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SCHOOL OF EDUCATION

Service Paper

SEX EDUCATION IN THE SECONDARY SCHOOL

Submitted by

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CHAPTER I
PROBLEM AND METHODS

This paper deals with the problem of sex education in the secondary school. The method used is a critical analysis of the literature on the subject. A list of studies on sex education was compiled from the Education Index, the International Index, and the Index of Current Periodicals. These studies were reviewed, and only those were selected that were pertinent to secondary schools. A brief summary of each study appears in this paper.

Sex education at the adolescent level is an introduction to the problems of life as they relate to friendship, courtship, marriage, and homemaking. It is with the adolescent that we are chiefly concerned in secondary schools. Although sex education is a continuous learning process from birth to the end of life, nevertheless, this paper is intended primarily for parents, educators, and youth leaders of secondary-school children.

Sex education has its opponents, but it also has its champions. We cannot read the daily paper without learning of many crimes committed in the name of sex. Parents are groping for words with which to instruct their children.
standing by open-mouthed, hungry for words that never come. All around us sex education to help these children is gaining ground.

In the files of a library in a city not too distant from Boston, it was found that out of twelve books listed under the subject of sex education, the library could locate only one. The rest had evidently been stolen. This apparently established even further proof of the interest in sex education. If people are so avid for the right kind of knowledge of sex and its functions, it should be extended to them in the right way.

When we realize that the object of sex education is to guide youths to lead happy, well-balanced, good, clean lives; and to gain a stability often lost through ignorance, then we might proceed to state that the school should help them to attain this kind of life.

It is not our tenet that the parents and church need be excluded, or that their powers, privileges, and practices need be usurped; rather, it is the duty of all connected with youth to play their part in the sex education of children.
CHAPTER II
A SERIES OF REVIEWS

In this chapter we are presenting the pertinent points from a group of studies by several authorities in the field of sex education. The series is developed in a logical order beginning with the aims of sex education wherein we show that once people realize that the true object of sex education is for a wholesome life, then they are usually in sympathy with the program.

A report on the needs of sex education follows, showing that most sex education comes too late and often follows a costly experience. There is need for regarding sex education as an aid to an emotionally well-balanced life. There is a student's need for a sympathetic understanding in this eventful era.

Methods for presenting sex education are then discussed, and studies show that instruction for family life should be woven throughout the curriculum. Family values should be used to motivate sex conduct.

The fourth part of the series of reviews demonstrates how schools may be assisted in organizing their own program in sex education. Reports are given of the programs now
functioning in Oregon, California, Utah, Colorado, Michigan, Illinois, New York, Maryland, and Washington, D.C.

There follows a study showing how teachers must be adequately trained and emotionally adjusted to teach a program in sex education.

Trends in sex education are discussed, and reports show the steady growth of sex education programs that are now termed "education for family life" and "education in human relations".

The series of reports closes with a description and an evaluation of two foremost films in sex education, "Human Reproduction" and "Human Growth".
WHAT IS SEX EDUCATION?

by

Ray H. Everett, Executive Secretary, District of Columbia Social Hygiene Society

Purpose of the report.-- This article was prepared by Mr. Everett at the request of the Washington Evening Star and was published during the course of a lively public discussion by the District of Columbia Board of Education as to whether social hygiene instruction should be expanded in the public schools of Washington, and if so, what should be taught. The board decided to expand the social hygiene teaching by incorporating in the curriculum Unit 10--Human Reproduction, the outline of which appears in this paper.

Pertinent points.-- Sex education stands for the protection, preservation, extension, improvement, and development of the monogamic family based on accepted ethical ideals. It seeks to aid individuals to control and guide their sex lives for the purpose of securing the greatest social health and happiness.

There are five great tasks for this type of education:

1. To develop an open-minded, serious, scientific, and respectful attitude towards all problems of human life which relate to sex.

2. To give that knowledge of personal sex hygiene which makes for health-

ful and efficient life of the human being.

3. To develop personal responsibility regarding the social (including ethical) and eugenic aspects of sex as affecting the individual life in relation to other individuals of the present and future generations.

4. To develop an appreciation and understanding of family life.

5. To teach very briefly during adolescence the essential hygienic and social facts regarding the destructive venereal diseases.

The old policy based on silence, superstition, ignorance, and mystery is useless.

Accumulated evidence indicates that normal children are almost certain to get more or less sex information not later than the early adolescent years from unreliable and vulgar sources.

It is especially important that sex education in home and school should not be concentrated in a short period of early adolescence, because it is impossible to exert the most desirable influence upon health, attitudes, and moral character except by such instruction and guidance, beginning in early childhood and graded for each period of life up to maturity.

Upon the home is placed the chief opportunity and responsibility for direct sex education of children before adolescence.
It is not desirable that any parts or courses of the curricula for schools should be known as "sex" studies. Such terms as "social hygiene" and "family life education" should be used.

For the purpose of training teachers there should be special, short courses or units in social hygiene, in professional schools of education, medicine, theology, nursing, and social work.

Social hygiene education should stress sex ethics or moral standards.

Sex education must show youth the advantages of those relations of the sexes which society at its highest development approves and calls moral.

Individualism in sex relations means social chaos.

Biology must not stop with the frog when human life is so much more vital and interesting.

It is well to re-emphasize the point that the home is the logical place for most social hygiene training, but until parents are better qualified for this opportunity than at present, our schools have a real mission on their hands—a challenge that they cannot fail to heed.

Critical opinion.—This is a good report that succinctly tells what is elaborated in several texts.
Purpose of report.-- To show what must be done for youth education in social hygiene as a result of figures from several investigations.

Research technique.-- Doctor Kirkendall, author of Understanding Sex, bases his comments on the Kinsey Report and several other investigations that he does not name.

Conclusions.-- On the average the best a boy could hope for was that if the home, school, or church recognized his need at all in social hygiene education, it would do so near his fifteenth birthday. By that time two thirds of the group (of 550) had had some kind of sexual experience.

If improper attitudes and misconceptions toward sex are to be avoided, sex education planned to meet the child's needs and level of maturity must begin before adolescence; otherwise other influences determine the child's viewpoint. Parents should become actively interested in giving proper sex education while their children are very young.

As the situation now stands, there is no choice between giving or not giving sex education; it is only a question of choosing between sources.

Lester A. Kirkendall, Hygeia, (May, 1948) 26;322-323
The text on the page is not legible due to the quality of the image. It appears to be a page from a document, but the content is not clearly visible.
Regardless of what the school, home, or church does, practically all youth are certain to receive an extensive education from contemporaries, but accurate information and emphasis, including attitudes and ethical considerations, may counterbalance these influences.

If parents or schools are to influence sex adjustments, they need to recognize that these adjustments become established in the years immediately following puberty, and are strongly conditioned in the pre-pubertal years.

Educations of a broad, comprehensive nature can influence the sex adjustments of youth. Knowledge which shows the relation of sex to various possible consequences is related to better adjustments; whereas, inadequate or fragmentary information—particularly if it is prophylactic in nature—is related to experimentation and promiscuity.

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

Sex education concerns itself with far more than factual information. Basically the whole problem of emotional maturity, personality development, and social adjustment must be attacked.
The relationship of sex behaviour to emotional well-being, personal happiness, and social responsibility is the most effective educational approach.

Critical opinion.—This is an excellent article by an authority in the field. A number of figures are given showing the sexual experiences of some men and boys based on the Kinsey and several other unnamed reports and investigations.
A FACTOR IN THE SEX EDUCATION OF CHILDREN

by

George E. Gardner, M.D., Ph.D., Director, Judge Baker Guidance Center, Boston, Massachusetts

Purpose of report.-- To show some of the fears that impel a child away from the acceptance of correct information in sex education.

Pertinent points.-- One part of sex education that must not be neglected--regardless of what teaching techniques we use--is the necessity of finding out what the child already knows and feels at the time--whatever the time and whatever the age--when he asks his questions, how strong this belief is, and what emotional factors may impel him to hold it after the instruction that you give him.

The fears, dreads, and taboos associated with earlier punishments and threats for such practices and the feeling of guilt for them must be resolved before accurate sex knowledge can be accepted and emotionally normal, moral concepts can be formulated.

Sex education will become the function of parents in the first generation that we as educators and physicians train to assume that function. Often it is enlightenment or reassurance on some particular phase of the problem that the child wants and not for the time being, information on other or all phases of the topic.

George E. Gardner, M.D., Ph.D., Mental Hygiene, (January, 1944) 28:55-63
Critical opinion.-- This is a good article that develops a seldom-if-ever-mentioned point in sex education procedure--namely--to learn what the child already knows about the topic under discussion.
SEX EDUCATION PLEASE!

by

Donita Ferguson and Carol Lynn Gilmer

Purpose of report.-- To show that America's Youth is not being given the chance to have the sex education program they request.

Research technique used.-- Editors of Coronet interviewed doctors, parents, teachers, and preachers. (The number interviewed is not given.)

Conclusions.-- No important group officially or consciously was obstructing sex education.

A recent nation-wide poll (not named) showed that 75 per cent of all parents favor sex education for children.

The American Association of School Administrators declared that neglect and omission of the problem of sex, simply because it might arouse community conflict, means failure to fulfill our duty to youth.

Rev. Edward Schmiedeler, director of the National Catholic Conference of Family Life said that to this end (sex education) the home must lead the way, and the parent must bear the burden of instruction. However, the church and the school also have highly important contributions to make. All these institutions must play their part if really effective sex training is to result.

Donita Ferguson and Carol Lynn Gilmer, Coronet, (January, 1949) p.73-80
Jacob Kepecs, executive director of the Jewish Children's Bureau in Chicago, declared that interest and curiosity about sex are perfectly normal in children.

The Federal Council of Churches of Christ in America through its Commission on Marriage and the Home declared that the misuse of sex is one of the greatest causes of individual disaster, family disintegration, and social corruption. The home, the church, and the school should see to it that children and young people receive sound sex instruction and character training.

Only eleven states actually did anything to encourage sex education on a state-wide basis. Ten states permitted local option. The remaining states ignored or obstructed sex education.

The real barricades to large scale improvement in sex education were found to be inertia, prejudice, ignorance, and most important, an unwillingness to admit the seriousness of the situation.

More than half of each year's 80,000 unwed mothers are between ten and nineteen years of age.

In 1944, children under fifteen accounted for 15,000 cases of reported congenital or acquired syphilis.

Nine out of ten youngsters interviewed learned something about sex—usually something unprintable—before they were sixteen. More than half of them got their information in the gutter.
The youth declare that we must get rid of the idea of beatific oblivion, that adults stop being suspicious about their motives, and that they clear up their own vagueness on the subject.

The biggest job in sex education must be done in the schools where the best opportunity exists to reach hundreds of thousands of youngsters.

Teachers must take additional training in the important field of sex education. They must stop imparting isolated facts and learn instead to interpret knowledge so that youngsters will find an application to their own problems.

Some communities that offer excellent programs in sex education are San Diego, Winnetka, Bronxville, Evanston, (Illinois) St. Louis, Corvallis, (Oregon) Lexington, (Kentucky) Tulsa, (Oklahoma) and Corpus Christi and Cathedral High Schools in New York City.

Critical opinion.-- This is an excellent and one of the latest reviews giving a general overall picture of the status of sex education in this country. The weakness of the report is its absence of figures giving research data, but this is probably because the report is intended for the general-reading public.
Purpose of report.-- To show the needs of youth in social hygiene education based on interviews with youth throughout the country.

Pertinent points.-- Throughout the country sex, according to high school students, is the most important personal problem facing teen-agers today.

Among the high-school students of the country to whom sex decisions have admittedly become a definite and immediate problem, the opinion is that help must come chiefly from the home.

Factual explanations of sex, given at school to separate classes of boys and girls by doctors as part of school health educational programs, have proved not enough. These courses included studies of the anatomy and function of male and female sex organs, presented objectively as biological studies and health courses only.

What the students feel they need most is constant, sympathetic attention and acceptance of the fact that things have changed since their parents were at the same teen age. They need the freedom to talk with someone, preferably someone at home.

Editors of Ladies Home Journal (June, 1949) 66:48-49
Critical opinion.-- This report gives a good description of the dating practices of high school students. Figures are not given as to the number of interviews made; so that makes the conclusions weaker. The criticism of the high school courses in sex education in the article seems to strengthen the policy of the need for an integrated program in health and human relations throughout the school years.
SOCIAL HYGIENE A PSYCHIATRIC VIEWPOINT

by

Brian Bird, M.D., Assistant Professor Psychiatry, School of Medicine, Western Reserve University, Cleveland, Ohio

Purpose of report.-- To show that sex behavior has an influence on other social and medical disorders.

Pertinent points.-- The earliest sorties into sex education were part of the venereal disease prevention program, and there was little thought given to the entire subject of sexual development.

Planned sex education is now an accepted part of a child's general education. It starts ideally in infancy, and is a continuous, unspectacular, learning process that never ends.

Sex education is no longer based on venereal disease information, and the teaching of facts about venereal diseases rests where it should—in those school courses dealing with communicable diseases.

Little progress in the prevention of delinquency will be made so long as children receive distorted ideas about sex.

The most important hindrance to good interpersonal relations consists of prejudices or fears that have a sexual core. If mental disease is to be prevented, great attention must be paid to sex education.

A neurosis always has its roots in sexual life, and we can say that a severe neurosis and a satisfactory sexual life are quite incompatible.

An attack upon the common cause of many social and medical problems means that children must be helped to learn the truth about sex, to learn how to live comfortably with sexual desires, and to learn through knowledge rather than through fear how to be the real masters of their sexual life.

Sex education is actually bigger than mental disease, bigger than venereal disease, bigger than divorce and alcoholism. Because sex education is so big and important it should not be the responsibility of only one affected group. All interested groups must combine their skills and efforts in developing a functional program and presenting it to parents and educators.

Sex is too readily confused with genital activity, but sex has a much broader meaning.

Avoidance of the topic of sex is the most emphatic kind of sex education—the child in effect is being educated constantly and definitely to believe that sex is so bad it cannot be mentioned, that sex must be denied, that there is no such thing as sex after all.

Opponents of sex education must be helped to understand that keeping the truth from children can only result in their acquiring distorted, inaccurate, false ideas of sex which quickly become personally and socially costly.
Changing human sex behavior through sex education has a great influence on alcoholism, neuroses, divorce, sex offenses, mental diseases, delinquency, and illegitimacy.

It is reasonable to assume that healthy sex attitudes and behavior will improve the general level of happiness and success in life. This is a job for parents and professional educators.

Critical opinion.—This is an excellent article showing the attitude towards sex as a common cause of many social and medical problems.
SEX TEACHING IN SCHOOLS

A comment by Nature magazine on a statement "Sex Teaching in Schools" by the Executive of the National Union of Teachers, Hamilton House, Mabledon Place, London, W.C.1

Purpose of report.-- To show the change of attitude toward sex education and to make known some of its needs.

Pertinent points.-- The advance represented by this statement of the National Union of Teachers may be gauged by the fact that whereas in 1933 it was the considered opinion of this body that the giving of class sex instruction is undesirable and against the best interests of the children in the schools, it is now concluded that the position in relation to sex instruction has been considerably modified. Given the right conditions, the information of the facts of life can be taught in schools.

It would appear that danger may lie less in the dissemination of knowledge than in its perversion and vulgar distortion.

As in the pioneer days of widespread elementary education there was the slogan of the three R's, so now sex education might be well characterized as the three I's--sex information, sex interpretation, and sex inspiration.

It is recognized that parents should play an important part, but sight is not lost of the fact that many parents do not give it and that many have neither the knowledge ade-

quate for the purpose, nor the skill to impart what knowledge
they have.

Greater attention should be given to the human aspect of
biology during teachers' training courses.

Teachers who wish to teach this subject should be af-
forded facilities for attendance at lectures and refresher
courses.

Teachers will be faced with the decision whether to give
instruction to individuals, to small groups, or to ordinary
classes.

Many schools do not seek prior parental consent for in-
struction, and very rarely is there any complaint.

Critical opinion.-- This article is a lucid comment on
the statement of the National Union of Teachers in England.
Nothing is said of the integration of this subject with
others whereas, in this country recent emphasis has been on
not so much the sex information material, but rather on hu-
man relations.
Purpose of report.-- To give impetus to a work already begun by developing a more general consciousness of the importance of training for family life as a responsibility of public education, and to provide a broad understanding of the problems involved which will serve as a basis for developing a comprehensive and sound program in the public schools.

Pertinent points.-- The school has a real opportunity for considering family living as a major objective at every point in the curriculum. The important position of the school and the power it possesses to influence children and youth during their growth period bring a responsibility for deliberate, educational effort to conserve the home.

A program of education for family life can never be sufficient that contents itself with merely adding specific, formal instruction to the present curriculum.

The school may become an effective support of the family in part by distributing the information and insight that science, especially biology and medicine, offers both parent and teacher as a means of understanding and safeguarding childhood, parenthood, and marital relations.

The school program must in part draw from the experiences as well as enlist the support of family life. In order to accomplish this there must be a willingness to value the contribution of the parent to the intellectual development of the child.

There should be more genuine conferences between parents and teachers than are common at present.

Instruction for family life should be woven into the general content of the curriculum and into specific courses.

In specific instruction in family relationship, preparation for marriage should be increasingly emphasized as the age level advances.

Instead of "sex education" there should be a program related to marriage and family life, and family values should be used to motivate sex conduct especially during adolescence.

The support the school can bring to the family must come chiefly from its continuous recognition of family life, both in its attitudes and in its suggestions.

It is doubtful that teachers can be expected to show regard for domestic values in their teaching if they are arbitrarily dismissed or otherwise penalized when they marry.

The day is at hand when America should face the possibility of improving home life through the educational program.

Critical opinion.—This is an outstanding contribution in the field of education for family life. Concrete sugges-
tions for programs are listed, and the appendix contains an invaluable list of seventy-three organizations with the materials or services they furnish for education for family living. An extended bibliography and a list of fiction and non-fiction books relating to family life are included. An extremely good check-list is also provided for schools interested in family life education.
Purpose of report.— To show the importance of educating future parents in social hygiene so that future families will have greater strength.

Pertinent points.— It will take more than penicillin to repair the damage of unfortunate sexual contacts, both to individuals and to harmony in families.

Because education for daily living begins first in the home, it is desirable that a generation of parents should be trained who will not only have sound and wholesome attitudes, but who will also have a sense of the sacredness of being husbands and wives and parents.

Good homes have tremendous power in shaping the lives of children and young people. It is no accident that research studies have shown that young people from homes in which parents valued home and home living, have a distinctly higher average of marital success than do young people from unhappy or broken homes.

While the question of sex education in public high schools is being debated, some schools are putting on effective programs in sex education and family life education under a variety of descriptive titles.

Leland Foster Wood, Ph.D., Journal Social Hygiene, (June, 1949) 35:249-254
Much of sex education and training for family life must come informally and incidentally. The kind of people parents are, is a tremendous factor in the education of their children. The way they think and feel about persons and about family values, and the attitudes which they have, are the beginning of the education of their children. The standards of play groups and school groups in which children move are also of great influence on growing children.

Critical opinion.-- This is an outstanding article on the necessity of educating students for a wholesome family life.
ARMED WITH RESOLUTION

by

Mrs. A. A. Wearner, Social Hygiene Chairman, Colorado Congress of Parents and Teachers

Purpose of report.-- To make known the attitudes and progress of the Colorado Congress of Parents and Teachers in social hygiene education.

Pertinent points.-- It is not our privilege to determine if and when sex education should be given, since it will be acquired anyway. We can only decide what kind of teaching job we will do through our actions, attitudes, and conversation. The worst kind of sex guidance comes from refusing it consideration. Attitudes are always more important than information.

Even if parents could do a perfect home job of sex education, the school, church, and other character-building agencies would still have their particular job to do. They must confirm and enrich what the home has begun. To omit it is to condemn it.

The increasing prestige of the family as the basic unit of our society should make education for family living our most important obligation and should receive the combined effort and support of all who guide youth.

Mrs. A. A. Wearner, Journal Social Hygiene, (October, 1947) 33:327-332
The school has the largest assemblage of a learning group. Most of the group will become parents and never again will most of them be available for family life education.

Each teacher has special subject matter, classroom facilities, and personal attitudes of potential value in this area of education.

The adolescent, shy and self-conscious, especially needs the impersonal, objective classroom approach.

Sex guidance can be put into any school program by incidental teaching from kindergarten through high school, by adding integrated units in related subjects from the fifth grade through high school, and by adding one or more special classes in high school such as Health and Human Relations or Marriage and Homemaking.

Critical opinion.-- This is a good article especially to acquaint the reader in outline form with the pupils' needs and interests in reproduction, in sexual maturity, and in romance, marriage, and the family. It also contains a bibliography of books on sex education listed for children, youths, and adults.
SEX EDUCATION AND THE SCHOOLS

by

John H. Stokes, M.S., University of Pennsylvania, Philadelphia

Purpose of the report.-- To show the recent progress in sex education.

Pertinent points.-- The family is the key social unit ideal in the history of man thus far. The further we take sex practice from it as the ideal, the more basically we change all human relations and social organization.

In junior and senior high schools direct and incidental sex education in class groups should be a continuous and fused phase of the entire curriculum at these levels of instruction.

The subject areas participating to the greatest extent in the program are, in order of frequency: health education, general science and biology, social studies, physical education, home making, and to some extent, literature, the arts, business practice, and homeroom guidance.

The school can enter the field of sex education by organizing for a long-term responsibility. It must secure an adequate director. A comprehensive blueprint and an all-around attack must be prepared.

Critical opinion.-- This is a report that might well be used by schools organizing a program in sex education.
GUIDING PRINCIPLES IN A SCHOOL
SOCIAL HYGIENE PROGRAM

by

Social Hygiene Committee, Philadelphia Public Schools

Purpose of report.-- To make known the policies of the Philadelphia schools in social hygiene education.

Pertinent points.-- The aim of the program in social hygiene should be to help each individual to develop those habits and attitudes that make for wholesome relations with other individuals.

The total environment of the school should be such as to provide a wide variety of interesting experiences in social living.

The instructional program of the school should be such as to give the pupil that information which is essential to social hygiene.

Every pupil should know where to turn both within and outside of the school for counsel on individual problems with regard to social hygiene.

There should be available to every school such medical services as may be needed for an adequate program in social hygiene.

The program should extend throughout all the years of a pupil's school experience, with the instruction and the so-

Social Hygiene Committee, Philadelphia Public Schools, Journal Social Hygiene, (April, 1945) 41:198-199
cial experience at all times adapted to the maturity of the pupils involved.

Almost every subject of the curriculum and every activity of the school can and should make some contribution to the development of those understandings and attitudes that make for healthy, social adjustment.

The program of social hygiene in any school must to a considerable extent be patterned for the community of that school.

There is no one plan for the organization of social hygiene instruction that has been proved to be superior to all others.

Critical opinion.-- This is another good article on principles of organizing a social hygiene program in the schools.
THE PUBLIC LIBRARY AND SEX EDUCATION

by

Edna M. Carlson

The text of this article represents a portion of a thesis on Sex Education Books, Their Place, Selection and Use in Public Libraries presented in 1942 by Mrs. Edna M. Carlson, then a member of the New York Library's staff, in partial fulfillment of the requirements for promotion to Grade Four of Librarianship. As a member of the American Social Hygiene Association Mrs. Carlson has been a constant student of social hygiene literature.

Purpose of this thesis.-- To learn what books on sex education were available to and best suited for the layman is the object of this report.

Technique used.-- To check in the library (New York City) the books on sex education listed in the Social Hygiene Bookshelf was the method followed. This list was chosen, because it was considered representative, authoritative, and more widely circulated than any other comparable list. In compiling her own list of books recommended for branch libraries Mrs. Carlson made a personal survey.

Results.-- Forty-two out of the fifty books were listed. Branch libraries having a copy ranged from one to forty-seven out of a possible fifty-five.

Conclusions.—Sex education books may be roughly divided into three categories:

1. Books published before 1915 are stilted, sentimental, evasive discussions of biology and physiology.

2. Books published from 1925-1935 are more frank and scientific but chiefly centered around genital physiology and hygiene.

3. Books from 1935 to date reflect the current conception of sex as but one subject among others important in the socialization of the individual. Current books for the layman may approach the subject from a biological, physiological, sociological, psychological, ethical, or religious standpoint, or—as is more commonly the case—all of these views may be integrated in one book.

To be suitable for the lay reader a book must fulfill the following requirements:

1. The book must be of a non-technical character

2. The book must be written by an authority

3. The book must incorporate an emphasis on ethical behavior

4. The book must deal with sex as a normal phenomenon

The most worthwhile reviews in available magazines appear in Hygeia and Parents Magazine.

The common practice of relegating books on sex education to the librarian's office has no place in modern librarianship.
There is little evidence that the public library has been concerned with sex education.

The public library has a responsibility, in the matter of providing materials for sex education, which can be discharged satisfactorily only if each library maintains an adequate collection of authoritative books carefully chosen and intelligently administered.

**Critical opinion.**—This is an excellent article that might be used by school administrators for their own school libraries or for recommendations to the local public librarian for obtaining authoritative, carefully-chosen books on the subject of sex education.
SOCIAL HYGIENE EDUCATION
A Statement of Policies and Program

Purpose of report.-- To help the many agencies and individuals interested in social hygiene education to reach a common ground of understanding and action. This statement was issued jointly by the Michigan State Department of Public Instruction and the Department of Health.

Pertinent points.-- Instruction in secondary schools takes a broad form as education for personal and family living, and should continue to be integrated in various courses and based upon youths' important problems.

Individual counseling and guidance should be available to help the student discover and resolve his personal needs, and to make the transition from youth to adult life.

In the later secondary school years class study in preparation for marriage may be supplemented by speakers and discussions led by competent, well-adjusted professional and lay people.

Through physical education, personal growth and well-being are improved; and attitudes and skills in wholesome recreation may be developed.

Through social studies an understanding of the effects of social behavior and interaction on personal and family life may be developed.

Michigan Public Health Pamphlet, (October, 1948) 36:105, 114-117
Home economics could be strengthened by greater emphasis on the social and biological significance of the family.

The exact sciences should seek to define and promote optimum health. They should provide information on reproduction and growth, and promote an improved and wholesome understanding of disease control including the venereal diseases.

Specialists assist teachers, administrators, and other community people in locating problems demanding long-time and immediate action, in the use of national, state, and local resources, and in devising the best means and approaches for study and action.

Teachers and pupils planning and studying together may use a specialist or a local consultant who has a particular contribution to make.

At one or more periods during the school life some provisions should be made for synthesizing what has been learned in the areas of social hygiene and human relations. It should not be delayed beyond the time when students are ten to twelve years of age.

All teachers contribute to social hygiene and human relations education by the attitudes they hold and their understanding of growth and development.

The teacher who undertakes to help people to have an understanding in this area should be emotionally mature, have a wholesome philosophy of life, accurate scientific knowl-
edge, and be skilled in adapting the instruction to the age and needs of the student.

For effective social hygiene education it is essential to have a community which is aroused and interested in providing the best possible recreation, protective services, and sanitation of the environment.

Critical opinion.-- This is an excellent article on the aims and policies of social hygiene education. Its scope includes suggestions from the nursery school to the teachers' colleges. It provides a good set of general policies that other states might follow in setting up a program.
WHERE SHALL WE TEACH? (SEX EDUCATION)

by

W. W. McFarland, M.D., Executive Director, General Health Council, Pittsburg, Pennsylvania

Purpose of report. -- To learn the opinions of a group of educators, ministers, doctors, and parents in regard to the question as to where sex education should be taught.

Pertinent points. -- Questioning where sex education belongs--in the home, school, church, physician's office, or open forum--has been bandied about in many discussions.

The home would be the proper place if the parents were educated to take the responsibility.

The school would be the proper place if the pupils felt free to discuss the subject with their teachers.

The church would have to instruct its teachers before they could undertake sex education along with religious education.

In general the response indicated that sex education can hardly be isolated from growth and education as a whole and thus should be the partial responsibility of every agency.

At school, classes in biology and physical education would seem a natural place for the study of the organs and process of reproduction and care of the human body.

The importance of the church as a source of moral education was emphasized by many, but it apparently was not generally thought of as a source of practical information.

All the writers agreed on the important part of the doctor in sex education.

Sex education belongs wherever its presentation can accurately be treated in terms understandable to the individual or group.

The physician, the biology teacher, or the health forum leader should be responsible for general instruction; parents, clergymen, and physicians should be responsible for personal instruction and counsel.

Never evade, never lie in satisfying sex curiosity in childhood. Detailed answers and explanations are unnecessary. The most simple answer will satisfy.

If sincere and constructive interest in the physiology and anatomy of sex is manifest, classes in sex hygiene in junior and senior high schools should be made available. Such classes should be taught by biologists, physicians, or physical educators.

Generally speaking, adolescent classes in sex education should be grouped by sex. In this way the students will feel freer to ask questions and discuss matters not feasible in mixed classes.

Critical opinion.—This is a good report that is in apparent agreement with the trends in sex education even though
many other writers do not favor sex segregation in sex education. Perhaps the writer means that in the teaching of some topics in sex education it is better to separate the sexes.
FAMILY LIFE EDUCATION--A SUGGESTED PROGRAM

by

Ralph G. Eckert, Consultant in Parent Education, Bureau of Adult Education, California State Department of Education

Purpose of report.-- To show how we can educate for family life.

Pertinent points.-- At the senior high school level practically every course in the curriculum can make its contribution to a better understanding of the family and its problems. The psychology of adolescence might be taught to adolescents.

Biology, social science, literature, homemaking consumer education, and health education also help young people develop an appreciation of the importance of their own families and the families they are beginning to anticipate.

Problems of dating and courtship and manners and morals should be treated wherever they are related to the subject matter.

Youngsters must be free to seek help and the teachers free to give help in social and emotional problems, so intense at this period. Trained guidance personnel must be increased; teachers must be taught to recognize the symptoms which indicate referral to such personnel.

Ralph G. Eckert, Journal Social Hygiene, (June, 1949) 35: 255-259
The schools in general must accept the responsibility for seeing that every youngster has the opportunity during his high school period to learn many forms of wholesome, social activity in mixed groups both within the curriculum and through clubs.

Some favor a course in family relations at the senior level which would require both boys and girls to cover units on mental hygiene, nutrition, health, consumer economics, mate selection, and child psychology.

Critical opinion.-- This suggested program covers more than what is stated above about high schools. Its suggestions extend from prenatal counseling to family service thereby showing the scope of the problem. It is a good, general description of practices in family life education.
PARENTS WANT HELP

by

Margaret Hickey

Purpose of report.-- To show what schools are doing to help share with parents the responsibility for the sex education of the children.

Pertinent points.-- In Oregon mandatory health legislation passed in 1945 specifies eleven areas of health education. Among them are the structure and function of the human body, personal hygiene, and family-life education. In these areas sex education and social hygiene are taught.

Oregon has well under way its first state-wide experiment with outlines and units of study prepared by Dr. Howard S. Hoyman of the University of Oregon.

The most urgent need at the present time is for teachers trained to present the role of sex in life and in accordance with the age level and understanding of their student.

A permanent center of education for family life has been established at the University of Utah.

The Salt Lake City school system has made budget provision for adult classes and the establishment of social hygiene education throughout the school system.

Margaret Hickey (editor Public Affair's Department), Ladies Home Journal, (April, 1948) 65;23
Critical opinion.-- This is a brief sketch of what is being done in some of the areas in the West leading in sex education.
SOCIAL HYGIENE EDUCATION IN THE OREGON SCHOOLS

by

Rex Putnam and Dorotha Massey

Purpose of report.-- To acquaint educators with the social hygiene program in the Oregon schools.

Pertinent points.-- In 1945 the Oregon legislature passed a law providing for an improved program of health and physical education in the public schools.

Social hygiene or sex education is not required by law but takes its proper place in the total health program. Dr. Howard S. Hoyman of the University of Oregon prepared a study manual for health instruction for use in the junior and senior high schools. This manual, "Health Guide Units for Oregon Teachers, Grades 7-12", presents teaching units for each of the areas of health instruction required by law. The presentation of various phases of sex instruction falls quite naturally into specific health areas.

Their greatest obstacle lies in the fact that their teachers are not adequately trained to teach the program.

If teachers are not adequately prepared both mentally and emotionally, they should not attempt to deal with the subject.

Rex Putnam and Dorotha Massey, National Education Association Journal, (November, 1948) 37:496-499
Sex education as such is not mandatory, and the program is flexible enough to allow omission of this phase if teachers are not properly prepared to teach it.

In-service training, summer-school workshops, work conferences, and personal assistance are helping to prepare teachers for a program still in its embryonic stage.

**Critical opinion.**—This gives a brief but clear statement of the social hygiene program in the Oregon schools.
SEX GOES TO SCHOOL IN OREGON

by

Robert Gilmore

Purpose of report.—To describe the program and policies of sex education in Bend, Oregon.

Pertinent points.—When sex education finally began, there wasn't much opposition, because community leaders were thoroughly sold on the course in advance. One teacher thought that this result was effected by a war camp nearby, and the emphasis it put on sex control made these two years the perfect time to begin a sex education program.

Oregon's sex education program, woven so smoothly into the whole list of public school teachings that it is an almost invisible thread in the fabric, makes quite a contrast with the sporadic, uncoordinated, and timid attempts being made in other states or communities.

The teaching of birth control, venereal disease prophylaxis, or sexual techniques are ruled out. The 7-12th grade manual prepared by Dr. Howard S. Hoyman of the University of Oregon, recognizes that these subjects are either counter to the moral beliefs of many people or too intricate and personal to discuss outside of marriage counseling courses or personal talks with physician, priest, or minister.

Robert Gilmore, Better Homes and Gardens, (September, 1947) 26:41
Although Oregon appears to be far ahead of other states in its sex education program, those in charge of the program warn that it may be ten to twelve years before anyone can say whether Oregon has completely solved the problem.

All the leaders of the program admit that a full cycle of school education must be passed through before the results can even be guessed at, let alone measured accurately.

Doctor Hoyman says that you can't reduce sex education to mere biology. You have to bring in the moral, the ethical, and the religious aspects. And you have to stop short of the subjects that are too involved for classroom procedures. Those subjects are for the marriage counselors. Teachers can help to form healthy attitudes and to lay the ground pattern to ready students for more personal counseling later.

Critical opinion.-- This is a special reporter's interesting description of the Oregon plan in sex education as it is functioning in one city, Bend, Oregon. The report also includes how the plan is operating in the elementary and grammar schools.
HEALTH GUIDE UNITS FOR OREGON TEACHERS

by

Howard S. Hoyman, Associate Professor and Physical Education, University of Oregon

Purpose of report.-- The primary purpose of this book is to provide a series of health guide units to aid Oregon teachers of grades 7-12 in meeting the requirements of the new state (Oregon) health-instruction law.

Pertinent points.-- The book is written on three main assumptions:

1. That a planned, sequential, health curriculum, organized around the health problems of Oregon adolescents and adults, is essential for effective health instruction and guidance in the Oregon schools.

2. That Oregon teachers should improve their training in the basic sciences and in health education in order successfully to instruct and guide adolescents in the application of health principles in their daily living.

3. That an effective plan of evaluation is essential for appraising teaching procedures and for measuring pupil achievement in terms of health knowledge, attitudes, practices, and skills.

It is now mandatory that the curricula of all elementary and secondary schools of Oregon include health instruction in the eleven following areas:

1. Personal hygiene (includes sex education)
2. Nutrition
3. Mental health

Howard S. Hoyman, Health Guide Units for Oregon Teachers, Edwards Brothers, Incorporated, Ann Arbor, Michigan, 1946, xv-361p
4. First aid
5. Safety education
6. Communicable diseases
7. Physiology of exercise
8. Community health and sanitation
9. Structure and functions of the human body (sex education)
10. Choice and use of health services and health products
11. Effects of alcoholic drinks, stimulants, and narcotics

In order to afford a progression in health instruction through grades 7-12 and to eliminate gaps and unplanned repetition, each area specified in the law has been treated on two levels—(1) elementary for grades 7, 8, and 9; and (2) advanced for grades 10, 11, and 12.

The teaching units have been prepared in accordance with the four-cycle plan. A "cycle" is a 3-year period covering three grades. There are four such 3-year cycles in the public school (grades 1-12). Each of the eleven health areas specified by law is given major instructional emphasis once during each cycle.

The teaching units have been designed to meet the needs of teachers who have widely varying types of training and experience in health education:

1. For the teacher with little or no training or experience in health education
2. For the teacher with average training and experience in health education
3. For the teacher with superior training and experience in health education
Each teaching unit contains five main parts:

I. Introduction

II. Objectives

III. Outline
   1. Recommended Common Basic Content
   2. Suggested Common Basic Activities
      a. Initiating activity
      b. Basic student activities
      c. Culminating activity

IV. Evaluation
   1. Observation
   2. Practical examinations
   3. Written examinations—essay and objective
      a. Basic information
      b. Interpretation of tabular, graphic, or pictorial material
      c. Reactions to health beliefs and practices
   4. Vocabulary test

V. Materials (double-starred references are recommended as minimum essential instructional materials)
   1. State-adopted textbooks
   2. Basic texts and pamphlets
   3. Basic films and graphic materials
   4. Supplementary references

The teaching units include check-lists for the teachers to fill out to inform the state health-instruction committee of what use teachers make of these health-guide units and to give the teachers an opportunity for making practical suggestions for improving health instruction in Oregon Schools.

In the units concerning human reproduction teachers are reminded that stress should be placed on the larger experience involving love, marriage, and parenthood, which should be guided by high moral and religious principles.
Critical opinion.-- This book is doubtless the foremost and outstanding text in the field of health education. Even though it is written specifically for the Oregon schools, nevertheless it will be found useful in all schools by offering both a model and a challenge for health education.
SAN DIEGO PIONEERS

by

Margaret Hickey

Purpose of report.-- To show the policy of the San Diego schools in sex education.

Pertinent points.-- From a very early age each individual must be helped to understand and control his sex drives, not only to achieve the greatest possible personal happiness but also to avoid bringing tragedy into the lives of others.

The people of San Diego for a long time have believed that the schools could do an important job in linking the facts of life with the broad field of human relations, rather than treating sex as something separate and distinct from the rest of life.

San Diego began its program of public-school sex education ten years ago and has proceeded with the utmost caution, waiting for the full support of parents, church, and community before advancing, school by school, into this highly controversial field.

Many parents operate under the mistaken idea that a child has no sex attitudes until he reaches puberty.

The whole emphasis of the San Diego experiment has been not to stress the "facts of life" alone, but to tie them

Margaret Hickey (editor Public Affairs' Department), Ladies Home Journal, (April, 1948) 65:23
into a broad program which extends from the first to the
twelth grade and includes such topics as child-parent con-
licts, boy-girl relations, personal health and appearance,
the biology of reproduction, growth and care of babies, and
attitudes toward love and marriage.

In high schools the program consists of group counsel-
ing and is usually given in the ninth and twelth grades
with parental permission.

From the beginning, high schools have found it extreme-
dly difficult to find the right person to do the group coun-
seling and teach the sex education classes.

The strength of the San Diego program lies in the fact
that it is not something superimposed upon the community by
the school authorities. It is directly parent-inspired and
parent-supported. All the material given in the courses has
been gone over carefully by educators, parents, and church
groups.

Critical opinion.-- This article gives a good descrip-
tion of the sex education program in the San Diego schools.
It goes into detail of methods in the elementary school also.
The program avoids controversial issues within the subject
matter.
Purpose of report.-- To show now the local public health nurse is assisting in school classes of social hygiene education.

Pertinent points.-- In 1940 the superintendent of one of the leading high schools in Hillsdale County, Michigan, invited a public health nurse to talk to the home economics class on personal hygiene.

The following year the freshman class in human relations requested a talk on boy-girl relations and submitted a long list of questions.

In another high school in 1942 the public health nurse gave one talk each week for five weeks. This spread like a wave so that now it is in effect all over the county.

In 1942 a young doctor in public health work conducted two and sometimes three one-hour discussions for the boys in each high school.

Critical opinion.-- This is a good report on the part that the public health nurse might play as one of the many contributing agencies for social hygiene education.
THE RESPONSIBILITY OF THE SCHOOL
FOR SEX EDUCATION

by

Perry Dunlap Smith, Headmaster, North Shore Country Day
School, Winnetka, Illinois

Purpose of report.-- To show the role the school can
play in training for human relations.

Pertinent points.-- On the basis of his twenty-five
years experience in including sex education as part of the
total curriculum of his school Mr. Smith is convinced that
the school is in a peculiarly good position to initiate and
organize a rational, understanding, and efficient sex educa-
tion program.

He does not believe that courses in sex education can
solve all problems, and there is a definite distinction be-
tween sex education and sex information.

The school has a very important and major responsibili-
ty for providing sex information at the time and to the de-
gree when it is best suited to the well-being of the child.

The school also has a definite responsibility for in-
fluencing the attitudes of parents and for providing an at-
mosphere in which wholesome sex attitudes can be developed.

Such a program demands very careful planning on the part
of the school administration as well as complete cooperation
from the parents.

Perry Dunlap Smith, *Journal Social Hygiene*, (June, 1949) 35:
260-262
Instead of usurping the functions which are the prerogative of the family, the school should build up, restore, and strengthen the influence of family life.

By the time the children have reached high school, it has been found that direct sex education is necessary. Courses are then given to boys and girls separately in which are explained the necessary facts they must know about their bodies, emotions, and relationships with each other. This helps to prepare them for adulthood, marriage, and parenthood.

In the eleventh and twelfth grades boys and girls are trying to build up a philosophy of life for themselves, and questions of religion and morals arise. By this time their questions are frank and searching, and they are grateful for any help that can be given.

All the way through from the beginning of school to the end of the senior year, each year has seen sex education in the form of an expanding spiral, and the most important factor in the pattern has been the teacher. He or she must be a thoroughly normal, obviously well-balanced person--someone whom everybody trusts, believes in, and likes. This is far more important than any amount of training courses or academic degrees. Such teachers can be found in schools that have a modern and humanitarian point of view.

Critical opinion.-- This is an excellent article of the policies of many years of experience in teaching sex education.
PRE-INDUCTION COURSE FOR HIGH SCHOOL STUDENTS

by

Roy E. Dickerson, Executive Secretary, Cincinnati Social Hygiene Society, Author of So Youth May Know

Purpose of report.-- To give to others the results of Cincinnati's three years' experience with a program for high school seniors.

Pertinent points.-- The course adequately stressed the dangers of syphilis and gonorrhea but devoted much attention to helping boys and girls understand and appraise correctly the values, before and after marriage, of sound sex behaviour, independent of any hazards of venereal infection.

Major emphasis was placed upon the relationship of sound management of sex to emotional maturity, the capacity for mate-love, and the necessary qualifications for success in marriage as mates and parents.

Classes met once a week for ten weeks, boys and girls separately, in groups ranging from fifteen to forty.

Many student evaluations rated the course as one of the most essential studies of high school, and ranked the social hygiene material as the most helpful in the entire course.

There is a continued demand for good teaching materials and especially for visual aids.

Roy E. Dickerson, Journal Social Hygiene, (April, 1945) 31: 211-216
Critical opinion. -- This is an excellent report, and even though it describes a program conducted during World War II, when 500 students each month were leaving the Cincinnati schools either for the war or war employment, parts of the program still are practical for those now being graduated from the same schools.
Purpose of report.-- To give a summary of activities in this field in the City of New York.

Pertinent points.-- The Health Teaching Syllabus for Junior and Senior High Schools, prepared and published in 1944 by the University of New York (Board of Regents), incorporated the following material to be taught under the heading of Mental Hygiene:

For the Senior High Schools

Understanding yourself and the other individual.
The basic drives and their effect on personality.
The emotions, their effect on behavior, need to understand and control them.
Common types of emotional adjustments.
The endocrine glands and their influence on behavior.
Heredity and environment.
Getting along with others.
Appearance, voice, physical condition, their effect on adjustment.
Social usages and reasons for their existence.

Jacob A. Goldberg, Ph.D., Journal of Social Hygiene, (June, 1949) 35:263-267
Friendships and their importance to mental health.

The relation of home life to mental health, the social significance of the family, recreation in family groups, spiritual needs of the family, maintenance of the family as a unit of society, responsibilities and privileges of family life, planning for future home life.

It is known that many teachers with the full approval of their superiors are doing a fine job in the above area of education, so closely tied in with the social hygiene program. Others either completely ignore the Syllabus or cover its requirements inadequately and ineffectively.

Critical opinion.—This is a good summary of the topics being covered in some high schools in New York. Dr. Goldberg's report also includes the work being done in junior high schools, colleges, seminaries, and schools of nursing.
WASHINGTON D.C., UNIT 10--HUMAN REPRODUCTION

by

Board of Education, Washington, D.C.

Purpose of report.-- The District of Columbia Board of Education on May 19, 1943, gave formal approval to the following unit of instruction required for all senior high schools.

Pertinent points.-- This outline is prepared as a guide to the teachers in the presentation of lessons in social hygiene. It has for its purpose not only the teaching of a limited body of facts and information but mainly the development of the proper attitude in the pupil concerning personal responsibilities for his health, happiness, and citizenship as a worthy member of the community.

Teachers chosen for this instruction have frequent conferences with Heads of Departments to determine proper techniques and procedures.

Unit 10 - Human Reproduction - 3 Weeks

A. Anatomy and Physiology
   1. Nature prepares for reproduction in all forms of life
   2. Higher forms compared with lower forms
   3. How human life begins

B. Instincts
   1. Human compared with animal
   2. Necessity for controlling instinctive impulses

Board of Education, Washington, D.C., Unit 10 - Human Reproduction
C. Adolescence and Its Problems
   1. A period for guidance
   2. Character, reputation, and efficient citizenship

D. Dangers of Disease
   1. Clean living essential for health, happiness, and success
   2. Community health

E. Marriage and its Responsibilities
   1. The family—the basic social unit in our democracy
   2. Contribution of the happy home to the welfare of the nation
   3. Obligations of parenthood

Critical opinion.—The outline is an excellent and comprehensive charter for instruction in this field, and it presents challenging opportunities for a teaching staff.
SEX EDUCATION--ONE PHASE OF HUMAN RELATIONS

Some notes on a professional study activity offered by the Department of Education, Baltimore, Maryland, 1947-1948

by

Lillian B. Davis

Purpose of report.-- To describe Baltimore's training of teachers in sex education and human relations.

Pertinent points.-- Teachers from all grades sought help, because they realized the void in education caused by deleting sex from general education.

In life, boys and girls,--men and women--are together in work, in play, and in family life. The reactions of male and female on each other are normal, God-given reactions. Understanding these facts of normal, wholesome living is basic to good human relations.

To help teachers understand this, the Department of Education, Baltimore, Maryland, organized a course called "Sex Education--One Phase of Human Relations," as one of many professional development activities offered on a voluntary and free basis.

The activities conformed to university standards and carried salary credit if so desired. In the first semester 203 teachers enrolled; of these, 167 did the required work for credit. In the second semester 159 out of 167 enrolled teachers completed the required work for credit.

Lillian B. Davis, Journal Social Hygiene, (December, 1948) 34:413-417
The first semester's series of six lectures gave the teachers the necessary sociological, physiological, and psychological subject matter background and were delivered by specialists in the specific areas of:

1. The meaning of sex in human life.
2. The biological aspects of sex.
4. Psychological aspects of sex.
5. Negative factors and pathology.
6. Sex and family relations.

Credit for the first semester was obtained by writing a report on six books of a selected bibliography.

The second semester's work, for which the first course was prerequisite, consisted of materials and methods.

The development of social relations, considering sex as only one part of social and family life, was traced from early infancy through the elementary and secondary levels with appropriate teaching suggestions for each level.

The minds of many teachers were opened to the incidental opportunities always present for teaching good human relations, and they saw how naturally and simply the facts of human reproduction could be taught.

All the available teaching aids including charts, pictures, models, and motion pictures were presented and discussed. Sound motion pictures used were "The Story of Menstruation," borrowed from the International Cellucotton Products Corporation, Chicago, and the film "In the Beginning" made by the United States Department of Agriculture was
shown. A third sound picture used was "The Story of Human Reproduction," which has to be bought from McGraw-Hill for 110 dollars.

Many pamphlets issued by the American Social Hygiene Association were sold to the teachers at cost. The Department of Education purchased one copy of each outstanding book in the field of sex education. The amount of reading done by the teachers was made possible, because the material was available.

The group was composed of men and women teachers from all levels of the school system. Since taking the course, 79 per cent felt no discomfit or tension regarding sex education, as compared to 48 per cent previous to the course.

The teachers were enthusiastic and earnest, and felt that they had received specific help to enable them to contribute something in the field of sex education. Each teacher was advised to proceed slowly, to think only of her own teaching situation, and to plan now to include some sex instruction in her own program.

Baltimore subsequently conducted a workshop in sex education in which the topics treated were:

1. How to re-educate adolescents who have the wrong information and attitude
2. Integration in the curriculum
3. How to counsel individuals
4. Qualifications of teachers
5. Technique of introducing the subject to pupils of varied backgrounds

Baltimore claims that many teachers have contributed a better understanding of the sex side of human relations.

Several senior high schools have had discussion groups on "Marriage and Family Living".

Many junior high school boys and girls have been led to understand the physical changes going on in their bodies.

Baltimore has no specific program, but it is trying to help teachers so that they might help boys and girls with their problems. In Baltimore some teachers are attempting to give the sex factor in human living the dignified place it merits among other topics of deep, human interest.

Although no requirements are made to teach sex education, nevertheless considerable sex education in its broadest concepts has been given in many schools.

Critical opinion.-- This is an excellent review for administrators who are planning to train their own staff in the teaching of sex education in health and human relations.
AN APPROACH TO SEX EDUCATION IN SCHOOLS

by

Mabel Grier Lesher, A.M., M.D., Chairman Education Commission of New Jersey Social Hygiene Association

Purpose of report.— To assist schools in organizing a program in sex education.

Pertinent points.— The attitudes and behavior of pupils will be influenced more by those of the teacher than by the mere facts that may be presented.

Teacher qualifications include:

1. A sound emotional attitude toward sex as a normal factor in life, neither minimizing nor exaggerating its importance.

2. A recognition for the need of this type of education and of the teacher's opportunity to assist children and youth constructively in making fine sex adjustments.

3. A knowledge of the physiological, biological, psychological, and sociological aspects of sex. All teachers should understand the place of sex education in the entire life curriculum and be acquainted with suitable methods of integration in respective fields.

4. A faculty for inspiring confidence and aspiration toward high ideals without seeming sentimental or preachy.

5. The ability to face reality with a constructive attitude and to maintain a sympathetic understanding of the problems of children and young people.

6. Respect for differing ethical, legal, and religious views, and for changing scientific knowledge.

Critical opinion.—This is a good comprehensive picture of the background and goals of sex education. The report contains thoughts on the school's influence on sex attitudes, and the need for a program of sex education in the schools. These items were omitted in the above, because they are similar to those appearing in other sections of this paper.
SOCIAL HYGIENE--A PARENT-TEACHER OBLIGATION

by

Mayola S. Center, National Chairman, Committee on Social Hygiene, National Congress of Patents and Teachers

Purpose of report.-- To set forth what the Parent Teachers Association should expect of the schools in teaching social hygiene.

Pertinent points.-- When the child enters school, his opinions are greatly affected by those of his companions and of his teachers. Certainly parents need to see that all of these are good.

Each Parent Teachers Association should discover whether its classroom teachers are well prepared and willing to give whatever sex guidance is needed.

Obviously the way in which any particular teacher deals with this subject depends as much on her own skill and experience as on the content of the course.

Social hygiene should always be taught by adequately trained teachers, capable of fostering sound, positive standards, and emotionally and academically fitted for the task.

It has been found that the public is not likely to be critical of social hygiene education if it is approached from the standpoint of improving family life and personal adjustment.

Mayola S. Center, Journal Social Hygiene, (October, 1947) 33: 333-335
No program exclusively concerned with reproductive processes or venereal diseases or physiological development can be regarded as satisfactory.

Especially at the secondary level the scope of the program should be broad enough to consider all the vital, human situations that grow out of the association of the two sexes. It should even go beyond this into the whole realm of individual and group relations.

This type of instruction can be given most successfully by incorporating it into several courses.

Every youth sometimes feels the need of taking his personal problems to someone outside the family. Here the schools can help the home.

Critical opinion.-- This is an excellent article which tells today's teacher what the Parent Teachers Association expects of him in social hygiene education.
SEX EDUCATION OR SOCIAL HYGIENE EDUCATION
IN SCHOOLS IN FORTY CITIES

by

Jacob A. Goldberg

Problem.-- To learn from 185 superintendents of schools in larger communities in all the states what was being taught in schools under their jurisdiction in the field of education concerning sex and its personal and family relations.

Research technique used.-- A form letter was sent to 185 superintendents in 48 states in June, 1947.

Results.-- Eighty-four replies were received.

Conclusions.-- It is perhaps fair to assume that in many cases in which no answer has been received, no program is in effect.

There is a wide variation in plans and procedures currently in effect.

A few school systems are attempting to do some of this kind of teaching in the elementary schools.

Twenty-five per cent cover human relations materials in the junior high schools.

All of those described in the report (40) carry on some type of activity in the senior high school.

Jacob A. Goldberg, Ph.D., Journal Social Hygiene, (December, 1947) 38:437-444
There is evidence of experimentation, trial efforts in selected schools, and of courses in preparation. Comparison of this report with those of previous years indicates a growing interest and development.

Needs still to be met include effective teacher training, development of educationally sound programs of teaching, parent education to parallel education of children, and a wider appreciation by the public as a whole of the need of the type of education and guidance generally known as "sex education", but preferably called "health and human relations education".

Critical opinion.-- This is a good report giving in detail the procedures in 40 cities throughout the country. It makes for an excellent check list on content of courses.
Purpose of report.—This report was prepared for a publicity aid to Social Hygiene Day in 1945 to show summarily the trends regarding this topic.

Pertinent points.—There should be no "sex courses" by special teachers in high schools.

There should be well-planned programs in which instruction concerning normal, human sex relations is in harmony with the fact that sex is an integral and not an isolated function and influence in normal living.

There are many opportunities also for incidental sex instruction and guidance in home and church and school.

Children acquire most of their good habits and morals by incidental and not by planned instruction, and much of this is acquired in the home and community before the child enters school.

Many integrated studies in schools should be based on human relations which are at basis sex relations but which are not commonly thought of as matters of sex. Examples are: heredity and reproduction taught in biology, mental hygiene of some common personal relations, many situations arising in the home which bear upon family life education.

Maurice A. Bigelow, Ph.D., Journal Social Hygiene, (April, 1945) 31:230-232
Information and education concerning the venereal diseases should be included in units of instruction on communicable diseases in health education—not as part of sex education.

All cooperating teachers should have a general view of the whole program suggested under the phrase "Studies in health and human relations" and some special study or review of the teacher's own field with reference to its possible contribution to education about the relations of the sexes.

It is not good for young students to get the idea that they are being deliberately "sex-educated". It is far better for them to know that they are learning from teachers and books how to manage their lifelong human relations with other persons, especially with reference to family life in which is centered the deepest interest of most normal individuals.

Critical opinion.-- This is an outstanding summary of trends in studies of health and human relations by one of the foremost authorities.
NOTES ON RECENT STATE ACTIVITIES RELATING TO SEX EDUCATION

Compiled by
Journal of Social Hygiene

Purpose of report.-- To make known the latest activities of the states in regard to sex education.

Pertinent points.-- That our education officials have accepted much more definitely their responsibility for doing something in the way of sex education is evidenced by the numerous efforts to provide opportunities for teacher education in this field and the incorporation of pertinent materials into the school programs and courses of study.

The integration of sex education into the regular program of the school has been generally accepted as the most satisfactory way of carrying this work forward. The day of one or more "social hygiene lectures" in schools, as the sole method of instruction, is practically done.

The human relations emphasis in which sex is regarded as an integral part of total human living and adjustment is meeting with increasing approval.

Venereal disease education as the central or exclusive emphasis in sex education is no longer approved by competent leaders in education.

Journal of Social Hygiene, (April, 1945) 31:220-227
A pattern of cooperative attack in which state and local departments of health and education, often joined by the Parent Teachers Association and welfare agencies, work together to advance sex education programs, is becoming increasingly common.

Increasing support and interest is shown by the number of states with some definite official interest (28 out of 48), by the number of teacher educational programs, and by the supporting resolutions from various groups.

Critical opinion.—This is an interesting report showing the gradual spreading of social hygiene education throughout the states.
HOW FAR HAVE WE COME?
HOW FAR HAVE WE TO GO?

by

Philip R. Mather, President American Social Hygiene Association

Purpose of report.-- To show the progress of social hygiene education.

Pertinent points.-- The status of Education for Family life shows the following contrast in trends.

In 1913

Few parents believed it necessary to tell their children the facts of life or tried to learn how to do this.

Practically no schools undertook to provide instruction in social hygiene education except as physicians were called in to give what were often known by their young hearers as smut talks or horror lectures.

Few pastors and church workers had the training or skills to meet their opportunity and responsibility for marriage guidance and family life counseling and education.

Young people themselves, though then as now much interested in such matters, sheered off from open group discussion of marriage education and related problems.

In 1949

Most parents are sincerely anxious to teach their children what they should know of the meaning of sex in life,

Concerning the investigation, it is suggested that the following steps be taken:

1. Conduct a thorough review of existing data and records related to the incident.
2. Interview witnesses and individuals involved to gather additional information.
3. Analyze the findings from the investigation to determine the root causes.

It is important to ensure that the investigation is conducted in a fair and impartial manner to maintain the integrity of the process.

The results of the investigation will be presented to the appropriate authorities for action.

Date: [Insert Date]
and seek information and guidance for themselves for this purpose.

Nearly all schools teach some basic social hygiene in home economics or physical education courses, and an increasing number of schools through courses in human relations, biology, and physiology, are providing specific instruction.

Today all sects consider such work an important part of pastoral and parish duties. Pastors and church leaders are well equipped in this respect, and many are helping to train others.

Institutes, forums, and group discussions on dating, marriage, and the family are among the most popular and vital events on the college campus and among youth groups generally.

Critical opinion.—This part of the report that concerns the subject of education for family life is a lucid statement of the progress made since 1913.
Purpose of report.-- To give the opinions of several authorities in a panel discussion on the goals of sex education in the light of the Kinsey Report.

Pertinent points.-- Doctor Benjamin C. Gruenberg stated that for anyone who has genuine regard for personality, most of the sex patterns described by Kinsey simply do not fit. The question is not whether one "believes in" pre-marital intercourse or homo-sexuality or other forms of sex behavior, but what goals we are working toward. These goals are not biological but social.

Sex education must go beyond anything that the sciences can tell us about the physiology of reproduction or even the psychology of infatuation. It must reach into the basic values of human life and therefore involves philosophy or morals as well as science. It must attend to the formation of attitudes toward those values and specifically toward the individual person and toward mankind.

Whatever sex education can possibly achieve, patterns of sexual behavior will grow out of what we come to consider sound attitudes and sound relationships among boys and girls, men and women.

Benjamin C. Gruenberg and Anna W.M. Wolf, Trends and Goals in Sex Education, Child Study, (Fall, 1948) p. 120-122
Mrs. Anna W. M. Wolf, senior staff member of the Child Study Family Counseling Service, stated that a point on which we are in harmony with the Kinsey Report is that teaching just the anatomy and physiology of sex is relatively unimportant. For years the Child Study Association has emphasized that it is not the fact of sex but the attitude toward it that is important.

Our goal, it seems, is to find out how to bring up men and women to have vigorous and happy sexual lives, with respect for each other, and respect for people of other kinds, and an ability to found a home that can endure.

If we develop in children the attitudes of responsible living and respect for other human beings, perhaps we can afford to leave them alone in their actual sex practices and in the ideals they work out for their own sex lives.

Critical opinion.—The report contains two good statements to support sex education in its broadest implications despite Kinsey's remark of the utter futility of sex instruction.
SEX EDUCATION IN SCHOOL PROGRAMS
ON HEALTH AND HUMAN RELATIONS

by

Maurice A. Bigelow, Chairman, Committee on Education, American Social Hygiene Association, Professor Emeritus of Biology, Columbia University

Purpose of the report. -- To show present trends of education which relate to sex in human life.

Pertinent points.-- It is now accepted by many competent educators that the essentials of sex education should be taught as integral parts of programs on health and human relations.

Human relations includes much more than sex relations. We now need better organization, correlation, and especially administration of education for improving education in health and human relations connected with sex in human life.

The first radical step towards reorganization of sex education came about 1940 when many leaders in public health education agreed that the venereal diseases should be placed in health education as communicable diseases. Thus the "new sex education", without venereal disease, was left with the normal aspects of sex as the center of interest.

Gradually in the past three or four years it has come to be recognized by many leaders in education that these nor-

Maurice A. Bigelow, Journal of Social Hygiene, (February, 1944) 30:84-87
mal aspects are topics which belong in what we are rapidly coming to call programs of education in health and human relations.

In Philadelphia in 1943 the title Health and Human Relations was chosen as a broader term for a program or curriculum designed to develop in every child and adolescent sound emotional attitudes and patterns of conduct in the entire realm of sex and social living.

Competent teachers of biology, sociology, and anthropology should collaborate in trying to develop a course on human relations for youth of the later teens.

It may be more than a dream that within the next dozen years the present rather narrow family relations courses may develop under the guidance of adequate books and broadly trained teachers into courses deserving the name human relations, and attractive to youth of both sexes.

Human relation education begins in general education and concerns social hygiene in the broadest sense only as it deals with relations of the sexes.

Critical opinion,— This is a good article showing the trends of sex education into the broader realm of health and human relations.
Purpose of report.-- To describe the content and merits of a new film on sex education.

Pertinent points.-- "Human Reproduction" is intended for use in the freshman year of college, but it is also suitable for the final year in high school.

The picture is noted for its long animated sequences. After a description of the sex organs in both men and women the film deals rather fully with the menstrual cycle and the mechanism of fertilization. It then shows the growth of the embryo and ends with a brief sequence on the process of birth.

Critical opinion.-- The film makes basic information lucid and simple.

THE FILM HUMAN GROWTH

by

Raymond Spottiswoode

Purpose of report.— To describe the content and merits of a new film on sex education.

Pertinent points.— "Human Growth" is a film intended for the seventh to ninth grades, and may be shown as early as the fifth to sixth grades. The film traces in simple and graphic animation the process of human reproduction and the development of the embryo.

The chief importance of this film lies in the effort to rid its audience of the embarrassment and restraint which often overtake talks on sex education.

An analysis of a large group of parents and teachers in Oregon showed the group as a whole to be 97.2 per cent in favor of a child seeing the film during his school career.

Almost 98 per cent of the group thought that the success of the film depended in a large measure on the competence of the person using it.

Fifty-four per cent favored separate screenings for boys and girls.

This film deserves the widest possible controlled use.

Purpose of report.-- To enlighten educators on the methods of presenting this film.

Pertinent points.-- The film has been prepared for junior high school level and will be most successfully used in the seventh or eighth grade. In some instances it may be used in grade six or nine.

Parents should have an opportunity to view and discuss the film before it is shown to the pupils.

The film should be shown as an integral part of the teaching of health, science, social studies, or wherever it fits into the curriculum. It should not be used as an end in itself.

The film should be used only by teachers who have carefully previewed it and are qualified and capable of doing adequate preliminary and follow-up teaching.

The classroom teacher herself should show the film and do the subsequent teaching. It is not desirable to bring in a specialist to handle this subject.

Classes may be mixed or segregated, depending upon the usual practice followed. No special arrangement should be made for this phase of education.

Rex Putnam and Dorothea Massey, National Education Association Journal, (November, 1948) 37:499
The teacher should be well acquainted with the film before using it as a teaching aid. It is also desirable to acquaint the other teachers in the school with the film previous to its use in the classroom.

This film should be shown only in those schools where conditions are right—where there is an agreeable parent group, a well-qualified teacher, and a natural teaching situation.

Critical opinion.—This is an excellent article on the method and environment of the presentation of the film "Human Growth". Prudent educators will be cognizant of the above points before presenting this film in their schools.
THE FILM HUMAN GROWTH

described by

Life Magazine

**Purpose of report.**—To describe the content and give the background of the outstanding film in sex education.

**Pertinent points.**—In Oregon 7000 parents were polled individually, and 6850 said they were eager to have their children see it.

The subject of sex has always been a stepchild of United States education partly because some parents object to its inclusion in the school curriculum but mostly because it is such a difficult and delicate subject to teach.

For years educators have sought a method of sex education which would get rid of embarrassment and self-consciousness and bring the subject out into the open. The State of Oregon was first to come up with an answer. This spring (1948) it released a movie called "Human Growth", designed to teach the facts of life to children in the sixth through ninth grades.

**Critical opinion.**—This is a good article showing the preparation and presentation of the film that is becoming increasingly popular. The illustrations both of the film itself and of the student audience reaction are worth seeing by any educators interested in showing the film in their own schools.

*Life Magazine*, (May 24, 1949)
CHAPTER III
IMPLICATIONS FOR EDUCATORS

For years the Child Study Association has emphasized that it is not the fact of sex but the attitude toward it that is important. Our goal, it seems, is to find out how to bring up men and women to have vigorous and happy sexual lives, with respect for each other, and respect for people of other kinds, and ability to found a home that can endure.

On the average the best a boy could hope for was that if the home, school, or church recognized his need at all in social hygiene education, it would do so near his fifteenth birthday. By that time two thirds of the group (of 550) had had some kind of sexual experience.

The most important hindrance to good inter-personal relations consists of prejudices or fears that have a sexual core. If mental disease is to be prevented, great attention must be paid to sex education.

As the situation now stands, there is no choice between giving or not giving sex education; it is only a question of choosing between sources.

The school has the largest assemblage of a learning group. Most of the group will become parents and never
again will most of them be available for family life education.

Never evade, never lie in satisfying sex curiosity in childhood. Detailed answers and explanations are unnecessary. The most simple answer will satisfy.

Little progress in the prevention of delinquency will be made so long as children receive distorted ideas about sex.

Avoidance of the topic of sex is the most emphatic kind of sex education--the child in effect is being educated constantly and definitely to believe that sex is so bad it cannot be mentioned, that sex must be denied, that there is no such thing as sex after all.

The relationship of sex behaviour to emotional well-being, personal happiness, and social responsibility is the most effective educational approach.

It has been found that the public is not likely to be critical of social hygiene education if it is approached from the standpoint of improving family life and personal adjustment.

The program of social hygiene in any school must to a considerable extent be patterned for the community of that school.

An attack upon the common cause of many social and medical problems means that children must be helped to learn the truth about sex, to learn how to live comfortably with sexu-
al desires, and to learn through knowledge rather than through fear how to be the real masters of their sexual life.

The public library has a responsibility, in the matter of providing materials for sex education, which can be discharged satisfactorily only if each library maintains an adequate collection of authoritative books carefully chosen and intelligently administered.

Instead of usurping the functions which are the prerogative of the family, the school should build up, restore, and strengthen the influence of family life.

Education of a broad, comprehensive nature can influence the sex adjustments of youth. Knowledge which shows the relation of sex to various possible consequences is related to better adjustments; whereas, inadequate or fragmentary information—particularly if it is prophylactic in nature—is related to experimentation and promiscuity.

One part of sex education that must not be neglected is the necessity of finding out what the child already knows and feels, how strong this belief is, and what emotional factors may impel him to hold it after the instruction that you give him.

In the units concerning human reproduction teachers are reminded that stress should be placed on the larger experience involving love, marriage, and parenthood, which should be guided by high moral and religious principles.
Doctor Hoyman says that you can't reduce sex education to mere biology. You have to bring in the moral, the ethical, and the religious aspects. And you have to stop short of the subjects that are too involved for classroom procedures. Those subjects are for the marriage counselors. Teachers can help to form healthy attitudes and to lay the ground pattern to ready students for more personal counseling later.

No program exclusively concerned with reproductive processes or venereal diseases or physiological development can be regarded as satisfactory.

Planned sex education is now an accepted part of a child's general education. It starts ideally in infancy, and is a continuous, unspectacular learning process that never ends.

In junior and senior high schools direct and incidental sex education in class groups should be a continuous and fused phase of the entire curriculum at these levels of instruction.

The program should extend throughout all the years of a pupil's school experience, with the instruction and the social experience at all times adapted to the maturity of the pupils involved.

The schools in general must accept the responsibility for seeing that every youngster has the opportunity during his high school period to learn many forms of wholesome so-
cial activity in mixed groups both within the curriculum and through clubs.

If parents or schools are to influence sex adjustments, they need to recognize that these adjustments become established in the years immediately following puberty, and are strongly conditioned in the pre-pubertal years.

The school also has a definite responsibility for providing sex information at the time and to the degree when it is best suited to the well-being of the child.

There should be no "sex courses" by special teachers in high schools. There should be well-planned programs in which instruction concerning normal, human, sex relations is in harmony with the fact that sex is an integral and not an isolated function and influence in normal living.

The integration of sex education into the regular program of the school has been generally accepted as the most satisfactory way of carrying this work forward. The day of one or more "social hygiene lectures" in schools, as the sole method of instruction, is practically done.

In Philadelphia in 1963 the title Health and Human Relations was chosen as a broader term for a program or curriculum designed to develop in every child and adolescent sound emotional attitudes and patterns of conduct in the entire realm of sex and social living.

Some communities that offer excellent programs in sex education are San Diego, Winnetka, Bronxville, Evanston,
(Illinois) St. Louis, Corvallis, (Oregon) Lexington, (Kentucky) Tulsa, (Oklahoma) and Corpus Christi and Cathedral High Schools in New York City.

The whole emphasis of the San Diego experiment has been not to stress the "facts of life" alone, but to tie them into a broad program which extends from the first to the twelfth grade and includes such topics as child-parent conflicts, boy-girl relations, personal health and appearance, the biology of reproduction, growth and care of babies, and attitudes toward love and marriage.

Oregon's sex education program, woven so smoothly into the whole list of public school teachings that it is an almost invisible thread in the fabric, makes quite a contrast with the sporadic, uncoordinated, and timid attempts being made in other states or communities.

It is not good for young students to get the idea that they are being deliberately "sex-educated". It is far better for them to know that they are learning from teachers and books how to manage their lifelong, human relations with other persons, especially with reference to family life in which is centered the deepest interest of most normal individuals.

There is no one plan for the organization of social hygiene instruction that has been proved to be superior to all others.
The most urgent need at the present time is for teachers trained to present the role of sex in life and in accordance with the age level and understanding of their student.

The attitudes and behavior of pupils will be influenced more by those of the teacher than by the mere facts that may be presented.

The teacher who undertakes to help people to have an understanding in this area should be emotionally mature, have a wholesome philosophy of life, accurate scientific knowledge, and be skilled in adapting the instruction to the age and needs of the student.

It is not our privilege to determine if and when sex education should be given, since it will be acquired anyway. We can only decide what kind of teaching job we will do through our actions, attitudes, and conversation. The worst kind of sex guidance comes from refusing it consideration.

Some teachers are attempting to give the sex factor in human living the dignified place it merits among other topics of deep, human interest.

In-service training, summer-school workshops, work conferences, and personal assistance are helping to prepare teachers for a program still in its embryonic stage.

The support the school can bring to the family must come chiefly from its continuous recognition of family life, both in its attitudes and in its suggestions. It is doubt-
ful that teachers can be expected to show regard for domestic values in their teaching if they are arbitrarily dismissed or otherwise penalized when they marry.

All the way through from the beginning of school to the end of the senior year, each year has seen sex education in the form of an expanding spiral, and the most important factor in the pattern has been the teacher. He or she must be a thoroughly normal, obviously well-balanced person—someone whom everybody trusts, believes in, and likes. This is far more important than any amount of training courses or academic degrees. Such teachers can be found in schools that have a modern and humanitarian point of view.

Increasing support and interest is shown by the number of states with some definite, official interest (28 out of 48), by the number of teacher educational programs, and by the supporting resolutions from various groups.

It is especially important that sex education in home and school should not be concentrated in a short period of early adolescence, because it is impossible to exert the most desirable influence upon health, attitudes, and moral character except by such instruction and guidance, beginning in early childhood and graded for each period of life up to maturity.

The increasing prestige of the family as the basic unit of our society should make education for family living our
most important obligation and should receive the combined effort and support of all who guide youth.

Because education for family living begins first in the home, it is desirable that a generation of parents should be trained who will not only have sound and wholesome attitudes, but who will also have a sense of the sacredness of being husbands and wives and parents.

It is recognized that parents should play an important part in sex education, but sight is not lost of the fact that many parents do not give it and that many have neither the knowledge adequate for the purpose, nor the skill to impart what knowledge they have.

The youth declare that we must get rid of the idea of beatific oblivion, that adults stop being suspicious about their motives, and that they clear up their own vagueness on the subject.

It is reasonable to assume that healthy sex attitudes and behavior will improve the general level of happiness and success in life. This is a job for parents and professional educators.

From a very early age each individual must be helped to understand and control his sex drives, not only to achieve the greatest possible personal happiness but also to avoid bringing tragedy into the lives of others.

Sex education must go beyond anything that the sciences can tell us about the physiology of reproduction or even the
psychology of infatuation. It must reach into the basic values of human life and therefore involves philosophy or morals as well as science. It must attend to the formation of attitudes toward those values and specifically toward the individual person and toward mankind.
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