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Sex education - a responsibility of the secondary school

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Thesis

SEX EDUCATION - A RESPONSIBILITY
OF THE SECONDARY SCHOOL

Submitted by

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The Responsibility of the Secondary Schools for Sex Education

Foreword

If we accept the fact that "the driving forces and impulses, the ambitions, successes and failures of human beings are actually dependent upon the metabolic and chemical processes which are continuous within the individual body, and invariably control human behavior", we cannot longer relegate the question of sex to the veiled secrecy of the day of our fathers. Increasing numbers of people of fine perception and high integrity repudiate such an attitude as a manifestation of ignorance and pathy toward the welfare of succeeding generations.

The experience and learning of past generations has produced the highest civilization that the world has ever seen. In the field of industry, we have applied our scientific knowledge to the solution of our problems with the result that we have reaped untold benefits. Obviously, then, we cannot deny that the application of medical knowledge to the socialization of the sex impulse in man would not greatly benefit the human race. In fact, we must accept the conclusion that the future of the race has been, and will continue to be, the sum-total of individual sexual behavior.

In the past we have often neglected our responsibility to our young people in the field of sex education. Certainly we have allowed our progress to fall far behind other educational achievements. It is imperative today that we focus our attention upon this basic problem in society and honestly develop it in our school program to a position commensurate with its importance in the field of learning.

During the past few years more has been accomplished in sex education than has, previously, in the present century; and before that time the subject was not even proposed. This progress has come as a result of the honest inquiry and demand of our youth for a fair and decent presentation of the subject. Junior colleges, and colleges, offer today courses on marriage and pre-marital relationships. These offerings are commendable, but they fall short of satisfying the real need for sex instruction today. Many of our young people are married, or have fallen into the pitfalls of sex, long before they become of college age. Furthermore, there is a need for earlier guidance, as instruction in matters of sex should be continuous and integrative as a process in education which, naturally, should begin in the home and be supplemented by the schools.

Intelligent and constructive effort should be made to ground succeeding generations in the principles upon which society is based; namely, the establishment and maintenance of the family. The secondary schools of the United States face no greater responsibility today.
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Statement of the Problem

This thesis presents the problem of sex education as a responsibility of the secondary school. The problem is developed in two parts. Part one traces briefly the history of the sex education movement in the United States; the aims, objectives, and problems of sex education (necessary at this point to allay suspicion and opposition to the movement, based on primary misunderstanding); the social factors creating new needs as regards sex education in our secondary youth and, hence, new responsibilities for the secondary school; the attitude of the pupils, education, and primary social agencies toward sex education in the schools; a statement and an evaluation of significant criticism of sex education; the present status of sex education in the senior high schools of the United States; and obstacles to further progress in sex education in the secondary school.

Part two presents the means by which the secondary school can meet its new responsibility. A discussion of the methods used in teaching sex education; the integration of sex education with the subjects of the secondary school curricula; and the selection, preparation, and the development of teachers of sex education is offered in this part of the thesis.
Procedure

The problem of this thesis has been developed by the method of surveying the field of literature on sex education related to the work of the secondary school's responsibility on this important question. Statements bearing on the problem developed in this thesis have been properly accredited in the main body of the argument here presented.

Previous Studies

There is a wealth of material on the subject of sex education. The selected bibliography of books, pamphlets, and periodical articles is representative of the extensive literature on this subject. While there are no studies on sex education as a responsibility of the secondary schools, there does exist a vast amount of literature on the several topics used in the development of this thesis. Perhaps the most significant study is that of Benjamin C. Gruenberg and J. L. Kaukonen, special consultants to the United States Public Health Service, under the title of High Schools and Sex Education (see bibliography).
PART I

THE NEED FOR SEX EDUCATION
CHAPTER I
THE SEX EDUCATION MOVEMENT

History of Sex Education in America

The movement for sex education in America began with the organization of the American Society of Sanitary Prophylaxis on February 9, 1905, under the leadership of Dr. Prince A. Morrow. Before this time there were various local and sporadic attempts at instruction concerning the sexual processes, but there was no concerted movement to include sex education as an integral part of the school program in general education.¹/

The activities, and especially the publications, of the American Society of Sanitary and Moral Prophylaxis soon attracted the attention of numerous physicians, ministers, and educators in various parts of the country. In a short time twenty-odd societies were organized for the study and improvement of sex problems.²/

The movement for sex education in America originated in an attempt to check the spread of the venereal or social diseases. The idea that sex education should work for sexual morality for its own sake and not simply for protec-

²/ Ibid., p. 8.
tion against the venereal diseases has only recently begun to appear in the literature of sex education. The tardy recognition of the moral aim in sex education makes it seem probable that very little interest would have been aroused in the movement had it been organized on purely ethical grounds and without reference to the sanitary problems of the social diseases.¹/

The civilized world is, at large, very far from adopting a working code of sexual morality which would be practiced because of promised rewards rather than because of probable punishments. Hence, it is only natural that the movement for sex education started with the emphasis on physical punishment rather than with ethical and psychical rewards for morality.²/

The deep interest of the medical profession is largely responsible for the close association between the beginning of the sex education movement and the social diseases. Dr. Prince A. Morrow, in the opening paragraph of his address to the American Society for Sanitary and Moral Prophylaxis, said at the organization meeting:³/

We have met for the purpose of discussing the wisdom and the expediency of forming a society of sanitary and moral prophylaxis. The object is to

¹/ Ibid., p. 9.
²/ Ibid., p. 10.
organize a social defense against a class of diseases which are most injurious to the highest interests of human society.

Between 1906 and 1910, societies multiplied rapidly. The rapid spread of interest called attention to the fact that a national organization was not only desirable but necessary. In 1910 the various societies were affiliated in the American Federation for Sex Hygiene. Dr. Prince A. Morrow was the leader of the Federation, and he continued to be, until his death in March of 1913. In October of 1913, the American Vigilance Association, a society primarily concerned with the social evil, prostitution, was united with the Federation, under the name of the American Social Hygiene Association. Dr. Charles Eliot of Harvard was its first president. The Association began active work in 1914 under the direction of Dr. William F. Snow. He has continued in this office, and has been recognized as the leader of the social hygiene movement here in America for more than twenty years.\footnote{Loc. cit.}

In July of 1914, the National Education Association, at Minneapolis, adopted the following resolution in line with the principles of the American Social Hygiene Association: 2\footnote{Bigelow, \textit{op. cit.}, pp. 227-238.}

The Association, reaffirming its belief in the constructive value of education in sex-hygiene, directs

\footnote{\textit{Loc. cit.}}
attention to the grave dangers, ethical and social, arising out of sex consciousness stimulated by undue emphasis upon sex problems and relations. The situation is so serious as to render neglect hazardous. The Association urges upon all parents the obvious duty of parental care and instruction in such matters and directs attention to the mistake of leaving such problems exclusively to the school. The Association believes that sex-hygiene should be approached in the public schools conservatively under the direction of persons qualified by scientific training and teaching experience in order to assure a safe moral point of view. The Association therefore recommends that institutions preparing teachers give attention to such subjects as would qualify for instruction in the general field of sex-hygiene.

Today sex education is still concerned with the social diseases, but only as they represent one of many problems. At present they are taught along with other communicable diseases and not given special attention. Sex education in what Dr. Bigelow calls "the largest sense" includes instruction in all personal and social situations which have a direct or indirect bearing on sexual matters; such as, courtship, marriage, companionship of people of both sexes, home relations, boy-girl problems, etc. In short, it is conceived as a branch of character education, with sex instruction given not as a special subject, but integrated with the regular school program.\(^1\)

Definition of Sex Education

The term Sex Education connotes many ideas. To one person it means information concerning the venereal diseases; to another, it suggests "smut talks"; and to still

another it means "genital information".

Today we conceive of education in relation to sex as a phase of character education—the education of the personality of the "whole child". Sex Education means much more than information concerning "the facts of life" or information about mammalian reproduction. It is a much more comprehensive and progressive process. Sex Education is calculated to inculcate socially desirable adult attitudes and practices necessary to proper homemaking and the intelligent building of families. So conceived it becomes a social and a socializing process.

Gruenberg\(^1\) defines sex education at the adolescent level "as an introduction to the problems of life as they relate to friendship, courtship, marriage, and homemaking."

He further maintains\(^2\) that sex education ".... must be developed as an organic part of the entire curriculum .... and not be considered as a special and isolated bit .... to be taught at a given time, and then dismissed as finished." In short, Sex Education, considered in a larger sense than it is usually thought of, must recognize objectives which contribute to the educational objectives of the entire school program.


\(^2\) Ibid., p. 2.
Dr. Bigelow\(^1\) defines sex education in its "largest sense"

... to include all scientific, ethical, social, and religious instruction and influence which directly and indirectly may help young people prepare to solve for themselves the problems of sex that inevitably come in some form into the life of every normal human being.

Mr. Bigelow's definition is worthy of detailed analysis for the purpose of throwing more light on the true nature and meaning of sex education as it is conceived today. Note the emphasis on "help young people to solve for themselves the problems of sex". Sex education is more than sex hygiene, which term was originally used to describe instruction concerning sex. Although physical health is considered, it is only one desirable part of the whole program. The whole movement for instruction in sex would be woefully inadequate if it did not stress the ethical, social, and other aspects of the problem.\(^2\) The building of proper ideals, attitudes, and habits of thought with regard to sex is of vital importance, and dignifies the teaching of sex information.

Although the original purpose of sex was the perpetuation of animal and plant species, reproduction and sex should not be thought of as synonymous. In human life this

\(^1\) Maurice A. Bigelow, op. cit., pp. 1-5.
\(^2\) Ibid., p. 2.
is no longer so, for while reproduction is a sexual process, it is not always related to reproduction in humans. In fact there is a general tendency in modern times to think of sex as "amusement"—as existing for pleasure rather than for reproduction. Therefore, many of the problems which make sex instruction desirable and necessary are apart from reproduction and reach out far into life relationships where they appear as problems in friendship, courtship, marriage, and homemaking. In connection with this thought Mr. Bigelow says: 1/

.... the influence of sex in human life has extended far beyond the family (that is, that group of individuals who stand related to one another as husband, wife, parents, and children), for it is a careless observer indeed who does not note in our daily life many social and psychical relationships of men and women who have no mutual interests relating to the biological processes of race perpetuation.

Furthermore, it will be noted that Mr. Bigelow's definition envisions the concerted action of all social agencies which may contribute toward helping young people solve their problems relating to sex. Therefore, the movement for education in sex matters is not confined to the schools and their programs; their part is one of leadership and perhaps articulation of the home, the church, and the numerous youth organizations that exist in society today.

Education at its best cannot solve our sex problems. But we must not forget, 2/

1/ Ibid., p. 9.
2/ Ibid., p. 275.
that the one essential task of sex education in its broadest outlook is to guide natural human beings to recognition and choice in the sexual sphere of life. It can do no more than give the individual a basis for intelligent choice between good and evil; but here, as in all other upward movements of human life, the decision must depend upon a clear and positive recognition of the advantages of the good as contrasted with the evil. Sex education, like all education, points toward ideals that individuals and society may always continue to approach, but will never reach, in the ever advancing improvement of conditions in individual as well as in social life.

The Aims of Sex Education

Scientifically organized education for instruction relating to matters concerning sex, should have four definite aims:¹/

First, and most important, sex-education should aim to develop an open-minded, serious, scientific, and respectful attitude towards all problems of human life which relate to sex and reproduction.

Second, sex-education should aim to give that knowledge of personal hygiene of the sexual organs which is of direct value in making for the most healthful and efficient life of the individual.

Third, sex-education should aim to develop personal responsibility regarding the social, ethical, psychical, and eugenic aspects of sex as affecting the individual life in its relation to other individuals of the present and future generations; in short, sex education should consider

¹/ Ibid., p. 93.
null
the problems of sexual instincts and actions in relation to society.

Fourth, sex-education should aim to teach briefly to young people, during later adolescence, the essential hygienic, social, and medical facts regarding the two destructive diseases which are chargeable to sexual promiscuity or immorality.

These aims are stated in the order of greatest permanent importance in the sex-education movement. They represent the greatest value to the greatest number of people who learn the scientific truths involved. The order of the aims seems also the most natural, logical, and most effective as regards instruction for young people.

The Problems of Sex Education

Although the great majority of educators, parents, and intelligent citizens accept the arguments for sex instruction, so far as they have been informed concerning the movement, frequent restatement of the established facts regarding the importance of widespread knowledge among the masses of people will continue to be helpful. In short, what the movement most needs today is an intelligent propagandism. Educational ends may be gained by a general review of the sexual problems, and the common misunderstandings, which education can help to prevent and to correct.1/

1/ Ibid., p. 275.
There is a continuous need on the part of educators to interpret to parents the needs of their children as regards sex education: that it is unsafe to allow them to get their information from vulgar sources; that it is not, as so many parents believe evidently, part of the established order of the world, that their children get sex information from "street sources"; that "protected" and "innocent" children are not the ideal of society; nor is it necessary for young people to "sow wild oats", for in all cases of this kind, it is obvious that those who do, have damnable designs on somebody's son or daughter.

The success of the sex education movement for children of school ages will depend largely on the attitude and cooperation of parents; hence, parents should not only understand the arguments for sex education, but they should understand the importance of enlightening the rising generation regarding the great facts of sex and life: in short, the success of the movement for sex education requires a continuous program of interpretation on the part of the public schools.1/

**Personal sex hygiene.**— It is convenient to group under this heading all hygienic knowledge concerning sexual processes in their personal as distinguished from their social aspects. Young people need guidance against the

1/ Loc. cit.
harmful habits and unhealthful care of the sex mechanism; guidance in making the transition from adolescence to maturity in order that they may understand the significance of the metamorphosis. Many women have suffered from injured health because they did not know, between the ages of ten and fourteen, the laws of personal sex-hygiene, which concern health in ways not related to sexual relationships. Boys and girls have been injured physically and mentally by the habit of masturbation. The change from the homosexual stage of development to a satisfactory stage of heterosexuality for adult life is conditioned at this time by the manner in which the transition is made; hence, proper guidance in understanding the physical changes which occur at this time and guidance in the development of proper, socially-desirable attitudes is of first importance.\footnote{1/}

Social and venereal diseases.-- Infections caused by contact with the sexual organs are known as venereal diseases. They are highly communicable. The most important of these are syphilis and gonorrhea. These diseases are commonly known as the "social diseases" because they are of great social importance, more so than infantile paralysis or tuberculosis. In fact, the movement for sex education, which began early in the twentieth century, was part of a world-wide medical attack on venereal diseases. During the years 1905-1924 much emphasis was placed on teaching

\footnote{1/ Bigelow, \textit{op. cit.}, pp. 28-89.}
detailed facts relating to venereal pathology. From ten to thirty per cent of the space in books and pamphlets for use by high school boys and girls was devoted to a description of the venereal diseases and their consequences. During the World War, and immediately following it, there was a general drive on education for combating the venereal diseases. Today, the "larger sex hygiene" suffers from this preoccupation of the pioneers of the movement with the "social diseases".

Sex education can assist in reducing the amount of venereal disease in the country by teaching the dangers of promiscuity, urging the adoption of certain sanitary precautions, leading sick people to seek proper medical aid, and by intelligent support of laws that directly or indirectly affect the social diseases; as, medical examinations for marriage licenses, the care of new-born infant's eyes, treatment of expectant mothers suffering from syphilis, pre-natal or congenital syphilis in children, etc. However, attention to the venereal diseases is simply one method of protecting children against the dangers of sexual promiscuity. Today the social diseases are taught along with other communicable diseases, and they are not given special attention. In the program for sex instruction, information about the venereal diseases is carefully kept in balance with the other important aspects of the sex curriculum.

The social evil, prostitution.-- Nothing is to be
gained in sex education by an extensive review of commercialized prostitution; however, it is generally accepted that prostitution is increased by the common ignorance of young people of both sexes regarding the physical and social relations of sex. All prostitution, however, is not due to ignorance. The Chicago Vice Commission concluded that the lack of information, education, and training with reference to the function and control of the sexual instinct, and the consequences of its abuse and perversion, appear at every point of inquiry for the sources of the supply of the victims of vice, either as the cause of the perversion of children and youth, or as a complication of all other causes. Instruction as regards sex will not completely eradicate prostitution, but many young people will be guided to safety by knowledge of fundamental sex facts.

Illegitimacy.-- Professor Cattell, in "Science" for March, 1914, points out that one in every twenty-five births in the United States is illegitimate. After all is said and done, illegitimates do not have a fair chance in this world when they appear before the bar of public opinion. It is a safe general conclusion that ignorance of sexual facts is responsible for the great majority of cases of illegitimacy. Women who are professionally immoral do not bear many children. Excepting the feeble-minded

\[1/\text{Ibid.}, \text{p. 50.}\]
\[2/\text{Quoted by Bigelow, op. cit.}, \text{p. 53.}\]
Prostitutes, the general rule is that those who are mothers have only one child, and that one is the result of the first sexual errors. As an illustration of this fact: "Out of 558 Pittsburgh professional prostitutes, 406 had never had children. Of the 152 who were mothers, only 24 had two or more children." 1/

Prominent physicians cite from their notebooks cases of "protected" children who in early adolescence instinctively entered into sexual relationships in utter ignorance of the natural results. Children should not only know the simple biological probability that sexual relationship will lead to reproduction; they should be led to consider the relentless consequences of illegitimate propagation. 2/

Sexual morality.-- Sex education aims directly at making young people strict adherents of the established code of sexual morality. Such a code demands that sexual union be restricted to monogamic marriage, and, conversely, teaches that sexual union outside of marriage is immoral. A practical social point of view such as this is accepted by the church, the state, and intelligent citizens. Sexual morality has had changeable standards, but the monogamic ideal of morality now prevails in the world's best life. 3/

1/ Ibid., p. 54.
2/ See also, Pp. 22, 23 "Social Factors Creating New Needs" of this thesis.
3/ F. W. Foerster, Marriage and the Sex Problem, Stokes, 1912, Chap. 4, 5.
The position of sex education with regard to sexual morality is well-stated by Keyes:1/ "The aim of morality is to promote the appreciation of the sacredness of human sexual relation, and thereby to minimize the moral and physical evils resulting from ignorance and vice."

While sex education was first planned to solve health problems, the ultimate sex education must attempt to guide sexual conduct by moral principles. Particularly, the ideal marriage should be stressed in connection with sexual morality.2/ Immorality should not be unduly stressed when teaching young people about sex. Rather, the normal, the healthful, and the aesthetic values should receive attention.

Sexual vulgarity.-- Sex education teaches that the sexual process is not inherently vulgar, degraded, impure, and base. It is only when the functions of sex have been knowingly and voluntarily misused that they are debased. From this point of view, sex education stresses the control of the sex impulse for socially desirable ends. However, this does not mean asceticism, as in the early days of Christianity, but the nobler view of the sexual passion as presented by twentieth-century science; namely, that the sane and socially-desirable uses of the sex function are the surest basis for individual physical and mental health. That it

2/ E. W. Foerster, Marriage and the Sex Problem, Chapter 6, For futher treatment of this idea.
is not a depraved and base use of sex to have children; that there are dignified names for our sex organs; and that the degradation of sex by current literature constitutes real baseness as regards sex, should be the point of view developed by modern sex instruction. Much should be made of the double significance of sexuality in human life: the sexual impulse in humans, at its highest, is supplemented with both psychical and social meaning. Therein lies the chief difference between the sex impulse in animals, for procreation only, and the sex impulse in humans. There is no greater significant issue in sex education.

Sex education must also combat immorality as it appears in the depraved literature of the day.¹/ Some form of "protective inoculation" is needed. Perhaps the best practical solution to this problem is to teach sex fairly and honestly in an attempt at guidance which will aim at making young people intelligent critics of this literary smut. The basis of such an attitude is an accurate knowledge of fundamental sex facts.

Marriage.— In the opinion of many students of the problem, a large proportion of matrimonial disharmonies are caused by lack of common information and failure to understand the physiology and psychology of sex.²/ However,

¹/ See Edwin Balmer, "Our Literary Nudism", Esquire (September, 1934); also, Channing Pollack, "It's Smart to be Dirty", Reader's Digest (April, 1935), pp. 30-32.

²/ Foerster, loc. cit.
science cannot probe the numerous subtleties of personality which enter into comradeship, sympathy, unselfishness, devotion, and kindliness, which, in addition to psychology and physiology, make up the happy and socially desirable family life. A reading of wholesome literature stressing the attributes of the happy married life will teach many valuable lessons. Books, such as, the "Life and Letters of T. H. Huxley", the "Life of Alice Freeman Palmer", "Little Problems of Married Life", and "Love and Marriage" are worth considering for proper age levels.

An education for both sexes that is similar rather than dissimilar in content, should help in aiding young people of both sexes better to understand their mutual problems. In this respect, co-education and recent trends in curriculum building hold great promise. The feminist movement, with its emphasis on intellectualism, is a threat to harmonious sex relations. Man is masculine and woman is feminine; they are complementary rather than "equal" in marriage. Much should be made of this issue. Knowledge of sex in its physical, psychical, social, and aesthetic aspects is the only sure foundation for a happy marriage.

A study of the history of the idea of the family as a basic unit in society should be very helpful in handling the question of marriage in sex instruction. Much is already being done in the Denver Public Schools along these lines. Also, their courses in marriage-adjustments problems,
and courses for expectant mothers have met with the enthusiastic support and approval they deserve from parents and those young people who have left high school.

Eugenics.-- Eugenics is the science of producing better humans by the application of established laws of genetics and heredity to human sexual relations wherever the application is proper and expedient. Serious students of eugenics are questioning whether society is moving along socially desirable lines for race improvement, or whether it is committing suicide. The central point of eugenics is the teaching of individual responsibility for the sex impulse, and pointing out the grave errors of lack of control and direction. Obviously, here we have a problem, not so much of hygiene or health, as of morality and social responsibility. An understanding of the laws of inheritance and the consequences involved must be a very necessary part of sex instruction in the schools.

Sex instruction is many-sided. We need sex-knowledge that will conserve health, that will develop social, ethical, and eugenic responsibility for sexual actions—all of which will lead to increased happiness and a nobler view of life's possibilities. The multiple problems of sex education present to the adherents of the movement an Herculean task. However, the schools, with the cooperation of all social agencies directly bearing on the problems are our greatest promise for the future.
CHAPTER II

THE NEED FOR SEX EDUCATION

Social Change

Sex is a basic force. It is both personal and social in its implications. Man has a strong natural sex drive, but no natural control of that drive. Control of the sex impulse is left to society or to the individual, who should receive proper guidance. In the past, education was carried on casually and incidentally by the family, the community, or the church. Great cultural and social developments, however, have changed the pattern of adult behavior. The result is the confusion of goals and ideals for our young people. Traditional modes of guidance and instruction, once intimate matters of sex and family life, have undergone a vast change. Families have become smaller, the population more urban. Industry has removed mothers from the home. Extensive immigration has brought together families from varied cultures. The home as an educational unit has declined. The children now find a greater stimulus to learning outside the home, in clubs, schools, the library, and in industry.

The increased rate of social change has made the problem of understanding our children more difficult. In
"Youth Education Today" it is noted,¹/ "... that in all history of human thought it would be difficult to find any period in which the shift in basic loyalties is comparable."

The authors go on to state ways in which attitudes and ideals have changed in the world in a single generation:²/

1. "From faith in an absolute God revealed in the Bible toward religious agnosticism or faith in a dependable world of objective reality, particularly as revealed in the common-sense experience and by scientific research.
2. "From faith in a fixed morality, set forth in the Scriptures, toward personal, esthetic, or rational but always relative codes of ethics.
3. "From life restricted to one homogeneous, agrarian, and ever-watchful community, toward unsupervised movement from city to city, bringing contacts with many different ways of life.
4. "From the patriarchal family toward a democratic participation by all members of the family.
5. "From women's fixed place in the home, toward opportunities for women outside of the home, nearly equaling the range of possibilities for men.
6. "From recreation limited to a few books, and holiday festivals, toward continuous stimulation by movies, radio, sport, etc.
7. "From regarding sex as a taboo topic, with the sex relations only for procreation within a scared, monogamous, and eternal union, toward regarding sex as an interesting and accepted phase of normal living with sex practices adjusted to promote human happiness and satisfaction.
8. "From unrestricted fertility, toward acceptance of the use of some form of birth control.
9. "From faith in the established order in America as the best possible form of government and economy, toward fundamental criticism of many civic, patriotic, industrial, financial, racial, military, and other institutions."

From the foregoing, it is obvious that the roots of our national culture of a generation ago have been loosened, if

¹/ Youth Education Today. American Association of School Administrators, 1938, 16th Yearbook, pp. 89-90.
²/ Loc. cit.
not entirely torn loose, in some instances.

Revolution in morals. Although all these drastic changes affect the attitude of the present generation toward sex matters, particularly does the revolution in the sphere of morals. Walter Lippmann says in regard to the latter thought:1/

The moralists are not confronted with a scandal, but with history. They have come to terms with a process in the life of mankind which is working upon the inner springs of being, and altering inevitably the premises of conduct.... But what everybody must know is that sexual conduct, whatever it may be, is regulated personally and not publicly in modern society. If there is a restraint, it is, in the last analysis, voluntary; if there is promiscuity, it can be quite secret.

It will be of no avail for the moralist to preach and rail against the younger generation. Rather, intelligence and insight is called for. And above all, the recognition of the fact that facing the problems of sex in the field of morals realistically means offering guidance to our perplexed young people. For, as Judge Lindsay says,2/

".... the key to the whole matter is simply an educated, voluntary, discriminating loyalty on the part of the individual to motives and standards which he honestly and sincerely considers valid."

The revolution in morals has tended to equalize the


2/ Judge Benjamin B. Lindsey and Wainwright Evans, Revolt of Modern Youth. Boni and Liveright, New York, 1925, pp. 128-129.
freedom and the obligations of men and women in matters of sex. With the advent of birth-control knowledge, woman won her economic independence. Sexual life has become separated from parenthood, and it is no longer subject to external regulation by society. When the desire of men and women for each other was bound by family ties, the household duties and children, authority, and particularly the authority of the church, tended to fix the sexual ideal. Now the sexual ideal is fixed by prudence, convention, rules of hygiene, taste, circumstance, and particularly by personal desire.

Social Factors Creating New Needs

That the prevailing looseness in sex morals has had a profound social effect is evident in an examination of the United States Census for the year 1935.

Illegitimate Births in U.S. (1935)²/

per 1000 births

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<tr>
<th>Category</th>
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<tr>
<td>Entire U.S.</td>
<td>39.2</td>
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<tr>
<td>Cities of 10,000 up</td>
<td>38.4</td>
</tr>
<tr>
<td>Towns of 2500-10,000</td>
<td>30.5</td>
</tr>
<tr>
<td>Rural</td>
<td>41.9</td>
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A comparison of the illegitimate birth statistics¹/ for cities over 10,000 population for the years 1934, 1935, and 1936 show a definite increase:


¹/ Loc. cit.
<table>
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<th>Year</th>
<th>1934</th>
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<tr>
<td></td>
<td>37.9 (per 1000 births)</td>
<td>38.4</td>
<td>40.5</td>
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Conditions in New York City are typical of our larger cities in general. For instance: 1/

"Of the 1347 illegitimate children whose births were recorded in New York City in 1933, about one in fourteen was born to a girl of sixteen years or less; two to little girls of thirteen; one to a child of twelve; and one to a tot of eleven years.

"Statistics of the Health Department show that from January to September, 1938, 2385 cases of syphilis and gonorrhea concerned children under nineteen.

"Children's societies in two of the city's five boroughs investigated 285 cases of rape involving girls under sixteen during the same period. In another study of 1000 such cases, it was found that the greatest number came from grade six.

"A woman magistrate says, "I say that 99% of New York parents are delinquent in that they do not tell their young children the simple truth about sex, which all children growing up need as a matter of self protection."

"This problem is not confined to New York City. During 1935, in the U.S. (excluding California and Massachusetts) 35,167 children were born to unwed mothers between the ages of 15-19, and 1864 more were born to child-mothers between the ages of 10-14."

Goldberg 2/ in 1935, in his study called "Girls on City Streets", states that among 1,400 cases of sex delinquencies, the girls were all under seventeen years of age. At the Home for Unmarried Mothers where Miss Enid S. Smith made an intensive case study called, "Study of 25 Unmarried Mothers" 3/, approximately 96 per cent of the 150 girls who yearly came to the home were adolescents, some of whom were

1/ E. B. Buck, op. cit., p. 88-89.


3/ Loc. cit.
not more than twelve years of age. Julian Mack,¹ of the Chicago Juvenile Court, writing on the general need for education in sex matters, says, "What strikes one in Juvenile Court work is the amount of sexual wrong among the very young boys and girls from seven and one-half up; girls diseased at nine years of age; one group of girls at seven and eight, another of thirteen and fourteen, each led by a girl."

"Another group of high school girls in a suburban town invited boys to their homes when the mother was out; another girl, seventeen, of most respectable parents, had sexual intercourse with eighteen boys in the school—one or more other girls involved; and when brought to my attention, many, if not most, of the children in the school knew about it and discussed it, while all the parents were ignorant."²

Dr. Rachel Yarros, in "Modern Women and Sex", after stating that preparation for the normal sex life, biologically, must become a part of our general preparation of the younger generation for life as a whole, writes:³

The amount of ignorance on the most elementary facts concerning sex in a scientific sense, is unbelievable. Thousands of questions and letters of the most naive nature come from boys and girls of grammar and high school age, who ask the simplest questions about sex phenomena.... In spite of all the talk of educators integrating sex information with the general curriculum, one is still to find in the hundreds of courses given in our schools and colleges a single attempt in that direction.

¹/ Smith, op. cit., p. 24.
²/ Ibid., p. 23.
³/ Smith, op. cit., p. 24. Quoted by Miss Smith.
Professor Bigelow concludes that sex hygiene presented in a common-sense way in connection with the regular teaching subjects may be of real value as a preventive agent, but that behind the greatest sexual problems of our times is almost universal secrecy, disrespect, vulgarity, and irreverence concerning every aspect of sex and reproduction.\(^1\)

"It is natural that we should turn to it (sex education) in these times when we have come to realize the amazing sexual functions which biologically are entrusted with the perpetuation of life, and which, psychically, are the source of human affection in its supreme forms. In view of the general ignorance on the subject, adolescent girls should be taught the general plan of their own sexual structure and the worthwhileness of chastity."

"There is also, according to the best informed observers, and investigators, a large and probably growing amount of sexual promiscuity among certain classes of young people who are sophisticated and too refined to employ prostitution and masturbation for sex expression, but who are not sufficiently trained to make better uses of their impulses."\(^2\)

We must remember that the whole child goes to school. In seeking to train his intellect, we are apt to forget that he also brings with him his emotions, pleasures, pains, satisfactions, and dissatisfaction. The truths pertaining to sex must not be concealed any longer, for society reaps the whirlwind in venereal diseases, unnecessary blindness, insanity, marital infelicity, divorce, desertions, and preventable mutilations of men and women.

\(^1\) Bigelow, op. cit., p. 82.
\(^2\) Gruenberg, op. cit., p. 28.
A large part of the burden borne by society can be removed by the wholesome education of the community as to the relation of the social life and the social evils.\(^1\)

Speaking of sex irregularities, Enid Smith after making fifty or more interviews with supervisors, deans, and teachers of representative districts found that educators in every case were convinced of the real need for sex education. She found that sex irregularities ranged all the way from groups of twenty-five girls practicing homosexuality in the schools' lavatories—in which case in a certain district a policeman had to be detailed to break up the practices—to school boys who were declared to be fathers of girls in certain schools. Obviously, details of the frequent cases in school of pregnancies, promiscuity, sodomy, homosexuality, of which many of the school officials were aware and "distressed" because their "hands are tied since sex instruction is taboo", cannot be printed here. The White House Conference Report on Delinquency states that because practically all juvenile delinquents are of school age "the school is intimately involved in the entire problem of delinquency".\(^2\)

Social Diseases—Syphilis

Syphilis is a contagious disease. It strikes, out of

\(^1\)/ Smith, op. cit., p. 22.
\(^2\)/ Ibid., p. 24.
every ten adults in the nation. We have more syphilis than scarlet fever; twice as much as tuberculosis; a hundred times as much as infantile paralysis. It is responsible for 10 per cent of all insanity; for 16 per cent of all diseases of the heart and blood vessels; for most of the still births; and for the deaths of many infants in the first few weeks of life. The end-results of syphilis constitute a large proportion of the dependent, other delinquent, and the unemployable who are our public charges. yet it is curable, and it has been virtually ignored as a health problem.1/

Our mistaken identification of the syphilitic with the sinful has obscured the fact that syphilis is no respecter of persons and classes. Fifty per cent of all infections are acquired innocently; but because of traditional taboos, many are not recognized in the early, curable stages; many are treated furtively by the quack or the incompetent; and most of them appear under other names in the death certificate. All early infections are dangerous to others.

Literature, Movies, and Sex

There is little question of the fact that adolescent boys and girls become keenly aware of the part that sex plays in life. In the daily newspapers headlines carry

lurid descriptions of sex crimes; motion pictures frequently portray stories of loose morals, murders, and gay living; "respectable" magazines contain innuendoes pertaining to sex; and salacious magazines of the dime variety are sold from under the counter of many a newstand. These magazines advertise "love potions" and display pornographic cartoons and photographs. Although burlesque houses have been closed, "girlie" shows still persist. "Taxi" dancehalls appear all over the country in abundance. Courtney Ryley Cooper describes the whole sordid mess in his recent book, called "Designs in Scarlet". Although his style is reportorial, his facts cannot be questioned, as he obtained them from the Federal Bureau of Investigation.

In the past decade the growth of salacious literature has been the most rapid in history. During this period, sex crimes have more than doubled (one out of four committed by youths under twenty); sex offenses increased 7 per cent; rape cases have increased 50 per cent in the past six years. Crime officials lay the blame on sex literature. Law enforcement agencies recognize that the sex criminal is a reader of such literature; and that the imaginations of most juvenile delinquents are inflamed by pornographic publications. Warden Laws states that the reading of sex literature predisposes the young to crime. That cartoon books on sex, of a highly salacious nature, find their way into high schools throughout the country and incite the
young to sexual delinquency has been established by postal inspectors and local law officials. Few persons realize how wide-spread the pox of smutty literature has become. Magazines can be bought by the bale by any thirteen-year old child in almost any city or town. They filter into the corner drug store; they can be purchased at the filling station, soda fountain, railroad or bus waiting rooms. They flaunt suggestively-posed near nudes on their covers; their contents are revolting slime, nauseating to the average adult, but dangerously appealing to the impressionable and sometimes weak mentalities of the very young. These magazines specialize in portraying a degraded concept of sex, or in glorifying the activities of criminals and sexual perverts.1/

Those who criticise the schools for introducing into the regular program, sex education, in what Mr. Bigelow calls "the largest sense", are closing their eyes to the fact that activities such as here described are making a deep impression on the young people of America today. The schools must assume the responsibility for guidance in this connection. If the schools fail, the young people will, in the absence of more accurate information, accept what they read and hear as truth. The result is bound to be manifest

1/ C. R. Cooper, "This Trash Must Go", Reader's Digest (February, 1940).
in a failure on their part to develop normal and healthy heterosexual relations, maladjustment in adult life, a persistent adolescent attitude with regard to sex, and physical and mental disease.

The most significant aspect of sex education today is its responsibility of so guiding the young that they can make an intelligent choice, based on fact, between what is good and what is evil.

The Changing Character of our Secondary School Population

The adolescent has come to be a more serious community problem than he formerly was. The social and economic changes, which have brought so many problems of adjustment and reorientation generally, have brought into the secondary schools vast numbers of boys and girls who would, under conditions that formerly existed, be more or less independent citizens. These boys and girls are facing one of the most difficult, if not the most difficult, period of their life. In a few years they will assume the duties and responsibilities of parents and of citizenship. Therefore, it should be the recognized responsibility of the secondary schools to help these young people make a satisfactory heterosexual adjustment.¹/

Formerly, an increase in enrollment occurred primarily

¹/ Gruenberg, op. cit., p. xvii.
in the elementary grades. Today, however, the elementary school population is decreasing, while the enrollment of the secondary schools is increasing at a rate which is more than sufficient to offset the declining enrollments in the elementary schools.1/

This growth is undoubtedly one of the most significant facts in American secondary education, both as regards sheer numbers and as it influences our educational problems. The rate of increase in high school has been much more rapid than the increase in the general population. A few data will illustrate this fact. The general population in 1920 was more than double that of 1880, but the high school population in 1920 was approximately twenty times as large as that of 1880. The general population in 1930 was approximately two and one-half times as large as that of 1880, but the high school population in 1930 was almost forty times as large as it was in 1880. On the whole, the high school population in the United States increased approximately sixteen times as rapidly between 1880 and 1930 as the general population.2/

From 1890 to 1930 the total high school enrollment increased 1900 per cent, while the


total population of the country increased slightly less than 100 per cent.\(^1\)

As a result of the increased enrollment in the secondary school, the character of the schools has changed. Once the high school was primarily a college preparatory school; now it has become the people's college. This situation was directly and indirectly the outgrowth of the economic depression of 1930. Immediately following 1930 the enrollment in secondary school increased even more rapidly than in preceding years. Many of our youth went to school because they were thrown out of employment; others continued in school because there was no work to be had when they graduated.\(^2\)

Furthermore, many children entered school because of the tendency of the compulsory attendance laws to require continuous, full-time attendance and to hold children in school until they reached a certain educational level. There is considerable agitation to require even longer attendance. In general, children are compelled to attend school between the ages of seven or eight and sixteen.\(^3\)

Finally many children entered school because of the


\(^2\) Ibid., pp. 3-4.

\(^3\) Ibid., pp. 11-12.
laws prohibiting child labor.¹/

We are slowly approaching a time when the high school will be charged with the responsibility of attempting to educate all of the children of high school age. Secondary education is facing a big challenge.

The present is an especially good time to accept this challenge; the rapid increase in secondary-school enrollment seems to indicate that the public school is the social agency most likely to contact the greatest number of our young people who are sorely in need of sex instruction; the fact that large numbers of pupils leave the public schools short of graduation from high school, thus terminating their formal education at an early date, argues well for the early introduction of sex instruction into the regular curriculum; and the tendency to lengthen the school day tends to supply the slight addition of instruction-time made necessary by the integration of such instruction with the regular program of studies.

Grade attainment of American youth.-- For many boys and girls the secondary school is their last chance to get teaching guidance without learning from what, sometimes, may be bitter experience. Various studies bear this out.²/


More specifically, the typical withdrawing pupil leaves before the close of the tenth grade. The larger the school the longer the pupil tends to remain.1/ A marked tendency also exists for the less academically able students to withdraw at low grade levels. Those who are least able to acquire socially useful habits, information and points of view without formal instruction are those to whom the school has given the least attention.2/ These pupils are free to leave the classroom as soon as they reach a specified chronological age, sixteen, time serving being the sole measure of readiness to face adult tasks.3/ The studies of Aubrey Williams of the National Education Association showed that only sixty-five out of every one hundred pupils who complete the eighth grade are graduated from high school.4/

From these data it seems reasonable to draw the following conclusion: what the secondary school does not teach in the way of sex education will, for the most part, remain untaught; for the four or five years of secondary school hold the only chance the average boy or girl will


2/ Ibid., pp. 67-68.

3/ Ibid., pp. 118-119.

have to establish his heterosexuality. If heterosexuality is not accomplished in these four or five years, it will never be accomplished in a normal way. This fact is of the greatest importance, as the problem of establishing a satisfactory heterosexuality is probably the greatest problem of the adolescent facing the world.  

The Pupils' Expressed Need

In the past, educators have seldom asked the pupil what they wanted to be taught. Today the movement called Progressive Education has led the way in curriculum building based on the expressed needs of the pupil. Gruenberg has gathered masses of evidence from pupils in the secondary school, which indicate the more pressing problems on which young people want help. That pupils not only feel a great need for sex information, but are eager to get it and be helped by it is clearly shown in the selected quotations which follow:

In a California city, for example, some 540 boys and girls in a technical high school and four junior high schools, replied anonymously to several questions regarding the biology course which they had just completed. To the question, "What part of the course has been most helpful" 75 per cent said either "Study of the human body" or "Reproduction and sex hygiene". To the question, "Has the course given you any ideals that will be of any value to you in your


2/ Benjamin C. Gruenberg, "What Youth Wants and What It Gets from the Schools", School and Society, Number 1260, 49: 220.
social contacts, in your choice of a companion in marriage, and in the establishment of a home?" 94 per cent replied in the affirmative. To the question, "Judging from what biology has meant to you, do you think that all boys and girls should take the course?" 96 replied in the affirmative.

These responses were gathered from five different high and junior high schools to allay the suspicion that the large per cent of the affirmative replies were due to some outstanding teaching personality.

Dr. Valeria H. Parker gave a series of talks to a group of boys of a junior high school in a Pennsylvania oil town. After the talk the pupils were invited to write down on paper any questions on which they wanted information, without giving their names. About half of the questions had to do bluntly and unequivocally with sex and reproduction as biological problems of universal and personal interest. In this group of questions, 19 were on venereal diseases; 18 on masturbation, rape, homosexuality, and sadism. Twenty-two were on kissing, necking, drinking, and smoking, negro-white mating, nudist colonies, and prostitution. The wording and spelling of some of the questions suggest that the writers were backward culturally, uninformed, and perhaps a naive group of boys.

"After somebody else gets the syphilis from you does it leave you or does it stay with you?"
"Is there anything wrong with kissing? If so what is it?"

Dr. Valeria H. Parker, "What Young People Want to Know about Sex", Child Study (January, 1939) 16: 88-89.
"How do you go about asking your wife if you would like to have some kids in the family?" 1/

The following questions 2/ suggest that some at least of this group of boys were a rowdy, hard-boiled lot:

"Is it wise to use a safety more than once?"
"How can a boy tell when a girl wants or doesn't want sexual intercourse?"
"Can you have sexual intercourse without giving the girl a baby?"
"Will it really hurt anything if a girl and boy have sex relations and the boy wears a safety?"

In a girls' trade school in a mid-western city anonymous questions disclosed a different kind of concern. Out of 95 questions, 20 per cent were on menstruation; 31 per cent were on pimples, perspiration, skin, and hair; 18 per cent were on social conduct, petting, and going "steady"; and 14 per cent on sexual relationships and disease. The following questions are a sample of those asked: 3/

"How can one get rid of perspiring feet?"
"How may one cultivate the habits that might cause one to have boy friends?"
"Do you think that boys think any more of a girl if she drinks and smokes than if she doesn't?"

As young people have not the assurance as yet of having "arrived", so to speak, it is not uncommon to find anxiety concerning the social proprieties. The following questions 4/ are similar to those constantly being sent the news-

1/ Ibid., p. 222.
2/ Ibid., p. 222.
3/ Ibid., p. 223.
4/ Ibid., p. 224.
paper's feminine counselor:

"Is necking dangerous?"
"Does the boy expect the girl to kiss him good-night after he has shown her a good time?"

Young people want to know how to make themselves attractive and well liked. They also want to learn to get along with people. That they are looking ahead to marriage is indicated in the following questions:

"Should young people have any sexual relationships?"
"If you were going steady with a fellow and saw another fellow you liked better how would you break it to the old boy friend?"
"Is it necessary to know all about a boy's life and where he is from before going out with him?"

Young people also want to know the meaning of the world's great secret about sex and reproduction, about the facts and the reasons for secrecy, and about the whispered dangers. Here are a few of the significant questions:

"Are people like dogs? Do they mate while in the administrative period? I've heard that people are not supposed to have contact during a woman's administrative period. Why?"
"Is there any way one can tell if her friend has syphilis? Is it easily contracted when two people are near each other?"

Mr. Gruenberg studied the summaries of returns from 20,000 questionnaires to boys and girls in 25 cities. Also the results of a classroom experiment at the University High School of the Colorado State College of Education. In cities and towns in the East and in the West, among the poor

1/ Ibid., p. 223.
2/ Ibid., p. 222.
and among the well-to-do, the young people make two demands. A large portion of the boys and girls were interested in problems dealing with sex. The second interest among both boys and girls had to do with the relationship of the individual to the group in terms of generally recognized values: the girls were concerned with "looking nice", and boys with being strong and powerful.¹

Do Young People Want Sex Taught in the Schools?

Young people feel keenly the need of some form of sex instruction in the schools. A committee of the N. E. A., consisting of Dr. Jesse F. Williams, Dr. William L. Hughes, and Miss Fannie B. Shaw, recently asked 20,000 high school students in 25 cities to list the personal health problems they would like to have answered. A large proportion of the boys and girls showed great interest in sex problems.²

In a study among seniors in 105 colleges, Dr. James F. Rogers, Consultant in Hygiene of the U. S. Office of Education, recently found that, given the opportunity to criticise the instruction received in physiology and hygiene in high school and in college, these seniors complained of omission of matters relating to sex. Some of the typical responses follow:

¹/ Gruenberg, op. cit., p. 22.
"Sex knowledge should be learned in school and not from the street."

"The differences of the sexes and questions pertaining thereto were adroitly evaded, but with the unhappy result that the question of sex was even more intriguing to the average student than it would have been had it been presented with tact, finesse and understanding."

"Discussion of sex should be elevated from the corner curbstone to the high school and college classrooms. It should be discussed frankly and not in subdued tones as an almost tabooed thing. Venereal diseases and misinformation are too prevalent for us to think that only the lower strata of society are lacking knowledge. Do something about it, please."1/

In a recent youth study conducted in the state of Maryland on behalf of the American Youth Commission of the American Council on Education, the conditions and attitudes of 13,528 individuals between the ages of 16-24 were ascertained. The Commission's findings show conclusively that youth want instruction in sex matters included in the schools' offerings:

As far as the young people are concerned, the answer, again, is "Yes". About sixty per cent believed that it should begin in the high school. There is no significant difference in the attitudes of the male and female youth. Less than 20 per cent of each group would have sex instruction excluded from school instruction. The higher the educational level attained, the more positive their feeling that sex education should be made a regular part of the educational program. A few statements made by the large majority of youth who favored the inclusion of sex education in schools are set down below:

"There ought to be classes for parents. They are the ones who need it."

"I heard all about it before I went to high school, I learned it the wrong way."

"It would cut down all this rubbish about sex."

"Nobody told me anything, and I had to get married because I was going to have a baby."
"If you get sex out in the open, it keeps people from having a distorted attitude." 1/

Further information on feelings of youth with regard to teaching sex information in the schools is given at length in Canudo's report to the Board of Education of the City of New York. 2/

The above quotations on the need for sex education in the schools seem to prove beyond a doubt that the time-honored policy of silence, and the fear psychology which has been so long in vogue, have failed miserably.

Only an abnormally dull child can grow up without a vivid interest in the wonderful drama of the renewal of life he sees about him, and without experiencing the natural impulses and emotions of adolescence. Although the schools have offered pupils little or no helpful information regarding sex, a vast underground system of education has been in operation. Hearsay and unreliable gossip, ignorant nurses, advertisements of quack doctors, personal adventures, patent medicines, and lurid motion pictures have been his teachers. As a result, the child has much misinformation at his disposal to unlearn.

When does he begin to get information about sex?

1/ Bell, H. M., Youth Tell Their Story, "Should Sex Education be Taught in the Schools?", p. 88.
Exner,1 who made an extensive inquiry among young men reveals the following facts:

"A large majority of boys get their first permanent impressions about sex from improper sources before the age of 12. Many testify to the unfortunate effect of these early impressions received from older boys and undesirable sources. The ideas received from improper sources have often led to some form of sexual practice, most often between the ages of 12 and 15 years. Instruction in the past has been about four to six years too late."

The most important result of this failure to educate children about sex functions is the needless worry and suffering among thousands of them over such normal functions as nightly emissions and menstruation. On such youthful ignorance the lucrative business in quack medicines has been built.

Dr. Parran2 states that:

We must iterate and reiterate that syphilis and gonorrhea draw no lines of color, creed, or social status, but until treatment facilities are extended, young people will continue to be the vast reservoir out of which comes over 50 per cent of new syphilitic and gonorrheal patients.

The failure to give early, sound instruction results in sex practices, which, too often, are the first steps in a career of immorality and resultant venereal disease. Although sex education aims at more than the elimination of venereal disease, it is a very necessary part of the national fight


2 Parran, Dr. T., "Sex Education--a Challenge", The Journal of the National Education Association (January, 1940), p. 15.
…

Later, I visited the market. It was filled with fresh produce, including a variety of vegetables and fruits. The vendors were friendly and eager to sell their products. I bought some fresh tomatoes and cucumbers, which I planned to use for a healthy lunch.

In the afternoon, I went for a walk in the park. The weather was mild and pleasant. The trees were in full bloom, and the birds were singing. It was a great way to relax and enjoy the spring season.

Overall, my trip was enjoyable and rejuvenating. I look forward to returning and exploring more of the city.

[Signature]
[Date]
against that menace.

Most boys and girls are naturally clean and wholesome. They are ambitious to be manly or womanly. Let us deal with them honestly and intelligently, so that they will see in sex the source of a richer and fuller life which they are all seeking. Then they will respect fatherhood and motherhood, and regard marriage as one of the most sacred relationships of life. Only through courageously meeting the manifest needs of the pupils of the secondary school level can we hope to accomplish what we socially must accomplish, if the health objectives of the school's program are to be achieved.

Should the Schools Teach Sex Information?

It is only a matter of time before an aroused public opinion will compel the teaching of sex in every public school in the country. Schools teach children the elements of manners and social behavior; habits of healthful living; what foods they should eat; how to use carpenters' tools; how to sew, cook, manage a household, dress, and to prepare themselves for making a living, but educators evidently still believe that boys and girls of junior and senior high-school age should learn about sex without the direction and guidance of trained teachers.

The majority of our population—educators, parents, and the children themselves—are in agreement that, so far as social hygiene is concerned, a conspicuous gap now exists in
our closely-woven pattern of education. This gap would be filled by the one outstanding agency in society that is competent to fill it; namely, the public schools. The school is the only agency that reaches all children, whether they be white or black, under favorable conditions. The policies of the schools are uniformly determinable; hence, they may be made to represent the best thought of all the people. Moreover, the schools are adaptable to new conditions. By re-education of its personnel they can prepare to meet new needs.¹/

A frantic minority has succeeded in blocking, effectively, so far, progress in sex education. On the conscience of that minority must rest the responsibility for the continued suffering each year of thousands of our young people, who, mainly because of ignorance, suddenly find themselves propelled into tragic situations which very commonly result in a lifetime of remorse and shame.²/

What do professional educators think?—Gruenberg in revising his "High Schools and Sex", in 1938, interviewed hundreds of superintendents, high-school principals and teachers, and others actively concerned with adolescent boys and girls. He found that they were in agreement with the fact that it is in every way desirable to have the schools

¹/ Gruenberg, op. cit., p. 223.
²/ Buck, op. cit., p. 172.
furnish information and guidance regarding sex and family life, and in the prevention of venereal disease and related problems.¹

The schoolmen and other people concerned with boys and girls are aware of undesirable conditions existing in the community, of maladjustments on the part of individuals, of defective management of personal affairs, and of social and marital difficulties which might be attributed to faulty education and guidance. Few educators speak of the positive gains to be expected from a more suitable educational practice, in terms of a more harmonious growth of personality. Some of them, however, do stress the positive aspects of training for marriage, parenthood, education for "mixed social relation", and for mental health.²

As a member of the Board of Education of the City of New York, Mr. Ellsworth B. Buck objected, in August, 1938, to the fact that mammalian reproduction did not appear in a new general science syllabus for junior high schools, although reproduction of simpler forms of life was adequately covered. Some of the pedagogues threw up their hands in horror and asked if Mr. Buck wished to, "shorten for these little ones, very precious to us, their period of innocent childhood and awaken in them an interest in a topic for

¹/ Gruenberg, op. cit., p. 223.
which they are not ready". According to Mr. Eugene R. Canudo's report on the need for sex education in the schools of the City of New York, an average of two girls a month were sent to a local home for unwed mothers from the junior high school of that very principal who was so concerned about shortening the period of "innocent childhood" and "awakening in them an interest in a topic for which they are not ready".1/

That educators in general not only recognize the need for education in sex matters, but have experienced pangs of conscience for their failure to offer instruction in this most important field of living, is to be noted in the following excerpt from "Youth Education Today":2/

...neglect and omission of the sex problem, simply because it might arouse community conflict, means failure to fulfill our duty to youth. We may often be puzzled, but our silence only complicates the adjustment problem for our young people. We can at least make sure that youth are given, in all honesty and in terms of their own understanding, the best that we do know.

Society has passed through a virtual moral revolution; the youth of America expressly want sex instruction; the parent, when tactfully approached, is in favor of such instruction; and educators have recognized the need for sex instruction. Why, then, has it not become a part of our

1/ Ibid., p. 8.

secondary-school curricula? A brief survey of significant criticism of the sex education movement should help in answering this question.
CHAPTER III
CRITICISM OF SEX EDUCATION

Few critics of sex education are entirely opposed to the introduction of the subject into the curriculum of the public schools. However, many of them would so limit the teaching of sex in our schools that there would be little hope of the movement gaining much influence with the young people. To compromise in the teaching of sex in our schools today would simply make the educators ridiculous, as in a case cited in "Middletown in Transition". In the situation referred to, the teacher feared public opinion, so as the authors relate, her information and handling of the case in question was so inadequate that the townspeople criticized her for telling the pupils too much, while the pupils laughed at her for not telling them enough. Pupils are quick to recognize hedging and insincerity. Teachers must tell the truth, simply and fairly, else the young people will laugh them out of the classroom.

A plea for reticence.-- Serious critics of sex education are characterized by their glaring ignorance of the meaning, objectives, aims, and methods of the movement. Agnes Repplier makes a plea for reticence with regard to sex topics.
"It was never meant by those who first cautiously advised a clearer understanding of sexual relations and hygienic rules that everybody should chatter freely respecting these grave issues. The lack of restraint, the lack of balance, the lack of sobriety, common sense were never more apparent than in the obsession of sex which has set us all babbling about what were once matters excluded from the amenities of conversation. The children to be pitied, the children whose minds become infected with unwholesome curiosity are those who lack cheerful recreation, religious training, and the fine corrective of work. A playground, or a swimming pool will do more to keep them mentally and morally sound than scores of lectures on sex-hygiene. I do not plead for ignorance, but for a more gradual and harmonious broadening of the field of knowledge, and for a more careful consideration of ways and means. There are truths which may be, and should be, privately imparted by a father, a mother, a family doctor, or an experienced teacher; but which young people cannot advantageously acquire from the platform, the stage, the moving picture gallery, the novel, or the ubiquitous monthly magazine."

We certainly agree with Miss Repplier that sex teaching should be conservative and that we should proceed cautiously. However, we do not think that the current frankness of sex literature is due to sex education. On the contrary sex education would tend to curtail the sale of salacious literature by substituting accurate information for "street information" and by replacing the gutter-idealization of sex with a more dignified and socially desirable idealization. Certainly cheerful recreation and healthy boy-girl relationships are an important part of the movement for sex education today. Also we favor teaching proper relationships by indirection wherever possible, but we also

1/ Bigelow, op. cit., pp. 204-205. Quoted by Mr. Bigelow.
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feel that true and desirable attitudes cannot be built on anything but the foundation of fact; nor can social disease be eliminated except by teaching the ugly facts about gonorrhea, albeit should be considered along with other contagious diseases and not given special attention in the school program. Miss Repplier is also in agreement with champions of the movement in sex education when she warns against everyone's babbling about sex. Sex educationists insist that only those who have accurate information and are further fitted as regards personality and temperament as well as principle to talk to young people concerning sex should be employed. On the whole, Miss Repplier's discussion of sex education stands as a helpful contribution to the saner aspects of sex education.

A plea for the religious approval. -- A plea for the religious approach to sex instruction is made by Cosmo Hamilton:

"I think that these professors and scientists are wasting their time, and I have written this small volume not only in order to make a plea for the younger generation as to the way in which they shall be taught sex truths, but also in order, if possible, to prove to the advanced thinkers of the day that it is not old-fashioned to beg that God may be put back into the lives of His children, but a thing of vital importance. Without faith the new generation is like a city built on sand. Without discipline and the inspiration of God the young boys and girls who will all too soon be standing in our shoes will go through life with hungry souls, with nothing to live up to, and with very little to live for."

1/ Ibid., p. 209. (Quoting Mr. Hamilton).
Mr. Hamilton seems to forget that many people cannot be approached from this point of view. The illustration of the Christ-child cannot help those who do not accept certain orthodox beliefs. Moreover, in teaching sex education, as in teaching of other controversial subjects, the schools cannot be confined to any one outlook. Their job is to present the facts so far as they are ascertainable and let the young people decide for themselves. Undoubtedly, the churches will never agree on any one set of morals and ethics governing sex conduct. However, this fact should not prohibit the teaching of sex in our schools. Sex mal-adjustments have certain definite socially undesirable effects which it is the duty of society through its various agencies to mitigate. In the realm of morals and ethics, the schools are concerned with the teaching of those attitudes and ideals upon which our culture rests; namely, the teaching of present-day mores with regard to courtship and marriage, which affect all of society. For instance, it is socially necessary that the family remain intact, that divorce rates be cut down, that illegitimacy be reduced, and that the social diseases be stamped out. Furthermore, it is essential to the mental and physical health of the nation that children grow up to make socially desirable heterosexual adjustments. The objectives cannot wait upon the agreement of the churches with regard to morals and ethics.
The conflict between sex hygiene and sex ethics.—Dr. Richard C. Cabot sees in the movement for sex instruction a conflict between sex-hygiene and sex-ethics:

The straight, right action in matters of human affection has nothing to do with hygiene. For hygiene has no words to proclaim as to why you and I should behave ourselves. Hygiene has the right and the duty to make clear the perverted and the diseased consequences of certain errors. But these consequences are far from constant. Let us disabuse our minds, of the idea that there are always bad physical consequences of mistake, error, or sin in this (sex) field, and that those consequences are reasons for behaving ourselves. But even if there were such consequences, I think it even more mischievous for us to preach a morality based upon them. The attempt to consecrate affection and to safeguard morality by teaching in public or private schools what is called "sex-hygiene" will, I believe, prove a failure. I have very little confidence in the restraining or inspiring value of information, as such. I have seen too much of its powerlessness in medical men and students. It is, of course, easy to make young children familiar with the facts of maternity and birth. Compared to the ordinary methods of concealment and lying by parents to children about these matters this is doubtless an improvement, but it does almost nothing to meet the moral problems of sex which come up in later life for the child. One may know all about maternity without knowing anything about the difficulties and dangers of sex. Many have thought that by teaching the physiology of reproduction in plants and animals we can anticipate and to a considerable extent prevent the dangers and temptations referred to above. All that is most practical in this field of endeavor may be summarized as the contagion of personality, human or divine. What is it that keeps any of us straight unless it is the contagion of the highest personalities whom we have known, in man and God?

Mr. Cabot here is speaking primarily of the old concept of sex-hygiene, the object of which school of thought

1/ Dr. R. C. Cabot, Consecration of the Affections (often misnamed "Sex Hygiene"). A paper read at the Fifth Congress (1911) of American School Hygiene Association.
was to teach facts concerning the social diseases almost wholly from the standpoint of physical health. Mental health and emotional adjustment were at this time in the history of the sex instruction movement considered secondary to physical health. Teaching health concepts as such is, of course, no guaranty that desirable social attitudes or morals will follow. Much depends on the method of presentation. The present-day movement for sex instruction endeavors to inculcate socially desirable attitudes by extending its activities far beyond the giving of mere sex information to include all social relationships which bear directly on sex. Dr. Cabot is perfectly right when he speaks of the value to be derived from the contagion of personality. It is for this reason that those interested in sex instruction in the schools insist that the person who gives information to young people be prepared, not only academically, but emotionally, as well. Moreover, they insist that he would be selected for this work not only because of the qualifications previously mentioned, but because he is a person of character and principle. Any moral instruction which is derived as a result of sex education must necessarily come as a by-product of daily work under the guidance of a competent instructor. According to the present-day conception of sex education, we cannot see a conflict between sex-hygiene and sex-ethics, any more than we discern a conflict between the teaching of economics and the
prevailing morality. Moreover, we are of the opinion that all education, to be truly effective, must be moral; that is, it must seek to inculcate in the individual those attitudes which society considers valid and necessary to its continuance.

Dr. Henry Neumann, leader of the Brooklyn Ethical Culture Society, clarifies Dr. Cabot's criticism: 1/

"Problems of hygiene, whether of sex, or nutrition, or temperance and the like, are no less moral problems. They are problems of habit; and habits are impossible without strong incentives to start them and keep them going. Ethical instruction is often misunderstood, to be barren preaching. It is nothing of the sort. It consists in clarifying views of life. It begins with the fact that there are certain tendencies in our nature which may work ill or good. Then it tries to show to what these lead. It uses what is best in us to make over what is worst. That is why problems of sex-hygiene should be regarded as at bottom problems of sex-morality."

The arrogance of extremists.-- Former Superintendent Maxwell of New York City criticizes what he calls the arrogance of the advocates of sex-education: 2/

"...the arrogance of the extreme advocates of child hygiene blinds them to certain all-important truths. The first is that our teachers are not prepared, and, in too many cases, are not the most suitable persons to teach the subject. The second is that to bring the adolescent mind face to face with sexual matters engenders the habit of dwelling upon the sexual passion, and in that may lie spiritual havoc and physical ruin. A premature interest in the sexual passion debases the mind and unsettles the will. The third is that parents have no right to ask the teacher to do the work that is peculiarly theirs.

1/ Bigelow, op. cit., p. 221. (Quoting Mr. Neuman).
...some good may emerge from this discussion. Parents may be incited to do their duty in placing sex information before their children. And parents and teachers, particularly principals, whenever they have the acuteness to detect wrong-doing, will no longer hesitate to utter the word of warning in season. As for the extravagant claims made for the teaching of sex-hygiene, I have too much faith in the good sense of the American people to believe that it will ever be regularly taught in American schools.

Dr. Maxwell has evidently been impressed with the early pioneer work in sex-hygiene, but he has no conception of the modern movement for teaching sex information in the schools. Most teachers in service are not well prepared to teach young people in matters relating to sex; but new teachers are always coming along with newer visions of what teaching of children should be. It is to them that we must look for real progress in sex education. As for our children acquiring a premature interest in the sex passion, most of them have such an interest long before most schoolmen dream of one existing. However, it is the purpose of sex education not to awaken premature interest, by answering questions about sex honestly and simply as they arise. We feel sure that the secrecy of the sex life of young people will effectively prevent principals, however acute they may be, from detecting wrong-doing in time to do much preventive work. Would principals argue that all moral education be given only after wrong-doing has been detected? That would be too much like locking the stable door after the horse had been stolen. Sex education in the "largest
sense" is taught today in some of Dr. Maxwell's schools. In conclusion, there is much more danger of spiritual havoc and physical ruin if we fail to give the young people accurate information which will enable them to choose wisely between right and wrong.

**Lubricity in education.**-- Ex-President Taft expresses his view against the sex education movement in what he calls "lubricity in education":

"There is another danger in our educational influences and environment. I refer to the spread of lubricity in literature, on the stage, and indirectly in education, under the pleas that vice may be avoided by teaching the awful consequences. By dwelling on its details and explaining its penalties, sexual subjects are obtruded into discussion between the sexes, lectures are delivered on them, textbooks are written, and former restraints of modesty are abandoned.

"The pursuit of education in sex-hygiene is full of danger if carried on in the general public schools .... I deny that the so-called prudishness and the avoidance of nasty subjects in the last generation has ever blinded any substantial number of girls or boys to the wickedness of vice or made them easier victims of temptation."

Clearly Mr. Taft has been impressed with the social-hygiene side of the early sex-education movement and does not realize the existence of a larger outlook for sex education. Like so many other writers, he seems to know little concerning the sex life of children. It is to be lamented that a man who has achieved such prominence in law and statesmanship should lend his name to such superficial conclusions that are obviously based on a limited amount of

information, both as regards the established facts of sex and the most approved methods of instruction. Social statistics deny Mr. Taft's contention.\(^1\)

**Evaluation of significant criticisms of sex education.**

-- Dr. Maurice A. Bigelow remarks, after reviewing and evaluating criticisms on the introduction of sex education into the public schools, most of them written by leading citizens of our country:\(^2\)

"...we have seen that all the criticisms have decidedly vulnerable points. Most of them refer to the discarded sex-hygiene of ten years ago; but some of them prove that the authors are quite ignorant of the sex problems that must be faced by numerous young people. I have for years examined carefully every criticism published, and it seems to me thoroughly scientific to conclude that all the important criticisms have not harmed the essentials of sex-education; but, on the contrary, have been helpful in forcing reconstruction. In fact, the present-day conception of the larger sex-education must be credited to the severe critics more than to friends of the original narrow movement for reducing venereal disease by hygienic instruction.

Although the above criticisms were made years ago, they still represent the important lines of argument against the sex education movement today. Mr. Bigelow says, after reviewing some of these criticisms, that, "More than twenty years have passed since the foregoing reviews of criticisms of sex education. Meanwhile, no important writer has made an attack".

\(^1\) See Chapter II of this thesis, pp. 22-23.

From the above data, it may be fairly concluded that critics of the sex education movement have advanced rather than retarded its progress. How far has instruction in matters pertaining to sex penetrated into our secondary-school curricula? What is the present status of sex education in the junior and senior high schools of the United States?
CHAPTER IV

THE PRESENT STATUS OF SEX EDUCATION

IN THE SENIOR HIGH SCHOOLS OF THE UNITED STATES

In 1920 a study of the status of sex education in the three and four-year senior high schools of the United States was made by the United States Public Health Service and the United States Office of Education.\(^1\) This survey brought out the growing recognition of the need of giving to high school boys and girls, as a phase of character formation, the basic facts about sex and reproduction and their interpretation, and of guiding them in their sex-social relationships.

Since the original study was made there has been evidence of an increasing readiness on the part of the schools and educators to assume the responsibility for sex education and to aid parents in this difficult task. During the recent years much of the experimental work in this field has won the approval of both the parents and the educators.

Commendable progress has been made in presenting sex facts as an integral part of the existing program of studies, with the result that teachers in better-than-average schools

are now consciously trying to build socially desirable habits and attitudes in matters pertaining to sex.

In March, 1927\footnote{United States Health Service, \textit{The Status of Sex Education in the Senior High Schools of the United States}. United States Government Printing Office, Washington, 1927, p. 4.} a questionnaire was sent by the United States Public Health Service and the United States Bureau of Education to the 16,937 principals of senior high schools of the United States for the purpose of making an inquiry regarding the content of certain health, science, and other courses. Thirty-four per cent of these questionnaires were returned. The questionnaire form had four major sections: (1) the extent to which certain health and science courses were taught; (2) the effort that was being made to interpret through such courses those phases of sex education intended to prepare the student more fully for the individual and social problems of life; (3) the type of supplementary methods being used in and out of the classroom to help the student understand the control of, and give healthy expression to, emotions; and (4) the opinion of the principal as to the need of sex education in the high school of today.

**Extent of offerings in sex education.**—In every state, except Rhode Island, some schools reported they were giving sex education. The percentage of schools reporting sex education in its integrated form, ranged from none at all in Rhode Island to 67 per cent in the District of Columbia.

\footnote{United States Health Service, \textit{The Status of Sex Education in the Senior High Schools of the United States}. United States Government Printing Office, Washington, 1927, p. 4.}
Two states reported this type of sex education in less than 10 per cent of their schools; 8 states in 11 to 20 per cent; 20 states in 21 per cent to 30 per cent; 17 states in 31 to 50 per cent; and 2 in over 51 per cent of the schools.\(^1\)

**Emergency versus integrated instruction.** -- In 1920, 16 per cent of the high schools reporting, were giving integrated sex education in one or more subjects. In 1927, the number was 29 per cent. The corresponding decrease in the amount of emergency sex education from 25 per cent in 1920 to 16 per cent in 1927 would indicate that, with experience, the special method of lecturing is being discontinued as less effective, and the inclusion of this material in the regular course of study, more appropriate. The latter method has the advantage of making the teaching a part of a broader subject and an integral part of the educational program.\(^2\)

**Effect of size of school on offerings.** -- The large schools with an enrollment of 500 and over have a much higher percentage giving integrated sex education than have the smaller schools. Moreover, with an increase in enrollment there is a striking decrease in percentages of schools giving no sex education. The group of schools giving the least amount of integrated sex education is that of the 3-

\(^1\) Ibid., p. 16.
\(^2\) Ibid., p. 18.
year high schools with an enrollment of 101 to 500 students. Four-year high schools of over 500 pupils show the largest amount of integrated sex education.

Use of subjects in the curriculum.-- Biology, which is taught more extensively than any of the other course is used in approximately twice as high a percentage of the schools teaching it for the integration of sex education as any other subject. Social studies ranks second as a means of giving sex education. General science and home economics are being used the least for integration purposes. Yet both of these subjects offer excellent opportunities, not only because of their inherent subject matter, but because they are usually given in the first year of high school, which is considered a propitious time for clearing the confusion and dispelling the distorted ideas of youth concerning the significance of the sex factor in human life.1/

Biology is also the most frequently used course for teaching reproduction, internal secretions, seminal emissions, venereal diseases, eugenics, and heredity. The topic of menstruation is most frequently taught in physical education, hygiene, and in home economics, probably because the segregation of the sexes is natural and the situation affords a better opportunity for that reason. In teaching the social aspects of sex education, the social studies

seems to offer the best opportunities.\textsuperscript{1}

High schools have not taken advantage of the possibilities for integrating sex education with the above courses to the extent that they might. For instance, although biology is the medium through which about three-fourths of the schools in the survey presented reproduction, less than one-fifth of the teachers of the course presented human reproduction to their pupils. Only 12 per cent of the schools teaching social studies considered the social aspects of sex education. It is evident that the high schools are availing themselves of these opportunities only to a limited extent.

\textbf{Content of courses in sex education.--} In the 1,665 three and four-year high schools which are integrating sex education in their curricula, more schools teach heredity and eugenics than any other topic. The physiology of seminal emissions, menstruation, and internal secretions of sex glands are presented in fewer schools than any of the other phases of sex education. Schools offering biology have integrated sex education in 32 per cent of instances reported, while schools not offering biology have integrated sex education in only 16 per cent of their number. Schools offering general science work report that they aid pupils in understanding their emotional control in 62 per cent of instances. Schools offering physical education make provi-

\textsuperscript{1} Ibid., p. 28.
sion for interpreting and elevating the standards of boy-girl relationships in 38 per cent of instances. The significant fact is that the schools offering the courses also utilize every other method of presentation of sex education, more than schools not offering the courses. It seems then that the presence of these courses in the curricula naturally leads to development of one method or another of sex education and guidance.\(^1\)

Methods in teaching sex education.— Exhibits were being used in 9 per cent of the schools reporting; books and pamphlets in 13 per cent. Individual conferences with students as a result of findings on physical examination were held in 22 per cent of the schools reporting. In extracurricula work with students in sex education more of the schools reporting attempted to promote a healthy expression of the emotional life of pupils than to interpret emotions or guide boy-girl relationships.\(^2\)

Need for sex education.—\(^3\) A higher percentage of the principals of the schools reporting the giving of integrated sex education recognized the need for sex education than those giving emergency, or not teaching any, sex education. The percentage of principals in favor of the need for sex

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1/ See Chapter VI, Part II, for detail.
2/ Ibid., 29-30.
3/ See Chapter II for detail.
education varied from 67 per cent in those schools integrating certain phases in the regular curriculum, to 56 per cent in those schools not teaching any sex education.

With regard to the present mind of the educator (1927) with reference to the need for and the appreciation of sex education, 67 per cent expressed an opinion that there is a definite need for sex education in the schools. There appeared to be a greater appreciation of the value of sex education as given in the 4-year high schools than in the 3-year high schools, as expressed by students, the school board, the parent, and the general public.

Summary of status of sex education.-- By way of summarizing the status of sex education in the senior high schools of the United States (1927), it may be said that, during the past eight years (1920-1927), the high schools have assumed a large responsibility in giving sex instruction through integration of its several phases in those subjects favorable for their interpretation. The present writer regrets that there is to be found no more recent study than that of 1927.1/

The broadening of the secondary-school curriculum, especially since the close of World War I, has greatly accelerated the movement for a sane form of sex education in the public schools of the United States; however, educators,

1/ Ibid., p. 46.
while recognizing certain valid elements which at present retard the movement, have not faced primary issues realistically, nor have they taken definite steps for the removal of recognizable obstacles to further progress in sex education.
CHAPTER V

OBSTACLES TO FURTHER PROGRESS IN SEX EDUCATION

Attitude of parents.-- Schoolmen usually consider the attitude of parents the chief obstacle to their direct approach to the task of educating children in matters pertaining to sex. There is evidence, however, to prove that parents are well-disposed and ready to cooperate. Whenever parents have been given the opportunity to express themselves on the question they are even ready to go to school themselves and learn what they consider they should have been taught when they were in school. They do, in fact, attend study groups, read on their own, listen to lectures, and otherwise try to satisfy their desire to be better equipped to meet the special needs of their children. For instance, under W. P. A. auspices\(^1\) a class is given on the various phases of child development, including orientation with respect to sex guidance of children. Although the education of children begins with their parents, the educators must catch the parents when they are young and still under the custody of the school.\(^2\)

\(^1\) Gruenberg, \textit{op. cit.}, p. 32.
\(^2\) \textit{Ibid.}, p. 33.
Under ideal conditions sex education undoubtedly would and should be the responsibility of the parents in the home, but today, are the parents competent? According to Galloway\(^1\) we find only a small percentage who understand the problem or who can be depended upon to equip themselves for the work of guiding children in matters pertaining to sex. About fifty per cent of the parents could offer sex guidance in the home, but they will never do so without the added stimulus and assistance of the schools or other agencies. The majority of parents who may be said to have become parents rather by accident than by intent have neither the insight nor the intelligence to guide children in the formation of character or in sound sexual idealization. Unfortunately one out of seven of our marriages here in America terminates in divorce. Elements such as discontent, discord, divorce, separation, hypocritical and puritanical concepts, apathy, and indifference, lack of expressive ability, lack of previous parental instruction, foreign customs and habits, must all contribute to the failure of competent or adequate parental instruction.

Public opinion.-- Most communities are not cohesive units. Sex education must be fitted to the community concerned. It must fit in with the average level of intellectual appreciation and sense of responsibility. The community

\(^1\) Thomas W. Calloway, "Sex Education in Home and School", *Journal of Social Hygiene* (January, 1939) V. 25, No. 1, p. 84.
may or may not be actively interested in child guidance, may be indifferent to the work of the school, apathetic as regards sexual morals, or the prevalence of social diseases. Administrators may fear public opinion, hence, they may be hesitant to introduce sex education into the curriculum. Mr. Buck\(^1\) quotes a typical instance:

Recently the physical training teacher in a New York High School was asked for advice by two students. Driven to a state of emotional tension by sexual problems and unable to seek advice at home, they went to him. Fear of official disapproval made him turn them away uninformed, and his action received official support.

Numerous incidents could easily be cited concerning this hesitancy on the part of superintendents, principals, and teachers.\(^2\)

Religious organizations in a community may exert pressure or influence in opposition to such non-sectarian and unbiased programs such as are taught in the schools. Opposition other than that connected with the teaching of contraception is very rare in religious organizations. Most encouraging is the stand of the Catholic Teachers' Association taken at their convention held on December 3, 1938.\(^3\)

"Catholic educators are not opposed to sex instruction, but hold that it should not be divorced

\(^1\) Ellsworth B. Buck, "Our Public Schools and Sex", American Mercury (May, 1939) 47: 30-6.
\(^2\) Ibid., p. 34.
\(^3\) Canudo, op. cit., p. 12.
from ethical and moral instruction. The home is failing in this responsibility (sex education), if children are to obtain this much needed instruction it must come from some other agency."

It is significant that while the public schools have lacked the vision to undertake the solution of this pressing problem, the Cathedral High School, in New York City, a diocesan secondary school for girls, has, for the past three or four years met the need for some form of sex instruction.1/

In 1934, Herbert C. Clish, Assistant Superintendent of Schools in New Haven, Connecticut, sent a questionnaire on sex education to all clergymen, educators, parents, physicians, and social workers in the state. In reply to the question, "Should the presentation of the subject be left entirely to the home or parents?" he received a bare one-sixth reply in the affirmative.2/

Lack of qualified instructors.-- Opposition to further progress in sex instruction is due in large part to the lack of available qualified instructors. The teacher well-trained in other fields of achievement may be grossly incompetent to impart sex information to adolescents. Many teachers lack the necessary emotional stability while possessing the academic qualifications; others may have failed to develop a satisfactory sex adjustment themselves, and,

2/ Ibid., p. 15.
hence, have improper sex idealizations. These same inadequacies appear in the workers in other fields. The social worker, for instance, views largely the tragedies of human experience; the nurse has no true conception of basic biological principles unless special study has been made; the psychiatrist is apt to dwell upon the abnormal physiologic and anatomic aspects of emotional disturbance; most doctors are apt to be too brutal in their presentation of the subject, but when doctors make a special study of the psychological factors involved and are really interested in enlightening young people, they make excellent instructors. Some psycho-neurologists believe that the entire sexual life should arise as an unknown mystery, to be solved and unraveled by personal experience, without enlightenment even by parents.1/

In many communities, ancient fears and taboos manage to make themselves felt. In one New England town the school committee explicitly forbids the presence of "sex literature" and "sex education" in the schools. Until recently one of the large Middle Western States lived under a statute requiring all school districts with a population of 3,000 or more to engage competent instructors of physical education with the proviso, however, that nothing in the chapter might be construed to "allow the teaching of sex

hygiene and kindred subjects in the public schools of the state.1/

Future of sex education.—Circumstances such as those described above might seem to block the schools effectively in the teaching of sex information, regardless of their willingness and the competence of their instructors. However, the question is really whether the schools can and will assume the responsibility, or lose it to others by default. The public wants children to be healthy, mentally and spiritually, but the public does not insist in telling the responsible expert, whether in medicine or in education, just how to carry on his work. If the schoolmen will remain clear-headed in trying to understand the needs of the public, and sincere in serving the interests of the public, they are likely to be given, in the future, all the responsibility they are willing to take.

It seems that the first step for educators is to make use of the existing personnel and opportunities, confident that the public will back them up. The next step is to train teachers adequately in teacher-training institutions for their new responsibilities. They must be mature, emotionally adjusted, cognizant of the needs of the pupils as well as those of the parents. Moreover, the new teachers must be trained in the art of interpreting the schools to

1/ Gruenberg, op. cit., p. 48.
the public; that is, they must be trained not only to recognize the needs of pupils, but to secure the cooperation and backing of the parents in filling those needs. The movement for sex education cannot, however, wait for the new teachers to appear: administrators must do all that they can in the way of improving those teachers now in service, in the way of driving home to them that they are teachers of children, not of subjects. The schools cannot escape responsibility in this vital matter of sex education.\(^1\)

In Part I of this thesis the brief history of the sex education movement has been traced; the growing recognition on the part of educators of the need for sex instruction, the trend in the better-than-average schools toward the assumption of responsibility in this field has been pointed out; and obstacles to further progress have been demonstrated to be not insurmountable. Part II of this thesis develops the means by which the secondary schools of the United States can meet the responsibility for sex instruction through the integration of such instruction with the existing program of studies.

\(^1\) Ibid., p. 52.
PART II

THE MEANS BY WHICH THE SECONDARY SCHOOL CAN MEET ITS NEW RESPONSIBILITY
CHAPTER VI

METHODS OF TEACHING SEX EDUCATION

The task of the secondary school. -- In order to attain its objective in sex education, the secondary school must furnish four kinds of educational service: Information, which comes chiefly in connection with courses having a biological foundation; such as botany, zoology, biology, agriculture, physiology, hygiene, and home nursing; Interpretation, which comes from courses dealing with human nature and human relations, such as literature, history, sociology, psychology, economics, civics, the various practical arts, athletics, and homemaking; Inspiration, which comes from the pupil's contemporaries or from the vital figures of fiction, history, the theatre, and the larger stage of "world affairs"; and Guidance which comes from understanding and sympathetic teachers.¹/

Integration or specialized instruction in sex education? -- In the teaching of sex education during the past forty years, two distinct methods of instruction have evolved in secondary schools; namely, emergency or isolated instruction by sex specialists, lectures, pamphlets, exhibits, and visual aids; and integrated or incidental

instruction through the several subjects of the curriculum and extra-curricula activities. Almost from the inception of sex education, an incessant controversy has been evident as to which is the more effective method. Neither method has become established as the better, but indications are to be had over a relatively long period of time that suggest that integrated sex education will eventually eclipse the other.

For instance, Dr. William T. Foster, Professor of Science in Reed College, Portland, Oregon, in 1914, said that sex education should not be isolated; it should not be prominent. It should be an integral part of courses in biology, hygiene, and ethics. Specialists are undesirable in and out of school. Isolation of sex instruction only arouses curiosity and stimulates interest in an unhealthy manner.

Dr. Edith B. Lowry, Acting Chief of the Bureau of Hospitals in Chicago, five years later, stated that the teaching of sex hygiene in the public schools as a separate subject would always be a mistake.

The United States Board of Education and the United


States Public Health Service sent, in January, 1920, a questionnaire to 12,825 accredited and partially accredited schools of the country. 2,638 high schools, or 40.6 per cent of the 6,488 replies received, stated that sex instruction of some sort was being given. 1,633 were giving emergency sex education and 1,005 were giving sex education as part of courses already in the curriculum.\textsuperscript{1} Newell W. Edson, who made a study of the report mentioned above, stated that, although the figures might seem to indicate that emergency sex instruction was on the ascendancy, there was a marked approval of integrated sex education on the part of principals, even among those who had reported no sex education in their school, and a feeling that such instruction has met with success. Furthermore, emergency sex education had less approval than sex instruction given as a part of regular subjects in the curriculum.\textsuperscript{2}

A marked increase in integrated sex instruction, as well as in the inclusiveness, soundness, and thoroughness of such instruction, was revealed in a similar study made in 1927. The proportion of schools that conducted integrated sex instruction, based on the total schools reply-


ing, increased from 15 per cent in 1920 to 29 per cent in 1927. Correspondingly, the schools employing emergency measures decreased from 25 per cent in 1920 to 15 per cent in 1927. Emergency measures were being supplanted by more adequate methods of integrating such teaching in broader subjects taught in the curriculum.\textsuperscript{1/}

In 1935, Frances Bruce Strain, psychiatric social worker in the University of Colorado, stated that the lecture method was a far too disturbing experience to massed groups of segregated boys and girls.\textsuperscript{2/} According to Dr. Maurice A. Bigelow, there should be nothing known to young people as "sex studies".\textsuperscript{3/}

It seems that sex education, therefore, should not be considered as an isolated bit of the curriculum; it must be


developed as an organic part of the entire educational program.

Emergency measures in sex education are only of temporary value and will persist only so long as there exists a lack of qualified instructors who can reach the pupils through the incidental use of subject matter as opportunity presents itself in the several subjects of the school program. Emergency measures can, however, be used to supplement integrated sex instruction. Pamphlets, for example, if properly selected and placed within the reach of pupils will do much to supplement the classroom instruction and the textbook. In selecting material for instructional purposes, the teacher will have to exercise rare judgment. Material must be scientifically and educationally sound; moreover, it must not contain half-truths and exaggerations. All devices used should be carefully adapted to grade, ability, and interests of the pupils for whom it is intended. Excellent material may be had from a number of sources, namely, from federal, state, and municipal bureaus, the American Social Hygiene Association, the United States Public Health Service, the American Medical Association, the United States Office of Education, and the National Education Association. These are only a few of the


sources from which material ably presented may be had on sex education.

The instruction and discussion in the classroom should be free and sincere and neither the contents of a useful pamphlet nor the individual's interest in it should be treated as shameful. The value of suitable pamphlets depends on the spirit in which they are brought to the attention of the readers. A working compromise between the honest intent of the teacher and the uncertainties of the parents as to the attitudes of the parents must be arrived at. Parents are often notified by mail of the scope of the instruction and are invited to borrow school materials which may help them to understand their children better. Parents welcome these opportunities and helpful suggestions which enable them to establish a better rapport with their children.1/

Blackboards, charts, posters, pictures, demonstrations, class excursions, and films are found helpful and interesting devices2/ according to the experience of teachers of sex education. Motion pictures are powerful to an unexpected degree in affecting the information, attitude, emotional experiences, and conduct patterns of children.3/

1/ Ibid., pp. 15-16.
2/ Conrad and Meister, op. cit., p. 98.
Films should have the following values: 1/

"1. The first and most obvious contribution of the film is that it provides realistic imagery which enables the pupil to give meaning to the facts presented verbally.

"2. The second contribution is better organization of subject matter as presented by the good educational film. The continuity of the film aids considerably in accomplishing this coordination and subordination of facts and inferences.

"3. The third contribution is the increased interest and enjoyment present in the film-motivated lesson."

As in other fields of education, motion pictures are of greatest value when used to supplement lecture, laboratory, and recitation rather than as a substitute for them. 2/ Complete information about films 3/ may be obtained from the American Social Hygiene Association, the Association of School Film Libraries, and the United States Public Health Service. 4/

Since sex education is but a phase of health education and character education, most instruction and guidance intended for the building up of wholesome attitudes and habits and ideals regarding sex should be developed as integral

1/ Conrad and Meister, op. cit., p. 102.


parts of the general educational program. The facts of life which directly or indirectly concern sex should not be taken from their normal settings and organized into separate courses of study known as "social hygiene" or "sex education". On the contrary, the regular courses in biological and social sciences, physical education and hygiene, household arts, and homemaking, and general literature offer many natural situations for dealing with fundamental facts and problems of sex.¹

Sex education in the subjects of the curriculum.--

Sex in life is not isolated as an experience or group of facts; it winds through many kinds of experience at different ages and is a part of many kinds of facts. There are few branches of knowledge or feeling which do not touch problems of sex. The introduction of sex instruction, then, does not require that we add new subjects to the curriculum; it is only necessary to lift the taboo from certain kinds of knowledge which form organic parts of courses in nature study, physical education, biology, physiology, and community civics or sociology. Information may be given to pupils incidentally, in this manner, without the slightest consciousness on their part that they are receiving sex information. Much experimenting has been done and much more is necessary; however, enough has been accomplished by experts in biology, physiology, hygiene, and

¹ Snow, op. cit., pp. 9-10.
household arts during the last few years to furnish teachers with a very adequate background for sex instruction.1/

Outstanding opportunities in the four-year secondary school.-- Desirable attitudes, skills, and appreciation to be had from sex education in the four-year secondary school are:

1. An adequate knowledge of sex and reproduction including the anatomy and physiology of the sex mechanisms of men and women.

2. An appreciative understanding of the role sex is playing in the development of the youth's entire personality which includes knowledge of the hormone function of the sex glands.

3. An appreciation of sex as a creative force in the individual for good or ill, for the enlargement and enrichment of life or for disintegration of personality and human misery, according as the form is directed and used.

4. Reassuring understanding of the significance of the physiological and psychological phenomena, which come into experience.

5. Freedom from unwholesome inhibitions and inner conflicts.

6. Reasonably effective emotional control.

7. A philosophy and ethics of sex harmony with sound character and social responsibility, such as will tend to assure successful mating and happy family life.

8. A normal expectation of the fulfillment of life in companionship with a wife or husband in happy marriage and parenthood.

9. A serious sense of social responsibility in all expressions of the mating instinct.

10. Gradual emotional independence from the parents.  

Integrated sex instruction, as has been pointed out, seems the better method for accomplishing the objectives stated in the above paragraph. Although some phases of sex education can be handled normally as part of a particular subject or field, almost all subjects are adapted to serve as media for sex information. In the following courses the order of presentation is not indicative of the frequency of use, as the frequency of use varies over a period of time. For instance, in 1920, the biological sciences provided over fifty per cent of the instruction, then physiology and hygiene with twenty-three per cent, and social sciences with seventeen per cent; whereas in 1927 the subjects in

1/ Snow, op. cit., pp. 24-25.

Professor T. W. Galloway, A Formula for Sex Education. American Social Hygiene Association, New York City, Publication No. 778.

which sex education was integrated, given in the order of frequency, were biology, social studies, hygiene, physiology, physical education, home economics, and general science.¹/ Keeping in mind that the emphasis is always on the moral, normal, healthful, helpful, and the aesthetic aspects of the sexual process in human life, let us consider the contributions of the various subject matter fields.

**Biology.**—For the majority of secondary school pupils the biology department is the most favorably equipped of all to supply the foundation upon which a program of sex education can be built. Vast numbers of pupils come to the high school ignorant and full of misinformation obtained largely through surreptitious channels, because biological education has been so often neglected in the home, in nature study courses, and in the lower grades. In high school biology classes many pupils have their first opportunity to allay needless worries and anxieties and to dispell false ideas. For the first time pupils learn that sex and reproduction may be discussed in scientific language and without embarrassment.²/

From preliminary topics, such as floral reproduction, cell division, plant and animal behavior, and infectious diseases, to special topics, such as development, asexual

¹/ Snow, *op. cit.*, pp. 36-37.

²/ Gruenberg, *op. cit.*, p. 29.
reproduction, sexual reproduction, embryology, gonads and glands, internal secretions, eugenics, and venereal diseases, pupils are led over a wide range of subject matter. Only those phases of biological study which are more or less closely related to sex education will be used for instruction in sexual knowledge. These phases should be introduced as an integral part of the term's work at places where they may naturally be considered. Such work should center around topics, such as the origin of living things, human physiology and hygiene, diseases, heredity, and eugenics.

A particularly helpful text which can be used as a supplement to the ordinary textbook in biology is "Life and Growth." It is written especially for young people of high school and junior college age, and it is based on a collection of hundreds of questions which young people asked and which teachers, parents, and club workers helped to assemble. The important fact about this book is that it presents sex facts to young people in a frame work of social relations and social values. A particularly impor-


tant section of the book deals with problems of sex development and sex functioning. Part 1 deals with human life and social progress; part 2, with the individual and the way he grows; and part 3, with new life and social change. The chapters entitled "From Child to Man" and "Growing Pains" are especially helpful.

Sex and life.-- Without some consideration of sex, biology teaching is largely worthless; and whatever approach a teacher may use sex education can be carried on naturally, objectively, and unemotionally. Many teachers of biology use the "type method" of study, in which morphological ideas are preeminent. Plants and animals are distinguished and classified according to (1) how the reproductive structures and processes become differentiated from the vegetative; and (2) how the male and female become differentiated from one another. Some teachers prefer the ecological approach; that is, the students learn the effect of external conditions on life. Students become aware of the struggle for existence, adaptation, reproduction, nourishment, and care of the young, and "balance of nature". If the approach is through the economic aspects of the living world, problems of abundant yield and of improving its quality through plant and animal breeding must be faced. If study is organized along physiological lines, the nutritional aspects of life sink into significance when (or if) they are completely divorced from considera-
tions of the origin and perpetuation of life, the relation between successive generations, and the development of secondary traits.¹/

It is the objective of all biology teachers to develop in the pupils the objective attitude. The topics mentioned in the preceding paragraphs should be discussed with as little emotion as possible, and pupils should be shown how the intrusion of emotions vitiates observations and interpretation. In this manner the student is gradually lead to consider digestion, respiration, excretion, etc., as universally associated with metabolism. Likewise the student begins to see that cell division in growth, cell division in reproduction, and cell fusion or conjugations are equally aspects of living. The student can study the endless variety of plants and animals in which these basic processes take place without prejudice and without apprehension.

Notwithstanding the objectivity of science, however, and notwithstanding the fact that sex is implicit in all life and should, therefore, have been accepted by the student who finally becomes a teacher of biology, many teachers of biology cannot speak of sex without embarrassment. Therefore, instead of our saying that reproduction and sex have no necessary part in the course of instruction, let us recognize that we are incapable of dealing with the subject

¹/ Gruenberg, op. cit., p. 29-31.
as it should be dealt with, and accepting the responsibility, draw upon other educational resources to supplement our efforts.\(^1\)

Among the numerous programs\(^2\) for sex education through the study of biology is the program of Dr. Harold A. Miller and Dr. Robert S. Breakey, developed in cooperation with the Lansing, Michigan Department of Public Instruction.\(^3\) The program, consisting of lectures to segregated groups, was planned to meet some of the needs of senior high school students in regard to some of the more specific aspects of sex education. The course has been given for several years and with rather unusually gratifying results.

Hazel V. Smith, teacher of biology at Benton Harbor High School, Michigan, has been teaching sex education through biology since 1936, with unusual success.\(^4\) Her course consists in field work largely, for the study of

\(^1\) Gruenberg, *op. cit.*, pp. 39-40.

\(^2\) Margaret Stewart Frunk, *Integration of Sex Character Education with the Teaching of Biology*. American Social Hygiene Association, New York City, Publication No. A-159.

\(^3\) Harold A. Miller, M.D. and Robert S. Breakey, M.D., *Sex Education in the Curriculum*. Bulletin No. 301B, Instructional Service Series No. 18, State of Michigan, Department of Public Instruction, Lansing, 1939.

living things, but she uses embryos in the classroom, and library studies for correlated work on the family and the home. "Growing Up" by de Schweinitz is her basic textbook, although she also uses McAndrew's "Orientation Handbook" as a supplementary aid.

Mary Helen Stohlman\(^1\) has compiled an outline of study, together with a list of specific objectives, practical procedures, and laboratory techniques for use in high schools of the District of Columbia. Throughout the course, which is designed for grades 9-12, Miss Stohlman develops the human meanings of general biological ideas as applied to sex, parenthood, and family life. Living embryos, field trips, charts, and library studies are used extensively.

The general science course.-- In school systems and in textbooks on general science there is considerable variation with respect to content and distribution of subject matter. Some courses are confined almost entirely to physical and earth sciences. Others include large proportions of biological science. However, there is a tendency to include as desirable in this course more information about reproduction and sex. It is impossible to prescribe a complete syllabus in general science to serve all groups equally well; nevertheless, certain topics are of general

value to all pupils. Among those related to sex are: the meaning of prolific reproduction among plants and such animals as the rabbit, fox, and wolf; the conditions determining survival; germination; and the structure of the flower. In a school where many of the students do not continue their study of science in succeeding years there might be some objection to the inclusion of so much biological material in a general science course; however, this situation can be ameliorated by making correlations with the above topics in harmony with the methods followed in the general science course as a whole. For instance, one high school where general science is taught in the ninth year and biology in the tenth, the freshmen are given considerable sex information in the biological part of the general science work.1/

Experienced teachers see wide opportunities for general science. They realize that science insists upon the accumulation and interpretation of facts uninfluenced by preconceptions and emotional biases. Thus boys and girls can learn from their study of science that following blindly the habitual and the impulsive is in effect to defeat their purpose. The attainment of the objective attitude prepares students to deal with their own experiences and those of their contemporaries with some degree of success. Accordingly the tendency is for science teaching to depend more and more upon the common-sense implications of the

1/ Gruenberg, op. cit., pp. 43-44.
subject matter to obtain desired moral or social effects. However, as young people are very suggestible and have a great fund of misinformation on sex matters, the teacher must do more than dispense information: the study should lead to the application of the scientific way to problems of conduct in the social sense. Discussions on controversial questions should not only clarify the pupils' thoughts; they should form the basis for further discovery and organization of dependable facts that are relevant to our problem. Accurate knowledge will aid in the choice of actions. We should not depend upon our instincts alone, nor upon traditions or conventions.¹/ 

Mary Helen Stohlman²/ has built an excellent course in general science emphasizing the human values in science teaching as applied to sex, parenthood, and family life through the study of living embryos, field trips, and library studies. The course is very practicable and has been used with unusual success in the high schools of the District of Columbia since 1934. Although the present writer has been unable to find printed syllabi of sex instruction through high school general science other than Miss Stohlman's, he has found that there is a wealth of material available which can be easily adapted to any high school

¹/ Ibid., pp. 43-48.

²/ Mary Helen Stohlman, loc. cit.
Psychology and hygiene. This course is generally offered in grades eleven and twelve. It can be reasonably assumed, then, that students come to it with a fairly broad understanding of scientific concepts and a working scientific vocabulary. The teacher of physiology knows that his students are interested and aware of sex and its many problems. Accordingly, the teacher is enabled, because of the greater maturity of his pupils, to deal more directly and frankly with his material.

Some of the students have a background of biological, some of general science, and some a combination of both. Whatever the background, a bees-and-flowers approach at this point is irrelevant and is almost always looked upon by the students as "stalling."

The fact that mammals exist and

1/ Maurice Bigelow, Sex Education. American Social Hygiene Association, 1936. Chapter 8, "Sex Instruction for Adolescent Boys and Girls; Chapter 9, "Special Instruction for Maturing Young Women".

2/ Gruenberg, op. cit., p. 53.

are divided into sexes, male and female, is an inescapable fact with vital implications. It is with these implications as they affect conduct and happiness that young people want the school to help them.

Significant topics which bear on sex education are:

a. Response of the body to external changes and stimuli.

b. Adaptation and coordination of organs, disturbances in coordination, modifications in development and in learning.

c. The nervous system.

d. Ductless glands and hormones, chemical modifications of metabolism.

e. Conservation of health and cost of illness.

f. Individual development including the embryological stage.

g. Reproductive system in male and female.

h. Sex differences; general, physical, functional, and emotional.  

By means of this course young people can be motivated for mental and physical health, not only as an individual matter, but as a concern for the community and family. The young student has already learned to think of his own personal well being. In this course he learns to think of hygiene in relation to particular individuals, a younger brother or sister, parents, or some person for whom he

cares. Socially and economically, the desire for personal health can be reinforced with the desire to avoid being a burden to others. Keeping well is a social responsibility.¹

**Physical education.**—Physical education can do a great deal more for young people than producing healthy bodies. At the same time that physically sound bodies are being developed important contributions to character development can be made. Here the physical education teachers have certain advantages in meeting this fundamental phase of sex education:

a. Practically every student in the school comes under the direction of the physical education department.

b. The trend toward coeducational participation in games, rhythmic exercises, dances, and other activities is growing. Joint boy and girl participation offers excellent opportunities for varied coeducational experiences of social value.

c. The organization of physical education in the school segregates the sexes naturally for such times as the instruction may require it, that is, in regard to personal problems.

d. By taking part in group competition, an individual learns to adjust himself to group needs, to subordinate himself so that the group of which he is a part may

effectively carry out its purpose.

e. The contacts of the teacher with his students are informal and close. In the locker rooms, shower baths, swimming pools, and the playing fields, the teacher has an opportunity to learn many group problems and attitudes. He can discover individuals who have private needs or who exert a desirable influence on their fellows. Because of the informality of the subject and its nonscholastic nature, he has an opportunity to give helpful guidance casually on various topics. Furthermore he is in a favorable position to get the confidence of his pupils.

f. Whether or not the physical activities of the group are individual in nature, the instructor has an opportunity to give advice in connection with the activities or in preparation for them. Formal didactic instruction can be strengthened by tying it up directly with practical activities and experiences.

g. Since health examinations and consultations are another part of the program, or in cooperation with the Health Service, the instructor has an opportunity to discover individual needs and to give individual guidance. He also has a chance to give important hygienic instruction under conditions that enlist the individual's interest without causing excessive concern or anxiety.¹/

¹/ Ibid., p. 63.
Other authors are in substantial agreement with these advantages.¹/¹

Since the director of physical education is the hero of almost all the adolescent boys and girls, it is essential that, over and above being a good athlete and successful coach, he must be a person of high ideals. He must not only gain the pupil's confidence; he must command respect. In addition to having information on the physical manifestations of sex, he must have sincere regard for the value in life of manliness and womanliness, of love and parenthood. Finally the physical education instructor must keep in touch with the teachers in other departments, so that the work in character and health education throughout the school may be made to yield optimal results.²/²

Games and physical education are necessary to health; they exhilarate, counteract depressing emotions, and divert energies into physical activity which might otherwise find unwholesome outlets. Under proper direction, they make for coordination between mind and body with a corresponding capacity to think or will particular actions. By-products of physical exercise and sports also have social and moral implications, chief among which are fair play and sportsmanship. Less commonly formulated as by-products are

¹/¹ United States Public Health Service, op. cit., p. 11.
²/² Gruenberg, op. cit., pp. 63-64.
honesty, courtesy, tolerance, and fellowship.\(^1\)

Instructors should give their pupils a rational basis for the modes of conduct required for youth.\(^2\) Each class has to be told not only what to do, but how to do it, and why we do this rather than that. In matters pertaining to sex, as in all the other fields of education, the goal to be attained is voluntary control. Such control must rest firmly on a basis of proper ideals, tastes, and interests which have been developed under teacher guidance. In this manner athletics can be made to contribute not only to character formation in general, but specifically to the formation of standards of conduct that pertain to matters of sex.

For an interesting and successful program for school leadership in sex education extending throughout the local community, teachers should read about the work of Howard C. Leibee of the senior high school at La Senta, Colorado.\(^3\)

**Home economics.** Courses in home economics must be concerned with something more fundamental than feeding, clothing, and housing the family. In addition to the usual instruction on the techniques of household operations, the home economics course can be effective means for scientific

\(^1\) Ibid., p. 66.


\(^3\) Loc. cit.
and sociological instruction on the opportunities and obligations of the individual as a home maker.

Home economics courses have distinct advantages in the teaching of sex factors in personal and domestic adjustment. Methods and content deal with the home in operation and, in most cases, the teacher has the basic background in biological and social sciences as well as specialized training in home economics. In addition, the following factors substantially favor sex education:

a. The pupils are already segregated, naturally, although some schools are experimenting with coeducational home economics courses.¹/

b. Laboratory work is practical and informal; hence the teacher of home economics has a better opportunity than any other, with the possible exception of the instructor of physical education, to establish intimate, personal relations with the pupils.

c. While teaching about the home in operation, the teacher has an excellent opportunity to learn about conditions in the pupils' homes and to offer instruction


Works Progress Administration, Division of Education Projects, Bibliography on Family Life Education. The Administration, Washington, August 16, 1938, Circular No. 8, 16 p. mimeographed.
definitely related to concrete problems and needs. The idea of a happy, well-regulated home can be linked with proper attitudes toward sex and related to visions of future responsibilities.

d. The subject matter deals closely with factors of physical and mental health, such as ventilation, bathing, cleanliness, sleep, and recreation.

e. Since dress and conduct are closely related, while the subject of dress design is being considered, the teacher has an excellent opportunity to explain the effects produced on the feelings by color and lines, the purpose which the garment design might be made to serve, and the responsibilities involved in selecting and wearing dresses of certain designs.

In some schools sex education is a part of the ninth-grade course where the main emphasis is upon health problems; in other schools it is part of the twelfth-grade course with the chief emphasis upon preparation for marriage and homemaking, and it is offered to boys as well as girls.1/

For the past ten years a western high school has been conducting a course in home economics for senior boys, under the title of "Family Adjustments".2/ Although some attention is given to skills and techniques, the course is

1/ Gruenberg, op. cit., p. 73-74.
largely anthropological and sociological in nature because the teacher feels that it is helpful to give more attention to family origins than is customary. The course is woven around such topics as "Getting Along with People", "Development of Family Life", "Adjustment to Age Differences". The summary unit, "Twentieth Century Family Adjustments", deals with personality traits and attitudes needed in the home and includes among other topics "wholesome attitudes towards sex". This unit is so flexible that teachers can adapt it to the needs of any group as conditions indicate.\(^1\)

A number of schools have attempted to establish mixed classes in home economics. A southern high school, for example, has an optional course in education for parenthood for boys and girls of the eleventh and twelfth grades. In a consolidated high school in the Middle West, the home economics course for senior boys and girls included a study of child development from fertility to one year, care of the mother during pregnancy, and the reproductive organs and diseases.\(^2\) Some authors maintain that the care of the mother during pregnancy is one of the most desirable outcomes of the home economics courses.\(^3\) At any rate a unit on family relationships is rapidly becoming one of the best

\(^1\) Ibid, p. 77.

\(^2\) Ibid., pp. 77-78.

vehicles for sex education.¹/

The social sciences.-- Sex education which realized that sex is more than a study of the reproductive processes and is a force which influences the character and development of the individual in the life of society becomes an integral part of the social science course. Sex education, so conceived, gives to the students a background of information and understanding which they need for the social point of view and for attitudes disposing them to be socially desirable conduct.²/

At the present time, in Providence, Rhode Island, excellent work is being done in the social studies classes of the senior high schools by guidance counsellors using the case-conference method. The purpose of this method is to provide the counsellor with an approach to the discussion of personal and social relationships by means of group thinking, in order to obviate the need for preaching. Topics used cover the whole field of morals, ethics, and character building, and frequently involve highly controversial issues.

The essentials of this method consist of a problem


²/ Gruenberg, op. cit., pp. 81-82.
stated in the concrete and personal terms of the Case, and an attempt at the solution of problem through group thinking achieved through group conference. The important technique in the selection and the preparation of the Case was developed by Dr. Charles R. Allen and Frank Cushman of the Federal Board for Vocational Education.1/

Although no accurate measurement of results has been made so far, there is evidence of the success of this method in the pupil questionnaire submitted by Miss Isabelle Hall, head teacher of the English department in the Hope Street Senior High School. The pupils were asked to give their reactions to the topics discussed, in writing, and without signing their names. The following quotations are typical of the reactions recorded:2/

"We learn what the majority thinks on vital questions."
"They teach one to think for himself."
"We discuss live topics, not ancient history."
"The discussions invite one to take a stand on important issues."
"The topics teach pupils morals indirectly."

The following topics are suggestive of those used with the case-conference method:3/

"I can get along with everyone except my family."
"How can I improve my ability to get along with

2/ Ibid., pp. 201-208.
people?"
"What does it mean to be a gentleman?"
"How can I make friends and keep them?"

The case-conference method offers unusual opportunities for approaching the problems in sex education; however, special skill is required in the selection, preparation, and conduct of the case: relatively few teachers in service could be trusted with this method.¹

There is available an increasingly large number of books which emphasize human relationships affecting the lives of pupils of secondary-school age.² In the hands of the competent social studies teacher, they can be used effectively to teach sex information indirectly through group discussions of topics related to the work of the day. The majority of these books emphasize the following topics: the art of human relationships; how to make friends; how to write an invitation to a party; the importance of dancing, as a means of making friends; how to be a good mixer; how to converse easily; how to ask a girl for a date, etc.

Community civics.— The teacher of civics, if her out-

¹/ Ibid., pp. 219-222.


look be sufficiently comprehensive, has an excellent opportunity with ninth-grade pupils to analyze and study the home which, like the cell of a living body, is both the source of the complex multicellular organism known as society and its basic unit. The home should be analyzed in terms of what makes it efficient and successful. For what purpose does the home exist? Why does it fail or succeed? These are pertinent questions. The following topics can be profitably discussed in class: the essentials of home relationships, an appreciation of harmony in the home based on common purposes, mutual affection and regard for personality, cooperation among the members of the family, dependence of the children on their parents and on one another for security. In addition the pupils may be taught that the school recreational program is one result of social changes which have shifted to the community what an earlier generation left to the family or individual: that the school has now taken over the responsibility for providing play and recreation for adults as well as for children as healthy activities which act as preventives for crime and vice.1/

Further opportunities for the teacher of civics to integrate sex education are as follows: public institutions, such as libraries, museums, schools, and concerts, can be shown to be extensions of the home; in the study of law

and lawmaking, legislation designed to protect the home, women, and children can be studied; the study of dependents, delinquents, and defectives leads naturally to a consideration of heredity, importance of early training, the problem of illegitimacy and the unmarried mother, and the various sources of insanity in heredity, in syphilis, and in the excessive strains and pressures of a modern life.¹

**Vocational civics.**-- As a result of the vocational guidance movement, the course in vocational civics is gradually changing in nature from a course on finding a profitable occupation to a course which deals with the social relations and responsibilities of workers in our industrialized world. For instance, a class discussing protective labor legislation, can be led to consider the relation between the home and woman's industrial and commercial service in order to emphasize the purpose of the home and its ideals and how they may be realized.²

Very often classroom discussions involve questions of manners, courtesy, propriety, and behavior in the business world. More subtle and significant topics are as follows: the reduction of the workers' wage to below a decent living standard; deferred marriage; unwholesome sex lives; unhappy celibacy; prostitution; and secret affairs which sometimes replace happy normal family life. The bearing of all the

¹/ Gruenberg, *op. cit.*, p. 82.
topics on family life can very profitably be discussed. The main objective of the teacher should be to help the young people understand that not only does a satisfactory home and family depend upon suitable occupational opportunities, but that effective economic performance depends also on a satisfactory family life.\(^{1/}\)

**European history.**—Modern historians and teachers have attempted to make history something of a science, an instrument for understanding the human race. Because of the new emphasis, it is possible for history to become another of the media through which students can learn the social implications of sex and to see themselves in relation to the groups of which they form a part. Opportunities for students to study the relation of the family to society, the status of woman, and the opportunities for children in all periods of history, and the effects of the prevailing culture and civilization on the family and the individual are abundant from Greek civilization to Twentieth Century Europe. Family life, the status of woman, morality, and customs are never static. Thus, it is possible to show that the Puritan movement, with its rigid standards of sex life, its emphasis on austerity, and its notion that what is pleasant must be wicked, was an inevitable reaction to a period in which the customs of the ruling

\(^{1/}\) Loc. cit.
class did violence to the desires and needs of the general run of humanity. In giving sex instruction through the study of European history, the teacher should aim to give the pupils better understanding of the role of sex in community life, and the bearing of various institutions on the welfare of the home.\footnote{Ibid., pp. 84-85.}

**American history.**-- Students usually come to the study of American history, which is ordinarily offered in the eleventh or twelfth grade, with sufficient maturity to consider the nature of individual and social responsibility. A comparative study of homes under different conditions is found in Colonial home life, from the Puritan household of New England to the patriarchal plantation household of the South. Conditions in New England called for a certain type of society which was not possible in the South, based as it was on agriculture carried on by a slave class. Slavery made possible a type of chivalry and gave the southern woman a certain type of status which women in New England did not have; but his chivalry involved a contempt for women as well as men of the "lower classes". The westward movement also offers an opportunity to study the family under different conditions. Students can profitably consider the development of legislation which shows the community's intention to preserve the home threatened by many of the results of the industrial revolution.\footnote{Ibid., pp. 83-84.}
Economic history.-- Man's economic progress from primitive society to modern industrialism is directly related to the development of the family. The pastoral stage of man's progress involved a type of family organization which became modified with the development of commerce. From the patriarchal society in which woman's place was almost that of a chattel, economic history shows the steps by which woman gradually began to emerge as an individual. Each of the steps by which our society gradually became what it is offers opportunities to consider factors that influenced the social relations of the sexes. Her economic emergence, with its social concomitants, makes consideration of the double standard interesting and instructive. The introduction of the wage system also invites class discussion of the relationship of the wage to the family subsistence and standard of living. Within recent times large numbers of families\(^1\) have become migratory groups in the perpetual search of employment. These families are the twentieth century return to the nomadic ways of living practiced by the oldest of our known family groups.\(^2\)

Social science.-- In order to unify courses in civics and economics, more and more high schools are giving courses in social problems under such names as "Problems of


Democracy", "Modern Problems", "Social Problems", and "Social Relations". The students of these courses are generally seniors, keenly aware of themselves as males and females, and curious, not so much about the facts of sex, as about the place of sex in social life.

In these courses the problems of the modern family should be frankly discussed. Students of anthropology have shown that monogamous marriage, or at least its ideal, has come to be the prevailing form of marriage in western civilization. Through psychological studies, as well as through the century-old experience of the race, it appears probable that progressive development of personality is more favored by monogamy than by sexual promiscuity, and that marriage is itself valuable for education and development. Recent studies have shown that Don Juans and the promiscuous are in part the result of arrested personality development, and that the multiplicity of their relations is a defense against basic feelings of inadequacy. Discussion along some such line as this will give students a helpful outlook on the values in the ideal of monogamous marriage, and will permit them to see the "single standard" more than an arbitrary restriction on what might appear their natural freedom.  

Attention should be given also to the forces which

\[1/\] Ichib., pp. 85-86.
tend to disrupt the family.\textsuperscript{1/} Industry has been removed from the home; women have become more independent economically; city life has tended to disrupt the basic unity of the family; divorce rates are increasing. Mature students can discuss these problems as well as the reasons for legal and ecclesiastical restrictions on divorce and marriage.\textsuperscript{2/}

Additional opportunities for the teacher of social science are evident in the following list of topics: prostitution and venereal diseases as they effect society, the family, and the individual himself, discussed in light of our democratic institutions; alcoholism and the effect of legal prohibition; drugs, from the standpoint of their effect on the family, the individual, their relation to prostitution and venereal diseases, and the development of self-control in the individual; and finally a discussion of gonorrhea as a communicable disease and not a "disgrace". The experience of many schools in presenting these topics in the social studies has clearly shown the value of this kind of work. Students frequently discuss their new viewpoints with their friends outside of school and the influence of such teaching is far greater than can be estimated.\textsuperscript{3/}

\textsuperscript{1/} Floyd Dell, \textit{Love in the Machine Age}. Farrar and Rinehart, New York, 1930, 428 pp. See for interesting discussion of this problem.

\textsuperscript{2/} Gruenberg, \textit{op. cit.}, p. 86.

\textsuperscript{3/} Ibid., pp. 86-87.
The English course. — Within a lifetime English courses have ceased to be a conglomeration of rhetoric or public speaking, composition or the technique of writing grammatically correct English, and a study of a carefully selected number of "classics" which everybody was supposed to have read. Literature is actually becoming a mirror held up to nature, a means by which a student may attain an understanding of man's adventures, his conflicts, relationships, emotions, and ideals.¹ Not only has the subject matter of the English course been broadened, but teachers are recognizing that contemporary literature, modern in background and closely related to the lives of young people, is a means by which students can be guided in formulating socially desirable attitudes. For instance, in studying "Silas Marner", if the teacher is concerned wholly with the plot of the novel, sex education in the English course is distinctly out of the question. But if she is interested in the plot construction, as was George Elliot, as a means of portraying people in relation to one another and for showing the motives which make people act as they do; then, the teacher can teach sex education through the study of Godfrey's impulsive early marriage to Molly Farren and Godfrey's child, Eppie. Thus considered, the English teacher has as much responsibility in sex education as the physical education instructor who attempts to build character.

¹/ Ibid., p. 89.
through directing activities, the biology teacher who teaches the facts of reproduction, and the social studies teacher who shows the implications of sex in the living community.

Sex and literature. - Just as sex is implicit in life so is it implicit in literature as a motivating force. Literature does not concern itself with the biological facts of sex, but as a picture of human life and human relationships it takes these facts for granted. It explores the broad field of human behavior, analyzes human conduct in all its aspects, including the sexual, and gets much of its material from the blind gropings and passions of men and women. Therefore, students can learn from literature the social importance of attaining mature sex attitudes and can learn to apply to their own behavior the lessons implicit in the books they read.

To explore the possibilities of teaching sex education through literature, the English teacher must have a sound background in psychology as well as insight and sympathy; otherwise classroom discussions are likely to become preaching rather than an aid to understanding.

Regardless of whether or not the English teacher incorporates sex instruction in her course, pupils inevitably

I/ Ibid., pp. 89-91. Taken freely and at length. Material compiled from extensive bibliography on teaching of English literature, op. cit., p. 96.
get ideas and ideals about sex relationships. Life problems intrude themselves constantly in fiction magazines and through newspapers. The theatre, the "movies", the "funnies", and the radio are all agencies through which sex education of a sort is being carried on. The escapist, sentimental literature in many other magazines of great popularity is based on the thesis that love is a strange miracle and that marriage becomes a period of perpetual moonlight on a silvery sea. Fairy stories, mystery and murder stories are another form of escapist literature which, although often harmless to the adult because of his greater maturity, needs to be explained to the pupils as having no foundation in actual life.

It is through good fiction sincerely and genuinely written that the student gets a real opportunity to observe the endless patterns of adjustment in love and courtship, in marriage and homemaking, and in the ways that men and women live. At no other stage in the student's development can a comparison of the various ways of meeting life be so effective for a choice of ideals and for the determination to pursue them. The task of the teacher is not simple; he must cultivate understanding and appreciation. He must find books that will be interesting to his pupil, for whatever the pupil finds interesting is of value in dispelling the easy sentimentalism to which so many young people resort in an attempt to escape from the difficulties and
frustrations of everyday life. The goal of the teacher here is to teach discrimination in reading.

Attitudes have changed so that it is not at all difficult to discuss the affections, the loves and hates, the hopes and fears on which the novels, plays, and poems selected for class use are based. A frank facing of the facts always wins the respect of the students and develops their confidence without which the inculcations of ideals would be impossible. Arbitrary statements will not do; they must be helped to formulate their ideals by an appeal to intelligence and reason.

Two illustrations of how the course in literature may be made to serve in the development of socially desirable ideals will suffice. In the study of "Silas Marner", Godfrey's early marriage should not be skipped over as being difficult to talk about. This marriage, like many a modern one, had almost disastrous consequences because it was based on a momentary infatuation. Some pupils, without the guidance of the teacher and under the influence of the casual ideals of their light readings, may conclude that because Eppie found a home and redeemed a miser, good came out of evil and therefore the evil was of slight moment. The teacher should help the student to see the evil of irresponsible conduct, and that much of the trouble undoubtedly was due to ignorance on the part of Molly and to an attitude on the part of Godfrey which placed little value on
woman's individuality. The second illustration goes about as far afield from "Silas Marner" as it is possible to go. The gradual deterioration of Studs Lonigan (a contemporary fictional American) because of his inability to adjust himself to the world and environment around him can also be made to indicate the mixed nature of human motives. Evil is not clear-cut and black, nor is good clear-cut and white. Studs Lonigan, in part, was a victim of his environment and, in part, of his own weakness. This same type of analysis can be applied to Theodore Drieser's, "An American Tragedy", with direct benefits in formulating ideals and modes of behavior in mature high school students.

Other opportunities for the teacher of English can be found in English composition, literary biography, and supplementary reading.1/

Though the variety of viewpoints presented by the literature studied, through the sympathy and objectivity of the teacher's own attitude, through the creative outlet and self-revelation afforded by the writing of themes, and through the high level maintained in the discussion of human feelings and motives and inspirations, the classes dealing with literature and with the life it seeks to de-

pict and interpret can help young people to a far better understanding of the vital problems, and to a better adjustment of their own ideals and purposes in the field of sex.

**Extra-Curricula Activities.**—Unless information is translated into attitudes and purposes, the true ends of education will not be attained. From this point of view the so-called extra-curricula activities are of the utmost importance in that they offer to guide the students in the carry over of classroom information into actual life situations in such a way as to build the socially desirable attitudes, skills, and habits of the mature individual. Work of this kind will not take care of itself, nor will it be adequately cared for if it is put into the hands of a large general committee. In schools that have used their extra-curricula activities for the purpose of giving instruction in sex, a small committee, carefully selected, has organized the social, athletic, and recreational activities of their pupils so that high ideals and sound habits of conduct will be developed. The committee should cooperate with other members of committees and with the faculty committees that are directing student activities. The committee in charge of extra-curricula activities will do well to make a survey of recreational facilities in the community in an attempt to answer some of the following questions: What recreational facilities exist? What
danger spots exist? What are the legal regulations governing dance halls and how are they (the halls) administered? What alternatives have the young people to patronizing commercial dance halls? How do the students spend their leisure time and what do they do? Cooperation with the community will make the school program more effective. It may be necessary for both school and community to extend their programs, or perhaps a change in emphasis will be found to be desirable in the existing programs. Extracurricula activities so planned between parents and teachers and based on sympathetic insight into the problems of youth are likely to show valuable results from the very beginning.1/

Opportunities in the Three-Year Junior High School

The skeptic is apt to say that integration in the high school may be possible and productive of results, but, "How would you treat sex education in secondary schools in accordance with the recent trend of junior and senior high school division?" 2/

Fundamentally, the junior high school should instruct in the biological aspects of sex, 3/ and the senior high

school should instruct on the sociological aspects.\(^1\)

The difference in subject matter is one of intensification and gradation; that is, while the same subject matter may be used, in both the junior and the senior high school, more emphasis can be given to socialization of the sex impulse in the senior high school due to the elimination of elementary details.\(^2\)

There can be no standardized plan. Variation is widespread due to such factors as school personnel, and equipment. However, certain information does seem to fit at particular levels for the following curricula. In the consideration of junior high school subjects only the basic fundamentals of social hygiene will be enlarged upon.

**Physiology and hygiene.**—In addition to the usual material there should be included elementary facts about the internal secretions; development from infancy to maturity as influenced by sex and the other endocrines; the chief changes that are now taking place, or are soon to take place in children of junior high school age; a brief treatment of development immediately following puberty, and what the individual can do to help keep the process wholesome and health giving—physically, mentally, and


Socially.\(^1\)

**Physical education.**-- The emphasis here is on the development of the whole personality and the value to personal efficiency of all health practices. Discussion topics designed to illicit this information are as follows: in the seventh grade, "Health of Body and Mind", in the eighth grade, "Health and Personal Development", and in the ninth grade, "Health in Social Knowledge, Behavior Habits, Ideals, and Relations".\(^2\) In addition the physical education program should explain the part played by sex in making normal, happy men and women out of boys and girls of junior high school age; the changes of puberty and how important it is that young people understand in what ways they may interfere with the fullest development and avoid wholesome and weakening practices, thoughts, and ideals. Such topics are not at all out of place in a physical education program designed to prepare pupils for participation in modern life.

**Domestic science courses.**-- Basic in all courses designed to fit girls for the common duties of homemaking are the following topics: the biological elements underlying the home and family life of human beings as compared to animals; the values of homes and families to children.


the individual's responsibility for making his home life rich and secure, healthful and happy; and how present home relationships determine future happiness.\textsuperscript{1/}

A complete syllabus for the teaching of sex education in conjunction with domestic science in the seventh grade has been prepared by Mary Helen Stohlman for use in the junior high schools in the District of Columbia.\textsuperscript{2/}

**General science.**— This subject is taught with great success, both in the junior and in the senior high school;\textsuperscript{3/} hence it presents an excellent medium for sex instruction at this level. The subject usually includes biology, zoology, and botany.\textsuperscript{4/} In some schools biology is given as a separate subject. For instance, Russell B. Babcock has found it an excellent medium for sex instruction in the seventh grade class at Winnetka, Illinois.\textsuperscript{5/}

Mr. Babcock's course is made up of about eighty percent discussion. There is little routine work, and material is based on everyday biological interest. He makes extensive

\textsuperscript{1/} Galloway, op. cit., pp. 9-10, 39, 48.
\textsuperscript{2/} Loc. cit.
\textsuperscript{3/} Gruenberg, op. cit., p. 43.
\textsuperscript{4/} Thomas W. Galloway, Sex Character Education in Junior High Schools. American Social Hygiene Association, New York, 1929, p. 8.
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use of magazines, films, mounted pictures, specimen jars, and live materials; such as grasshoppers, ants, rabbits, and snakes. Reproduction in humans is treated as one of the main functions of living. It is carefully led up to from a study of reproduction in simpler forms of life. The children collect their own materials, starting in September, and observe them throughout the school year. Possible embarrassment in talking about sex matters is obviated by the expedient of gradually building a scientific vocabulary for the students.

Miss Mary Stohlman\(^1\) has built a syllabus in general science courses for grades 7-9. She teaches sex education by developing the human meaning of general biological ideas as they are applied to sex, parenthood, and family life.

Margaret Stewart Funk\(^2\) of Bronxville, New York, has developed a course in biology for teaching sex information as a phase of character education. The course is designed for grade seven. She uses aquaria, terraria, microscopes, and insect cages extensively. The children collect most of the specimens, care for them, and observe them in class. Pregnant guinea pigs and cats are observed as they give birth to their young; pupils seek interviews with scientists.

\(^1\) Stohlman, op. cit., p. 118.

\(^2\) Margaret Stewart Funk, Integration of Sex Character Education with the Teaching of Biology. American Social Hygiene Association, New York City, Publication No. A-159.
on the subject of diets, make blood slides, dissect beef hearts, and listen to the heart beat by means of the stethoscope. The atmosphere of the classroom is very informal. There is a great deal of library work, note taking, and discussion. Miss Funk's main objective is to establish effective personal relationships with her pupils as a means to implementing character-building possibilities growing out of the daily class work.

General Science, as usually presented, should give the student the elementary facts bearing upon sex, reproduction, parenthood, and the care of children among humans as well as among plants and animals. The "cyclic" principle in which the major topics are the same for each of the three years, each year bringing an expansion and enrichment of subject matter, is usually followed. ¹/

The social sciences.-- The social sciences should emphasize the social phases of marriage, homemaking, care of children, relations of parents and children and of brothers and sisters; the relation of home and family to society; the effect upon character of the home relations of the family, and the substitution of the spirit of service on the part of the strong toward the weak, and of mutual cooperation of all for the good of the group; and how best to

¹/ Galloway, op. cit., pp. 8, 16-27; Gruenberg, op. cit. p. 46.
develop these homemaking attitudes.\footnote{Galloway, op. cit., pp. 10, 48-58.}

Literature.-- More should be done with literature suitable to the junior high school age. Much of the good juvenile literature is distinctly of a sex quality in that it distinguishes the needs and interests of boys and girls. Suitable literature should include selections of the following types: adventure, discovery, nature stories, invention, fine biographies, simple love stories involving manliness, honor and consideration, and chivalry for boys, and corresponding attitudes for girls. The literature, while dealing with highest suitable ideals, should be sincere and reasonable; moreover, the ideals should not be overemphasized to the point where they may threaten the desired outcome.\footnote{Galloway, Sex and Social Health. American Social Hygiene Association, New York, 1924, p. 203.}

The only counterpoise to uncensored literature is for children to become able to discriminate between literature which enriches and elevates character and life and that which degrades both.\footnote{Loc. cit.}

The extra-curricula activities.-- The primary purpose of extra-curricula activities is the attainment of those

\footnote{Thomas W. Galloway, Sex-Character Education in Junior High Schools. American Social Hygiene Association, New York, 1929, p. 10.}
qualities already described in connection with the four-year secondary school. There is, however, a distinction in the degree of concentration with which these activities can be utilized in senior high schools because of the background, knowledge, and maturity of the pupils.

By way of summarizing, the child in junior high school should gain from this type of training the habits and skills in action or behavior, the habits of feeling, tastes, appreciation, and preferences, habits of thinking, which depend on a scientific use of facts, and definite, dependable knowledge and ideas which alone can support, censor, and guide these habits.  

Opportunities in the Three-Year Senior High School

Assuming that the junior high school program in sex education has attained the desired outcome, the task of the three-year senior high school will be primarily the enlargement and interpretation of the meaning of sex in life; namely, clarifying the personal and social issues involved; anticipating more fully the experiences and problems of love, courtship, mate choice, marriage, parenthood, and family life; enlarging upon the anatomy, physiology, and hygiene of sex; dealing more fully with the psychological factors concerned with the development of emotional

stability and mutual understanding between the sexes—all for the purposes of providing an adequate background of understanding which will help youth in formulating their code of ethics.  

The older adolescent is concerned with the social and emotional aspects of their personal problems in heterosexual adjustment, with striving to establish satisfactory relations with age mates of the opposite sex; and with anxiety over their own normality and reaction of other people to it. In short, sex has become for them a problem of social adjustment; hence they are seeking a satisfactory way of dealing with other people, especially people of the opposite sex and in establishing a satisfying code of behavior in their relationships with them. The needs of the older adolescent are largely in the area of the tactics and ethics of heterosexual adjustment.

Although excellent opportunities for sex instruction exist at the secondary-school level, and although effective methods have been worked out whereby the content of sex education courses may be presented as an integral part of the existing program of studies, critics may well question whether or not teachers in service, as a group, are capable of handling this important phase of education. Consequently, the problems of preparing, selecting, and developing teachers of sex education are considered in chapter seven.

Qualifications of Teachers

In the adolescent's education, the unmet needs are largely in areas that involve attitudes, emotions, and purposes. Teacher training institutions have emphasized information and intellectual qualities; consequently there are few qualified teachers of sex education to handle effectively orientation courses for boys and girls with respect to sex and marriage. Although it is impossible to draw up specifications for the perfect teacher of sex education, it is possible to analyze the personality of the qualified teacher in this field.

Teachers entrusted with social hygiene education should have at least the following qualities:

1. A balanced attitude toward life.¹ Adolescents need to be guarded both from the well-meaning but misin-

¹ Gruenberg, op. cit., p. 20.


formed, and from the perverse and unsatisfied who may be only too well-informed. Teachers who are embarrassed, unwilling, inclined to be neurotic, or who show unhealthy interests in sex, of course, should be excluded from this kind of work. Only teachers properly prepared and possessing a high type of idealism should be selected.

2. The teacher must have poise and judgment. Maturity is characterized by a scientific attitude and spirit that avoids the extremes both of shallow faddists and of radical authority. The teacher should be conservative though open-minded toward the social convention and sane in evaluating the worth of outworn tradition.

3. The teacher must have an active sympathy with the problems and feelings of young people. The teacher in being sympathetic should be careful not to be sentimental or to moralize; else the adolescent will reject the adult standards, together with the adult, if he feels that his privacy is being intruded upon or that the standards of the adult differ too widely from his own. No teacher can tell a pupil what is right, but the teacher can offer counsel and guidance in making the decision of the right choice of action.

1/ Gruenberg, op. cit., p. 20.
2/ Snow, op. cit., pp. 46-47.
4. The teacher must be a person of character and principle. His personality must win the respect of the pupils. As sex education is essentially a phase of character education, morals are more likely to be "caught" than "taught".  

The basic qualities of the adjusted teacher have been well summed up by Dr. Burling, psychiatrist for Winnetka, Illinois public schools:

The person who undertakes the leadership of classes on sex hygiene should be pretty thoroughly informed about all aspects of sex. It is not sufficient to have a thorough grounding in the anatomy and physiology of reproduction. He must have a thorough understanding of the relationship of the sexual impulse to personality. Also he must be thoroughly familiar with the manifold ways in which people mismanage their sexual lives. It is absolutely fatal if a group of sophisticated boys get the impression that the instructor knows less about the wickedness of the world than they do. Above all, he must be willing for the boys to ask him any questions that come to their mind. He must be prepared to laugh with the boys. I once saw this statement on a magazine article: "Sex is serious and wonderful and sacred, but it is also funny." I think a man who talks to adolescent boys ought to believe that.

Of course the author intended that this statement apply to girls as well as boys.

Teacher Preparation

There are relatively few teachers qualified to teach

1/ Gruenberg, op. cit., p. 20.


sex education today.\textsuperscript{1/} The fault is neither with the teachers nor with those who trained them. Schools have been termed a caudal appendage of society; consequently, there must of necessity be a lag between the acceptance of responsibility for sex education on the part of educators at the secondary-school level and the inclusion of such instruction for prospective teachers at the college level. Progress has already been made in a few instances at the college level, largely through orientation courses which present sex instruction in its proper perspective and give the student an opportunity to thrash out his personal problems with someone who can understand them and offer proper guidance.\textsuperscript{2/} This training is an obligation of the teachers' colleges, the schools, and department of education in universities and colleges, and the normal schools of all grades.

The basic matter and method of a course to prepare teachers to handle sex instruction may be stated briefly as follows:

1. Certain fundamental data and training which are essential to give the teacher background, confidence, poise, and tact.

2. Simple and specific facts about sex and reproduc-

\textsuperscript{1/} Gruenberg, \textit{op. cit.}, p. 20

tion in animals and in man.

3. Some knowledge of the actual difference which social mores, customs, traditions, and conventions produce in the education of boys as compared with that desirable in girls.

4. Recognition of the stages of development in boys and girls in so far as they are influenced by sex.

5. An intimate understanding of the opportunities possessed by schools for giving the help needed by young people through the curriculum; extra-curricula relations, interests, and activities; and through parent-teacher associations.

6. Adequate discussion of the basic principles which should control and guide sex instruction in various age groups.

7. Some provision for practice under adequate supervision.¹/

Institutions which have been providing course for the training of teachers for sex education are: Teachers' College, Columbia University; New York University; and the Universities of Michigan, Cincinnati, Minnesota, Utah, and California.²/


²/ Snow, op. cit., p. 46.
Development

Three plans have been suggested for the improvement of the in-service teacher: 1/ 

1. The school itself may be used as a laboratory and training institution for teachers in service. Years will elapse before teacher-training institutions will begin to supply an adequate number of teachers trained to instruct pupils in sex matters. In the meantime the in-service teacher must bear the brunt of the load. Through study, investigation, and actual teaching, ways can be found for improving methods and finding solutions for problems as they arise; and it is there that teachers must be prepared to deal with sex education. 2/ 

2. Courses may be taken at summer schools. Every summer leading colleges and universities offer courses in various phases of child development, adolescence, psychology of family relationships, as well as on specific biological, psychological, and sociological topics. 3/ Several negro institutions are regularly giving such courses in their summer schools. Among these are the Hampton Institute, Miner Normal School, Virginia Normal and Industrial Institute, Alabama State Teachers College, and Tuskegee Insti-

1/ Gruenberg, op. cit., p. 22.
2/ Ibid., p. 23.
3/ Ibid., p. 22.
Various societies are also engaged in this field. For example, a course is now being undertaken under the auspices of the Physical Education Section of the New York Society for the Experimental Study of Education for which course credit will be granted to teachers who audit it. 2/

3. Through university extension courses 3/ of systematic study of selected readings, together with observation of students, and practical experimental work, the teacher in service can increase his value to students. The American Social Hygiene Association has done extensive work in this field. The University of Virginia, and William and Mary College have been conducting extension courses in several communities throughout the state. 4/

In addition to the three plans mentioned above is another measure, namely, the open forum lectures conducted at various colleges; for example, those lectures which have just been held at the Marriage Institute of Simmons College in March of 1940.

1/ Snow, op. cit., p. 46.


3/ Snow, op. cit., p. 46.

4/ Frances B. Strain, "College Summer Session Course in Sex Education", Journal of Social Hygiene (December, 1938), 24: 545-47.

There is a growing tendency on the part of educators at the secondary-school level to assume the responsibility for teaching sex education. The term "sex education", however, still connotes something ugly, dirty, and furtive to the mind of the average layman. It is possible that the movement for sex instruction in the "larger sense" would gain considerable momentum if the term "Education for Family Life" (recently publicized as the title of the 1941 Yearbook of the American Association of School Administrators) were substituted.

Sex education as developed in this thesis emphasizes the need for the broad perspective: the ethical, spiritual, and social significance of the family as the corner stone of society; the indirect approach through the integration of the subject with the whole program of studies; and the basic relationship between sex instruction and the whole broad field of human relationships. A change in nomenclature, together with appropriate content, would undoubtedly enrich the program of sex education. However, it would seem that aside from possible added motivation, a change in name would make no substantial difference in aim or method of presentation. In fact, there are conceivable drawbacks from the standpoint of proponents of sex education. "Education for Family Life" suggests a scope and multiplicity of detail which might tend to crowd out medical and other information necessary to the student before he
can properly socialize the sex impulse or attain a satisfactory stage of heterosexuality, in favor of emphasis on such elements as "budgeting", "clothes styling", "party manners", etc.

The majority of secondary-school educators recognize the need for sex education; they are timidly ready to take the steps to fill that need; they lack only leadership and a united front. Students are ready for, and are requesting, that such instruction be given. The majority of parents, when properly approached, are grateful for the cooperation and leadership of the schools. The obstacles to further progress, as, the lack of qualified teachers, and the determined resistance of a small but articulate majority, are not insurmountable. Commendable progress has already been made in the better-than-average schools of the United States. The means whereby the schools may assume their responsibility for the teaching of sex education are known, available, and practicable. Responsibility for further progress rests squarely on the shoulders of enlightened and progressive schoolmen.

...Neglect and omission of the sex problem, simply because it might arouse community conflict, means failure to fulfill our duty to youth.1/

1/ Youth Education Today, op. cit., p. 105.
SUMMARY

This thesis has presented the problem of sex education as a responsibility of the secondary schools.

Definition of Sex Education. The widespread misunderstanding of the nature of sex education, its aims, problems, and history calls for careful authoritative statement and an attempt at orientation for the benefit of both the layman and the schoolman.

The Need for Sex Education. A recognition of the growing prominence of promiscuous sexual standards and their resultant evils has led not only those who are educating but also those who are being educated to demand sex education.

The Critics of Sex Education. Adverse criticism of sex education is due largely to a widespread misunderstanding of the movement for sex education. For the most part, the serious critics of sex education have furthered the progress of the movement by calling attention of educators to misunderstandings and by insisting on a conservative point of view. Few serious critics vigorously oppose the movement for sex education at the present time.

Present Status of Sex Education. In recent years the high schools have assumed a larger responsibility in giving sex instruction through the integration of its several phases in those subjects favorable for their interpretation.
Obstacles to Further Progress in Sex Education. The lack of qualified teachers of sex education and the need for reeducation of the public, and the primary social agencies constitute the greatest obstacles to further progress in sex education. Far from being hopeless, the future of the movement is rather encouraging.

The Problem of Sex Education in the Secondary Schools. While it is admitted that sex education can best be taught in the home, this institution along with other primary institutions has failed to assume the task; consequently, the school as a residual institution must undertake it. As the elementary school's scope is limited, the secondary school becomes primarily responsible for the sex education of American youth.

Methods of Teaching Sex Education. The integration of sex education with the several subjects of the regular school curriculum seems to be the best method of instruction in sex education. Some subjects, the related natural sciences, offer more opportunities for instruction than English, the social studies, and the extra-curricula activities.

Selection, Preparation, and Development of Teachers of Sex Education. In selecting teachers of sex education attention should be directed to the following qualities: A balanced attitude toward life, poise and judgment, active sympathy with the problems and feelings of young people, and character and principle. The academic preparation of
prospective teachers of sex education can best be had in teaching-training institutions. Such training should equip the prospective teacher to handle the elementary phenomena of sex and reproduction. The in-service teacher can be educated by using the school as a laboratory, by attending summer schools or extension classes, or the marriage institutes held at different colleges.

The problem of sex education as a responsibility of the secondary schools is being recognized. The greatest need at the present time is a vigorous extension and development of the present programs commensurate with the dominant needs in the lives of the secondary school pupils.
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