

In the persuasive essay " The Failure of Abstinence- Only Programs" By John J. Hinklemeyer the author uses a variety of ideas and evidence to support his claim that abstinence- only programs are not beneficial to students and must be either abolished or supplemented with more factual unbiased safe sex education. In the first paragraph, Hinklemeyer writes, " abstinence- only programs are not achieving their goal and are flawed by the distorted and biased perspective that they promote". Throughout the passage the author uses pathos, logos, and ethos to persuade the reader that abstinence only programs do not benefit students who take the program any more than students who do not take the program. In fact, they have no effect on the students' sexual activity at all.

In the second paragraph, the author writes, "Students must be taught that they are likely to suffer harmful effects if they have sex before marriage" and "to sign virginity pledges vowing not to have sex until marriage." This really speaks to me emotionally, because I start to imaging myself in this position; being fed false biased lies. Education should be about learning facts, not one person's opinion. Hinklemeyer makes this clear as he uses pathos to make you relate this situation to your own life.

In paragraph three and four, the author uses a combination of logos and ethos to better support his main message. He supplies multiple studies that prove "abstinence- only programs do not reduce sexual activity by young people." Hinklemeyer even provides quotes from the authors of the studies, giving more credibility to his argument in paragraph three. Hinklemeyer writes, "The author concluded that 'youth in the abstinence- only programs were no more likely to abstain from sex than students not in the programs. In addition, among those who reported having had sex, programs and control group youth had similar numbers of sexual partners and had initiated sex at the same mean age'". Hinklemeyer persuades the reader through logos by supplying research studies that prove abstinence- only programs are not beneficial to students. He also persuades the reader threw ethos by providing

quotations from the authors of the studies, making the research studies he is identifying credible and legitimate.

At the end of paragraph four, the author brings light to the discrimination that is offered by the abstinence- only programs. Abstinence- only programs state that "expected standards of sexual activity is a monogamous relationship in the context of marriage". Hinklemeyer uses pathos to convince the reader that "a sex- education program should help all students make good decisions about sexual activity. It should not promote an unrealistic standard of behavior, should not promote a particular definition of marriage, and should not discriminate against students." This appeals to emotion because the reader begins to feel the situation is discriminatory towards students, rather than just a simple method of teaching sex- education. This is relatable on a personal level because mostly everyone has been a student and can relate to such discrimination.

By the end of the passage, the author has created a strong persuasive argument that convinces the reader that abstinence- only programs are not beneficial to students. The variety in which he presents his ideas and evidence ties the essay together in a neat bow; making it organized and well planned. The way Hinklemeyer uses pathos, logos, and ethos makes the reader want to stand up and take action to prevent abstinence-only programs in schools.