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A Summary of Practices in Sex Education in Various schools throughout the United States.

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A SUMMARY OF PRACTICES IN SEX EDUCATION OFFERED IN
VARIOUS SCHOOLS THROUGHOUT THE UNITED STATES

by

George Bernard Brain

A study prepared in partial fulfillment of the
requirements for the degree of Master of
Education, in the Graduate School
of the Central Washington
College of Education

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APPROVED FOR THE GRADUATE FACULTY

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Chapter I

INTRODUCTION AND PHILOSOPHY

The sexuality of human beings has been throughout the ages one of their most important attributes. It has also been the source of the greatest misunderstandings. In the present study the writer will attempt to correlate and integrate the great areas of agreement relative to the problem of sex education.

The Problem

It is the purpose of this investigation to prepare the way for the understanding of a problem that is highly controversial today, namely, sex education and its place in our public school system. Through a thorough study of the literature in this field and sex education programs currently in operation, the writer will attempt (1) to outline the need for a program of sex education; (2) to show how schools today are meeting the problem; and, (3) to demonstrate how both adults and children are reacting to instruction in sex education within the public school systems of our country. It is hoped that the recommendations which will be an outgrowth of this

study will be of aid to a system which is attempting to inaugurate a program of this type.

Procedure

The procedure involved the use of a great number of secondary sources. Other than books and periodicals a great amount of correspondence with leaders in the field of sex education was necessary to gain first-hand impressions of programs currently in operation throughout the country. Interviews with educators, members of the clergy, and lay public also were conducted where information could not be gained from other sources. Because of the time element and expense involved in traveling such interviews were limited in the main to within the geographical environs of the writer's residence. The writer also presented questionnaires to residents of two cities relative to the use of the sex education film, "Human Growth." Finally, an attempt has been made to correlate and integrate the areas of agreement related to the problem of sex education.

Delimitation

The definition of the term "sex education" is

controversial in itself. Good¹ lists the following connotations of the term:

(1) Education dealing with the processes and problems of reproduction; (2) education designed to provide the individual with understanding and control of his sex impulses and behavior; and (3) education dealing with the principles and individual and group problems stemming from the biological fact that there are two basic types of human beings, male and female.

Moreover, even sex educators are concerned with the advisability of the use of the term. They rightly feel that applied to school programs it is entirely too bald and limiting. It seems to regard sex education as a thing apart and unrelated to the whole mosaic of living, whereas the inextricable relationship of sex to life is the very thing to be stressed.² For the purposes of this study the writer will consider that the term sex education implies an understanding of the overall field of sex including an orientation of sexual behavior to the total concept of life.

Early History

In its earliest years the sex education movement

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1. Good, Carter V., Dictionary of Education, New York: McGraw-Hill Book Company, 1945, 369.
 2. Whitman, Howard, "The Truth About Sex," Cosmopolitan, March, 1948

went under the name of "sex hygiene." This was discarded shortly before World War I because it carried too much of the connotation of venereal disease education.

Educators felt that they wanted to go beyond that unsoundly beginning. Consequently, other terms, "human reproduction," "health and growth," "the human body," and "human relations" were used, but the only phrase which has withstood the test of time is the term sex education. As late as 1944 leading educators conferred in Washington¹ and decided that even this term was inadequate. However, no substitute term was adopted and the term sex education still applies to the over-all field. There was a time when sex education was approached with the idea that "if you just tell a child the truth, he will stop thinking about it."² Fortunately, for the perpetuation of the race, this is not true. Satisfying curiosity on an informational level will never abate a child's sex curiosity or his sexual drives. It is the objective of this study to find out how to bring up men and women to have vigorous and happy sexual lives

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1. Conference of Social Hygiene Education, December 7-9, 1944, Washington D. C.
 2. Gruenberg, B. C., "Trends and Goals in Sex Education," Child Study 26: 120 Sept., 1948.

with respect for people of other kinds, and an ability to found a home that can endure.

The Development of a Philosophy

The relation of education to such institutions as the home, marriage, sex, and the church has been investigated by many educators and educational sociologists. For example, such studies as those of Katherine B. Davis¹, R. G. Foster², and E. R. Groves³, deal with problems of sex and the family.

The Davis⁴ report shows a distinct relationship between sex education and success and happiness in marriage. Foster's study of marriage adjustments grew out of the work of the Advisory Service for College Women at the Merrill-Palmer School in Detroit, Michigan. About fifty intensive case studies were undertaken

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1. Davis, Katherine B., The Sex Life of Twenty-Two Hundred Women, Harper and Brothers, 1929
 2. Foster, R. G. "A Study of Early Marriage Adjustments," Journal of Educational Sociology 9: 119-23, 1935
 3. Groves, E. R., "The Bearing of the Sociology of the Family Upon Educational Theory," Journal of Educational Sociology, 9: 34-39, 1935
 4. Davis, Katherine B., Op. cit.

among college graduates at various stages of the marriage experience, from the pre-marital point to the care of children. Continuous intensive contacts were supplemented by physical and other records.¹

The results of such a study as this should afford educators, social workers, ministers, physicians, home economists, and students of the family certain types of information useful in clinical and technological fields. It should give some insight into the circumstances surrounding the initial years of marriage as a basis for understanding the types of situations related to family adjustment. One should also be able to obtain more accurately first hand information as to the origin of certain patterns or types of family relationship that develop and the cultural factors, both past and present, that seem to be significant in this regard.

The statement of E. R. Groves gives a proper philosophy for guidance in educational projects for family improvement.²

The family cannot be institutionalized any more than it can be supplanted. The inability of the family to imitate the school must not cover up the value of the home as an educational agency either in the earliest years of childhood or throughout the period. Meanwhile, any tendency to allow the family to look to the schools to give it a parasitic relief from responsibility needs to be resisted. Instead, the peculiar function of the family in the program of education should be respected not only by parents but by those who have the making and the administering of our school policy.

1. Foster, R. G., op. cit.

2. Groves, E. R., op. cit.

Sex education should be a part of the total education of each individual. Sex development and behavior are part of the normal life of every person. Every child needs information and assistance in establishing attitudes, habits, and ideals about sex, just as he needs information and assistance for other phases of his growth. Marriage, parenthood, child growth, and family relationships are some of the most important aspects of life, and as such they merit a dignified place among other areas of study and training.

The Conference on Social Hygiene Education¹ suggests the following principles for the development of a sound philosophy in this area of education.

1. Sex education is based on the thesis that the sex factor in human living as it effects personal development, and especially in its relation to marriage, parenthood, the home, and the family, merits a dignified place among other topics of intense human interest.

2. Sex education is an integral part of the total education of each human being. It is never finished but should keep pace with increasing maturity and experience.

3. Sex education strives for the best possible development of all physical, psychological, ethical, and social aspects of life as these are in any way determined or influenced by the sex factor and its resulting traditions and associations. Thus broadly

1. Federal Security Agency, "Report of Social Hygiene Education Conference," U. S. Office of Education, Washington 25, D. C., 1945.

conceived it inevitably involves moral concepts and religious values.

4. Sex education is based on the recognition and acceptance of sex as basic in human behavior and relationships. A primary purpose of such education is to establish attitudes, habits, and ideals toward sex which are satisfying to the individual and which, at the same time, enable him to act in a socially responsible manner.

5. Since the home has the child during his most formative years, it is in the best position to make sex education a natural part of the day-by-day process of growth and development. But as the child's environment expands beyond the home, he meets an increasing number of questions and problems with sex connotations. There is, therefore, a responsibility on the part of various community agencies, such as the church, the school, and the group work agencies to share with the home the continuing sex education of the child.

It is not necessary to conduct campaigns to get people to fall in love and marry. Human nature is so set up that the attraction of man and woman is quite normal. In each of us nature has established a powerful force to accomplish an important goal, the meeting and mating of male and female so that babies will be born and the human race continued. This is the meaning of sex attraction. We tend to speak of the sex side of life as though it were something different from other aspects of our being and as though it can be regarded or disregarded as we wish. However, a human life is not made up of various sides put together. The well-adjusted person lives as a functioning, united being, with sex

as a great interest, a major drive, and a fundamental function.

Our understanding about the part that the sex drive plays in the life of a person is far from complete, but there are some things that we do know. Sex is a normal essential function of human life. When properly understood and directed, this endowment of ours makes for vigorous, healthful living. Sex can normally be counted upon to contribute to healthful, happy living. It becomes a problem in life only as people in their relations with one another make it so. Sex education is a continuous process, starting with the earliest months. Important beginnings in sex training have occurred before the child goes to school. The baby discovers the different parts of his body. The two or three year old girl wants to know why her body is different from her six year old brother's.

Attitudes Toward Sex Education

Sex education is much more than sex information. A well poised attitude toward sex is as important as are accurate facts. The manner in which the mother and the father answer the child's early questions about his body is more important than are the answers given. If

he finds the parents to be a dependable source of straightforward helpful information about his wonderings, he does not have to go elsewhere for the answers he wants. Sometimes when questions are put aside in embarrassment or are frowned upon, the child may come to feel that he is wrong in wondering about these things, that the whole subject is shameful or evil. When this happens, real damage has been done to his understanding of sex. An exaggerated but secret curiosity about sex matters may result, followed later by a strong sex-consciousness. Words, or stories, or songs with a sexual meaning get an attention that they do not deserve.

Agencies of Sex Education

There are three institutions potentially capable of giving adequate instruction to young people in the field of human relations: the home, the church, and the school. In the home such instruction must come from parents who often lack accurate information, have a tendency toward vagueness, and find it difficult to discuss these matters frankly with the children. Even if there is an attempt on the parents' part to discuss these matters frankly, often the attitude of the child is such that the discussion is fruitless.

The church could do this job, or at least much of it, very well; but here we are confronted with limited attendance, lack of time, lack of trained personnel, and a traditional policy of attention to other subjects.

The school is the environment in which children ordinarily receive instruction. The school has the personnel trained in the best methods of teaching. Nearly all young people are in school for a long period of time. There, it would seem that the school is the institution best suited to undertake this task.

Changes that have taken place in economic and social life, in the family, and in the school population during the past fifty years call for different emphases in education and place new responsibilities on the schools if they are to meet the educational needs of students. Decrease in the solidarity of the family group, changes in the economic status of families, and increased freedom for young people in social life have brought new and greater responsibilities to young people for directing their own behavior. It has become more important than ever before that boys and girls develop attitudes, ideals, and habit patterns that will enable them to live wholesomely and effectively as individuals, as members of the family, and as citizens in the community.

Chapter II

REVIEW OF THE LITERATURE

The general literature in this field is fairly voluminous and quite recent. Much attention has been focused on this subject during the past decade. Part of this attention is undoubtedly due to the war with its many problems of hasty marriage, broken homes, and juvenile delinquents. However, more recently, the wave of sex crimes extending over the breadth of the entire nation and engulfing both children and adults, has done much to call writers and investigators into this field. In reviewing the literature on this particular subject, the writer will attempt to follow a chronological sequence which somewhat parallels the sexual development of the child.

Sexual Activity of Children

Young infants are aware of their genitals and often respond to sex play to relieve frustrations. The following was written by Rush¹ who conducted several

1. Rush, H. P., "Puberty Previewed," Journal of Educational Sociology, 18: 36-39 June, 1944.

experiments on the sex activities of youngsters:

Perhaps the greatest sexual problem is that of infantile auto-erotic behavior in both boys and girls. It is not at all surprising that even a young infant readily learns auto-erotic responses, since he can reduce the tensions underlying crying and restlessness. Studies show that auto-erotic responses are not by any means "abnormal" but occur frequently in very young children. From about one to six years it is frequently indulged in by children of both sex. From about the age of six until adolescence, there tends to be less of it than before, but at adolescence it reappears together with a more direct interest in sexual expression generally.

Children's Knowledge of Sex

Under six seems an early age to receive sex information, yet a study¹ of 291 pre-adolescent and adolescent boys indicates that fourteen per cent had received their first information about sex at that age. By the time they were twelve, sixty-eight per cent had acquired sex information. The investigator concluded that most of the boys were introduced to the various topics of sex information before they reached the senior high school age.²

Over ninety-five per cent at the age of fourteen

1. Ramsey, Glenn V., "The Sexual Development of Boys," The American Journal of Psychology, 56: 217 April, 1943.

2. Ibid.

knew about the origin of babies, masturbation, intercourse, and prostitution. Over eighty-six per cent at the age of fourteen knew about the use of contraceptives. The adolescents behavior is not only influenced by his environment but by the physiological functioning of the glands which bring on sexual urges. The biological characteristics that are related to maturation are discussed by Landis.¹

The period of adolescence is unique in that physiological developments associated with sexual maturity take place. These developments, summed up in the general term of puberty, are universal and invariable. The physical changes implied are (1) the development of secondary sex characteristics, such as changes in body proportions, notable widening of the hips of the girls, growth of pubic hair, growth of breasts of the girl, change of voice of the boy; (2) the development of primary sex characteristics, that is, the maturing of the sex glands which in the girl is followed by ovulation and menstruation, and in the boy by the development of fertility.

As already noted, sexual interest does not begin with adolescence, but was present during childhood. Childhood romances, sex play, and longing for love and human contact are all present in one form or another during the childhood of children. It is very important

1. Landis, Paul H., Adolescence and Youth, New York: McGraw Hill, 1942, 34.

that these problems be met and solved successfully for the development of proper attitudes and behavior toward sex. Ramsey¹ in an investigation of the erotic responsiveness of boys through the use of questionnaires, found erotic stimuli to be as shown in Table I. These he arranged in descending scales, according to their effectiveness, for both preadolescent and adolescent boys. According to these listings much the same type of stimulus produces erotic responses in the preadolescent and adolescent groups. While sex conversation heads the list for the preadolescent boys, it is in fifth place for the adolescent group. Female nudity, on the other hand, is in first place for the adolescent group and in second place for the preadolescent.

Boy's Sources of Sex Information

Through the use of an anonymous questionnaire presented to 1,029 high school and preparatory school boys and boys employed in mills, ranging in age from fourteen to twenty years, Hughes² attempted to discover

1. Ramsey, Glenn V., op. cit.

2. Hughes, W. L., "Sex Experiences of Boyhood," Journal of Social Hygiene, 26: 73-75 July, 1926.

TABLE I

RESPONSIVENESS TO EROTIC STIMULI IN DESCENDING SCALES,
 ACCORDING TO THEIR EFFECTIVENESS, FOR BOTH
 PREADOLESCENT AND ADOLESCENT BOYS

Preadolescent Boys Aged 11 to 14 Years	Adolescent Boys Aged 15 to 18 Years
Sex conversation	Female nudity
Female nudity	Daydreaming
Obscene pictures	Obscene pictures
Motion pictures	Motion pictures
Daydreaming	Sex conversation
Burlesque and stage shows	Burlesque and stage shows
Nude art	Dancing
Motion when riding	Nude art
Literature	Motion when riding
Own body	Own body
Male nudity	Literature
Dancing	Male nudity
Music	Music

when and by what means these boys first experienced sex consciousness. The ages when they first became conscious of sex in such a way as to have it become an item of their thought and a matter of occasional conversation fell between nine and sixteen years, with an average of 12.5 years. When asked, "What circumstances brought sex to your consciousness?" the most frequent circumstances proved to be "boys' talk," "girls," and "parents." Three-fourths of the boys regarded their introduction to sex as bad in effect, as compared with five per cent who said the effect was good and twenty-one per cent who felt that it was of little effect.

The validity of Ramsey's findings is born out by other similar studies over the past twenty-five years. In a questionnaire study of 364 college students, Rockwood and Ford¹ inquired about the sources of their sex information. The sources mentioned by both men and women are given in Table II. The most frequently mentioned sources were "books and pamphlets," and "friends of the same sex." "Brothers and sisters" proved to be the

1. Rockwood, L. D., and Ford, M. E. N., Youth, Marriage and Parenthood, New York: Wiley Publishing Company, 1945.

TABLE II

DISTRIBUTION OF THE TOTAL GROUP ACCORDING TO CHIEF SOURCES
OF SEX INFORMATION, PER CENT

Sources	Men (n -190)	Women (n -174)	Both (n -364)
Mother.....	17.9	54.6	34.4
Father.....	20.5	8.0	14.6
Both parents.....	13.2	7.5	10.4
Brothers.....	5.3	5.2	5.2
Sisters.....	4.2	12.1	8.0
Friend of same sex.....	64.2	63.8	64.0
Friend of opposite sex..	27.4	23.6	25.5
Doctor.....	23.7	4.6	14.6
School.....	20.5	29.9	25.0
Books and pamphlets.....	67.9	62.1	65.1
Other sources, church...	11.1	8.0	9.9

least common sources of information. Mothers of the members of this group had assumed much more responsibility for the sex education of their children than had fathers. Interesting sex differences were found. The women of this group had received more information about sex from their mothers while men received more from their fathers. Men received more information from doctors than did women. Hamilton¹ studied 100 males in 1929 and found that parents failed to provide any type of sex education or information in forty per cent of the cases he studied. Bromley and Britten's² study of 1,364 college students in 1938 showed parents' failure to be "over 50 per cent." In the same year a study of 768 men by Terman³ showed that sixty-two per cent of them had received no sex education from parents, and in 1939 Butterfield⁴ studied

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1. Hamilton, G. V., A Research In Marriage, New York: Boni 1929, 87.
 2. Terman, L. M., Psychological Factors in Marital Happiness, McGraw-Hill Book Co., 1938, 193.
 3. Bromley, D. D., and Britten, F. H., Youth and Sex A Study of 1300 College Students, New York: Harper and Brothers, 1938 116.
 4. Butterfield, O. M., Love Problems of Adolescence, Teachers College Contributions to Education, No. 768, 1939.

ninety-eight subjects, both male and female with the conclusion that parents had given no information in forty-eight per cent of the cases.

There is no doubt that youths get most of their information from one another and by experimentation. Approximately ninety per cent of the first information that boys receive is acquired from male companions or their own experience.¹ On less personal matters of sex (origin of babies, venereal disease, menstruation, etc.,) other sources of information become slightly more important, but even with these items companions rank first as the initial source of information. Fifty-five per cent of the boys in this investigation stated that neither parent had contributed anything to their sex education. Only thirteen per cent of the boys rated their parents as having done a fair or adequate job of giving them sex education. Table III reveals, as Ramsey points out, that most boys were introduced to the various topics of sex information before they had reached senior high school age. Even before the age of ten years they had a considerable amount of sex information.

1. Ramsey, Glenn V., op. cit.

TABLE III

SEX INFORMATION OF 291 BOYS BY AGE GROUPS, PER CENT

Age	Ejaculation	Origin of Babies	Nocturnal Emissions	Contraceptives	Menstruation	Masturbation	Inter-course	Prostitution
5	0	4.8	0	0	0	4.2	0.3	0
6	0	12.4	0.3	0	0	8.9	8.3	0.7
7	1.0	20.6	1.0	0.4	14.2	16.6	16.6	1.4
8	3.0	33.1	2.4	2.2	0.9	23.6	27.7	2.7
9	6.5	47.1	5.9	5.2	2.6	33.2	41.9	8.9
10	14.4	69.1	10.7	10.0	4.8	43.2	57.5	23.4
11	33.7	84.8	24.0	34.6	14.1	62.7	79.5	43.1
12	56.7	94.7	40.0	56.3	22.6	80.4	90.8	66.5
13	78.8	97.9	57.6	76.6	32.2	90.0	96.2	89.0
14	92.7	100.0	72.8	86.5	37.8	95.7	98.8	96.9
15	99.0	.....	84.6	88.4	48.8	99.0	99.5	100.0
16	100.0	.....	95.3	88.4	87.5	100.0	100.0	.....
17	.....	.....	97.6	93.8	100.0	.....	.....	.....
18	.....	.....	96.1	100.0	.....	.....	.....	.....

Burgess¹ noted that nearly sixty-six per cent of the boys and forty-eight per cent of the girls of his group got their first information about sex before they were twelve years old. This, he pointed out, indicates that adolescents have a fund of information, even though it may be incorrect, before they reach adolescence. Peck and Wells² in their study in 1923 found the peak of active interest in sex matters at fourteen years. This interest begins to be strong at twelve years of age and declines after the age of fourteen. This shows, they point out, a close relationship to the process of puberty.

The Adequacy of the Agencies of Sex Education

The race between desirable and undesirable sources of sex information for the ear of youth is a tortoise-hare proposition with the hare winning in this case. The sources of sex information and the average age at which it was received were reported by 530 men. The

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1. Burgess, E. W., The Adolescent In the Family, New York: Appleton Century Co., 1934, 47.
 2. Peck, W. M., and Wells, F. L., "On the Psychosexuality of College Graduate Men," Mental Hygiene, 7: 697-714 September, 1923.

average age at which they could recall first hearing associates talk about sex matters was 11.4 years. All recalled such conversations. Those who had help from their parents first received it on the average of 14.4 years, while the average age for the church to recognize the subject (which it rarely did) was 15.2 years, and for the schools, the average age was 15.7 years.¹ On the average the best a boy could hope for was that if the home, school, or church recognized his need at all, it would do so near his fifteenth birthday. Yet by that age two-thirds of the group had seen pornography, three-fourths of them had practiced masturbation, a fifth of them had had intercourse, and a tenth of them had experienced homosexual approaches by older persons. Of the boys who could recall their reactions to their first information about sex, 81.5 per cent reported that it was stimulating and inciting. In practically every instance these boys had received their first information from associates or pornographic literature.²

As the situation now stands there is no choice

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1. Kirkendall, Lester A., "Sex Adjustments of Young Men," Clearing House, October, 1945, 26.
 2. Ibid.

between giving or not giving sex education. It is only a question of choosing between sources. Regardless of what the school, home, or church does, practically every boy is certain to receive an extensive education from his contemporaries. Accurate information and an emphasis including attitudes and ethical considerations may counterbalance these influences. But the school, home, and church must become active much earlier. At present they are strongly reminiscent of the village fire department which gallantly dashes up after the house has burned down.

Parents as a Source of Sex Information

During the war the San Francisco City Psychiatric Clinic studied a group of 287 promiscuous and seventy-eight potentially promiscuous girls. Here the investigators reported:

"Few patients felt they had received adequate sexual information from their parents and others responsible for their training during their childhood and adolescent years. Resentment was expressed regarding the inadequacy of sexual information and the methods of dissemination...Incomplete and inaccurate information regarding sexual matters and feminine hygiene was outstanding in the group despite the fact that the majority had had sexual experience far in advance of their years."

Is ignorance a safeguard? Data hardly points to that conclusion. In a group of twenty-five adolescent

unmarried mothers in New York City a majority of the girls were taken in by their own ignorance of sex. Forty-four per cent were extremely ignorant, twelve per cent were partially ignorant and sixty per cent had naive, false ideas about reproduction.¹

One hundred eighty young men were asked whether, if they were disposed to make sexual advances, their awareness of a good background of scientific knowledge about sex on the part of the girl would make any difference. The big majority agreed they "would go slow" with such a girl, several said they would make no advances at all. Only the most experienced and sophisticated few said either that it would make no difference, or they would proceed more aggressively. The men repeatedly stated that "the ignorant girl is the easiest to 'make'. She doesn't know when she has gone too far."²

When asked, "Who do you think should be responsible for the sex education of children?" 70.1 per cent of

1. Smith, Enid, A Study of Twenty-Five Adolescent Mothers in New York City, New York: 1935, 4.

2. Kirkendall, Lester, A., op. cit.

the college students of Rockwood and Ford's¹ group said "both parents". Only 10.4 per cent of this group had received their information from their parents. Only 4.2 per cent believed that a parent of the opposite sex should give the instruction, while 29.3 per cent believed that it should come from a parent of the same sex. Half of the group (50.8 per cent) believed that the school should assume some responsibility along these lines.

The adequacy of parental instruction regarding sex was investigated by Ramsey.² A rating of the value of parental sex instruction is given in Table IV. As may be seen from the data in this table, only thirteen per cent of the boys rated the sex instruction given by their parents as "fair" or "adequate." Similar findings of reactions paralleling these were reported by Achilles³

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1. Rockwood, L. D., and Ford, M. E., Youth, Marriage and Parenthood. New York: Wiley Publishing Company, 1945, 39.
 2. Ramsey, G. V., "The Sexual Development of Boys," American Journal of Psychology, 1943 56: 217-233.
 3. Achilles, P. S., "The Effectiveness of Certain Social Hygiene Literature." A Pamphlet received by correspondence with Lester A. Kirkendall.

TABLE IV

BOYS' RATINGS OF PARENTS' CONTRIBUTION TO SEX EDUCATION,
PER CENT

Source	None	Little	Fair	Adequate
Mother.....	60	29	10	1
Father.....	82	13	4	1
Either parent.....	55	32	12	1

Bromley and Britten,¹ and Hamilton.²

In an attempt to explain why parents fail in giving sex information, Burgess³ has suggested the following reasons: lack of intimacy between the child and his parents, especially in the case of boys; inability of parents to break their own reserves and inhibitions concerning the subject of sex; lack of adequate folk rather than scientific vocabulary for the discussion of sex; religious background of the parent, which acts as an inhibition to imparting sex information to the children.

Adolescent's Questions Relative to Sexual Behavior

Urgent questions are asked by young people as to what premarital sex practices are acceptable and wholesome. Often the answers are contradictory, uncertain, or impractical. Recent studies have revealed a tendency toward the relaxation of the older moral and religious taboos upon intimacy before marriage.⁴ But sex education

1. Bromley, D. D., and Britten, F. H., op. cit.

2. Hamilton, G. V., op. cit.

3. Burgess, E. W., op. cit., 183.

4. Rainey, H. P. and Others, How Fare American Youth? Appleton-Century, New York: 1937, 186.

above the physiological level--what sex means in everyday living, its relationship to companionship, love, and homemaking, is of greatest concern to adolescents.¹

Education of a broad, comprehensive nature can influence the sex adjustments of youth. Broad, comprehensive knowledge is related to better adjustments while inadequate information or fragmentary information, particularly if it is prophylactic in nature, is related to experimentation and promiscuity. Extreme reticence in giving information, or ignorance does not stop experimentation or prevent curiosity; rather, it is an encouragement to both.

Adequate sex education is associated with better personality adjustments, according to some data. One group of investigators studied 295 women, about equally divided between normal and abnormal adjustments. In discussing the relation of sex education and information to general psychological adjustment, they conclude, "...improved methods of sex education are important for the mental hygiene of the child and adolescent."² Sex

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1. Monroe, W. S., The Encyclopedia of Educational Research, Macmillan, New York: 1950, 23.
 2. Landis, Carney, and Others, Sex in Development, New York: Harper and Brothers, 1940, 118.

education should be regarded as an aid to good adjustment and a phase of instruction which it is the right of every person to receive. Too often school authorities regard it only as a form of insurance against mishap, and to be taken seriously only if some untoward incident has occurred.

When 4,110 whites and 500 Negroes who were entering the military service were asked about their premarital experiences the results showed that 79.4 per cent of the white men and 99 per cent of the Negroes had had heterosexual relations. Of those having had sexual experience, thirty-six per cent had had it by sixteen, sixty-three per cent by eighteen (the average age of high school graduation), and ninety-two per cent by the time they had reached twenty-one. Of the white men with premarital experience, seventy-one per cent had had sex relations with either nice girls only, or with nice girls and prostitutes. These data led the investigators to conclude that a "very significant proportion of the women in the population is involved in premarital sex relations."¹

1. Hohman, Leslie B., and Schaffner, B., "The Sex Lives of Unmarried Men." The American Journal of Sociology, 52: 501, May, 1947.

Data from other studies, particularly the extensive studies in human sex behavior now being conducted by Dr. Alfred C. Kinsey¹ of Indiana University, corroborate the evidence of early and widespread sex activity contained in the previously cited data.

Adolescent Problems Related to Sex

What problems related to sex are of primary concern to adolescents was investigated by Butterfield.² Before there was any discussion of the problems in discussion groups in college and parish young people's societies, each individual was asked to record on blank cards the questions that troubled them. These spontaneous questions were later supplemented by questions asked during private interviews that accompanied the discussion groups. The groups from which these data were obtained were twenty-four in number and included 1,169 boys and girls, ranging in age from thirteen to twenty-five years. Table V lists the major problems presented by these groups, together with the per cent of interest. The most

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1. Kinsey, Alfred C., Sexual Behavior in the Human Male, Philadelphia: W. B. Saunders Company, 1948.
 2. Butterfield, O. M., op. cit. 182.

TABLE V
INTEREST IN VARIOUS LOVE PROBLEMS

Problem	Interest, per cent	
	Average	Range
When is petting right and when wrong?	44	6-89
Kissing an unengaged girl.....	40	7-57
What is true love?.....	39	8-55
Girl-made dates.....	24	6-34
Friendships that become too serious..	23	0-49
Marriage differences, race and religion....	22	9-36
Engaged petting.....	22	7-40
Trial marriage.....	22	0-77
Long engagement.....	21	0-34
"Two-timers".....	20	2-32
Blind dates, pick-up dates.....	18	1-47
Birth control.....	17	
Proper age differences.....	13	2-22
Educational differences.....	13	7-22
How to break off engagements.....	10	0-21

frequent problems, as may be seen from the table, are concerned with questions of personal intimacy, the significance of boy-and-girl affections, and the achievement of satisfactory relations with persons of the opposite sex. One of the most serious problems in sex adjustments is that of not being popular with members of the opposite sex. Causes of unpopularity are numerous, but the most common are as follows: lack of social skills such as dancing, "lines," and "manners"; too much parental restraint, which interferes with being able to do what others are permitted to do; different or inferior clothes; physical unattractiveness or a defect that is prominent, such as a birthmark on the face; ignorance or faulty information about sex matters, which makes the adolescent feel insecure in the presence of members of the opposite sex and makes him behave in a strained manner; and, finally, poor financial status, which does not give the adolescent enough time or money to be with members of the opposite sex.

Problems Arising From Faulty or Inadequate Sex Information

One of the country's leading authorities on sex

deviation, Dr. George W. Henry¹, conducted a ten-year study of homosexuality at the New York Hospital and stated at its conclusion: "Lack of sex education is one of the major causes."

The final toll in inadequate and a faulty understanding of the sex problems is sex crime. Consider the case of Bill Heirens, the seventeen year old college boy who killed two women and a six year old girl in Chicago. New York's Dr. Foster Kennedy² was called to Chicago to study Bill Heirens mind, to find out what went wrong. After the examination Dr. Kennedy said, "If Bill Heirens had received a good, honest sex education he might still be studying at the University of Chicago."

Los Angeles, in 1937, set up a Sex Offender Bureau under Dr. J. Paul de River³. Ten years of study and research reveals that sex education of the child should begin at an early age.

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1. Henry, George W., "The Biggest Taboo," Collier's, February 15, 1947.
 2. Kennedy, Foster, This information contained in a letter received from E. A. Dimmick, Superintendent of Pittsburgh Public Schools, Pittsburgh, Pennsylvania.
 3. de River, Paul, Pertinent Facts Relative to the Sex Offender, Los Angeles Sex Offense Bureau, 1946.

J. Edgar Hoover last July decried the fact that sex crime is increasing faster than any other type of lawlessness, citing an 181 per cent increase since 1937 in the arrests of rapists with previous records. High among the FBI chief's recommendations was this: "Parents should pay more attention to the sex education of their children."¹

One is led to the conclusion that ignorance has had its day. Could enlightenment possibly be worse? Leibee² has listed eleven reasons why a sex education program is needed:

1. The increasing number of juvenile delinquency problems.
2. The rapid rise in recent years of sex crimes.
3. The increase in the number of mental diseases that can be traced to sex maladjustment and social disease.
4. The startling fact that one person in ten is a victim of syphilis, and other social diseases.
5. The high divorce rate.
6. The breakdown of the home.
7. The wide variety of cheap illicit magazines sold.

1. Whitman, Howard, op. cit.

2. Leibee, Howard C., A Sex Education Program. New York: Wiley, 1946, 458.

8. The lack of legislation and law enforcement concerning the sale of preventatives and contraceptives.
9. Increase in the amount of leisure time.
10. The false information and impressions that youth receive from their contemporaries.
11. The traffic in marijuana and other narcotics.

Responsibility for Sex Education

It is agreed by many educators that sex education not only belongs in the home, but schools should take a part. As the situation now stands there is no choice between giving and not giving sex education. There has been some question relative to who should give the instruction: the school, the church, or the home. Bell¹ asked the boys and girls in his survey study whether or not they thought sex education should be taught in the schools. Out of every twenty interviewed, fifteen wanted it, four did not, and one had no opinion. The majority of them had fairly definite ideas as to the school level at which sex instruction should begin. Of those who believed it should be taught, 28.7 per cent thought it should begin somewhere in the

1. Bell, H. M., Youth Tell Their Story, Washington, D.C., American Council on Education, 1938, 91.

elementary school, while 61.9 per cent preferred to see it begin in high school. The remaining ten per cent either had no idea where it should begin or wanted it started in college. A few of the comments made by those who favored the inclusion of sex education in schools were listed by Bell. Samples of these are as follows:

Schools never taught me anything about my body. I can tell you how to cut up an ant or a caterpillar, but I can't tell you anything about myself. There ought to be classes for parents. They are the ones who need it. It would cut down all this rubbish that's printed about sex. It should be begun very quietly, early, so it isn't a shock to the kids. If you get sex out in the open, it keeps people from having a distorted attitude.

In a nation-wide survey, conducted by the American Institute of Public Opinion,¹ to measure the extent of support for sex education in high schools, it was found that sixty-eight per cent approve such courses; sixteen per cent disapprove; while sixteen per cent had no opinion. The magazine Successful Farming, in April, 1938, conducted a similar survey and found that sixty-four per cent approved of sex education at the high

1. This item reported in correspondence with Dr. Mabel Grier Leshner, a member of the New Jersey Congress of Parents and Teachers, Trenton, New Jersey.

school level.¹

Opposition to Sex Education

In nearly every community where the struggle is waged over sex education in the public schools, campaigners speak volubly about the "Catholic opposition." The bias and feeling has become so strong in many sections of the country that a number of non-Catholics have the idea that the Catholic Church is opposed to sex education altogether. This is a false impression. The Catholics are not at all opposed to sex education per se. They simply think it is the province of the home and not of the school. Thus they have vigorously opposed public school programs in many parts of the country. To understand the "Catholic opposition" it is necessary to understand the Catholic viewpoint. Basically, the Catholics believe sex education should be given by parents, and by priests if parents are incapable; that it should be given individually and not in groups; that it should be definitely aimed at chastity and "education

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1. Gruenberg, Benjamin C., High Schools and Sex Education, Educational Publication No. 7, U. S. Public Health Service, 1940, 4.

of the will" rather than being offered simply as information.

Dr. Edgar Schmiedeler,¹ Director of the Family Life Bureau of the National Catholic Welfare Conference, summarizes the Catholic position as follows:

The Catholic attitude on the matter is clear cut. Sex education, or training in chastity as it is better called, is first and foremost the task of the parent, and not of the teacher or the school. It is argued at times that the parent is not equipped to give the necessary instruction or information. But the same is true of the teacher. And if the latter can be prepared for the task, so can the former.

Father Charles M. Walsh,² of the Con-fraternity of Christian Doctrine, Archdiocese of New York, said, "Too many of our parents wave the children aside, instead of giving them the true information. Or they get tongue-tied and give them the stork-story. What a wonderful thing it would be if all parents were equipped to tell the truth! It is their job."

In a Catholic guide book for parents, Father Daniel A. Lord³ declares:

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1. Whitman, Howard, "The Truth About Sex," Cosmopolitan, March, 1948, 69.
 2. Ibid.
 3. Ibid.

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1. Whitman, Howard, "The Truth About Sex," Cosmopolitan, March, 1948, 69.
 2. Ibid.
 3. Ibid.

It is a shame if children are allowed to come to adolescence with only half or faulty or imperfect or gutter-learned knowledge of the facts of life.

Catholic manuals, however, stress the religious aspects of human reproduction rather than the biological. It may also be pointed out that the Catholic Church itself does an excellent job of sex education in the parochial schools and academies of many of its large parishes. Catholic leaders are just as concerned as non-Catholics with promiscuity, venereal disease, illegitimacy and the whole run of present day problems involving sex. A questionnaire sent out to 500 Catholic pastors all over the country contained the following question: "In view of present-day dangers to chastity, do you think it necessary that our youth be instructed in sex matters?" Among 368 respondents, 349 or ninety-five per cent replied, "Yes."¹

Relationship of the School and the Church

Protestants and Jews, generally do not share Catholicism's opposition to school sex instruction. They have cooperated in many a social hygiene or family

1. Kirsch, Felis M., Sex Education and Training in Chastity, New York: Benziger Brothers, 1930, 97.

living program in schools and colleges. In the summer of 1947, the Federal Council of the Churches of Christ in America invited clergymen throughout the country to attend a sex education course at the University of Pennsylvania.

The Education Committee of the New Jersey Social Hygiene Association¹ feels that church and school can go hand-in-hand in sex education just as they do in education for honesty, character and good citizenship. Its Bulletin Number One reads:

This Committee believes that sex education is an inseparable part of the education of the total personality and that responsibility for such a purpose is shared by the home, school, church and community agencies.

Whatever the differences over sex education seem to be, they should not swell to such proportions that sex education itself is the sufferer. The social exigencies of the times certainly make it imperative that some thought be given to agreement and cooperation, lest our communities go on fighting a battle in which the more we fight the more we lose.

1. An Approach to Sex Education in Schools, No. 1
Education for Family Life, New Jersey Social Hygiene
Association, 1941, 4.

Criticisms of Sex Education

Whenever the question of sex education is discussed regardless of the type----free sex education in the public schools, or the Catholic pattern of private, individual sex instruction by parents----someone is bound to raise the questions, "Won't sex education be harmful to our children? If they know too much, won't they experiment?" How much of this fear stems from our own attitudes is a question which interests the psychologists. Many parents cannot use ordinary anatomical words such as penis or vagina without blushing or reservation. It would be hard to conceive of anyone growing up in our culture, with its controversial sex attitudes, and with as little sex education as the last generation generally provided, without being tainted by a few fearful and repellent feelings toward sex information.

Curiosity is one of the fundamental attributes of human beings. People are naturally curious from the day they are born. The point to remember is that curiosity is healthy and that the satisfaction of it is a normal, human need. Parents who tend to attribute grown-up sexual urges to children when children do not have such urges at all, frequently become worried and

alarmed by such behavior. They would be less worried and alarmed if they realized, as every doctor knows, that what the children are manifesting is intelligent curiosity. They are learning and exploring. They are not being depraved. Dr. Robert P. Knight,¹ Medical director of the Austen Riggs Foundation, comments:

"Frankly sexual behavior in young children is another manifestation of frequent normal occurrence, but one which horrifies parents. Childhood masturbation, mutual exposures and examinations of playmates of both sexes, even abortive attempts at intercourse, are only part of the child's curiosity and experimentation in the learning process, and are not evidences of depravity.

When parents keep a veil of darkness around all these things they make the child explore even more. They add to the mystery which already exists as far as sexual matters are concerned. Parents make it difficult for the child to find out the answers to the things which baffle him. Moreover, they give to his natural exploratory process a cast of shadiness. This does not stem the child's curiosity. It actually heightens it. In addition, it adds the truly dangerous

1. Knight, Robert P., "Behavior Problems and Habit Disturbances in Pre-adolescent Children: Their Meaning and Management." Bulletin of the Menninger Clinic, November, 1944, 193. (This bulletin is available from the Austen Riggs Foundation for a very nominal fee.)

ingredient of guilt, which may develop through childhood into serious adult maladjustment. Instead of reacting with shock and horror, or heaping prohibitions upon the child, or punishing him, parents can reduce such exploratory activity to a wholesome minimum by plain truthful guidance. Dr. Knight¹ suggests that a wise parental approach would include "appropriate explanations about sex differences and sex functions and skillful diversion of play into other channels."

Probably no group in the country has investigated the ramifications of this problem more thoroughly than the Child Study Association of America, under the able direction of Sidonie M. Gruenberg.² Its conclusions are well worth noting:

Many people fear that knowing about sex may make children want to experiment with each other. However, those who have studied childhood and youth closely find that sexual interests and wonderings are bound to come to children anyway. A normal child cannot live in the world long without such questions occurring to him...What parents do when they talk to their children is to help straighten them out and help them find their way among all these puzzles. With sex as with everything else, it is always the parent's duty to

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1. Knight, Robert P., Ibid.
 2. Gruenberg, Sidonie M., When Children Ask About Sex, Child Study Association of America, New York, 1946, 7-8.

help their children understand.

The Child Study Association¹ pointedly concludes:

Students of child development find that if children learn about sex simply and naturally and can ask questions freely without fear of being thought naughty, they are less likely to go in for unwholesome and too early sex practices than children who have been made to feel that it is wrong even to think or to wonder about such matters.

Yet, many parents feel that as soon as their children reach adolescence they are going to experiment. They feel that their children will want to try out what they have learned. This naive position assumes that children would not learn about sex anyway, and forgets that the choice is between wholesome sources and unwholesome sources in the majority of cases. Wholesome sources not only discourage sly and secretive experimentation, but even reduce the general preoccupation with sex matters in youthful conversation. Margaret Stewart Funk,² discussing the teaching of human reproduction in biology classes, comments:

There is nothing secretive about the lessons on reproduction. As one pupil replied to a parent's inquiry--'Don't you talk about all this outside of

1. Ibid.

2. Funk, Margaret Stewart, "Integration of Sex Character Education with the Teaching of Biology." Journal of Social Hygiene, December, 1938.

class?'--'Yes, we do some, but there's not much to talk about. Everyone knows as much as everyone else.'

It is interesting to note how experts in all the major fields which have a bearing on sex education consider the problem that sex knowledge can hurt children, and how they ask for more and more sex knowledge to save children from the dread injuries of ignorance. A parent's pamphlet published by the American Medical Association relates:

Parents are afraid that sex education will unduly stimulate the child and that he will be taught to use, or rather abuse, his organs as a result. Quite the contrary is true. It is unsatisfied curiosity which causes the child to think about and to play with his genitals...The child who feels that he understands the process or can go to his parents and get full instruction will give far less thought to sex than the one who is suppressed. The surest way to arouse dangerous curiosity is to cover or lock something so that it becomes a mystery.

Most ministers, priests, and rabbis feel that sex knowledge will not harm youth. Religious leaders have been in the vanguard of sex education, even though they may debate the issue of just who should provide it.

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1. Rice, Thurman B., Those First Sex Questions, American Medical Association, Chicago, 1940, 24. (One of a series of five sex education pamphlets issued by the Bureau of Health Education of the American Medical Association.)

The viewpoint of the Catholic Church has already been emphasized. Yet Reverend Kirsch¹ of the Catholic University of America emphatically stated:

In our country priests would seem to be quite generally agreed that our policy of silence has failed, and that we must therefore provide proper sex instruction for the young.

In Cleveland, Mrs. Wayne Evans,² Chairman of the Social Protection Committee of the Cleveland Welfare Federation, cited examples of how enlightenment, not ignorance, had brought at least partial solution to delinquency problems. She told how adolescent girls, once they had learned openly and wholesomely about the sex drive and its orientation to total living, were more capable of coping with necking and petting situations.

Dr. George W. Henry³, a Cornell University psychiatrist, serving on the Committee for the Study of Sex Variants, conducted a ten-year study of homosexuality and other deviations at the New York Hospital from 1935

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1. Kirsch, Felis M., op. cit. 127.
 2. Information contained in correspondence with Mrs.. Evans.
 3. Henry, George W., "Let's Tell the Truth About Sex," Cosmopolitan, March, 1948, 69.

to 1945 and stated at its conclusion, "Lack of sex education is one of the major causes of the sex variant." There is hardly any challenge to this thesis anymore. Doctors agree. Educators agree. Clergy agree. One is led to the conclusion that ignorance has had its day. Could enlightenment possibly be worse?

The Problem of Semantics

Logically and reasonably the sex education of a child should and must begin in the home. Obviously the school can do little about the education of children that have not yet come within its scope. Parents are lacking in many of the skills they need to give their children adequate sex information. They don't know where to begin. They complain that they haven't the vocabulary which would enable them to explain certain fundamental facts in the sex process without causing themselves undue embarrassment. But an escape in the problem of sex education from semantics is as impossible as an escape from reality. In general there are three classes of words which can be used when discussing sex. They fall logically into the categories of obscene words, baby talk, and clinical terms. Since the obscenities are out, and baby talk

is considered as an affectation among adults, the clinical vocabulary must be the starting point for any intelligent discussion of this problem. Most authorities agree that it has great possibilities. However, parental attitude toward the use of these terms must necessarily undergo a great change. Here is where adult education can begin in treating this problem. Through adult education classes parents can be given a clinical vocabulary that they can learn to use naturally with their children. There is nothing obscene about these clinical words. They are in the same category as "electrode" or "cathode" or any other scientifically descriptive term. Children are entirely without self-consciousness about their bodies. It is the parent who has the self-consciousness. It will take practice to use the right words freely and easily, to take the shock out of them.

There are a hundred and one opportunities to bring the right words into use naturally, without pressing. Marion L. Faegre,¹ Consultant in Parent Education at the United States Children's Bureau, suggests, "Such a

1. Faegre, Marion L., Your Own Story, Minneapolis: University of Minnesota Press, 1943, 44-6.

vocabulary of proper sex terms may be acquired by a child in connection with bathing, for example, when it is natural to say, 'Wash your navel carefully.'" Mrs. Faegre adds:

By the time young children go to school and mingle with children from many different backgrounds, they should be familiar with such terms as breast, nipple, navel, abdomen, buttocks, and with the names of the organs, male and female---vulva, vagina, uterus, tubes, and penis, scrotum, testes, etc.

A study by Dr. Glenn V. Ramsey¹ at the University of Indiana showed that seventh and eighth grade boys, ages twelve and thirteen, had surprisingly small acquaintance with proper sex terminology. It is interesting to note of the 128 boys in the study, only eight per cent knew what testes were, thirty-one per cent were not clear about it, and sixty-one per cent didn't know the word at all. Only nineteen per cent knew the meaning of penis, only thirteen per cent knew what sperm meant, and none at all knew the meaning of the term uterus. Yet they were not entirely naive, Dr. Ramsey² points out:

1. Ramsey, Glenn V., op. cit. 17.

2. Ibid.

Many revealed during individual interviews that they were acquainted with many of the phenomena which appear in the lower percentages of words known. Vernacular terms or awkward euphemisms are employed by them to discuss the reproductive system and sexual behavior. These boys would find it difficult to read the simplest printed matter concerning sex and reproduction. In any sex instruction, by printed or oral methods, effort would have to be directed toward the development of an adequate sex vocabulary.

A Glossary of Terms

Many writers feel that a simple glossary of sex terms would be very useful for all persons concerned. This glossary should not be overly technical lest it defeat the purpose of trying to be free and easy with the words. A Survey of practices in this area by Faegre¹ reveals that any glossary of sex terms should contain the following:

Vulva, the external female organs, including the two pairs of labia or folds of skin at the entrance of the vagina.

Vagina, the canal or passageway leading from the uterus to the vulva.

Uterus, the sac-like organ in which the baby grows and develops until birth. It is sometimes called the womb.

Ovaries, the female egg-producing organs.

Ovum, the female sex cell or egg.

1. Faegre, Marion L., op. cit.

Fallopian tubes, the tubes through which mature eggs pass from the ovaries into the uterus.

Embryo, a new life in the early stages of development.

Fetus, the unborn child growing and developing in the mother's uterus. This term is usually applied from the end of the third month of pregnancy until birth.

Penis, the male sex organ.

Testes, the two male glands which produce male sex cells, or sperm. They are also called testicles.

Scrotum, the sac containing the testes.

Sperm, the male sex cells which unite with the female ova to produce new life.

Semen, the whitish fluid in which the sperm are carried.

Fertilization, the successful union of the male sperm with the female ovum.

Pregnancy, the period when the fetus is growing in the mother's uterus.

Menstruation, cyclical discharge of blood from the uterus.

Seminal emission, the discharge of semen and sperm from the penis, often occurring spontaneously in adolescent boys during sleep.

Words alone, such as those mentioned by Mrs. Faegre will not solve the problem. The parent's attitude, the whole mass of feeling behind the veneer of words, is of crucial importance. If the parent hems and blushes, if he hesitates and tangles his tongue, if he becomes grim

and hush-hush, the child is naturally going to suspect that something is going on that isn't fair and above board.

Attitudes, the psychologists tell us, are formed from birth to age six, ideals develop from six to twelve, and behavior patterns emerge from twelve to eighteen. Parents must revamp their own attitudes and pass on a fresh and wholesome outlook to their children in the first six years. When boys and girls reach puberty they should, if they have been given their information truthfully and unashamedly, have a sound idea of what life is all about. They will, however, need more details. By this time they will have come in contact with the smutty stories of their contemporaries and it is important that their truthful, idealistic view of sex be fortified. Therefore, for teen-agers, doctors and psychologists freely prescribe full intelligible information.

The Moral Issue

No discussion of sex education can ignore the orientation of sexual behavior to the total concept of life. Sex is not a separate entity; rather, it is an integral part of the whole area of living. It is not

isolated from the total personality, but a part of the total person. Many of the early attempts at sex education were criticized for trying to separate sex from the balance of life. They amounted mainly to biological recitations. They taught how the genital organs function, the mechanics of fertilization, embryonic growth and so on. But there the education stopped. Actually the strictly biological approach to sex education is an escape from sex education. It fails in the process of bringing into being a philosophy of sex in relation to life, an orientation which would enable youth to fit the sexuality of themselves and others into the total mosaic of life with neither shame, misgiving, nor doubt.

Dr. Leland F. Wood,¹ of the Commission on Marriage and the Home, Federated Council of the Churches of Christ in America, categorizes the four levels on which people think about sex. He calls the lowest level the smut level in which people feel that sex is something to joke about. The second level is characterized by mere selfish gratification in which damage to the

1. Wood, Leland F., Speaking of Love, New York: Commission on Marriage and the Home, Federal Council of the Churches of Christ in America, 1944, 27-29.

emotional nature and harm to the reputation frequently result. The third level is referred to as the level of scientific knowledge in which people seek an understanding of the place of the sex factor in health, in personal development, in love and in the creation of a home. Finally, the fourth level is the level of reverence for human personality. Dr. Wood¹ comments:

The four levels form something of a ladder to be climbed just as one might build a ladder toward other human ideals such as honesty, good citizenship, full realization of the individual and the final goal toward which human beings of all ages have aspired: oneness with God.

Ancient religious morality held that any sexual activity which was not for the express purpose of propagation of the race was bad. This was true of both ancient Hebraic and Catholic morality, which, while differing in many respects, agreed in this one.² Scholars in modern times have hit upon many explanations for this rigid moral concept. For example, it has been suggested that the moral adjuration against sexual activity for any purpose other than reproduction was grounded in the desire of early tribal societies to

1. Ibid.

2. Kinsey, Alfred C., et al., Op. cit.

swell their numbers and thus protect themselves from the onslaughts of more fecund neighbors.¹ Morality was thus a means toward producing larger families and giving the tribe more warriors, or the sect more adherents. Today, however, it is the burden of social and economic pressures which keeps our families small.

Nothing has stirred public consideration of the whole question of sex and morality so spectacularly as the publication of Sexual Behavior in the Human Male by Kinsey. In this book, Dr. Kinsey reports the results of interviews with 5,300 males. The data included in this report revealed that thirty-three per cent of American males have had some homosexual experience, that nearly seventy per cent have had relations with prostitutes by the time they are thirty-five years old, that eighty-six per cent engage in premarital intercourse, and that between thirty and forty-five per cent engage in extramarital intercourse.

The judges of juvenile courts, the social workers, the psychiatrists, the psychologists, the educators, the pastoral counselors, and the doctors were interested in the data more because it checked with the facts as

1. Ibid.

they knew them than because of any outstanding discoveries the data contained. A survey¹ of lay public opinion reveals that the public fear that this report will give youth the go ahead signs as far as sexual behavior is concerned. The Kinsey report should be prefaced with a warning that behavior which is reported as being common or prevalent should not be emulated. The Kinsey project suffers from the same failure that many other attempts at sex education have suffered. It merely gives sex information without orientation. The desperate need today is for an integration of sexuality into healthy living. The next chapter will indicate what the schools over the country are doing to meet that need.

1. English, Spurgeon, "What Parents Can Learn from the Kinsey Report," Parent's Magazine, October, 1948, 146.

Chapter III

A SUMMARY OF SCHOOL PRACTICES IN SEX EDUCATION

Early Beginnings

In 1905 three pioneers, the late Dr. Prince Morrow, Dr. Charles Eliot of Harvard, and Dr. Maurice Bigelow of Columbia, set forth the basic ideas for teaching sex hygiene in the schools. Their programs were related more to a physiological and biological approach than toward the total education of the individual.

Two prosperous suburban communities, Winnetka, Illinois and Bronxville, New York, were the most ardent pioneers in sex education during the 1920's and still are regarded as torch bearers in the movement. Winnetka hit upon the idea of having animal pets in the classrooms so that children in the first six grades could become familiar with reproductive processes just as they might become familiar with plant growth by having daffodil bulbs on the window sill. By the time children got to the seventh grade and took up the matter of human growth and reproduction, they already had an easy casual basis for discussion.

At the Lincoln school of Columbia University, in

New York, animal pets also have been kept in the class room. Children in this school at the age of twelve or thirteen were breeding rabbits as laboratory work in a science class to study the effect of vitamin diets upon successive generations. Indirectly they learned in a casual and acceptable way a great deal about the reproductive processes.

State Programs in Sex Education

The writer attempted to survey each of the forty-eight states to determine what practices were actually in operation and to secure where ever possible outlines from the state offices of instruction which would show that these programs were not merely hypothetical or in the planning stage. To do this, a letter was sent to each state office of instruction asking for information on sex education. The following states responded with information that planning is on a state wide basis in their respective states: Minnesota, Mississippi, Utah, Oklahoma, Ohio, New Jersey, Pennsylvania, and Oregon are the states in which the lead has been taken by the state department of education for disseminating ideas and literature on sex education.

Two states, Washington and Arkansas, have not been

incidental in establishing statewide programs of sex education. They have, however, issued preliminary statements relative to the school's responsibility in the field of human growth and relations. The information disseminated by these states consists of a statement of general policies, methods of planning a program, and a listing of sources of materials. The reader's attention is directed to Appendix A for further information on this type of program.

The Program in Mississippi

The state of Mississippi turned its eye toward sex education as a result of formidable problems of delinquency. A sharp increase in the juvenile delinquency rate in 1944 caused the Mississippi State Board of Health and State Department of Education to call a conference of parents, teachers, welfare workers, health officials and clergy. The purpose of the conference was to discuss the guidance of youth toward emotional, social, and spiritual maturity and to explore possibilities of better youth guidance at home. This conference laid the groundwork for what has now become a state wide program of "Education for Responsible Parenthood in Mississippi".

In addition to the State Government, the Parent-Teacher Association, the Young Women's Christian Association, Young Men's Christian Association, the churches and labor organizations have all put their efforts forth in this area. They have been welded into an active community front by the Mississippi Social Hygiene Association. Parent institutes have been held at which mothers and fathers could obtain from experts some of the know-how of sex education, could discuss problems and ask questions. Teachers have been trained to carry on the work in the public schools. In autumn of 1947 a full year course in Preparation for Marriage and Family Living was added to the curriculum at Mississippi Southern College. In Hattiesburg and Meridian, sex education has been integrated into the public-school curricula under the title, "Education for Responsible Parenthood," and plans to expand the work throughout the state are well under way.

The Program in Oregon

Oregon has probably without doubt the most outstanding state program of sex education. The Oregon state legislature passed a law requiring this phase of health education to be taught in all schools within the

state. Probably the greatest contribution to sex education was made by Dr. E. C. Brown, a Portland venereal disease specialist, who during the 1930's grew more and more discouraged at the prospect of curbing venereal disease by the methods of that day. He decided that there was only one hope, and that was education. Not education of the adult public but a basic educational program that began with the child. When Dr. Brown died in 1939 he left \$500,000 to the University of Oregon to form an E. C. Brown Trust for the promotion of sex education. Women's clubs, parent-teacher groups, and civic organizations helped the program get started, and in 1945 the Oregon State Legislature passed a law making sex education a part of a mandatory "Health and Physical Education" program in every school in the state. It provides a revealing study of sex education for all grades from one to twelve. In Bend¹ for example, the first three grades deal with the matter of where babies come from; the fourth, fifth and sixth grades take up cleanliness of the body including the genitals; grades seven through eleven deal with bodily functions

1. Cook, Claude T., supervisor of health and physical education, supplied this information through correspondence.

including reproduction, with the physical changes in puberty, with menstruation and seminal emissions, and, finally, a twelfth grade course in mental health integrates all this knowledge into a total pattern. Claude T. Cook, supervisor of health and physical education, took the necessary course to qualify to teach the program soon after the law in Oregon was passed. After acquiring the necessary background he set out to win public acceptance for the program. First he interested churchmen. Then he formed a panel at Bend. This panel included Bend doctors, clergymen, the editor of the Bend Bulletin, school officials and parents who were active in the Parent-Teacher Association. The panel discussed the law and the course of study it prescribed. When the teaching of sex education formally began in the schools, there wasn't much opposition since the community leaders had been thoroughly sold in advance.

A study manual for health instruction has been prepared by Dr. Howard S. Hoyman¹ of the University of Oregon for use in the junior and senior high schools of Oregon. This manual, Health Guide Units for Oregon

1. Hoyman, Howard S., Health Guide Units for Oregon Teachers, University of Oregon Press, 1946.

Teachers, presents teaching units from grades seven through twelve. The presentation of the various phases of sex education falls naturally in with the rest of the health areas. For example, the units on "Structure and Function of the Human Body" present the functions of the reproductive system along with the other glands of the body. The unit on "Personal Hygiene" includes information on the hygienic care of the other parts of the body along with the care of the sex organs. Communicable diseases and venereal diseases are presented in the same unit. Family life is presented during the senior high school year and deals with mental health and family relations.

The "Human Growth" Film

The color film, called "Human Growth," used on junior and senior high school levels, was sponsored by the E. C. Brown Trust and produced by a documentary film company directed by Eddie Albert. Much of the work on the script was done by Professor Lester F. Beck, psychologist on the University of Oregon faculty. The film was subjected to close scrutiny and criticism by many prominent educators, clergymen, psychologists, psychiatrists, and doctors before it was finally released.

The film opens in a family living room with a mother, father and their children looking over a book about American Indians. The children raise the question of why the Indians have no clothes on, and from here quite naturally and without hemming or hawing, the family is off on a discussion of the human body, its parts and its functions. The scene shifts to a classroom where a teacher is telling her class of twelve and thirteen year olds about human growth and reproduction. By using an animated film-within-a-film the teacher shows the processes of fertilization, embryonic growth and so on. The film proceeds covering the growth of boys and girls and the changes which take place in puberty. Finally, the film reverts back to the classroom where the boys and girls ask questions. As it comes to an end after twenty minutes, the film invites the children who view it to carry right on from there by asking questions of their own teacher.

"Human Growth" has three specific objectives:

(1) to show parents how sex education can be handled smoothly, intelligently and in a socially acceptable manner in schools; (2) to show the classroom teacher how the biological facts of sex can be presented effectively as part of a unit on human growth and

development; and (3) to establish, through identification, an exemplary teacher-pupil relationship conducive to easy classroom discussion. The film is planned primarily for classroom use in the upper elementary grades.

The film was presented for review and criticism to some six thousand parents and one thousand teachers in seventy-eight Oregon communities before it was released for classroom use. In each case meetings were arranged under the auspices of the local Parent-Teacher Association. After the film had been shown each respondent marked a secret film ballot giving his views about the possible use of the picture in school. Tabulations of these responses are given in Table VI.

It will be noted that statement one of the ballot requires the respondent to go on record as either approving or disapproving the film for classroom use. Less than two percent of the parents and teachers say they would not want their children to see the film. Somewhat less than three percent are undecided. A few of those with reservations about the film are more concerned about the qualifications of the teacher than with the film itself. The pattern of response to statement two brings out even more clearly the importance of the teacher. Only a very few respondents

feel that the picture would be successful in the hands of an incompetent teacher. The majority of the parents and teachers believe that the film should be shown in mixed classes in the seventh, eighth, or ninth grades. A few respondents think that it would be useful earlier, perhaps in the fifth or sixth grades. Statement five pertaining to the moral issue is worded in such a way as to suggest a defect in the film. This is done deliberately to encourage persons with concealed prejudices against sex education to attack the film. Even with this inducement, however, only four per cent of teachers and a slightly smaller per cent of parents express concern about the moral risks of showing the picture to children. A somewhat higher per cent of respondents are undecided. Several of those in the undecided category went on to explain that they think the film should be shown to children even though they themselves are uncertain about the way some youngsters might react.

The writer presented similar questionnaires to residents of two Washington communities following the

showing of the film.¹ It is interesting to note that both parents and teachers in those communities were of similar opinions concerning the use of this film. Their responses are indicated in Tables VII and VIII.

The Program in Minnesota

Minnesota has developed a state program in cooperation with the University of Minnesota which offers courses for the purpose of training teachers to give this type of instruction within the public school classrooms. The program is finding fertile ground in some of the larger urban areas of the state where problems of juvenile delinquency have focused attention upon sex. Most of the programs, however, are arranged for senior high schools and little has been done on the primary and elementary levels.

The Program in Utah

Utah's program got under way in the city of Salt Lake in the summer of 1947. The city school system sent 130 of its teachers to the University of Utah to take training in sex education. Twenty-nine of these teachers

1. The two communities referred to here are Parent-Teacher Association groups in Yakima, and Ellensburg, Washington.

TABLE VI

RESPONSES OF RESIDENTS OF SEVENTY-EIGHT OREGON
COMMUNITIES TO THE FILM "HUMAN GROWTH"

	Classifi- cation	No.	Percent		
			Yes	No	?
1. I would want a child of mine to see this film some time during his school career.	Parents	5837	97.2	1.6	1.2
	Teachers	1086	95.7	1.6	2.7
2. The success of this film will depend in large measure upon the competence of the person who uses it.	Parents	5837	96.6	1.6	1.8
	Teachers	1086	97.5	1.0	1.5
3. I feel that this film, if it is used in school, should be shown to boys and girls in separate classes.	Parents	5837	29.4	57.1	13.5
	Teachers	1086	28.6	52.4	19.0
4. I think that this film should be seen by all boys and girls at the beginning of adolescence, that is, in the 7th, 8th, or 9th grades.	Parents	5837	93.4	3.4	3.2
	Teachers	1086	90.1	3.1	6.8
5. Inasmuch as this film does not stress the moral side of sex, I think it would be dangerous to show in school.	Parents	5837	4.0	88.1	7.9
	Teachers	1086	3.4	88.7	7.9

TABLE VII

RESPONSES OF RESIDENTS OF THE CITY OF YAKIMA, WASHINGTON
TO THE FILM "HUMAN GROWTH"

	Classifi- cation	No.	Percent		
			Yes	No	?
1. I would want a child of mine to see this film some time during his school career.	Parents	628	97.8	2.2	0.0
	Teachers	107	96.3	2.6	1.1
2. The success of this film will depend in large measure upon the competence of the person who uses it.	Parents	628	98.8	1.2	0.0
	Teachers	107	96.4	2.3	1.3
3. I feel that this film, if it is used in school, should be shown to boys and girls in separate classes.	Parents	628	32.2	61.7	6.1
	Teachers	107	27.7	65.4	6.9
4. I think that this film should be seen by all boys and girls at the beginning of adolescence, that is, in the 7th, 8th, or 9th grades.	Parents	628	95.5	3.2	1.3
	Teachers	107	95.4	3.3	1.3
5. Inasmuch as this film does not stress the moral side of sex, I think it would be dangerous to show in school.	Parents	628	8.9	89.0	2.1
	Teachers	107	5.6	91.2	3.2

TABLE VIII

RESPONSES OF RESIDENTS OF THE CITY OF ELLENSBURG,
WASHINGTON TO THE FILM "HUMAN GROWTH"

	Classifi- cation	No.	Percent		
			Yes	No	?
1. I would want a child of mine to see this film some time during his school career.	Parents	112	96.6	3.4	0.0
	Teachers	16	96.5	2.5	1.0
2. The success of this film will depend in large measure upon the competence of the person who uses it.	Parents	112	95.1	1.7	3.2
	Teachers	16	96.4	2.3	1.3
3. I feel that this film, if it is used in school, should be shown to boys and girls in separate classes.	Parents	112	32.7	57.3	10.0
	Teachers	16	22.4	68.7	8.9
4. I think that this film should be seen by all boys and girls at the beginning of adolescence, that is, in the 7th, 8th, or 9th grades	Parents	112	93.3	5.0	1.7
	Teachers	16	94.0	3.8	2.2
5. Inasmuch as this film does not stress the moral side of sex, I think it would be dangerous to show in school.	Parents	112	5.1	88.2	6.7
	Teachers	16	3.4	92.2	4.4

were elementary school teachers. Courses have already been launched successfully in the junior and senior high schools, with the elementary schools slated to follow. Eventually Salt Lake City hopes to get all its public school teachers trained so that the schools may have an integrated sex education program running all the way from kindergarten through the twelfth grade.

The Program in Ohio

Ohio's city of Cleveland has done most of the pioneering work in this area of instruction. Instructors from the city's Family Health Association,¹ along with school nurses and teachers have launched scores of thriving school programs. Under the direction of Etta A. Creech, Family Health Association's instructors have carried sex education into the schools which wanted it. The subject has been integrated into home economics, hygiene, biology, and physical education classes. Occasionally an entire semester program has been offered under the title of "Health for Teens". During 1945-46 the busy instructors conducted 441 sessions in

1. Creech, Etta A., Director of the Family Health Association, supplied this information through correspondence.

seventeen junior and senior high schools, meeting with each group of students from four to twenty-six times. In the fall of 1946 a few communities, invited the Family Health Association to bring sex education into the elementary schools as well.

The New Jersey Program

Some attention is due the program being carried on in New Jersey. This state's program was begun with an experiment at Toms River. Dr. Edgar M. Finck, supervising principal of the Toms River High School, became keenly interested in sex education as a result of interviews with former graduates whose marital happiness was being threatened by divorce. Under his direction a course was organized which is a frank attack on the divorce evil. Concurrently it is an attack on juvenile delinquency, much of which originates in broken homes. This course has been in operation for seven years and tangible results show that from seventy-three marriages performed after the partners had had the course in school, not one of the marriages has ended in the divorce courts. This is rather significant in light of the fact that the national

divorce rate is one divorce for every three marriages.¹ This course is integrative in nature, with actual class instruction beginning in the seventh grade. Class groups are heterogeneous, and regular classroom teachers handle all instruction. Progress is gradual and in the senior high school a course in marriage preparation is offered to graduating students as a climax to the program.

City Programs

Greeley, Colorado

Some localities, lacking the assistance of the state office of education have forged ahead on their own. An experimental course in sex education was tried in Greeley, Colorado. Instruction was given to fifty students, twenty-three girls and twenty-seven boys. The program lasted two weeks and consisted of ten, thirty minute lectures followed by discussion. The science teacher presented the first series of lectures. These were of the following nature:

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1. Carskadon, Thomas R., Measure of a Nation, The Macmillan Company: New York, 1949, 17.

1. The Function of Sex
2. The Human Reproduction System
3. The Facts Concerning Reproduction
4. The Psychology and Physiology of Sex
5. Venereal Disease

These lectures lasted one week for thirty minutes and were followed each day by questions and discussion.

The social studies teacher took charge the second week and followed the same procedure as the science teacher.

Lecture topics were different, however. The reactions of the pupils and parents were favorable and the need for the inclusion of a sex education program in the curriculum was apparent.

Flint, Michigan

Another program involving lectures was introduced in the Emerson Junior High School at Flint, Michigan.¹

The first lectures were by invitation to mothers and daughters and then the lectures were divided as follows:

Lesson One: "Self Knowledge"

Consisted of information on the girl's own self with emphasis on the significance of the changes during puberty and the personal hygiene necessary.

1. Wertman, Dorothy, Our Successful Lecture Series on Sex Education, University of Michigan Press, Flint 1946,175.

Lesson Two: "Self Reverence"

Further explanation of menstruation, and description of the early development of the baby in the mother.

Lesson Three: "Birth Process"

A discussion of the birth of a baby and a showing of models.

Lesson Four: "Self Control"

What to do on dates, petting, and marriage hygiene.

Each lesson was followed by discussion and questions. This program was very well received by both parents and their daughters. Later it was expanded to include both boys and girls. Now the plan has been adopted by other schools within the city.

Denver, Colorado

In the city of Denver, Professor Eugene Link of the University of Denver has been successful in getting the city schools to adopt a course in the high schools. Children and parents are taught in alternate sessions, the courses are parallel in content, and what is learned can be discussed at home. In the adult course, men and women students more or less set their own curriculum. They deal with problems which trouble them. Significant problems for youth are then carried over into the public school classrooms. Class groups, as life groups, are heterogeneous. There is no fixed Board of Education policy and each school is at liberty

to handle the matter as it sees fit. Also under the guidance of Dr. Bradford Murphey, the psychiatric consultant to the Denver public schools, the city has a pool of experts, doctors, pediatricians, public health workers, nurses, who can be called upon to go to any school for the purpose of integrating sex education into such courses as physical education, social studies, or human relations.

San Diego, California

"Human Relations Education" is the title of a program which has developed in the San Diego City Schools. The following significant steps were taken to develop the program in this city:

1. A general committee of teachers and school administrators was organized.
2. Talks, illustrated by charts, were given to the Parent-Teacher Association and civic groups.
3. Questionnaires were given by the PTA to high school students to discover interests and needs.
4. Night school courses were set up by the Adult Education Department of the City Schools.
5. Public Forums were set up by the Adult Education Department.
6. The Extension Division of the University of California gave courses in human relations education.

7. Demonstration talks were given to selected groups of students by the school physician.
8. Physicians from state and local health departments gave talks on the venereal diseases to high school groups.
9. Goals in human relations education were included in the curriculum guide for the schools.
10. Growing Up, a monograph on human relations, was developed in 1944 for the sixth grade.
11. The monograph was evaluated following one year's use.
12. A study was made of a high school curriculum to find out what materials in the human relations field were already included.
13. A class in human relations was developed for junior high school boys and girls.
14. Integrative human relations topics were outlined for certain courses in the secondary curriculum.
15. A supervisor in education who will include the promotion of Human Relations Education has been appointed in the schools.

Thus in the San Diego schools, as in other school systems across the country, a unified program in human relations is evolving from ideas which were first connected with three educational areas: health education, sex education, and family life education.

Los Angeles, California

Los Angeles has titled its course "Family Life Education." It has been developed mainly for instruction

in the secondary area, but plans are under way to step the program down to the elementary school also. Typical subjects are these: Preparation for Maturity; Anatomy and Physiology; The Beginning of Life; Venereal Disease; and Ideals for Marriage.

The Los Angeles Board of Education has found the assistance of the city police department to be beneficial. It was the police department which took the first step toward sex education in that city. Chief of Police, W. A. Worton,¹ makes the following comment about sex offenses:

This department receives many complaints and makes many arrests where sex gratification is the primary reason for the offense. We have advised the Board of Education to inform youngsters what steps to take in the event they are molested. We have also asked the schools to advise parents that they must constantly be on guard to protect their children from these offenses. We ask that they particularly inform the parents that these offenders come from all walks of life. Some offenders are affiliated with the most respected professions, others are worthless scoundrels. A sex offender may be a doctor; a minister; he may be a dishwasher; or he may be from any group between these widely different employment fields.

In compliance with this request of the police department, the schools have instructed children to

1. Worton, W. A., This information contained in correspondence received from his department.

report incidents of this nature immediately to the school teacher if the act occurs enroute to school, and if the incident happens on the way home from school, to report it immediately to their parents, or in the event that a parent isn't home, to a relative or to a next door neighbor.

Pittsburgh, Pennsylvania

L. M. Smith,¹ Director of School Health Service in the Pittsburgh Public Schools, indicates that the city of Pittsburgh has launched a successful program in this area. Noteworthy among his comments is the following:

Our sex hygiene program begins in the seventh grade and runs through the twelfth. No specified textbook is used; in fact, there is no such text in existence. Teachers are given an outline and prepare their own lesson material. We have found that the number of pregnancies occurring among our sixth thousand public and parochial school girls during the year 1944 was less than half the number occurring in 1940 and 1941. The course in sex education is taken by approximately four thousand girls each year. This makes between sixteen and eighteen thousand girls taking the course during their junior and senior high school years. The course is also given to approximately three thousand boys during the junior and senior high school years.

1. This information supplied through correspondence with Dr. Smith, Pittsburgh Public Schools.

Dr. Smith concludes:

During the nine years in which we have been teaching sex education in Pittsburgh we have not had any trouble of any kind. The secret of our success in teaching sex education is to select the teachers carefully, keep the course on a high plane, and require a signed permission from the parents before a pupil is permitted to enter the sex education course.

Newark Valley, New York

Newark Valley, New York reports that a course in sex education was started there in 1941. The course is definitely a high school course. Parents of this city chose the twelfth grade for the inauguration of instruction. Both boys and girls receive instruction in separate classes. It is a non-credit elective subject, purely informational, which most of the students choose. Elizabeth C. Lewis,¹ School Nurse Teacher, reports:

The aim of the course is to teach a useable vocabulary and also to teach a positive attitude toward the subject of sex. Considerable anatomy, both male and female, is taught to all the boys and girls; for the girls more than half the time is spent on the subject every girl should know more about and that is menstruation; some time is given to sex irregularities, and gonorrhoea and syphilis are given as much time as possible. We

1. Lewis, Elizabeth C., This information contained in correspondence with Newark Valley School system.

know that we have far from the ideal setup but from the time the course of instruction was started in 1941 until now, we have had no audible untoward criticisms of the instruction. We feel that this is due to the extensive groundwork which was done in preparing adults for the course. This work was done through individual adult education over a period of four years prior to the beginning of instruction within the classroom.

Chehalis, Washington

The state of Washington is fortunate in having in the field of human relations a leader like Chehalis. The Chehalis program, which was started four years ago in the senior high school, has now been expanded to include the elementary and junior high school. The greatest obstacle, in the establishment of the program, was in winning over the elementary school teachers. The community was thoroughly sold on the need, as was the high school faculty. A committee including representatives from both community and school agencies decided to try the program first in the senior high school. The entire program is integrated with the rest of the curriculum and therefore most of the faculty is responsible in carrying out a part of the program. In the primary grades children include words like penis, urinate, and buttocks, which are associated with their present needs in toilet activities. Children learn

the proper words for the parts of the body and their functions. In the junior high school various phases of sex education are taught in connection with social studies, science and health classes, whenever the problem fits in best. In the senior high school, various phases of the problem are taught in connection with biology, physical education or social science. In the senior year, a special class is being taught that covers a much broader field of family relations than is covered in previous grades.

The program at Chehalis has been very successful and is well received by the entire community. There is need for expansion of this fine work throughout the state, and the need of trained leaders, educated in family relations to take the initiative in many communities.

This chapter has dealt primarily with a summary of practices in sex education throughout the nation as a whole. It has been pointed out that among the forty-eight states only eight have indicated that planning is on a statewide basis. Other localities, lacking the leadership of the state departments of education, have originated plans of their own as the need has become evident. The writer has not exhausted the field as

far as individual cities are concerned, and there are programs which are just getting started in many cities and colleges, both large and small.

The need for adequate sex education at all levels is being recognized more universally. The next chapter will consider some general conclusions and implications that the evidence brought out in this paper presages.

Chapter IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to point out certain data that would lead to an understanding of the highly controversial problem of sex education and its place in our public school system. As noted by Good's definition of "sex education," controversy exists over the term and its connotation. Generally it is felt that sex education implies an understanding of the overall field including an orientation of sexual behavior to the total concept of life. Philosophically it should be understood that sex education should be a part of the total education of each individual. Every child needs information and assistance in establishing attitudes, habits, and ideals about sex, just as he needs information and assistance for other phases of his growth. The study has revealed that sex education is much more than sex information. It has been pointed out that there are three institutions potentially capable of giving adequate instruction to young people in the field of sex education. These were revealed as

the home, the church, and the school. However, the work of Ramsey would indicate that all three of these institutions are failing miserably to prepare our youth for a wholesome life. Especially significant among his findings was the fact that most of our youth are receiving their sex education from unwholesome sources and at an age younger than most adults realize. Other writers have suggested that a sound program in sex education would do much to relieve the problems of divorce, delinquency, and sex offenses.

A survey of state programs in sex education reveals that only ten of the forty-eight states have planned programs. The Oregon program, sanctioned by law, is the most ideal in both scope and breadth. The use of the Oregon film "Human Growth" offers one way of overcoming a major barrier to classroom instruction about sex, namely, parental opposition. The use of the second film in the series, "Human Beginnings" may prove a very effective means of introducing the subject at an earlier level. Parents recognize the psychological values that come from group discussions among boys and girls in mixed classes at school. Such discussions help both sexes to get along better in a world where they must live together, day by day.

Sex education instruction must help youth to see the relation of sex to personality development, human happiness, complete family life, and the fullness of living. Instruction should not consist of factual information alone but should be coupled with the establishment of values and the crystallization of moral concepts. Leaders of various religious groups should be consulted and given to understand the nature, scope, and objectives of sex education in order to reduce the chances of misunderstanding and resulting opposition whenever a program in sex education is to be attempted.

Conclusions

Sufficient data have been presented to lead one to the conclusion that a program of sex education is a necessity. An educational program concerned with helping individuals achieve a satisfactory sex adjustment must be interested in far more than actual information about sex. Basically it must attack the whole problem of emotional maturity, personality development and social adjustment. Sex is so integrally a part of a total personality adjustment that either the overemphasis or exclusion of sex is an error which

distorts the whole situation. Educationally the whole problem is to so incorporate sex education into the total program of instruction that proper balance and perspective are attained.

The kind of an educational program in which the best help is given in making adequate sex adjustment is one in which the central concern is improved individual and social adjustment. In instituting any program the proponents of the sex education program must define their terms. The plan of integration of sex education material into social studies, physical education and health, home economics, science and allied courses is a sound one. It has never been adopted by any large number of schools, however, and can never accomplish the same valuable objectives which can be attained through a course planned to help pupils attain a better personal adjustment and a better preparation for marriage and family living. In courses such as these, sex is not evaded nor dealt upon unduly. Courses of this kind are taking hold and the success and the acceptance which they have received from both pupils and parents is proof that satisfactory results can be attained.

The problem of preparation of teachers and materials for use in these courses need not be an

insuperable one. A number of schools have found that among the members of their present staffs are persons who are fitted by personality for such instruction and are able to adapt their previous preparation acceptably to the new assignment. These teachers find available materials.

The sex education of children does not begin or end with the answers one gives to their questions of a biological nature. It is much more and it is perpetual. It is a permanent and increasing activity as children cover the years from infancy to maturity. Sex education today is a specialized study. It is a part of the whole parent education movement, but it is a specialized part. Eventually it may be integrated into general child training within the home. However, that ideal is not yet. The subject of sex in itself has too many handicaps. It occupies emotionally, a very different place in the minds of adults than do such topics as recreation, eating and sleeping. Most persons are not familiar with its foundation science, human biology. Too, only a limited number of people possess a working vocabulary with which to express themselves. Most parents readily admit that it is important for children to understand that growing up, getting married,

establishing a home, and having offspring are all a natural normal part of living. However, parents have divergent views about the question of how much children should be told concerning sexual aspects of growing up, getting married, and having children.

The school should endeavor to prepare the older child for the physical, emotional, and social changes associated with adolescence. It should make some provision for a social environment in which there is much opportunity for wholesome association between the sexes. Individual guidance and counseling should be available to all youth desiring assistance on personal problems. Continued delay in the establishment of a sound sex education program within our schools is a betrayal of our educational principles and of youth.

Recommendations

One of the greatest obstacles to be surmounted in the establishment of a sex education program is the problem of finding qualified leaders. This study has revealed that the need for further work in this area is imperative. The institutions of higher learning in the state which train teachers should provide courses for the training of teachers and leaders in the field

of sex education as well as in other phases of family relations. It has been repeatedly stated throughout this study that doctors, clergy, and educators are agreed that a sound program of sex education should be universally established. Yet, teachers have not been thoroughly sold on the program because they feel that they lack the knowledge and experience necessary to present the instruction. Many teachers have developed emotional blocks against teaching sex.

It is necessary that those persons who plan to establish a school sex education program prepare adequately for such an undertaking. The school superintendent or supervisor should plan a meeting with the faculty to discuss the plan and formulate an outline of the program. Consultants and outside educators should be brought in to confer with the group. This step is important since it has already been pointed out that teachers are difficult to align and moreover, it is important that some constructive program should be prepared for presentation to the adult community agencies. The time needed to lay the ground work for such a program will depend upon the school and the community.

The curriculum should include sex instruction from the kindergarten through the high school. Materials

on sex education should be integrated with the other subject areas and presented in an unemotional manner. Class groups should be heterogeneous in nature and correspond to life groups outside the school. Segregating boys and girls for instruction in sex will only serve to emphasize the barrier which an intelligent program of instruction is trying to break down.

In the primary grades the teaching of sex should be based upon the needs of the children. Young children should be given the correct terms for the parts of the body which they see and need for elimination. This can be supplemented with other information depending upon the maturation level of the group. The questions which boys and girls ask concerning sex would be indicative of the amount and type of information which they desire.

In the intermediate grades the children's vocabulary should continue to expand as new knowledge is learned about boys and girls and accompanying body changes. Certainly in the sixth grade information on menstruation should be included in the study of the functions of the body. During the junior high school years the children should learn about their own bodies, and the glandular changes that are taking place within

them. Moreover, they should be aware of the emotional and social adjustments necessary for the development of a wholesome personality. The adolescent must understand his role in society and responsibilities involved.

In the senior high school, reproduction should be taught as a natural function, but stress should be placed on the fact that it is part of a larger experience involving love, marriage, and parenthood. This experience in the high school should be guided by high moral principles. The instructional program should include a study of the development of the secondary sex characteristics.

The program must go beyond a mere presentation of the biological facts of life. The total program must be designed to give the youth wholesome information about the social and emotional problems they will encounter during the life process. Ideals must be supplemented with sound social information which will build toward emotional stability.

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TABLE OF APPENDICES

- Appendix A: Example Programs of Sex Education Obtained Through Correspondence.
- Appendix B: An annotated film list for use in Sex Education Classes.
- Appendix C: An annotated Bibliography for use in Sex Education Classes.

APPENDIX A

In Appendix A the reader will find samples of programs that have been used to introduce sex education into the public school systems of the State of Washington, the City of Pittsburgh, and the City of Los Angeles. These programs were chosen because they represent divergent methods of approaching the problem of sex education.

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

PRELIMINARY STATEMENT OF
THE SCHOOL'S RESPONSIBILITY
IN THE FIELD OF HUMAN GROWTH AND RELATIONS

General Policies

1. It is the considered opinion of the group that there is a pressing need for a broad program to include instruction, training and activities designed to develop healthy attitudes and an understanding of normal human growth, both physical and emotional, and healthy relationships between the sexes from childhood into happy family life.
2. Such a program is much broader than "sex education," although this is a part of the total program. Neither are facts the answer alone: proper attitudes must be developed. Such areas as problems of growing up, personal health, ettiquette, emotional adjustment, dating, worthy family membership and child development are also part of the entire picture.
3. It is suggested that this broad field be designated temporarily as Human Growth and Relations. Such a designation indicates the breadth of the program. Other terms in use are Family Life Education, Human Relations Homemaking and Personal Health and Human Relations.
4. While it may be generally agreed that the primary responsibility for education and training in the field of Human Growth and Relations rests in the home and that the Church also has a major share in this responsibility, it is also equally obvious that not all parents are adequately prepared to guide their children in this field. Since the home cannot be expected to meet the total need, it is vitally important that the school also accept a position of joint responsibility. It is the unanimous opinion of the group that the school

has a definite responsibility for taking leadership in this field.

5. It is recommended that schools take action to discharge this responsibility although the pattern of action will necessarily vary according to various local situations.

Approaches to Planning

1. The committee believes that the first step in sound planning should be an inventory of the present situation, needs and resources. Such a study would bring into focus
 - (a) What is being done in the school and in the community.
 - (b) What the needs are in the school and in the community.
 - (c) What resources exist in the school and in the community.

School personnel alone will probably wish to carry out the part of the study directly related to the school first. This may be done by the school health committee. As soon as possible, however, representatives of the Parent-Teachers Association and other community groups should be brought into the study.

2. Questions such as the following might be used by the schools as a guide for their study of the existing situation:
 - a) Does the school staff see this problem in its broad aspect?
 - b) Does the entire school staff recognize that the school has a responsibility in this field?
 - c) Are all the school staff aware of physiological changes which occur in human growth?
 - d) Are the students' physiological needs, both physical and emotional, being adequately met

by a sound program at all age levels?

- e) Do children feel free to ask their teachers questions about sex? If not, why not? If so, what approach is used in answering them?
- f) Do school personnel build sound attitudes through their out-of-class contacts with students? How well are they prepared to make optimum use of these opportunities?
- g) Are wholesome coeducational activities provided?
- h) Are instruction and experiences in this field of human growth and relations integrated with other fields? If so, how and when?
- i) Are all teachers qualified for this integrated approach? If not, what procedures are being used to provide suitable training?
- j) Are special courses given? If so, when?
- k) Are parents, church leaders, doctors, youth group leaders, commercial recreation representatives and similar community people being brought into the school in planning the program?
- l) Are community people such as physicians, nurses and lay leaders being brought into the school in helping to orient the school staff?
- m) Does the school have on hand sound educational material in this field that is used by the community as well?
- n) Is instructional material in this field reviewed by a committee representing both the school and community?

- 3. When this inventory has been made, the school and community representatives should decide together on needs and plan a broad program to meet these needs. Parents, churches, youth organizations, professional personnel and other groups should be represented.

4. Planning of a broad program should include a consideration of what will be needed in materials and in special training of personnel.
5. Joint consultation service in this field can be supplied by the Office of the State Superintendent of Public Instruction and the State Department of Health. School administrators are urged to avail themselves of such consultant service.

Sources of Materials

Following is a partial list of organizations which supply materials in the field of human growth and relations:

1. State organizations
 - a) Office of the State Superintendent of Public Instruction
Armory
Olympia, Washington
 - b) Washington State Department of Health
1412 Smith Tower
Seattle 4, Washington
 - c) Washington State Mental Hygiene Society
Seaboard Building
Seattle 2, Washington
 - d) Washington Congress of Parents and Teachers
Provident Building
Tacoma 2, Washington
2. National organizations
 - a) American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, California
 - b) American Home Economics Association
620 Mills Building
Washington 6, D. C.
 - c) American Social Hygiene Association
1790 Broadway
New York 19, New York

- d) Association for Family Living
28 East Jackson
Chicago 4, Illinois
- e) Child Study Association of America
221 West 57th Street
New York 19, New York
- f) Children's Bureau
Federal Security Agency
Washington 25, D. C.
- g) "Committee on Marriage and the Home"
Federal Council of Churches of Christ in America
297 Fourth Avenue
New York 10, New York
- h) Family Service Association of America
122 East 22nd Street
New York 10, New York
- i) National Catholic Welfare Conference
1312 Massachusetts Avenue Northwest
Washington 5, D. C.
- j) National Committee on Mental Hygiene
1790 Broadway
New York 19, New York
- k) National Congress of Parents and Teachers
600 South Michigan Avenue
Chicago 5, Illinois
(Note: All national material is distributed
through the office of the State Congress)
- l) National Congress of Colored Parents and Teachers
306 Masonic Temple Building
Birmingham 3, Alabama
- m) National Council on Family Relations
1126 East 59th Street
Chicago 37, Illinois
- n) National Recreation Association
315 Fourth Avenue
New York 10, New York

- o) Planned Parenthood Federation of America,
Incorporated
501 Madison Avenue
New York 22, New York
- p) Public Affairs Committee
22 East 38th Street
New York 16, New York
- q) University of Minnesota Press
Minneapolis, Minnesota
- r) Y. W. C. A.
Secretary on Personal and Family Relations
600 Lexington Avenue
New York 22, New York

THE CITY OF PITTSBURGH
SEX EDUCATION

In July, 1940, the Superintendent of Schools discussed with me the idea of teaching sex education in the Pittsburgh Public Schools. I made a study of the matter, established a few facts in my mind, and formulated an outline of ideas and methods that would greatly improve the present system of education and possibly satisfy a semi-public demand for more sex education in our schools:

1. Schools of education are not properly selecting or training teachers for the teaching of sex hygiene. A knowledge of the subject is not sufficient. Teachers must have methods of teaching sex hygiene.

2. All universities and colleges should be notified that hereafter teachers of physical education, physiology and hygiene, home economics, biology, general science, and social studies will be required to pass an examination in sex education, along with their major subject, before they can teach in the public school system.

3. Individual lectures by a physician are not of much value unless the physician can return to the same group within twenty-four to forty-eight hours for the purpose of answering written questions. Children must have time to digest and think over the subject before they can formulate questions they would like to have answered.

4. Considerable build-up preparation in the regular school courses, beginning in the seventh grade, is necessary to make a lecture by a physician effective. Physician's lectures are most effective in the eighth, ninth, and tenth grades, or about the time of adolescence and before the foolish or frivolous age (eleventh and twelfth grades).

5. The parent, the church, or even the family physician are not qualified to teach sex hygiene properly. The latter two seldom have an opportunity.

6. A well-rounded public school system should shape the curriculum in such a manner that a boy or a

girl leaving high school should have a knowledge of sex matters which is superior to that of many of our present day teachers.

7. Sex education cannot be properly taught without good ground work in old-fashioned physiology. No book on health education should be used that does not give a reasonably full knowledge of physiology. This subject should come back into its former place as a required subject in the seventh and eighth grades.

8. Sex education should be set up as a separate course. It should also be taught to a limited extent as an integral part of the following subjects:

Biology	Physical Education
General Science	Home Economics
Physiology and Hygiene	Social Studies

Teaching sex hygiene with these subjects would lay the ground work for the regular course.

9. Teachers of these subjects should have the proper personality and be made to qualify in a knowledge of the subject or be replaced.

10. All sex education should be covered in the seventh, eighth, ninth, and tenth grades.

11. A male and a female physician, who are in fact specialists in one phase of sex hygiene, should have a question and answer period on character education, guidance, parenthood, the part played by the glandular system, the nervous system, reproductive organs, the rewards of morality, congenital and hereditary factors, and venereal disease--how it acts, what it does, particularly to family life. Fear plays little or no part with the children themselves, but they do not like the idea of harming their potential families.

12. A committee headed by Dr. Charles Manwiller, Director of Curriculum Study and Research, was appointed to go over the matter in a thorough and intelligent manner, determining what part of sex education each of the aforementioned subjects should cover, what should be elective, and what should be compulsory, what books and training the teachers should have, and adopted proper

methods of administration and a coordinating policy of action.

Our greatest problem has been to obtain properly qualified teachers. This obstacle will right itself in time. However, we have made a start and we are at least being credited with keeping abreast of the times. We started by segregating small classes of boys and girls and increased the size of the groups as the above-mentioned ground work developed and the lecturers became more experienced. A sex education library was collected and has been very useful.

The above outlined procedure proved to be workable. Before we began teaching sex education, we discussed the matter with the Superintendent of the Catholic Schools, with ministers, physicians, and various groups representing the Pittsburgh Council of Parent-Teacher Associations. We showed them what we were attempting to do and they concurred in our idea that the subject could be taught in a proper manner. We established a rule that no child was permitted to take the sex education course without a signed permission from the parents and found to our astonishment that better than ninety-eight per cent of all parents signed these permissions.

The majority of physicians, educators, clergymen, and parents agree that a knowledge of the fundamental facts with regard to sex is an important part of an adolescent and pre-adolescent child's education. Misinformation or lack of information concerning any matter which vitally affects human relations does not improve the happiness, safety, or general welfare of a young adult. During my years as a practicing physician, I have seen much unnecessary suffering among young adults which was directly or indirectly the result of adult bungling of matters concerning sex. It is high time that we bring social hygiene out into the light and treat the subject as an educational problem to be dealt with in our public schools.

The question often arises as to who should teach the subject. As a physician, I find that parents are least capable or able to teach their own children social hygiene, mainly because the field is too involved in scientific technicalities, and, in addition, fully ninety per cent of our parents do not have sufficient

knowledge or training in proper methods of education. Furthermore, close relationship, sensitiveness, and an inherent desire to protect their children interfere with their responsibility in such matters.

Clergymen are more or less in the same category as parents. They are socially minded and can give excellent advice on such matters from a social or religious point of view, but social hygiene is more than a social or religious problem. The propagation of mankind depends on sex and there is too much scientific knowledge concerning the subject which is entirely overlooked in the training of clergymen.

A physician comes nearer to being the ideal person to impart knowledge of social hygiene, because of his training in anatomy, physiology, pathology, and venereal disease. Unless he specializes in sex hygiene, however, the average physician is far too busy in the field of treatment to take an adequate amount of time to tell young adults what he knows about such matters. Physicians as a rule are not teachers; in fact, their very training tends to make them keep their knowledge to themselves and advise only on essential facts concerning social hygiene. A physician can plan an important part in a sex education program, but he cannot be expected to cover all the educational aspects of social hygiene. Social hygiene belongs primarily in the field of education and the subject is, therefore, the responsibility of our educators.

It was decided to divide the sex education course into six lessons. The following outline will give you some idea of the material covered:

1. Preparation for Maturity
 - Voice and Glands
 - Nocturnal emissions
 - Menstruation
 - Masturbation

11. Anatomy and Physiology
 - Male
 - Testicles
 - Vas Deferens
 - Seminal Vesicles
 - Prostate Gland
 - Glans Penis

Female

Uterus
 Vagina
 Fallopian Tubes
 Ovaries
 External Genitalia

111. The Beginning of Life

Ovum
 Sperm
 Fertilization
 Embryonic Changes
 Foetus

1v. Venereal Disease

Gonorrhoea
 Syphilis
 Chancroid
 Bubo

v. Ideals of Marriage

Glamor
 Common Interests
 Compatibility
 Rules and Regulations
 Health Certificate
 Marriage Regulation
 Laws

vl. Physician

Unsigned Questions

We believe that sex education is showing excellent results. Every child out of school three days is reported by the principal and visited by the Home and School Visitor. If illness is claimed, a compulsory attendance certificate, known as CA 31, is left. This certificate calls for the definite diagnosis and the signature of the attending physician or hospital. These certificates are sent to the office of the School Health Service Department and the attending physician is consulted by telephone to confirm the diagnosis. Certificates giving pregnancy as a diagnosis are always followed-up carefully.

We have found that the number of pregnancies occurring among our sixty thousand public and parochial

school girls during the current year is less than half the number occurring in 1940 and 1941. The course in sex education is taken by approximately four thousand girls each year. This makes between sixteen and eighteen thousand girls taking the course during their junior and senior high school years. The course is also given to approximately three thousand boys each year, making a total of twelve to fifteen thousand boys during the junior and senior high school years.

During the four years in which we have been teaching sex education in Pittsburgh we have not had any trouble of any kind. The secret of our success in teaching sex education is to select the teachers carefully, keep the course on a high plane, and require a signed permission from the parents before a pupil is permitted to enter the sex education course.

Charles E. Manwiller
Director of Curriculum Study
and Research

L. M. Smith, M.D.
Director on School Health Service

LOS ANGELES CITY SCHOOLS
Curriculum Division
1949

Prepared by
Erma Pixley, Supervisor
Moral and Spiritual
Education

SEX EDUCATION

Much of the fine work that is being done is not yet on paper; but we hope to develop such units soon. It is in order, we believe, to explain that we are attempting to make any Sex Education program an integral part of a broader Family Life Education program.

Last summer we held a Workshop on Human Relations and Family Living, attended by approximately one hundred and twenty-five teachers. The enthusiasm and response of the group were very satisfying.

We are also including a copy of our Tentative Point of View which includes over-all objectives for our entire school system. You will note that one of our areas is Family Life. It is our hope as we develop curriculum in various fields and at different levels that there will be constant emphasis on the optimum contribution which each level and each subject can make to Family Life Education.

Curriculum Emphasis at present is as follows:

Course of Study, Junior High School

No specific curriculum references but experimental work, e.g.,

Bancroft
LeConte
Compers
Audubon (most extensive)

Principal subjects involved:

science, homemaking, physical education

Course of Study, Senior High School

Tenth Grade

Outline Course of Study, Science, p. 299

Twelfth Grade

Outline Course of Study, Senior Problems,
p. 223

Some experimentation is being carried on in physical education classes.

Books:

- Junior High(Experimental) TEEN DAYS,
Strain
- Tenth Grade Science..THE HUMAN BODY AND ITS
FUNCTIONS,(with supplement),
Best and Taylor
- Kimber, Gray Stackpole:
TEXTBOOK OF ANATOMY AND
PHYSIOLOGY (used in
segregated classes)
- Clemensen, et al YOUR
HEALTH AND SAFETY
(supplement on reproduction)
- Ritchie BIOLOGY AND HUMAN
AFFAIRS (classroom reference)
- Wilson, Bracken and Almack:
LIFE AND HEALTH (with
supplement on reproduction)

Pictures:

- "Human Reproduction," McGraw-Hill Book Company
"In the Beginning" Castle Films
"The Story of Menstruation" International
Cellu-Cotton Company

Health Service Section

Publication - Guide in Sex Education Widely
used, but now out of print.

Other miscellaneous material:

Useful Books for Sex Education

Useful Films for Sex Education

Story of Menstruation

Curriculum Aids for Sex and Family Life
Education

Sex Education for Children and Young
People

In-Service Education Project now being led by Dr. Harriett Randall on imparting sex information in wholesome manner. Given for women doctors. Sex information sometimes more acceptable by community from doctors.

APPENDIX B

A list of suitable films, both silent and sound, together with the length of showing, the suggested grade level of use, and an annotation of the picture is given in Appendix B.

SEX AND FAMILY LIFE
AUDIO-VISUAL MATERIALS

SOUND MOTION PICTURES

Family Life

BATHING TIME FOR BABY (14 min.)

A Disney color cartoon illustrating the necessary preparations and the actual steps taken in the bathing of a baby. (Sr. High, PTA)

CARE OF THE NEWBORN INFANT, NURSING (33 min.)

This film features the instructive role of the nurse as she assists parents in learning the care of their newborn infants. (With filmstrip) (Sr. High)

LIFE WITH BABY (21 min.)

Findings of Dr. Arnold Gesell concerning mental and physical growth of children from 1 to 6 years. The film explains that the growth of the minds and physical skills of most normal children follows a similar pattern. (11th and 12th Years, Jr. College)

BILL GARMAN - 12-YEAR OLD BUSINESSMAN (11 min.)

Family cooperation, and the initiative and business sense of an American farm boy are portrayed in color. (4th and 5th)

FAMILY TEAMWORK (17 min.)

An excellent color film showing family relationships. There is an 18-year old girl, a 12-year old boy, and a 4-year old girl in the family. Shows the close cooperation of the members of an American farm family. (4th, 5th, and 6th)

PATTY GARMAN - LITTLE HELPER (11 min.)

This color film presents the life of a little girl on a five-acre suburban farm. It emphasizes family relationships and responsibilities, and shows farm animals. (Primary)

YOU AND YOUR FAMILY (10 min.)

Presents typical family problems, and conflicts between teen-age children and their parents. Following a summary of the incidents portrayed, the audience is invited to join in a discussion. (Jr. and Sr.)

SHY GUY (14 min.)

A story designed to treat the problem of shyness as it affects the adolescent. (Jr. Sr. high)

YOU AND YOUR FRIENDS (10 min.)

At a teen-age party, friendly cooperation is contrasted with self-centered bad manners. The audience is asked to observe and evaluate the behavior of the young people. (Jr. and Sr. High)

TEEN-AGE FARM HAND (11 min.)

This color film shows Ken Maple, a farm boy, working on a farm in the San Fernando Valley. (Father-son relationships) (Primary-6th Grade)

LET'S GIVE A TEA (22 min.)

This story portrays proper etiquette for giving a mother-daughter tea. (Jr. and Sr.)

Reproduction

HUMAN GROWTH (22 min.)

(6th grade-Jr. High)

HUMAN REPRODUCTION (18 min.)

(Sr. High)

HUMAN BEGINNINGS (22 min.)

(Primary-Kindergarten)

IN THE BEGINNING (18 min.)

The origin and development of life, with a rabbit taken as an example. Animated drawings of the rabbit's ovary, oviduct, and uterus in operation. Microscopic and animated pictures of fertilization of egg by spermatozoa. Attaching of egg to wall of womb. Vivisectional exposure of uterus and Caesarean operation performed on rabbit. (Sr. High)

REPRODUCTION AMONG MAMMALS (11 min.)

The process of sexual reproduction using the domestic pig for illustration. The male and female reproductive systems. Development and microscopic views of sperms; a close-up and cross section of an ovary. The process of fertilization; division of a fertilized egg; blastula and gastrula stages. Various stages in the development of the pig embryo. Comparison with the human embryo shown by models. The newborn, suckling pig. (10th Year)

STORY OF MENSTRUATION (10 min.)

Animated drawings in color explain menstruation and give practical pointers on everyday living. (5th Grade - Junior High)

JUDY'S DIARY, Pt. 1 - FROM MORNING TO NIGHT (30 min.)

A day in the life of Judy, a six months old baby, showing the importance of a regular schedule and good health habits. (Sr. High)

JUDY'S DIARY, Pt. 2 - BY EXPERIENCE I LEARN (30 min.)

Judy's development from nine months to eighteen months. (Sr. High)

DEVELOPMENT OF A BIRD EMBRYO (15 min.)

The growth and changes which occur in the development of the embryo. The technique of mounting the embryo for observation at its various stages.

Communicable Diseases

KNOW FOR SURE (22 min.)

The prophylaxis, diagnosis and clinical treatment of syphilis. Attention is given to follow-up treatment, sources of infection, and community control. (Sr. High)

PLAIN FACTS (11 min.)

The effects on human health, infection, treatment, and cure of syphilis and gonorrhoea. Actual cases are shown of skin rashes, chancres, types of paralysis, insanity, blindness, and effects on other organs of the body. Warning is given against self-treatment and quacks. Advice on how to locate a reputable physician completes the film. (Sr. High)

MAGIC BULLETS (27 min.)

A film based on the life of Dr. Paul Ehrlich, scientist, who discovered the 606 cure for syphilis. (Jr. and Sr.)

MESSAGE TO WOMEN (19 min.)

This film in color designed specifically for women explains the causes, infection, treatment, and cure of syphilis and gonorrhea. The necessity of young girls being informed about venereal diseases and their effects on the body is stressed. (Jr. and Sr.)

SIXTEEN TO TWENTY-SIX (20 min.)

Causes and treatment of syphilis and gonorrhea in the female. (Sr.)

VERY DANGEROUS (20 min.)

Causes and treatment of syphilis and gonorrhea.

Family Life of Our Neighbors to the North and South

FRENCH-CANADIAN CHILDREN (11 min.)

A record of the activities of a French-Canadian family. Typical occupations of each member of the family are pictured; the children being taken to school on a horse-drawn sleigh by their father; mother and the elder girl working on rugs; preparing of meals. (6th Grade)

MEXICAN CHILDREN (11 min.)

The home life of the Mexican child. Actual Mexican dialogue is included in this film. (6th Grade)

TINA, A GIRL OF MEXICO (18 min.)

Personal daily life of an average Mexican family in Tasco, Mexico, shown in color. (6th Grade)

GOOD NEIGHBOR FAMILY (16 min.)

A story of all classes of Latin-American families. (6th Grade)

FUNDO IN CHILE (22 min.)

Life on a family estate in Chile. (6th Grade)

LIMA FAMILY (20 min.)

The life of upper-class families in Lima, Peru.

Short sequences depict the history of Lima. The life of a doctor and his family are portrayed; their home, furnishings, and home life. (9th Year)

MONTEVIDEO FAMILY (16 min.)

Daily life of a family in Montevideo, Uruguay.
(6th Grade)

APPENDIX C

The writer selected the bibliography used in the Chehalis Public Schools for this section of the Appendix. This bibliography was developed under the guidance of J. Wesley Crum, and it contains suggestions for use at the various grade levels. Mr. Crum was Superintendent of Schools at Chehalis, Washington, while the program in sex education was being developed there.

BIBLIOGRAPHY FOR HUMAN RELATIONS CLASSES

Andrews, Benjamin. The Girl's Daily Life. Lippincott. 1944.

Allison, Samuel D. VD Manual for Teachers. Emerson Books, 1946 - Is a comprehensive manual which deals with the need for VD education for school students. Has a teaching unit which contains a suggested outline, tests, films and other visual aids. Has all the information necessary to teach a unit on VD. All right for high school student reference work -- also a good teacher's manual.

Almack, W. B. Life and Health. Bobbs Merrill

Arlitt, Ada Hart. Family Relationships. McGraw, 1942.

Baber, Ray E. Marriage and the Family. McGraw, 1939. This is a good reference book for seniors who wish special information concerning the history and transition of the family. Also deals with ancient family patterns. Has a section on mate selection and courtship. Also carries through into husband-wife relationships and parent-child relationship.

Bell, Evelyn S. The New Baby. Lippincott, 1938. For use in nursery school, kindergarten, the first grades. Is a very simple explanation of the arrival of a new baby in the family. Also helps to answer, "Where do babies come from?" Each page of reading material is supplemented by an explanatory picture.

Best, Charles H. The Living Body. Holt, 1938. Is a good book on physiology. Can be used as a high school reference book.

Beverly, Bert I. A Psychology of Growth. McGraw, 1939. For High School use. Discusses the foundation of mental health. Also the behavior patterns in various ages--the two year old, the school child, preadolescent, adolescent and adult. Also good for teacher reference.

Bibby, Cyril. How Life is Handed On. Emerson Books, 1947. Can be used for elementary teacher reference and for student reference in grades 6 and above. Excellent in Junior High. It covers the story of what life is and the study of human birth and pre-natal growth by comparison of the simpler animal forms through more advanced species through mammals and humans.

Bieston, Griffieth, and Pearce. Personal Health and Human Relations. University of Minnesota Press. This outlines for the teacher a series of units which can be used in the public schools. This book is highly recommended to any teacher interested in studying or working in the field of human relations.

Bowman, Henry A. Marriage for Moderns. McGraw, 1948. A very extensive study of marriage. Makes excellent reference and text material for high school students and teachers. Would make a good textbook on marriage could the subject be covered that thoroughly. Has an excellent section on Personality Adjustment in Marriage, including getting along with people, factors contributing to marital success or failure, and sex adjustment. Also covers dating, courtship, engagement, etc.

Bro, Marguerite. When Children Ask. Willett Clark, 1940. Parts of this book for all ages from the pre-school through the teens. A good resource book for parents. It covers a broad area of questions from God and going to church to queries of the physical world, about children, babies, changes that occur in the teens, answers to promiscuity and pre-marital sexual relations, and a little bit on marriage.

Bullis, H. Edmund. Human Relations in the Classroom. Delaware Society for Mental Hygiene, 1947. Course I and II. Written for 6th grade and Junior High. Deals largely with emotions, human drives, personality traits, etc. Tries to attack the problem of emotional misfits from the standpoint of their recognizing those emotions, good or bad, talking about them and consequently understanding their actions. Bullis feels it is only when they knew how and why they act as they do, and are willing to talk about that they can change their actions or reactions.

Burnham, Helen A. The Boy and His Daily Living. Lippincott, 1935.

Cole, Luella. Attaining Maturity. Rinehart, 1944. For use of High School students and as a teachers reference. It deals with intellectual, emotional social and moral maturity. Also deals with the common excapes mechanisms from maturity. Very interesting reading.

Corner, George W. The Harmones in Human Reproduction. Princeton University Press, 1947. For use of High School student reference and also for teacher reference. It deals in its entirety with reproduction and the harmones concerned with this process. Quite technical.

Corner, George W. Ourselves Unborn. Yale University Press. Very technical - Good for teacher reference only.

Crawford, John E. Better Ways of Growing Up. Muklenberg Press, 1948. For the teen ager--upper Junior High, and Senior High. Is a book devoted to helping the teen-ager understand himself better and, consequently helping him to live a better and fuller life.

DeSchweinitz, Karl. Growing Up. Macmillan, 1935. For Kindergarten, primary, and lower elementary use. A simple story of how we become alive, are born and grow.

Detjen and Detjen. Your High School Days. McGraw, 1947. For early years of High School. Deals with students problems in adjusting to senior high school. Discusses pupil relations with his teacher, his family and with the opposite sex. Also covers personality and manners.

Duvall, Evelyn. When You Marry. Heath, 1945. Is designed for use in High School. Very good and can be used as a text on marriage. It is divided into four parts - anticipating marriage, what it means to be married, the making of a family, and family life yesterday, today and tomorrow.

Duvall, Evelyn. Before You Marry. Heath, 1949.

Fedder, Rugh. A Girl Grows Up. McGraw, 1939. For the teen-age girl. Covers all the phases of growing up --emotionally, socially, vocationally, etc. Written

for the girl herself. Discusses getting along with people, with the family, and the opposite sex, deciding about a job, etc.

Force, Elizabeth S. Family Relationships. Continental Press, 1948. Students book used in the Toms River, N. J. high school course in Family Relationships - Very good. There is also a separate teachers guide to accompany this book.

Geisman, O. A. Make Yours a Happy Marriage. Concordia Publishing House, 1946. This book is based on some thirty years of pastoral marriage counseling. It has no information on choosing a mate, but assumes that a mate has already been chosen and proceeds on from there. Designed primarily for those anticipating marriage in the near future. Very sound.

Good Housekeeping Institute. The Good Housekeeping Marriage Book. Prentice, 1938. For use on High School level. Each chapter is written by an expert in that particular field. The subjects covered are Courtship, Engagement, Marriage, Wives Working, Divorce, etc.

Ghetmacher, Alan Frank. The Story of Human Birth. Penguin Books, 1947. For High School and Adults. A pocket size book which gives a very detailed description of human birth.

Groves, Skinner, and Swenson. The Family and Its Relationships. Lippincott, 1948. For late teens--senior high school or junior college. Part I deals with personality; Part II with the background of American family life; Part III with the family, its neighborhood, and its house, etc; Part IV Family finance, marriage, children and family adjustment; Part V Leisure and the art of living. Its purposes are to help students enjoy their present homes better, to help them to establish better homes, and to understand the problems of a family.

Hoyman, Howard S. Health Guide Units for Oregon Teachers. Edwards Brothers, Inc., Ann Arbor, Mich., 1945. Unit outlines in health for grades 7 through 12. Also contains a unit on mental health and family relationships.

Hunter, Lucretia. The Girl Today, the Woman Tomorrow. Allyn, 1933. For High School. Discusses those things

which help to make her socially acceptable. Also discusses the college girl, the business girl, the bride and homemaker.

Johnson, Roswell Hill. Looking Toward Marriage. Allyn, 1943. For high school. Discusses the problem of meeting the opposite sex, attracting the opposite sex, dating, selecting a mate, engagement and marriage.

Landis, Paul H. Your Marriage and Family Living. McGraw, 1946. For use on High School level and teacher reference. It progresses from changes in the American Family, through successful mate selection, marriage and parenthood in America. Also discusses the successful American Family and the crisis of divorce.

Levine, Milton I. The Wonder of Life. Simon and Schuster, 1940. For use in sixth grade and junior high. Is a simple discussion of how life begins, how some animals reproduce, including human reproduction, and a short discussion on multiple births and family resemblances.

Lloyd-Jones, Esther. Coming of Age. McGraw, 1941.

Maternity Center. Birth Atlas. This contains excellent diagrams.

Nelson, Janet Fowler. Marriages are Not Made in Heaven. Woman's Press, 1939. For use in high school. A discussion of what makes a marriage successful. Discusses the budget, and has a good section on leisure time and its importance to a successful man-woman relationship.

Pemberton, Lois. The Stork Didn't Bring You. For Junior and senior high. Written for boys and girls during adolescence. Is written in an interesting manner as the titles of the chapters would indicate, such as - "What Little Boys are Made For," and "Birds, Bees and Babies." Has a good chapter on vocabulary and meanings and the other phases of sex education which are simply and fully covered.

Pixley, J. R. Looking Toward Marriage. Allyn and Bacon.

Pratt, Alice Day. Animal Babies. Beacon Press, 1941. A book for use in Kindergarten, Primary work and

pre-school. A series of stories of different animal babies designed to answer questions of young children concerning the arrival of animal babies and where they come from. It is also hoped that the discussing of the animal babies will lead to natural discussions of human birth, etc.

Smith, Lester R. This Love of Ours. Cokesbury Press, 1947. For use of High School students in a marriage and family relations class. A discussion of marriage and ideas on how to make it successful.

Steinhardt, Irving David. Sex Talks to Girls. Lippincott, 1938. For High School. Discusses maturation --the changes that occur, cleanliness and its importance, venereal disease, babies, baby care, etc.

Stone, Hannah M. A Marriage Manual. Simon Schuster, 1935. For use of counselor and teacher. May be given to students anticipating marriage.

Stopes, Marie C. Change of Life in Men and Women. Putnam, 1936. For teacher use and as a reference book in a senior high school marriage class. Discusses the physiological factors involved in the change of life in both men and women.

Strain, Frances B. Being Born. Appleton, 1946. Written primarily for elementary grade use, but can be used on lower junior high level. It describes reproduction and birth very simply and completely.

Strain, Frances B. Love at the Threshold. Appleton, 1942. For use in high school. Has three main sections --one deals with social dating, the second with romance, the third with marriage.

Swift, Edith H. Step by Step in Sex Education. Macmillan, 1938. All ages. It deals with sex education on all levels by the use of dialogue between father, mother, and the two children. The dialogue is written as real questions and answers to those questions. It covers everything from where the baby comes from to marriage and pre-marriage problems.

Strain, Frances B. Teen Days. Appleton, 1946. For junior high use. Good, also, for high school. This book tries to describe and discuss the problems peculiar to an adolescent.

Walpole, Ellen W. Tell Me. Eldridge, Inc., 1947. For Kindergarten Primary use. Contains about three hundred typical questions and answers of young children. Questions about animals, plants, people, places, words, God, and many others.

West, The Living Baby. Holt

Wilson, Charles C. Life and Health. Bobbs, 1945. A High School textbook in health.

Witherall. Human Relations Education. American Social Hygiene Association. This presents the human relations program being conducted in San Diego, Calif.

Wood, Leland F. Harmony in Marriage. Round Table Press, 1939.