalism, nihilism, existentialism, postmodernism, East pantheistic monism and philosophy and ethics of a new century.

Searching for the background of sex revolution, attention is paid to the wrong interpretation of developed theories. USA scientists (Johnson, 1995; Doner, 1988; Bork, 1996; Kaplan, 1996; and etc.) name four persons having the greatest influence on the development of world outlook in the USA society: C. Darwin (1809–1882), K. Marx (1818–1883), F. Nietzsche (1844–1900), S. Freud (1856–1939). Charles Darwin offered hypothetic theory of evolution, which was used as a tool to neglect the theory of World's Creation. Karl Marx atheistic, materialistic sociology theory also strengthened the devaluation of catholic values in the Western, including the USA, society. Popularization of Sigmund Freud’s psychological trend formed scientific substantiation of sex revolution. Robert Bork admits: “S. Freud’s conclusions about human libido were applied to describe psychology of all people, absolutely not taking into consideration the fact that this scientist made his analyses working with mentally diseased people who form only a small part of the society. Ignoring this mistake, S. Freud’s theory, which could be called psychology of liberating from moral norms, made a great influence on further development of sexology and on creation of sex education programs” (Bork, 1996, p. 281). F. Nietzsche is related to separation of religion and human life. Chuck Colson, analyzing philosophy of F. Nietzsche, reveals a very important difference: “Nietzsche’s philosophical concept doesn’t mean that God doesn’t exist, but that God has become separated from humans’ life, that is people live, play, rule, give birth and die thinking that He doesn’t exist” (Colson, 1987). Later this difference was not noticed and a famous F. Nietzsche motto “God died” served as a background of secular atheistic philosophical trends, which were spread over in 1960–1970 by a radical theologian Thomas J. J. Altizer. The USA scientists perceive the influence of pseudo scientific research of some authors (Kinsey and etc.) on worldwide sex education programs. American zoologist dr. Alfred C. Kinsey is called “a man responsible for the first sex revolution wave“ (Elkin, 1983). By this statement the research of sex behavior, described in his books “Sexual Behavior of Men” (1948) and “Sexual Behavior of Women” (1953), is stressed. The greatest criticism is imposed on these Kinsey’s thesis:

1. Human and animal sexual behavior and reactions are the same and adequate.
2. All types of sexual behavior, including pedophilia, sodomy and zoophilia are normal, natural, good and acceptable expression of human sexuality.
3. Heterosexuality is one of the possibilities to choose the form of sex behavior. According to Kinsey’s 7-point scale, “balanced” middle position is occupied by bisexuality (value 3). This position is between heterosexuality (value 0) and homosexuality (value 6).

4. Sex between a child and a grown-up is not harmful and even useful for a child (during the experiment two-months old babies were sexually stimulated, in order to prove that sex activity can be pleasant since childhood (Danon, 1995).

5. 10% of all USA men have an inclination to homosexuality and 4% are exclusively homosexual (this fact obviously confronts official USA statistics (1992), according which only 1% of USA men are exclusively homosexual (Clowes, 1993).

It has to be admitted that these statements claimed to be serious scientific statistically and experimentally based research conclusions, as 5000 men and 6000 women participated in the research. Competent scientists Albert Maslow (1952), John H. Court (1990), Judith A. Reisman (1990), P. Danon (1995) and others prove that above-mentioned Kinsey’s research is harmful, not ethical, illegal and invalid (according to Reisman, 1990). Here are some statements confirming this conclusion:

- More than 25% of men who participated in the experiment and survey were prisoners. Quite a big number of prostitutes of both sexes participated in the research. Too many people from higher risk groups participated in the research but the results were presented as the characteristic behavior to all members of the society (Reisman, 1990).

- Alfred Kinsey’s refusal to allow the scientists to examine his research methodology makes a presumption to seriously doubt about the transparency of the results of this experiment. (Reisman, 1990).

- Maslow (1952) warned Kinsey about mistaken experiment base, because volunteers took part in his exploring. Principle of voluntariness selects tendentious people or people willing to influence the research itself or the results of the experiment consciously. (Hoffman, 1988).

- Data provided in Kinsey’s tables (Kinsey, 1948, 1953) and description of experiments where babies and children were sexually irritated show that these experiments were illegal, non-ethical and even criminal (Reisman, 1996).

- Kinsey wrongly interpreted children’s biological, reflexive, nervous reactions to mechanical sexual irritation, as indications of children and babies’ seeking for sexual experience. (Reisman, 1996).
The following statement reflects the origin of Kinsey’s sexology in the best way: “According to the psychology of sex reply and to the animal background of human behavior it’s not very difficult to explain why human animal in sexual sphere takes part in various acts. It’s more difficult to explain why every individual doesn’t get involved in all types of sex behavior” (Kinsey, 1953, p. 451).

Not paying attention to these conclusions of competent scientists, not only in the USA, but in the other countries as well, “data obtained from criminal sources, was presented as the results of serious scientific research, and sex education politics was formed on this basis” (Danon, 1995). Departments training teachers of sex education in three main universities of New York, Pennsylvania and Massachusetts have their curricular based on Kinsey’s sexological ideology. The essence of this ideology can be formulated like this: “All types of sexual activities are good and normal and man has to start active sexual life as soon as possible”. It’s obvious why since 1960 “soft porno” production maker “Playboy” Fund has become one of the main supporters of scientific research referring to this ideology. Later this fund initiated the establishment of “USA sex information research service and educational board institution”. This institution was especially active implementing Kinsey’s sexology in the USA education system (Reisman, 1990, p. 4). In this context it is worth remembering T. Humboldt’s statement: “What is wanted to be seen in life, has to be implemented in school education first” (Danon, 1995, p. 93).

All sex education programs were developed following Kinsey’s sexological ideology. They did not bring positive effect to the USA. Alas, they are still coming to Lithuania up till now. This can be judged from different articles, conference materials, and realized projects.

What is the System of Comprehensive Sex Education Programs Applied in the USA?

Broad programs form comprehensive sex education, and children receive graphic and detailed sexual information. This is the most widely spread sexual education system in the USA state schools (in 17 USA states the above mentioned programs are financed and are obligatory from the kindergarten till the twelve grade. In the other 20 USA states they are supported by the government (Clowes, 1993).

The structure of the programs and their contents may be characterized as following:

1. Program is divided into small parts and incorporated into the programs of other subjects and is not taught continuously as a separate course. It is integrated into the structures of other subjects.
2. The contents of the program covers not only anatomy of a human being, but also, using open graphic or video material, provides children with information about contraception, abortions and “various styles of sexual life”, that is masturbation, homosexuality, bisexuality, etc. Their opponents often call comprehensive sex education programs aggressive, influencing children’s and youth’s thoughts and behavior.

3. Year after year the names of these programs are changed: “Sex education”, “Sexuality education”, “Family life education”, “Human growth and development”, “AIDS education” or “Child Abuse Prevention Programs”. These are only labels pasted on the same educational program.

One of the main tactics of this program is to use such concepts that evoke erotic views and thoughts in children (see Table 1).

**Table 1**

<table>
<thead>
<tr>
<th>Concept or term used in SEP</th>
<th>Meaning and evaluation of the concept according to SEP ideology</th>
<th>Meaning and evaluation of the concept according to the value scale of a monogamous family</th>
</tr>
</thead>
<tbody>
<tr>
<td>A baby in mother’s womb is called: “pregnancy tissue”, “conception product”, “cell accumulation”, etc.</td>
<td>A part of mother’s body, the fate of which she decides herself.</td>
<td>It is depersonalization. A baby in mother’s womb is a human being and an individual person from its conception.</td>
</tr>
<tr>
<td>“Ablation of pregnancy tissue”, “cancellation of pregnancy”, “therapy”, “cleaning”, “pumping out”, etc.</td>
<td>Woman’s right to choose</td>
<td>Killing of unborn person (abortion) can not be the object only of mother’s choice</td>
</tr>
<tr>
<td>“Safe sex”</td>
<td>Only the use of contraception</td>
<td>Sex can be safe and right only in a monogamous man’s and woman’s family</td>
</tr>
<tr>
<td>“Extramarital sexual activity,” “cohabitation”</td>
<td>An encouraged phenomenon</td>
<td>Destructive life style</td>
</tr>
<tr>
<td>“Alternative life styles”: homosexuality, bisexuality, brutal sex, etc. Opposite of traditional morality and values</td>
<td>Normal and not harmful expression of sex</td>
<td>Destructive sex perversion or degenerated sex (Medicine encyclopedia, 1991). Sex hypertrophy, nymphomania, sadism, brutal sex</td>
</tr>
<tr>
<td>“Various types of family”</td>
<td>Alternative to traditional family</td>
<td>Only nucleus man’s and woman’s union can be called a family of a full value</td>
</tr>
<tr>
<td>“Shyness”</td>
<td>Hindrance of sexual expression</td>
<td>Natural custodian of child’s morality and normal (adequate and identical) development of personality</td>
</tr>
<tr>
<td>“Self-control”</td>
<td>Unhealthy repression</td>
<td>A feature of high development of a person</td>
</tr>
<tr>
<td>“Freedom”</td>
<td>Right to morally irresponsible (based upon a game) sexual behavior</td>
<td>A right to become a highly developed person, living in peace with the other and with oneself, admitting responsibility for one’s choice and behavior</td>
</tr>
</tbody>
</table>
There are more examples of similar value changes in comprehensive sex education programs. Special stress is laid on hostility against monogamous family in them. The word “marriage” is used only in the context of divorce, fornication and speaking about various types of “families”, especially the experimental ones. In many cases marriage and family are called rituals. Concept “parents” is being avoided and concept “important grown-ups” change it. “Mother’s” name is ignored (instead of it “woman” is used) and concept “parents” is written only in ancient context of sex behavior. These concepts can be easily recognized in the expressions used by movie heroes or they are often found in the published articles.

In the international and interstate projects reaching Lithuania, which are supported by various funds, and in the conferences speakers usually use similar semantic equilibristic: monogamy alternatives are stressed (as if it is most important), a free choice is promoted (freedom of sexual thoughts and sexual behavior), mother who gives a birth to a child is called biologic and a man who gives life is called a genetic donor. Of course, not the words themselves are most important but the context in which they are used. The context, according to the text and subtext, serves to prepare a user of contraception (safe sex). Subtext is: there will be more early sex intercourses, there will be more depressed people, there will be more people trying to get rid of it (depression and spiritual discomfort). They will have to look for medical stuff or narcotics.

The question raised in this article and the answer to it, would be shallowly discussed, if the main thesis of the comprehensive sex education programs were not analyzed.

Main Thesis of Comprehensive Sex Education Program and Their Criticism

In order to understand extensive sex education ideology, one has to select and analyze the main statements from programs for children.

1. “It is absolutely normal for children of such age (4–7 years old) to get involved into sexual games with persons of the same or opposite sex. (Planed Parenthood …, 1987, p. 34).

2. “It is a very good age for children (9–12 years old) to present open information about person’s sexual activity” (Planed Parenthood …, 1986, p. 14). Further chapters of the program about masturbation and sexual intercourse are full of detailed and open descriptions how men and women are sexually stimulated.
3. “Oral sex is an alternative for unsafe sex” (Planed Parenthood …, 1987, p. 16, 32). There is a lot of detailed graphic stuff in this book, which evokes reader’s sexual sensitivity and depersonalizes a man and a woman from their childhood.

4. “Sexual intercourse before the marriage has a great value. It is the basis for practicing responsible relations and marriage. Trying and feeling something new everyday is the same as taking a new car on trail before buying it” (Pomeroy, 1981, p. 117).

5. “Bisexuality and openness for sexual love relations with partners of both sexes is your real nature […] Homosexuals also have a lot of ways to make love” (Planed Parenthood …, 1980, p. 117–122).

6. “Sado-masochism may be very acceptable and safe for those partners who know the needs of each other” (Gary, 1968, p. 117).

7. “Sexual contacts with animals are not bad, except for the real danger of bad hygiene or for the feeling of shame and fault on the human being’s side” (Barry, 1968, p. 122).

It’s enough to read these statements to notice that the authors and promoters of these programs are aggressive and damaging towards the children. The critique of these statements will be very short:

1. Extensive sex education programs neglect the fact that children under 7 consider any sexual activity as act of aggression. 7–12 year olds experience period of sexual latency during which other features of personality develop rapidly. (Freud, 1962).

2. Textbooks and teaching aids which are full of open and detailed descriptions of sexual activities, graphic and video views encouraging premarital sexual activity of children and youngsters aggressively attack child’s natural modesty. All this depersonalizes a child, a teenager, a youngster and, of course, sexual life.

3. Seeking to make the value of a human being prominent, he/she is compared with a car or some other thing, and human relations are compared with buying or selling of this thing.

4. The findings of medical doctors and psychiatrists that homosexuality, bisexuality, sado-masochism, bestiality, etc. are diseased sexual perversity are ignored (Medical encyclopedia, 1991).

Comprehensive sex education programs never or very seldom refer to the virtues and values of monogamous man and woman’s family: mutual love, the feeling of safety, responsible care for children, mutual faithfulness, stable and warm psychological microclimate, cozy home, etc. Love, life, marriage, nuclear model of the family, premarital chastity, faithfulness and heterosexuality are treated as sources of repression, fear and fault.
Such mass, tendentious, one-sided, unreal and inadequate approach to the world outlook and, even more important, to development of it is dangerous because it increases destructions in the society. This statement can be easily supported by statistics (see further).

There is one more danger: children are educated to cultivate verbal and practical negative behavior. Children begin calling their parents disrespectfully (“old guys”). Other people are called “homosexuals”, “pedophiles” and young women are called “prostitutes”. It’s not a secret that teenagers communicating with each other use taboo words taken from sexual crime and other criminal descriptions. Fighting among teenagers is a different topic to discuss.

The further analysis of the issue is psychological discomfort and shift towards social negativism, which is the consequence of the sexual education programs applied at schools. Here we present what has already been detected and analyzed by USA scientists.

The Consequences of Sex Revolution Ideology and Comprehensive Education Programs Used in the USA Schools

A significant rise of abortions and extramarital children has been noticed in those USA states where comprehensive sex education is compulsory. In the period of 1971–1978 in the state of Louisiana the number of abortions increased from 2 to 12 out of 1000 pregnancies. This number grew up from 13 to 40 in Maryland state (Clowes, 1993).

USA federal government spent 14,56 billions US dollars on sex education programs in 1971–1992. The effect was different than it had been expected:

- Sexual activity of teenagers increased by 200%
- The cases of teenagers’ pregnancy grew up by 55%
- The cases of teenagers’ abortions increased by 213% (Clowes, 1993).

In 1992 teenagers in America begot 1 190 000 babies, 595 000 (half) were aborted (Clowes, 1993).

In 2003 “The Heritage Foundation” in Washington presented research “Sexually active teenagers are more inclined towards depression and suicide”. The research claims that in 1997 48% of teenagers in the USA were sexually active. Everyday 8000 teenagers get infected by sexually spread diseases. Teenagers’
pregnancies have become frequent, many children are born outside the family: girls under 18 gave birth to 24 000 babies in year 2000. Almost all of these girls lived with non-married mothers.

6500 teenagers representing the whole United States took part in the described research. The research revealed that 25,3% of sexually active teenage girls feel depressed all the time or almost all the time and only 7,7% of sexually non-active girls feel depressed. 8,3% of sexually active boys feel upset all the time while 3,4% of sexually non-active boys feel like that. 14,3% of girls in a sexually active group under research were going to commit suicide and in non-active group this number was 5,1%. Similar situation is in the boys’ group: 6% of sexually active teenage boys had suicidal thoughts and in the control group this number was 0,7%.

The authors of the research draw a conclusion that after seeing this data somebody might think that depressed teenagers more often are involved in early sexual life. These numbers prove something else: early sexual intercourse deteriorates teenagers’ emotional state. Early sexual life brings them closer to depression and suicide. Thus, teenagers having inclination to depression or ill with it, worsen their condition after they start sexual life (Rector, 2003).

The frame of this article is too narrow to make a comparative analysis of USA and Lithuanian social changes.

It is stated in the writings of American authors that as the result of sexual revolution, USA has become a country with the highest rate of teenage pregnancies in the world. USA is also the world’s leader spreading sex education programs in schools and in accessibility of contraception in them (Clowes, 1993).

Here are some statistic indications confirming this statement. During the period of 1960–1991 USA experienced the following destructive changes:

- Amount of abortions increased by 800%
- The number of extramarital children grew up by 457%
- The number of children rape increased by more than by 500%
- Divorce rate grew up by 133%
- Single parent family number increased by 214%
- The number of cohabitations increased by 279%
- The number of people infected by venereal diseases grew up by 245%
- The number of teenage suicides grew up by 214%
- The number of cruel crimes committed by teenagers increased by 295%
(all the data from: U.S. Department …, 1990).
It has to be admitted that USA had a monopoly of sex education program “Comprehensive Sex Education”) in the period of 1964–1996. These comprehensive sex education programs caused strong opposition from the side of conscious parents and different religious communities. Research conducted in USA in 2003 proved that 85% of parents are sure that abstinence programs are more acceptable than programs advertising contraception (Rector, 2004). Due to this various alternative programs “Pro-chastity” and “Pro-abstinence” are being applied. Since 1996 USA government has allocated 250 mln. dollars (50mln. annually) for these programs.

The Consequences of Social Destructions in Lithuania and a Try to Propose Ways Out

Destructions, having taken place in USA for several decades, seem to spread out even faster in Lithuania, a small state. It is not always possible to illustrate such a change in percentage. Besides, different social changes can be detected in Lithuania than in USA. One of these differences is the decrease of birth rate and the increase of death rate. In 1990 56 868 babies were born in Lithuania and 39 760 people died in the same year (natural increase of population 17 108). But in 1998 37 019 babies were born in Lithuania and 40 757 people died (negative natural increase of population 3738). In 1999 36 415 children were born and 40 003 people died (negative increase of population 3588). Thus, Lithuania doesn’t have a reproduction on a large scale any more and this in demography is considered as irreversible process. It is impossible to make a comparative analysis of abortions in USA and Lithuania according official statistics.

Statistics in Lithuania claims that the number of abortions has been decreasing. The numbers of abortions are: in 1991 – 40 765; in 1996 – 27 832; in 1999 – 18 846. The number of marriages is decreasing and the number of cohabitation cases increases. Decrease of abortions in this case might mean that the number of criminal abortions increased. In 10 years period the number of marriages decreased by 200%.

Having conducted the research on the spread of sex relations among 14–17 years old students, Stasė Ustilaitė claims: “Early sex relations disturb spiritual development of still immature person, harm his/her physical and psychic health and are related to risky behaviour – use of alcohol and drugs, relations with groups of delinquent friends (Ustilaitė, 2003, p. 243). Medical doctor Alexandra G. Davidavičienė testifies that the consequences (sexually spread infections,
pregnancy of teenage girls, immature early marriages, cohabitations, etc.) of early sexual relations are obvious: 16,3% of boys and 8,9% of girls have had sexual relations (Davidičienė, 1999).

It has to be mentioned that such projects in action as ESPAD (International European project of alcohol and drug usage among schoolchildren) provides an opportunity for the schoolchildren to evoke their curiosity for sexual life and even for the knowledge and use of drugs. The questionnaires ask questions, which name the kinds of drugs, and the places where they can be obtained. The respondents have only to confirm which kinds of contraception and drugs they are familiar with and what is the way to get it. (authors’ impressions from the conference “Narcotism – threat for national safety).

It has not been examined and proved how alien ideology, financed by “shadow” or crime business, penetrates Lithuanian culture, ruins its national traditions and roots of existence. Famous Lithuanian sociologist Romualdas Grigas has published his collection of articles named “Looking for Self” (2004) in the USA newspapers. These are the letters to Lithuanian Americans. The main thesis conveys the idea that to live means to think effectively, to overcome moral crisis and the lack of state patriotism, to be in balance looking for self and to distinguish what is alien. A nation in draught of civilization must cherish its culture to the world. The author also evaluates educational system, the situation of reproduction and challenges of sex revolution. The theory of education has to follow sociological way and start thinking more effectively and pedagogically.

**Looking for Other Ways Out**

A special issue to discuss is sex counterrevolution, which spreads in USA and Western world. This phenomenon has not been named in Lithuania so far and it is not going to be discussed here. The analysis of consequences of alternative sexual education programs, which spread under the influence of counterrevolution, is presented here. The USA statistical data for the period of 1970–2001 shows that:

- The number of 15–17 year old mothers in the group of one thousand women of the same age decreased from 37,5% to 25,2%.
- The number of abortions for the group of one thousand women decreased from 27,4% to 21,3%.
- The number of suicides per one hundred thousand inhabitants decreased from 12,8% to 10,8%.
- The number of deaths from HIV per one hundred thousand inhabitants decreased from 10,2% to 5,2% (Reference Data …, 2003).
This data allows to form a statement that destructive social phenomenon can be eliminated or minimized changing education at school, including sex education. Statistical data confirm the conclusion that “Comprehensive Sex Education” and similar aggressive sex education programs have to be replaced by other programs popularizing chastity and abstinence. Nevertheless, in 2003 the USA government and municipality sector assigned 4.5 times more funds for the programs advertising contraception than for those sex education programs encouraging abstinence (Rector, 2004). Obviously it is not easy to overcome inertia and dictatorship of contraception magnates. (Will the situation in Lithuania be the same?)

Discussion (Polemic) Questions

Only society itself (as USA society) can decide what it has to be like. The analysis of the comprehensive sex education programs suggests that one-sided approach should not prevail in the society and education. Alternative programs, encouraging chastity and abstinence, should confront programs, advertising sex. Schoolchildren’s parents have to decide what kind of sex education programs must be used in educational institutions, as they are taxpayers and form the budget of the country. The programs should be orientated towards personal respect and responsibility and the respect of and responsibility for the opposite sex.

The ideology and comprehensive sex education programs cannot be the only cause of destructive processes in the society. Other social issues cause social destructions as well: mass media, TV, illegal video production, pornographic press, etc.

Parents feel helpless to control Mass Media. The governmental institutions have to be responsible for that. It seems that Lithuanian Parliament and Government have difficulties in doing that.

Thus, in the developmental period of Lithuanian state and civil society it is important to understand that the correct sexual education is the right and duty of parents and educational institutions have to fulfill important but supplementary function. Information about person’s sexual sphere has to be conveyed in the context of love and family. The teaching about intimate and subtle area has to be positive, moderate, and transparent.

After investigation of programs and textbooks used in Lithuanian schools, it has become clear that Lithuanian education faces dilemma:

• to repeat painful experience of USA and other Western countries and accept already prepared attractively looking but defective comprehensive sex
education programs, which depersonalize a human being and stimulates early and abundant sexual activity of children and teenagers.

or

• after uniting efforts of teachers and scientists to develop new sex education programs, orientated towards national educational traditions, based on universal, personal, human and Christian values. The programs “Pro-chastity” and “Pro-abstinence” could be adapted in our country as they are highly assessed in USA for the attitude towards a child or teenager who is considered the only, unique personality able to control and personalize his/her powers.

This encouragement to develop and realize sexual education programs is too late reaction to social destructions. Thus, this field of activity requires united efforts, initiative and high professionalism from the side of the society and scientists.

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Santrauka

Lytinio švietimo programų vaidmuo stabdant socialinių destrukcijų plitimą visuomenėje

Visuomenėje atsirandantys ir įsigalintys reiškiniai – ne tik socialinio ir ekonominio gyvenimo pasekmė, jie priklauso nuo visuomenės auklėjimo būklės, ypač nuo ugdymo institucijose (mokyklose) vykdomų seksualinio švietimo ir auklėjimo programų.

Lietuvoje, atkūrus nepriklausomybę (1990 m.), vis labiau įsigali tokie destruktyvūs socialiniai reiškiniai, kaip vis labiau plintantis palaidas ikisantuokinis gyvenimas, bandymas pakeisti santuoką kohabitaicja, ankstvyų seksualinių svečių kultivavimas, teikiantis piktdžiugišką pasitenkinimą.

Tokų destrukcijų pasekmės Lietuvoje akivaizdžios: per dešimt metų metinis santuokų skaicius sumažėjo du kartus, vaikų, gimusių ne santuokoje, skaičius išaugo keturis kartus, „tvirtai“ pereita prie ribotos reprodukcijos.

Visuomenėje įsigali ir kitų destruktyvūs socialiniai reiškiniai, kuriuos nuolatos remia masinė komunikacija ir pramogų industrija: legalizuoti lošimo namai, naktinės diskotekos su vyrų ir moterų striptizų šou, saugus sekso, t.y. seksualinių santykių su prezervatyvais, propagavimas. Tuo tarpu ugdymo institucijose dorovinis auklėjimas, ypač tokia jo forma kaip seksualinis švietimas, tampa tiesiog neįmanomas. Tada tėvus ir pedagogus, kaip auklėtojus iš prigimties ir pašauki-
mo, neįtikėtina kitų subjektai: TV ir radijo žurnalistai, įvairių šou programų vedėjai, diskotekų bei kitų masinių renginių šou programų vedėjai, kiemo ir gatvės „herojai“, netgi šešėlio narkotikų biznio ar prostitucijos tinklo atstovai.

Iki šiose Lietuva neturi aiškiai suformuluoto valstybinio požiūrio, ką daryti, kokių priemonių imtis, kad būtų efektyviai vykdoma šeimos ir santuokos politika, kad auklėjimas, įskaitant seksualinę, taptų efektyvesnis. Švietimo institucijas tiesiog atakuoja pornografinios biznio ir kontraceptinių priemonių pramonės atstovai, siekiantys, kad būtų priimtos jų ideologija pagrįstos seksualinio švietimo programos.

Plačiai analizuojama labai aktuali problema: vertinama kitų šalių visaapimantių seksualinio švietimo („Comprehensive Sex Education“) programų vykdymo patirtis ir skelbiamos kitos pedagoginės (edukologinės) įžvalgos. Teigiama, kad šioje srityje reikalinga didesnė ryšiausybinės ir nevyriausybinės organizacijų kontrolė, būtina respublikos mokyklose dėstyti kitokias, į skaistumą ir aukštą dorą orientuotas seksualinio švietimo programas.

Keliami ir analizuojama problema pateikiami socialiniame ekonominiai, platesniai negu Lietuvos mastas, kontekste. Mat tokių reiškiniai turi tendenciją plisti kaip sociotektoninės bangos, ir jų neutralizavimas, panašiai kaip terorizmo ir narkotikų biznio įveikimas, įgauna globalų pobūdį. Kas auklėjimo srityje aktualu Lietuval, aktualu ir nemažai daliai Europos bei kitų kontinentų valstybių.