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SEX EDUCATION IN THE PUBLIC SCHOOLS

by

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PART I

INTRODUCTION
Part I

INTRODUCTION

Sex is the subject above all others about which we are most keen to learn and about which we ought most to know, yet it is, of all subjects the one concerning which the child, at all ages, has least opportunity for learning from safe and truthful sources. Strangely enough, no one has ever given any reason for this failure in education other than the most vacuous.  

-- James Frederick Rogers

As has been pointed out in the above quotation, sex is the subject about which we ought to know most, but about which the child of today has least opportunity to learn. One of the obviously possible ways to overcome this deficiency of society is by the presentation of a sex education program within the public schools. Of course, the home and community agencies cannot be ignored, for they could do a great deal in contributing to this phase of education. However, this paper is concerned with the school's possible part in such a plan. For eight to twelve years the child attends school which is concerned with his total educative growth and certainly this should include aspects of sex.

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Definition of Sex Education

Before discussing the various factors related to sex education, it is necessary that one clearly understands the meaning of the term. "Sex education" must be thought of as a part of character education, or of the education of the entire child. It must necessarily mean more than instruction about reproduction as principles of biology and physiology. It does include instruction, but in addition it should be a progressive process of education, from the early years up to maturity, which will result in the development of a socially desirable individual; this will be brought about by guiding the child in developing attitudes, habits, and ideals which will thereby enable him to enjoy the best all-round living. As an inseparable part of character education and also health education, sex education will aid in the formation of natural and wholesome attitudes toward the place of sex in life.

Thomas W. Galloway, a pioneer in sex education movement feels that "sex education is a matter of psychology rather than of anatomy or physiology or pathology. Furthermore, it involves the psychology of habit and feelings and emotions much more than knowledge." The writer agrees that sex education is a matter of psychology, but it must also include physiological and sociological aspects for complete understanding.

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The American Social Hygiene Association has formulated a simple and excellent definition in which it conceives of sex education as "all educational measures which in any way may help young people prepare to meet the problems of life that have their center in the sex instinct and inevitably come in some form into the experience of every normal human being." This requires the cooperation of the whole community; it really becomes a matter of providing the child with an environment suited to its needs and to this the school can contribute.

One does not mean to insinuate that a sex education program within the schools would fulfill completely an individual's need in this respect. On the contrary, it means that sex education in the schools contributes a part, but a very important part, to "larger sex education" which Maurice Bigelow defines as a movement including "all scientific, ethical, social and religious instruction and influence which directly and indirectly may help young people prepare to solve for themselves the problems of sex that inevitably come in some form into the life of every normal human individual". In short, the "larger sex education" includes all organized efforts, in and out of schools, which instruct and influence young people concerning problems of sex.

This thesis attempts to set forth a desirable plan for sex education in public schools. This proposal is made on the basis of:

1. a study of the problem,
2. a study of the best programs developed to date, and
3. a study of the growth and development of the child and the nature of the program in general education.

The Need For Sex Education

Formerly, it was the duty of the home, community, and church to educate the children. But, because of social and cultural developments, the traditional methods of guidance in intimate matters of sex and family life have been changed. Due to these social developments, the pattern of adult living has been altered and has confused the ideals of the youth of today. Education concerning adult relationships, including that of sex, still goes on. Wholesome adjustment to adult life becomes very complicated for many adolescents because of the numerous anxieties and fears about sex and reproduction, most of which are unfounded and unsound.

Changing conditions have caused the appearance of new problems in relation to mental and social health. Among these conditions are:

1. The urban trend of the population, leading children away from contacts with nature (plant and animal life)
which our ancestors took for granted,

2. Removal of adults, especially mothers, from the home by industry, causing the loss of important educational influences of the home,

3. Tendency for families to be small,

4. Segregation of children into similar age groups outside of the home,

5. Weakening of group customs because of immigration bringing together people of various cultural backgrounds; conflict of group folkways with strange ways and beliefs.

Many young people grow up unprepared to face and conquer problems of men and women. For example, the varying incidence of syphilis and gonorrhea is one indication of the false attitudes and misunderstandings of sex and the responsibilities of married life. Other signs of faulty training in sex are found in the prevalence of prostitution, the large number of people with vulgar and prudish attitudes toward sex, the rate of illegitimate births, the rising divorce rates, some types of mental disorders, and in various delinquencies.

We all know that divorce is rapidly increasing and that it results in broken homes and insecure children. It has been reported that about 90 per cent of divorce is due to some type of sex maladjustment. The preservation of the family and the improvement and enrichment of family life is given as the aim of social hygiene education in schools by the White House Conference in 1930.

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In analyzing illegitimate births, Ellsworth B. Buck, Vice President, Board of Education of the City of New York, reported that 35,167 children were born in the U. S. to unmarried mothers between the ages of 15 and 19 in 1935 (excluding California and Massachusetts); 1,864 were born to child-mothers between the ages of 10 and 14. These were less than half the total number of illegitimate births. Mr. Buck also reports that of 285 cases of rape investigated, the girls involved were under 16 years of age. In 1,000 other such cases, the greatest number came from the sixth grade. Although many of the victims technically gave consent, investigations showed that ignorance or half-knowledge played a large part.

These incidents should present convincing arguments for early sex education as an integrated part of all school curricula. These tragedies would have been avoided if these girls had been properly guided by means of intelligent information about sex and by means of proper interpretation of this information. John N. Baker reports such results after the introduction of sex education in certain high schools faced with this problem of illegitimate births to girl students; the occurrences of these births were greatly reduced.

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The Tenth Yearbook of the American Association of
School Administrators of the National Education Association
gives an additional list of current conditions which emphasize
the need for early and complete sex education:

1. New and freer position accorded to women;
2. Mobility and anonymity;
3. Development of contraceptives and prophylactics;
4. New brand of psychology realizing importance of
   frustrations;
5. Host of sex stimuli in cinema, theatre, advertising,
   magazines, and popular songs;
6. Differences of opinion on matters of sex conduct.

The yearbook indicates that no other aspect of life causes
more human misery through "maladjustments, repressions,
frustrations, misunderstandings, physical disorders and mental
unbalances, growing directly out of the failure to achieve the
highest values in love, sex and family life."

Many people admit the need for sex education, but feel
that it should be given in advanced schools, especially colleges.
This would be a tragic mistake, for statistics already cited
indicate the youth of mothers of illegitimate children; also,
only about 20 per cent of young people ever go to college.
Some feel that by offering sex education in the public schools,

7 Tenth Yearbook, Department of Superintendence, p. 193.
8 Ibid., p. 194.
we will be shortening "the period of innocent childhood", but such talk seems trivial when it is compared with childhood years wrecked by ignorance. There is evidence that it is the junior or senior high school girl rather than the older girl who is often tempted into sexual misdemeanors because of lack of knowledge and self-guidance.

One does not have to ponder about the need for sex education at an early age when he reads typical unsigned questions relating to social hygiene asked by boys and girls in a Pennsylvania Junior high school, as the result of a study made by Valeria H. Parker. Among the questions were:

"1. After somebody else gets the syphilis from you, does it stay with you?

2. Will it really hurt anything if a boy and girl have sex relations if the boy wears a safety and neither have any diseases?

3. How can a boy tell when a girl wants or doesn't want sexual intercourse?

4. How do you go about asking your wife if you would like to have some children in the family?

5. Can you have sexual intercourse without giving the girl a baby?

6. What is the time for doing the sex stuff before you are married?"

Another objection to the teaching of sex education in schools is that it tends to arouse undesirable curiosity about sex matters. The research staff of the "Literary Digest"

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gave this answer:

"You can't teach enough to satisfy healthy, modern curiosities and to correct errors of past obscurantism."

Even young people themselves recognize their needs and have voiced their opinions. In a study by James Frederick Rogers, M. D., Consultant in Hygiene, U. S. Office of Education, Washington, seniors in 105 colleges were asked to comment on their own sex instruction received in physiology and hygiene, and the need that they felt for such instruction in the schools. The majority of the students revealed the feeling for "early and complete sex education". These students had come up through the ranks and so knew of what they were speaking.

A survey made by the American Youth Commission of the American Council on Education during 1937 presents the most conclusive evidence as to how American youth feels about the need for sex education. Eighty per cent of those interviewed felt that it should be taught "just like biology" and should be taught in the schools, for "knowledge is so much better than mystery". About 94 per cent of those who had been four or more years beyond high school graduation favored sex education. The survey was published in 1938 as "Youth Tell Their Story", by H. M. Bell.

10 "How Much Sex Should the Schools Teach?", Literary Digest, December 27, 1937, p. 28.
It is important to note that the young people have emphasized and realized the need of sex education in order to prepare themselves for marriage, homemaking, and parenthood.

So far, the schools have neglected sex education and as long as we continue to do so, "sex education" will be fulfilled by evasions and untruths by well-meaning but inadequately prepared parents, by induction to ignorance through association with older children, by smutty jokes, sensational newspaper and magazine stories about sex murders and commercialized vice.

Objectives of Sex Education

"Sex education in its largest sense, includes all scientific, ethical, social and religious instruction and influence which directly and indirectly may help young people prepare to solve for themselves the problems of sex that inevitably come in some form into the life of every normal human individual."

-- Maurice Bigelow

The general objective of sex education is to help young people face problems that arise in every day life from normal sexual processes and to solve them. It is much more extensive than sex-hygiene, a phase of mental health, which refers to

health as it is influenced by the sexual processes. Young people must have instruction relating not only to physical and mental health, but also relating to attitudes and morals as they are influenced by sexual instincts.

The work of sex education is envolved with the conservation of certain spontaneous activities of children, which prepare the way to mature and independent living, and with the conservation of the social acceptability of the sexual nature of children. It really does not matter if sex education has a different name or if it merges with other work as long as it attains its purpose and this it will do "if the sexual nature of children is given recognition, is afforded normal channels of expression and brought into harmonious balance with the rest of their unfolding personalities". 13

Frances Bruce Strain feels that every sex education program can work toward certain objectives which must be synthesized into an organic whole. She feels that every program should promote the following:

1. Satisfaction of the love impulse throughout its various styles of growth

2. Association of the sexes in work and play

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3. Adoption of acceptable terminology

4. Utilization of innate pride in function for good living

5. Knowledge of mammalian reproduction including human

6. Correlation of sex knowledge with every-day experience

7. Preparation for sexual maturation

8. The balancing of sexual and non-sexual (egoistic, social) satisfactions

9. The removal of causitive factors in sex delinquency

10. The substitutions of acceptable for unacceptable modes of sex expression

11. The fostering of the creative and recreative arts and sciences.\(^{14}\)

Any outline of objectives is important as instruction aims for parents and teachers; it can act also as a check list for adolescents who are interested in forming individual objectives or goals regarding sex. Such a list is found in the "Journal of Social Hygiene", January, 1931.

Adolescence: Twelve to Early Twenties

Objectives

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

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

\(^{14}\) Ibid., p. 12.
3. An appreciation of sex as a creative force in the individual for good or ill - for the enlargement and enrichment of life or for disintegration of personality and for human misery, according as this force is directed and used;

4. Reassuring understanding of the significance of the physiologic and psychologic sex phenomena which come into experience;

5. Freedom from unwholesome inhibitions and inner conflicts;

6. Reasonably effective emotional control;

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

8. A normal expectation of the fulfillment of life in companionship with a mate in happy marriage and parenthood;

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

10. Gradual emotional independence from parents.

The two lists are basically similar and specific. By the attainment of such objectives, sex education hopes to satisfy natural curiosity, to integrate sex with all of life's processes, to remove undue emphasis on sex resulting from present attitudes of exclusion, and to provide a foundation for better understanding of emotional problems when, and if, they do arise.

Potential Sources of Sex Education

The purpose of this paper is to discuss the place of sex education in the schools, but before doing this, two other potential sources first should be considered -- those of the home and the church. In considering the home, most people think that there could be no better source for early sex education. The most important point against parents as a source is that, too often, they are inadequately prepared or are very apt to be evasive when their children ask questions pertaining to sex. Many parents are ignorant about the subject matter and the technique of teaching it, because their generation was given even less attention concerning sex education. In addition, the majority of parents find it difficult to be impersonal with their own children.

As sex education for the children of today is really providing a background for the parents of tomorrow, the homes of the future will be more adequately prepared to aid in teaching this phase of its children's education. Even if sex education were given in the home the school should continue along parallel lines and supplement the home.

The other institution which might possibly provide sex education for young people is the church. The church would be a good sponsor for sex education, but it would not reach as many young people as the public schools whose enrollment is
much greater; in addition, the church services are usually so short that there is inadequate time to present the subject. The usual church program is not concerned with educational and social matters; also, many ministers are not inclined to discuss such matters even with adults. Another factor which contributes to the inadequacy of the church is that there would be a lack of universality in the presentation of the material; the various religions and denominations would argue about technicalities and there would be little chance for agreement on what was to be taught and what attitudes were to be constructed.

Consequently, the home and the church lack proper technique of presentation or have inadequate time and media to present sex education; however, these two institutions and other community agencies should work along parallel lines with the school and aim for the same end - that of molding youth and guiding them toward paths leading to good citizenship.

On the other hand, the school may overcome all the above deficiencies, for it has the time; it can obtain the correct information; and it can select teachers with training and personality. Also, as the school is concerned with the total educative growth of the whole child, it must necessarily include sex education.

As conditions change, it becomes more and more necessary for the school to assist the home in its educational functions. Formerly children were able to pick up the details of living
by the presence of basic social processes carried on in a domestic environment. The time and energy of today's mothers go into other duties. Out of necessity, the school has taken over many of the tasks of the home, as teaching children what to eat, manners and morals, how to use tools and appliances, how to cook and sew and furnish a house, how to dress and look attractive. It is an accepted fact that the school must teach youth the meaning of family life and the conduct of homes. As has already been mentioned, the responsibilities of the home and school are not exclusive of each other but should be complementary. The school must be of immediate help to the home and deal with individual parents as well as parent groups. It must be emphasized that the school's intention is "to enlarge the opportunity of the child, not to reduce the responsibility of the home".

The demand for much education has become great and has been conspicuous among pronouncements of the National Congress of Parents and Teachers for many years. In making numerous surveys and inquiries, it was found that many men and women of college age and older have disclosed a great need for education for home and family life. Among the indictments made at the "Trial by Jury in the case of Youth versus Society", held in

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Benjamin C. Gruenberg, High Schools and Sex Education. Washington, United States Public Health Service, Educational Publication, No. 7; 1940, p. XV
Orange, N. J. in 1935 were: failure to recognize youth's problems in respect to marriage, and failure to provide adequate sex education.

Educators themselves, are becoming aware of education's responsibility for personal and social health, specifically as related to sex.

The school is in a unique position. On the side of knowledge, it can supplement what other agencies furnish, can correct children's misinformation, and can give him information not available by other means. From an interpretative point of view, the school can unify all the child's thoughts and experiences. The school can also provide needed activities where the child learns by doing. Thus it can be seen that the school is in a position to create those attitudes and habits of behavior which are essential in the individual's adjustment to the factor of sex in life.

Opposition to Sex Education

After a survey of 46 states, Baker reports that opposition to the introduction of sex education came from four sources, but the extent of the opposition was negligible and was usually changed to tolerance when remedial measures were applied. However, the data collected were from school officials and individuals working to set up sex education and the extent of opposition may have been unconsciously minimized. Individuals expressed
the opinion that the opposition on the whole was small and temporary and was due to the fact that some people did not understand the nature of the work.

The opposition fell into four general classes: (1) from parents, (2) from within the school itself, (3) from religious organizations, and (4) from the general public. Reasons listed were interpretations by school officials and so may not be the actual reasons for objections.

Nine times out of ten, opposition from parents was the result of misinformation or ignorance about the true nature of the program; this was caused by the failure of school authorities to properly explain and introduce sex education. The parents were afraid that it would not receive proper treatment by the school authorities; parents, in general, are more concerned with the "how" than the "why". On the whole, the parents withdrew their opposition when the course outlines were explained.

Opposition from within the school itself was usually the result of prejudices of local school authorities or members of the school board. Not much could be accomplished here because the opposition sprung from the source which should have been enthusiastic; these school administrators had to be removed, but fortunately such cases are rare. The greatest objections here were due to "imagined" fears of school superintendents
who seem to evade any controversy which might hurt their careers; they usually name the church as an objector.

About 5 per cent of the opposition was reported to have been from religious groups, especially the Catholics. Such opposition was effective when such a group composes a large percentage of the community population "to wield the balance of power"; sometimes, a determined minority may prevent a sex education program. Some of the Catholic opposition was based on the fear that birth control may be taught. It was possible to win some Catholic support by assuring a program which omits birth control.

Objections from other religious denominations were the result of individual ideas which often were changed when these individuals were convinced of the need and value of sex education.

Opposition from the fourth group, the general public, usually overlapped that of the above. This type, usually from community organizations, is the rarest; difficulties are overcome by organizing other groups to straighten out matters.

Baker's whole study showed that 90 percent of the cases reported little opposition to the establishment of the program. His study was concerned with secondary schools, but the results could be applied similarly to the elementary grades.  

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Doubtful Questions

As has been mentioned, much of the opposition to a sex education program has been due to a lack of knowledge of the content of the course. Some questions, uppermost in these people's minds, include:

1. Does the program include the teaching of birth control?
2. Does the program intend to stress venereal diseases?
3. Will the teaching of techniques in the sexual act be included in the sex education program?

Of course, such questions would be concerned with the program in the secondary schools. In considering the first question, a good sex education program certainly would not include the teaching of birth control. The full support of a community could not be received, for there would always be some groups, as the Catholics, who would not condone it. In addition, birth control is still a controversial issue and, the school should not advocate one side or the other.

The sex education program does not intend to stress venereal diseases as a major topic. They will most likely be discussed under Communicable Diseases in a course of Hygiene and will be treated as other diseases in such a list. Dr. Maurice Bigelow upholds this view when he said the "venereal disease control education is now recognized as belonging in health education in connection with other communicable diseases".

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18 Maurice A. Bigelow, "Social Hygiene In Wartime Education", Record of 1943 Conference of National Association of Physical Education for College
Their social implication might be discussed in such a course as Sociology, but in no course will undue emphasis be placed on the venereal diseases. Nor, as was formerly done, will they be used as an incentive to frighten young people to be good.

Teaching the techniques involved in the sexual act will probably never find a place in the sex education program. For one thing, the public would never condone it. Such a topic belongs in a premarital course which would most likely be given to engaged couples and would be sponsored by some community organizations. The young people attending such a class would do so because they were sincerely interested and not because it was a required course.

Benefits of a Sex Education Program

"Education in this field has all the liabilities of instruction. It does not change character, but it at least does as much for youth as any other form of education."

--- Ernest Groves

In school systems where sex education has been introduced, the students, teachers, parents and organizations were sincere

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in their praise of the benefits of the program. John N. Baker in his *Sex Education in High Schools* tabulated and analyzed comments on the benefits, as indicated by four groups - students, parents, teachers and the community in general. The comments were made by secondary school students who were old enough to make objective remarks.

**Benefits to Students.** The general response of the students to the sex education course was found to be very favorable and their usual comments include the following:

1. It gives me a scientific vocabulary.

2. It eliminates superstition and unfounded beliefs that worried me.

3. It has made a difference in my personal life by showing me the necessity of developing a set of standards and maintaining them at all times and in all situations."20

Teachers told of typical comments by high school students in which they stated that they understood the opposite sex better and felt more respect for them. The students are no longer hampered by ignorance and are better able to understand the problems of sex. The total program helped to develop and maintain high personal standards.

**Benefits to Parents.** Many students have reported that their parents and married brothers and sisters were interested in reading the texts and thought that all schools should have a similar program. Some of the parents and children were able to discuss sex matters in the home more freely and frankly.

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Ibid, p. 86.
The parents benefited indirectly through the proper instruction of their children. Often the parents themselves have, asked for special courses, which helped to correct misinformation and helped them in attempting to give proper sex instruction in the home.

Benefits to Teachers. A great many teachers approved of and cooperated in the establishment of the program. Sex education helped to create "an atmosphere which promotes friendly confidence between students and teachers." Not only confidence between students and teachers has been developed but also between parents and teachers; the whole school has benefited.

Benefits to the Community. Benefits to students, parents and teachers, of course, are benefits to the community; specific ones that might be mentioned would overlap with those already mentioned. The greatest general benefit of a sex education program to the community is that today's children are being trained and educated so that the children of the future will also be recipients of the benefits.

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Ibid., p. 90.
PART II

PROBLEMS INVOLVED IN ORGANIZATION
Part II

PROBLEMS INVOLVED IN ORGANIZATION OF SEX EDUCATION

One must be practical in talking of a sex education program. Many questions will be asked about the organization and execution of the program and they must be answered adequately in order to have the community accept the whole idea. Important questions that must be considered and which are most frequently asked include the following:

1. Will the boys and girls be segregated?
2. What will the course be named?
3. Where will the program be introduced?
4. How will the material be presented? in special classes? integrated with already established courses?
5. What are the administrative problems involved?
   a. Who will teach sex education in the various grades?
   b. What are the qualifications and training of the sex education leader?

Each of these questions will be considered individually.

Segregation of Sexes. In the ideal situation, the classes remain intact and in their natural grouping; that is, the classes would be as already established, whether the sexes were segregated or mixed.

In the elementary schools, sex teaching is practically all incidental so that segregation would not be possible, even if all desired it. Because of the character of the teaching at this age level, it would not be necessary to
have segregation. Another different situation exists at the secondary school level. In junior high school, the students are sex conscious and consequently, segregation is desirable here. however, this can come about very naturally by introducing sex education into already segregated groups as are found in the domestic arts, physical education or hygiene classes.

The first shyness and consciousness about sex has worn off by the time the boys and girls enter senior high school. Each is better adapted to the other and so the classes can easily become mixed again without any great amount of emphasis. Sometimes, depending upon the age and sophistication of the young people, it may be advisable to continue segregation for the first year or two of senior high school. In high school, sex education would be given to boys and girls together, as in biology and English, and would be presented in classes, as in physical education, which were already segregated for natural reasons.

It is advantageous to present sexual matters to boys and girls together for they gain in mutual respect and understanding, learn to think alike, and overcome antagonisms and fears. "The establishment of the sexual life as a subject of open and mutual interest, acceptable and valuable, is one of the
achievements of education in classes of boys and girls to
gether."

Baker reports a difference of opinion among high school
educators and pupils concerning the segregation of the sexes.
The students favored segregation only for personal conferences
or for detailed discussions of problems peculiar to one sex,
whereas teachers and school administrators favored segregation.

Traditional taboos which cause segregation cannot be
ignored. As has already been mentioned, advantage can be
taken of the natural segregation of some classes, as physical
education, home economics and sometimes physiology. Still,
it is possible in mixed classes to use much material dealing
with the origin of life, heredity and eugenics, sex differences,
and other topics.

It is the general consensus of opinion that young people
will ask questions more freely when in segregated groups and
also when teachers are of their own sex.

Name of the Course. Some authorities, as Frances Bruce
Strain, feel that the old term "sex education" should be put
aside and a new term developed with its own connotation; she
suggests the term, "education for family life which has the

Frances Bruce Strain, Sex Guidance in Family Life
virtues of breadth, depth, and an un tarnished reputation". The term "sex" and its companion "sexual" have become objectionable, according to Maurice Bigelow, because they are associated with vulgar interpretations of the physical beginning of life; most of the opposition to sex-education is probably due to the feeling that the word "sex" means something inherently vulgar. It will be a long time before people stop giving such vulgar connotations to "sex" and as long as it is kept from an everyday vocabulary the more difficult it becomes. There can be "no hope of developing an improved attitude toward the sexual aspect of human life if we continue to admit that we are afraid of the necessary words." 2 Much of the vulgarity and stealth would be taken away from modern sex-problem novels if cold scientific language were used; "sex" and "sexual" are typical of the needed scientific words. They must be used freely and in a dignified manner; gradually embarrassment will fall away. Neither of these words should be overstressed for very young people, nor is it desirable that any parts of school curricula be known as "sex" studies. The terms "sex-hygiene" and "sex instruction" indicate to parents and teachers that some of the child's education is "directed towards a healthy, natural and wholesome relation to sex". 3

3 Loc. cit.
As will be later discussed, sex education will be integrated into already established courses which will not, of course, have their titles changed because they contain sex matters; but it is well to speak of the "general program of sex education" to the community.

Place of Introduction of the Program

A very vital question is that of where in the school program shall sex education be introduced. Just as the baby's education for life begins upon his entrance into the family group, so does his formal education for life begin when he joins the school group. This is the natural and ideal point at which sex education is begun. The program could easily start at a point midway in the curriculum.

Frances Bruce Strain reports that junior high has been a successful and favored starting point, for adolescent needs are great due to sexual maturation. The senior high school, especially the last two years, has also been a favorite starting point and it is the school's last opportunity. But no matter where the work is introduced -- whether in the first school years or in the 12th grade or in between -- the best procedure for planning the educational program is to follow the natural interests of that particular age group; it must be remembered that "we are not teaching a subject, we are teaching children".
Presentation of Material

In addition to the shaping of daily conduct which is important in the building of basic concepts and attitudes, there are four procedures in presenting direct instructional material; they are: (1) specialized lectures, (2) individual teaching, (3) integration, and (4) regular classes.

Specialization. In former years, most of the sex education work existing in the schools was presented by the specialized plan -- that is, a guest lecturer gave a talk or a series of talks on social hygiene and related subjects to a large group of boys or girls; the talks usually were not related in any way to any course of study in the curriculum. This method of teaching sex education is generally disapproved because of the following facts:

1. The material is presented in a detached and isolated form;
2. The young people are not adequately prepared for the lecture ahead of time;
3. The speaker is often of questionable experience;
4. The school does not have the facilities nor does it attempt to continue the work after the lecture.

The specialist may now serve in a different way; he may provide variety to work that is already in progress.

Incidental Teaching. The incidental approach to sex education is the exact opposite to the specialized approach. This method entails the cooperation and participation of all
of the faculty. "For incidental teaching, like incidental learning, does not belong anywhere. It belongs everywhere." Incidental teaching might be defined as satisfying spontaneous interest which arises and is related to the subject under discussion. From very young children one must expect irrelevant questions. Incidental sex teaching in the elementary grades has been successful and so is highly recommended as a very satisfactory method of teaching sex at this age level.

The writer believes that there are phases of health education important in building attitudes which lie outside direct instruction and some of these deserve consideration in the early grades. But by teaching sex incidentally one does not expect a finished product in sex education, for it cannot be accomplished in a limited length of time; it really is a process that continues throughout life.

Integration. Incidental teaching, in itself, is not adequate for secondary schools, but it does and can play a part. At this age, the boys and girls are not satisfied with casual answers, but require knowledge. Differing from the younger children, the young adolescents do not express themselves spontaneously in spite of their great needs. Incidental facts will not suffice, so the best method of presenting sex

Strain, op. cit., p. 51.
education material to secondary school pupils is by incorporating a unit in sex into the courses already established in the curriculum. Integrated material differs from incidental in that it belongs in the course, whereas the latter is accidental. Integration may properly be defined as the "expansion of material for the inclusion of elements which are inherent in them as part of an organic whole."

Sex topics integrated in established courses will be discussed in detail later.

Regular Classes. In the last two years of high school, a regular course in sex education, which could be entitled "education for marriage or family relationships", might well be introduced. This course would be elective for students of these grades. In such a course, incidental bits gathered from year to year could well be organized into a whole, so as to obtain a total outlook; for now the students are more mature and a cumulative value is given to the whole twelve-year teaching.

Administrative Problems

Who will teach sex education in the various grades? As has been mentioned, incidental teaching in the elementary grades merely meets spontaneous interest and a finished piece of work

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5 Loc. cit., p. 55.

6 Frances Bruce Strain, Sex Guidance In Family Life Education. New York, the Macmillan Company, 1942, p. 60.
is not expected. The regular classroom teacher is in charge and for that type of work the minimum of requirements would suffice.

The integrated units in the junior high schools also do not require a special sex education leader, but the teacher in charge of the courses in which the units fall should be required to have appropriate training.

There must be a technically trained sex education leader if there is to be a school-wide program of sex education in senior high schools. Such a leader should act as coordinator; she is responsible for seeing that the work is unified and sets the pace for all the teaching staff. The success of the entire program depends upon the cooperation given by the faculty as a whole.

Frances Bruce Strain supports the following list of studies for teacher training background:

1. Anthropology
2. Biology, mammalian in particular
3. Child care and development
4. Counselling and interviewing
5. Handicraft and creative activities
6. Home financing and investments
7. Human reproduction
8. Marriage and the family
9. Method and technique of sex guidance and teaching
10. Nature study
11. Program planning and execution
12. Psychiatry and mental hygiene
13. Psychology
14. Recreation and dancing
15. Sociology
16. Vocational guidance

Ibid., p. 327
Of these, she recommends as basic biology and human reproduction, child care and development, mental hygiene and psychology, sociology including study of family; the others are for background. Of course, the teacher is not expected to become an expert in all of these. Teachers who lack this basic material should supplement their training by courses at summer schools or through a university extension program.

What qualifications are essential for a sex education teacher? In sex education just as in any other form of education, the teacher is the most important factor to consider. Personality and training of teachers are of great importance in every phase of education. The training of the sex education teacher has been discussed in the previous section. Besides training which should provide the informational background, the sex education teachers should fulfill other qualifications, most of which deal with a sound emotional outlook on life; the lack of the latter is what would eliminate many teachers from the field of sex education.

"The teacher must have a balanced attitude toward life." Many feel that teachers of sex education should be married men and women. This does not necessarily have to be so. First, there are not many married men and women in the schools and secondly, marriage does not necessarily give an individual balance. Many single people are able to attain a balanced
attitude toward life. But whether married or unmarried, a teacher life is undesirable if he has mortid interests in sex or if he has a pessimistic outlook on life.

"The teacher must have poise and judgment." Usually maturity of judgment comes with years, but many young teachers, who have had training or are naturally mature, are able to teach sex education in a much more natural way than many older teachers.

In addition to the above, the teacher of sex education must be sympathetic with the problems and feelings of young people; lack of such sympathy often causes failure. Also, he should be of such a character that he will win the respect of young people. In this respect, sex education is indirect teaching, for the students are inspired by or imitate the teacher.

The instructor of sex education should also have a sense of humor, which does not mean vulgarity or frivolity; it simply means that he takes his work seriously, "but himself not too much so."

Such teachers do exist and should be encouraged to work in this field.

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9 Loc. cit.
PART III

OPPORTUNITIES FOR SEX EDUCATION
Part III

OPPORTUNITIES FOR SEX EDUCATION

In Elementary School

In Kindergarten and the Primary Grades (1-3). In the early years of school life (from the kindergarten through the third grade), sex education is concerned with the attainment of emotional balance of the child which is accomplished by "calling upon and developing the inner resources of children in relation to their sexual, social and agnostic forces as they manifest themselves in daily work and play". 1

Definite objectives are attainable in the school during the early grades; they are:

1. A wholesome, objective attitude toward sex and reproduction

2. Knowledge of the child's origin in relation to his mother and some knowledge of reproduction in plants and animals

3. Some experience in the care and rearing of animal pets

4. Knowledge of the physical differences between boys and girls

5. Some elementary facts regarding both the male and female functions in reproduction

6. Wholesome and guided companionship with boys and girls

7. An attitude of sportsmanship in play with boys and girls

8. Mutual respect for each other's person.

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Nursery, kindergarten and primary school children are interested in themselves and in each other. There is no formal or organized program here. Any teaching regarding sex is of an incidental nature. Questions are answered at the time of the asking and consequently interests are met and satisfied. "Topics of sexual import make no claims for themselves; they pop up as the circumstance arises or as the interest is aroused. Interests and behavior, which, no doubt, lead to later mature interests, are those relating to the body as when each compares himself with the other, to words as, "She says 'wee-wee' - I say 'chair-chair", to affection, "I want to kiss Susan", and to the family, "Molly and I are making a house. She's going to be the mother and I am going to be the father."

Along with these first expressions of sex interest in daily life, the affectional and biological drives, there is at this age evidence of the social and ego drives; when all four are merged, they strangely motivate conduct. The social drive is met in school by being in the presence of others, by being necessary to them, sought by them and desired by them. The ego drive is likewise fulfilled in school by accomplishing things with one's own hands, as in drawing and clay modeling of domestic life, by dancing and marching.

\[2\]
Ibid., p. 67.
The teacher in the early grades must aim to recognize the wakening and developing sex nature of children and maintain harmony between it and other impulses.

Incidental teaching is accomplished by frankness in answering questions, naturalness in toilet observances, and lack of sex consciousness in dressing incidents. Parents might become alarmed at this type of management, so young mothers at mothers' club meetings should become oriented in the policy of the school regarding sex so that all can work toward the same goal. Spontaneous play between the sexes which involves dramatization of home life aids in incidental teaching.

Much of the future school welfare and social pattern depend upon the success of these first school adaptations.

In Elementary Grades. The preadolescent in the elementary grades (four to six) still has the major sex interests of early childhood -- bodily, affectional, and familial -- but expresses them differently. Their actions are the result of more directed thinking, rather than response to random impulses.

Where sex education in the early grades dealt with guiding and developing emotional aspects of sexual force in balance with other primary drives, the sex education in the elementary

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Ibid., p. 103.
grades continues from there and sets up a "framework of
family life within which the psychic forces may operate
and find anchorage".  

Preadolescent boys and girls are interested in the
mechanics of human reproduction; they are in the so called
"how-does-it-work" stage. They are still interested in
themselves as human beings and in addition, show interest
about all life about them -- as that of animals, birds,
insects and reptiles. One might approach the whole subject
of reproduction by starting with mammals, but, of course,
the approach may be provided by accident or by a certain
circumstance. The children should take the lead in starting
the discussion; the teacher continues with them.

Frances Bruce Strain reports that reproduction can be
successfully and incidentally taught to elementary school
pupils through their observation and care of animals. The
children watched the animals mate, nest and deliver their
young. Observation eliminates the need for detailed verbal
explanations, but the teacher must interpret and give supple-
mentary information. Children usually make the transfer to
the human level themselves.

Excursions to zoological gardens, natural history museums,
dairy farms, stock farms, dog kennels, dog hospitals, poultry
farms, fish hatcheries, aquaria, or public incubators will

4  Strain, loc. cit., p. 104.
prove to be worth-while experiences for the children.

The reading of nature and animal stories often cause the children to ask questions about reproduction; this also is a good approach in explaining the mechanism of reproduction.

Among the objectives for the preadolescent in Social Hygiene In Schools are:

1. A wholesome, appreciative attitude toward the facts and relationships of sex in general, and a sense of significance and dignity of the child's own sex nature

2. Correct habits of bodily care, including the sex organs

3. Knowledge of the essential facts of reproduction, and the function of each parent

4. A respectful, courteous attitude toward children of the opposite sex free from undue sex consciousness, and a definite appreciation of the value of wholesome comradeships and friends, and practice in securing them.

5. An understanding of the developmental changes that are taking place within him, and approaching changes, and an appreciation of their significance.

In Secondary School

In the secondary school (beginning with the junior high school), not only detailed information should be given about the basic facts in anatomy and physiology, but also social considerations of sex.

The subjects, integrated with already existing courses, may be discussed in the light of three approaches: (1) from the "informational" point of view which might include facts about development and embryology, internal secretions and secondary sexual traits, and elementary principles of heredity and venereal diseases; (2) from the "interpretive" point of view, by which the individual is shown the place of sex in society and conditions arising from it; such topics as the home, illegitimacy, prostitution, divorce and implications of all should be discussed under this heading; (3) from the point of "inspiration" which would include considerations of chivalry, personal responsibility, fair play, self-control; it can be shown how these qualities developed in other men.

In the integrated approach of the secondary school emphasis is placed upon the individual's part in the bisexual picture. There must be close coordination between all departments contributing to the program in order to have unity and in order to assure success of the entire program.

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In the junior high school, the approach may be made through the subjects of physical maturation, sexual development, hygiene, dress and then move to social life and recreation. By the time these adolescents reach senior high school, they have lost some of their interest in personal growth and development, now their attention is claimed by school athletics and social affairs. From dating, dances and recreation of all sorts, one moves into allied topics of sexual development and human biology as methods of approach.

The program in the secondary school is naturally more organized than that in the elementary school. By means of units or topics integrated into established courses, the subject matter of each of the elements mentioned would be taken over by the individual teachers of these courses. Physical growth changes and sexual maturation and recreation, games and dancing could be taken by the physical education teacher, knowledge of human reproduction by the biology teacher, social activities, etc., by the home economics teacher who could also take sex attraction and emotional growth if there were no school psychologist, and creative pursuits by the teachers of art.

Certain factors, especially at the junior high school level, may make it necessary to vary the approach in this sex educational program. The situation may seem difficult to handle because of the difference in backgrounds of the young people, because of variation in the onset of pubertal development, and
because of different ages of sexual development. These conditions bring about a diversity of needs. Material in hygiene and physiology classes can easily be adapted to the needs of different levels of development, but difficulty must be expected in successfully presenting social and emotional aspects.

Additional Methods Contributing to the Program. The sex education program of the secondary schools can be greatly aided by the effective use of supplementary methods, among which are the school library, pamphlets, visual aids, individual conferences, incidental teaching and creative and recreational pursuits.

The school library has been overlooked in many phases of education and can be especially helpful in contributing to the sex education program. It can have among its collections of books, those that definitely deal with sex and also great literary masterpieces which teach lessons on the proper conduct of life. The books on sex should, of course, be selected with great care. The books should be located on open shelves which are available to the high school students.

Benjamin Gruenberg suggests the following general reading lists for students:

de Schweinitz, Karl, Growing Up, The Macmillan Co., 1938

Dickerson, Roy E., So Youth May Know, New York, Association Press, 1930.


Justin, Margaret M. and Rust, Lucille O., Home Living, Philadelphia, J. B. Lippincott Co., 1935.


To this list may be added such books as:


and books that report on the successful marriages of famous people, as in Henry Adams' Letters, in Biographies and Letters of the Brownings, and biographies of Pierre and Marie Curie.

Ibid., p. 98.
Suitable pamphlets also can be useful if the distribution is handled in a careful manner. The contents of them should be discussed in the classroom and at no time should the students get the impression that the contents and their own interest are shameful. It would be wise to inform the parents of the availability of the pamphlets so that they themselves may borrow them; this would help parents and children to come to a better understanding.

Visual aids, as in the form of exhibit charts, stereopticon and motion pictures, because of their transient nature, are not as good as books. They become "dated" quickly and so lose their effectiveness.

Films may be obtained from the American Social Hygiene Association, the Association of School Film Libraries, and from the United States Public Health Service.

Museum exhibits, showing human structures and fetal development, are of great interest to students and should be used to advantage by the teachers concerned.

Another supplement to the sex education program, which would not necessarily be used by all students, is the individual conference between students with problems and understanding teachers who will help to unravel misunderstandings due to sex maladjustments.

Recreational and creative activities provide for social and emotional growth which is just as important for the sex education as any other phase of the program. The secondary school
adolescent is in a "transitional age" and has emotions which lead to assertive and individual action and show that he can be independent, a showing for social recognition from his fellow classmates and a new and shy attraction between the sexes. The modern secondary school has worked out a program to provide for this, with school athletics, sports, games, dances, social functions, as well as promoting hobbies, handicraft, dramatic clubs, orchestras, bands, etc. This recreative and social program of the school should have definite objectives in mind, as democratic participation by all students, association of both sexes in work and play, instruction in conduct and dress, development of skills in games, sports, dancing, etc., and promoting hobbies and the creative arts.

Strain, op. cit., p. 197.
Topics To Be Considered In Various Courses

As the placement of various subjects in certain grades varies from school to school, a definite grade placement will not be proposed here. All courses to be discussed are not constant for all students, but it is inevitable that all of the students will take one or more of them during their years in secondary school.

Biology. Before the study of reproduction and its implications can be undertaken, a foundation must be laid; this is supplied by the basic material of the subject matter of the biology course. The biology course should include mammalian reproduction up through the human level.

When the child has the necessary background, the following special topics of importance for a better understanding of sex can be considered:

1. Development
   A. Unicellular organisms
   B. Multicellular organisms
   C. Conditions favorable to development

2. Asexual Reproduction
   A. By means of undifferentiated parts, as roots and stems
   B. By means of specialized vegetative structures, as bulbs and tubers
   C. By means of specialized single cells, as spores

3. Sexual Reproduction
   A. By means of fusion of two like gametes -- in lowest forms
   B. By means of fusion of two kinds of gametes, the male and female -- in higher plant and animal forms
4. Evolution of Parenthood
   A. Reproduction, as a basic process, both for man and for simplest forms of life
   B. Prodigality with which simpler forms of life reproduce
   C. Lessening of prodigality with complexity of the organism; coming into being of parenthood
   D. Gradual evolution of infancy and parenthood
   E. Lengthening of economic dependence in human society

5. Embryology
   A. Use of frog and fish eggs
   B. Incubation of hen's eggs and stages of development of embryo noted

6. Mammals
   A. Internal fertilization
   B. Prolonged development of the embryo within the body of the parent
   C. Food supply of the embryo
   D. Use of charts and models illustrating structures of the rabbit, rat, cat
   E. Use of dissectible mannikens
   F. Charts, models and museum preparations of fetal stages in mammals, including humans
   G. Study of books and charts showing sexually differentiated structures of the human body without formal supervision

7. Gonads and Glands
   A. General structure of ovaries and spermares in the fish or frog
   B. Supplementary glands related to keeping germ cells suspended in the fluid, to nourishment and protection of the young

8. Internal Secretions
   A. Absorption and distribution of these to all parts of the body by the blood, affecting growth and activities of many organs
   B. Effects in development of secondary sexual characteristics

9. Impulses
   A. Relations between organic processes and the human needs
   B. Control of primitive impulses
10. Heredity
   A. Individual variations
   B. Elements of Mendelism and applications in plant and animal breeding
   C. Heritable traits
   D. Relations of heredity to germ plasm

11. Foods -- in relation to health and growth

   **General Science.** There has been a tendency for typical schools to spread general science out into a 3-year sequence over the seventh, eighth and ninth grades. It should include the biological science as well as the physical and earth sciences. As many students are not likely to continue their scientific studies beyond this stage, the general science courses should include information about reproduction and sex.

   The "cyclic" principle may be followed; that is, the major topics would be the same for the three years, but each topic is expanded and enriched from year to year, thus bringing about "vertical articulation". Such would be found in the following similar in organization to the suggested by Gruenberg:

   **Seventh grade:** Life cycle of plants and animals:

   1. How they make and get food
      A. Green plants
      B. Colorless plants
      C. Animals

   2. How they reproduce
      A. Seed plants
      B. Birds
      C. Insects

   **Eighth grade:** Developing forms and life processes of plants and animals
1. Origin of new individuals
   A. Theories of the origin of life
   B. Work of Pasteur about the origin of life
   C. Growth and development of:
      (1) Unicellular plants and animals
      (2) Cell division in larger plants and animals
   D. Production of seeds by plants
   E. Reproduction by plants without seeds
   F. Reproduction of animals

2. Use and Synthesis of food
   A. Green plants
   B. Colorless plants
   C. Digestion in plants and animals
   D. Assimilation of food
   E. Function of blood

Ninth grade: Improvement of living things:

1. Improvement of plants for human use
   A. Domesticating wild plants
   B. Development of new varieties
   C. Propagation of plants
      (1) Budding
      (2) Cuttings
      (3) Spores
      (4) Grafts
   D. Development of the embryo
      (1) Function of the parts of flowers
      (2) Cross pollination

2. Improvement of animals for human use
   A. Domestication of wild animals
   B. Development of embryos

3. Principles of plant and animal breeding
   A. Heredity and variation
   B. Mendelian principles
   C. Hybrids

4. Result of improvement of living things on agriculture

5. Improvement of human stock

   Physiology and Hygiene. Both of these subjects lend themselves well to the teaching of sex, reproduction, and the related
problems of physical and mental health; they are primarily concerned with the workings and adjustments of the human body. As the aim of all health education is the health of the whole organism, every instructional unit has some relationship to the personal or social aspects of sex.

The following topics bear a significance upon sex education:

1. Response of the body to external changes and stimuli:
   A. Behavior of infants, under dependent conditions
   B. Results of experience and maturing
   C. Conditioning of interests and attitudes
   D. Development of new interests and sensitivities at successive stages, especially at puberty

2. Organs
   A. Adaptation and coordination of
   B. Disturbances in coordination
   C. Modifications in development and in "learning"
      (1) Change in impulses and conduct
      (2) Awkwardness and maladjustments
      (3) Sex differences

3. Nervous System
   A. Voluntary and involuntary adjustment
   B. Fatigue
   C. Effect of tobacco and alcohol on discriminations, sensitivity, inhibitions, effectiveness of response

4. Ductless glands and hormones
   A. Maleness and femaleness
   B. Effects of injury or defective development in gonads
   C. Relation of endocrines to emotions

5. Communicable Diseases
   A. Reaction of blood to specific infections: venereal diseases

6. Cost of Health and Conservation of Health
   A. Loss of child life
B. Costs of venereal diseases
C. Relation of maternal health and differential infant death rates in combination with economic, social, and cultural factors to illegitimacy rates

7. Development of the individual, including the embryo

8. Individual differences; significance for guidance and adjustment

9. Reproductive system in male and in female

10. Sex differences; physical, functional, emotional

11. Interrelationship between organic processes and emotions, and of emotions and mental states

Physical Education. Physical education can do much more for young people than make athletes, for it can play a large role in character development. It has social effects upon youth and also furnishes outlets for natural play impulses, satisfies the desire for admiration and the need for rivalry; strains and energies of developing youth can be released by its varied activities. These are all inherent in the subject matter.

In addition to the above, physical education can add to the educational growth of the child as a whole, by meeting the need for sex education which falls naturally into this department. Because such character formation involves more than giving information or cultivating skills, it is necessary that the physical education teacher's expertness in physical activities be supplemented by other qualities if he is to conduct such a
program. At this age, young people are apt to be hero worshipers and the physical director often is the object of the worship. He must be a person of high ideals, as well as being an outstanding athlete and coach; he must know about the physical manifestations of sex and must have a "sincere regard for the value in life of manliness and womanliness, of love and courtship, of marriage and parenthood". It is absolutely necessary that the physical director know what teachers in other departments are doing for character and health.

The topics in which sex education plays a large part include the following:

1. Health Habits
2. Ideals
3. Personal Problems
   A. Menstruation
   B. Seminal emissions
   C. Alleged need for sexual intercourse
   D. Masturbation

**Home Economics.** Suggestions in curriculum development are found to include a wide variety of materials in the home economics program as follows. As the department of home economics has reached the conclusion that it must help boys and girls to become homemakers and not merely managers, it can give considerations to sex factors in personal and domestic adjustment. It

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Benjamin C. Gruenberg, *High Schools And Sex Education*, United States Public Health Service, Educational Publication No. 7, 1940, p. 64.
is in an excellent position to teach sex education because of the facts that the sexes are already segregated, because the laboratory work is so informal, because the subject matter deals closely with factors of physical and mental health (as ventilation, bathing, cleanliness, proper feeding at various ages, proper clothing, sleep, decorations, recreation, privacy, entertaining), and because dress and conduct are closely related. The domestic arts can make a rich contribution through the subjects of child care, home-making and cooking and can form a background for social training.

The following topics can be considered in the typical first year home economics course, which falls in the ninth grade:

1. Personal Hygiene
   A. Instruction on anatomy and physiology of the female reproductive system

2. Infant Hygiene
   A. Uterine development
   B. Care of the pregnant mother
   C. Development of child during its first year

3. Practical instruction in principles of hygiene
   A. Child care problems
   B. Mental and bodily health
   C. Individual and sex differences
   D. Growth and development

A twelfth-grade course might include these topics:

1. Study of the family and the home
   A. Home furnishing
   B. Methods of cleaning, heating, and lighting
   C. Sanitation and disposal of garbage and sewage
      (1) Disinfectants
         a. Germs
         b. Quarantine
         c. Infectious diseases
2. Home Nursing
   A. Nurse's qualifications
   B. Practical applications of nursing technique

3. Development through the various stages of human life
   A. Special study of adolescence
   B. Physical and mental changes

4. Reproduction of fish, birds and mammals from the biological standpoint

5. Marriage
   A. Danger of secret and runaway marriage

6. General talks
   A. Alcoholism
   B. Tuberculosis
   C. Prostitution
      (1) Causes
      (2) Personal and social aspects of promiscuity
      (3) Effects of home life
      (4) Social and economic implication for community and home

Some of these materials have been suggested because only a few children in the past have taken biology and direct hygiene instruction has been inadequate. If the present tendency develops to require the teaching of hygiene, including some biology, in at least two years of senior high school, a large part of this material should and probably could be included in biology, hygiene and home nursing units.

Social Studies. Public education aims to promote the common welfare and the social studies give the students the background in information and understanding which are needed for a social point of view and for attitudes leading them to socially acceptable conduct. The problems of the world are the subject matter of the social studies and so sex education also becomes an
integral part of the course. The teacher's function here is to show how basic facts of reproduction and secondary manifestations among humans play a part in the social world.

In community civics, these topics can be considered:

1. Analysis of the home in terms of efficiency and success
   A. Purposes and ideals
   B. Sanitary and comfortable housing
   C. Home relationships
   D. Harmony based on:
      (1) Common purposes
      (2) Mutual affection
      (3) Regard for personality
      (4) Cooperation among the members of family
      (5) Dependence of children on parents and on one another

2. Play and recreation for adults and children
   A. Study of commercial amusement facilities in community as sources of vice and crime

3. Study of dependents, delinquents and defectives
   A. Heredity
   B. Importance of early training
   C. Problem of illegitimacy and the unmarried mother
   D. Various sources of insanity in heredity, in syphilis, and in strains and pressures of modern life

In vocational civics, the following topics are found:

1. Expectations as members of a working community
   A. Hygienic conditions
   B. Physical conveniences
   C. Regard for personalities as well as for bodies

2. Sex implications of working conditions
   A. Relation between the home and woman's industrial and commercial service -- to emphasize purpose of the home and its ideals

3. Social relations between employers and fellow workers
4. Low incomes
   A. Deferred marriages
   B. Unwholesome sex lives
   C. Unhappy celibacy
   D. Prostitution
   E. Secret affairs replacing normal family life

**European History.** History can become another medium through which students can learn the social implications of sex and see themselves as a part of the whole group. In European history there are opportunities to study:

1. Relation of the family to society
2. The status of woman
3. Opportunities for children in all periods
4. Changes and modifications constantly going on in:
   A. Family life
   B. Status of woman
   C. Morality
   D. Customs
5. Study of biography
   A. People as products of their time
   B. Relationships with men and women
6. Principles of heredity in study of royal families

In American history, the students consider the nature of individual and social responsibility. This study offers:

1. Comparative study of homes under different conditions
2. Types of society
3. Development of legislation to:
   A. Preserve the home

**Social Science.** Many schools are offering courses in social problems under such names as "Problems of Democracy"; "Modern Problems", "Social Problems", and "Social Relations"; as these courses usually come in the senior year, the students
are more curious about the place of sex in social life, rather than about facts of sex.

In this course, the following topics can be easily discussed:

1. Problems of the modern family
2. Forces tending to disrupt the family
   A. Industry removed from home
   B. Economic independence of women
   C. Development of city life
   D. Divorce
3. Social significance of prostitution and venereal diseases
4. Alcoholism and drug addiction

**English.** Because of the broadening of the subject matter in English, educators are recognizing that contemporary literature, which is modern in background and closely related to the lives of youth, is a means of guiding students to form socially desirable attitudes. The English teacher has as much responsibility in sex education as the physical education instructor who builds character by directing activities, as the biology teacher teaching scientific facts of reproduction, and as the social studies teacher who points out the implications of sex in the community. As in life, sex is a motivating force in literature. Literature explores human behavior and analyzes it in all its aspects, including the sexual. From it, students can learn the social importance of attaining mature sex attitudes and apply the lessons in the book to their own behavior. In order to carry out such objectives, the English teacher must have a
sound background in psychology.

English contributes a great deal to sex education by teaching students to read discriminately, by developing ideals through reading, by creating an outlet for creative impulses in the writing of compositions and by having selected lists for supplementary readings. Through the discussion of human feelings and motives and hopes, the students attain a better understanding of vital problems and adjustment of their own purposes in the field of sex.

In general, the proposed topics of sexual importance, with a few changes, are similar to those suggested by Benjamin Gruenberg in his *High Schools and Sex Education*.

**SUMMARY**

The above has presented possible topics for sex instruction in various areas and is not a proposed program.

Definite planning should be done by the faculty, studying each program in the school (as the College Preparatory course, the Household Arts course, etc.). In the study of each curriculum, first, the courses which are constant or required of all students are considered; then, by joint faculty planning, it is decided which materials or topics are to be placed in elective courses. Such planning would eliminate much repetition of materials which is noted in the various areas discussed above.
Sex education is an integral part of character education and the total education of the child. The easiest and most natural way to introduce it into the public school curriculum is to integrate it with the already established course of the curriculum. In this day and age, it is unfair to keep from the child that knowledge which is rightfully his. However, let it be pointed out that the resulting attitudes, habits and ideals are the most important part of sex education.
Organization of the Sex Education Program

A sex education program cannot merely be thrown into the school like a bomb, but requires study, forethought and cooperation on the part of all members of the faculty. The principal is the most likely person to help prepare the teachers to accept and aid in the program. He should appoint a committee of representative teachers, as those of biology, physiology, physical education, or invite any interested teachers to become a member of the planning group. It is advisable to have a school physician and nurse also on the committee in order to obtain technical advice and viewpoints.

The committee should decide what qualifications are desirable for those who are to carry on the sex education program and inventory should be made of school resources as far as personnel is concerned.

The principal will impress upon the faculty the importance of the work, the need for a careful approach and will explain the entire situation. The entire committee will have a general discussion and then specific problems will be assigned to individuals. The biology teacher might be asked to organize facts concerning sex which are found in his field; the English teacher might compile a list of novels, plays, etc., in which is found a proper approach to satisfactory and wholesome sex relations and attitudes toward them; the teacher of history can record
the high points in the evolution of woman's status and of the family; likewise the teachers of other fields (in social studies, home economics, physical education, physiology and general science) can discover how they can add to a better understanding of adolescent needs in regard to sex.

When all carried out their specific research, the committee meets and compares notes; in this way, each teacher becomes acquainted with what the others think and how they intend to bring sex education into their individual courses. Such conferences also eliminate much overlapping which probably would result. To these meetings, parents as representative citizens or leaders of parent organizations should be invited; when they actually participate in the planning, the program will have more chance for success.

Even after the actual program has begun, the teachers will continue to meet so that successes and difficulties can be discussed.
PART IV

SUMMARY AND CONCLUSIONS
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SUMMARY

As the home and the church at present are inadequate and unable to provide the proper and needed sex education for the youth of today, the public school is the most obvious place in which a sex education program can be presented. The school has correct information and can train its teachers in the correct techniques of presentation. Furthermore sex education belongs in the schools as a part of general education and is an inseparable part of the education of the total personality of the child.

Not only parents and teachers, but also the young people themselves, have recognized the need for sex education. It has proved its worth in schools which introduced the program.

Before such a program can be introduced into schools, one must have a clear conception of what sex education is and the goals or objectives toward which it is striving. In short, sex education includes all scientific, ethical, social, and religious instruction which would, directly or indirectly, help young people to solve for themselves the problems of sex which might arise. The part that the schools would play in this larger sex education is an important one though necessarily an incomplete one, for sex education is a lifelong process.
Opposition to sex education was found to have four sources: parents, religious groups, the school itself, and the general public. With the exception of religious opposition, most of the opposition was due to misunderstandings as to the nature and possible treatment of the proposed sex education program. The opposition was reduced by properly introducing and explaining the necessity for sex-education and the method of presentation, as well as the material to be presented. Most of the religious opposition was from the Catholic group and was based on the fear that the program would include birth control; such opposition has been overcome where a program without birth control was assured.

In addition to eliminating any reference to birth control, the proposed sex education program in the public schools does not intend teaching facts about the sexual acts. Nor does it intend to emphasize venereal diseases and its control as a major topic. They will be discussed with other communicable diseases.

Various problems of organization must be considered. Segregation of the students varies according to school level. In the elementary grades, the teaching is incidental and segregation is unnecessary. In the junior high school, segregation is desirable because of the new sex awareness of the students. However, the segregation is brought about naturally by courses of study in which segregation has already occurred;
such courses include physical education and hygiene. In
the senior high school, segregation is continued for natural
reasons as in junior high school; however, the students are
less sex conscious and material on sex education is intro-
duced into varied classes as in English, biology, history.

As the educational program concerning sex will be in-
tegrated into already established courses, one need not
concern himself as to the name that should be applied. The
course names remain the same. It is preferable to speak of
the program as one of "sex education"; this may be difficult
at first, but as long as we continue to avoid the word "sex",
the more difficult it will become.

As a baby's family life begins when he enters that group,
so his formal educational life starts when he joins the
school group. As a vital part of general education, sex
education in the schools should begin, preferably, in the
very first years of school life. But no matter where the work
is introduced - whether in the first school years or later -
the best procedure for planning the educational program is to
follow the natural interests of that particular age group.

In addition to the shaping of daily conduct which is
important in building basic concepts and attitudes, there are
four procedures in presenting direct instructional material;
-- they are: (1) specialized lectures, (2) incidental teaching,
(3) integration and (4) regular classes. Of these four,
incidental teaching and integration are preferred for this proposed program.

The entire program in the elementary schools should consist in incidental teaching which satisfies spontaneous interest. The children's questions will provide the avenue of approach and should be answered at the time of the asking. In the early grades of elementary school, sex education is concerned with the attainment of emotional balance. Children at this age level are primarily interested in themselves and each other. Incidental teaching is aided by spontaneous play between the sexes, dramatization of home life, and drawing and clay modeling of domestic life.

The preadolescents in the later elementary grades still have the major sex interests of early childhood -- bodily, affectional, and familial -- but express as the result of directed thinking rather than in response to random impulses. Here a framework for family life is built. These boys and girls are interested in the mechanism of human reproduction. Frances Bruce Strain reported that reproduction can be successfully and incidentally taught to elementary school pupils through their observations and care of animals. The children themselves, usually make the transfer to the human level. Incidental teaching is also aided by questions raised concerning nature and animal stories.
In secondary school, not only detailed information should be given about the basic facts in anatomy and physiology, but also social and psychological considerations of sex. The subjects are to be integrated with already established courses and will be discussed from three approaches: "informational", interpretive", and "inspirational".

In these upper grades of the public school, emphasis should be placed upon the individual's part in the bisexual picture. In order for the sex education program to have unity and to assure success, there must be close coordination between all the departments in the school.

In junior high, the approach may be made through considerations of physical maturation, sexual development, hygiene and dress and then move to social life and recreation. In senior high, one moves from dating, dancing and recreation to allied topics of sexual development and human biology as methods of approach. Physical growth changes sexual maturation might be taken by the physical education teacher, knowledge of human reproduction by the biology teacher, social activities, sex attraction, and emotional growth possibly by the home economics instructor. The method of approach in different schools would vary because of differences in background and variation in ages of sexual development.

The sex education program in the secondary schools can be greatly aided by the installment of selected books in the
school library, pamphlets, visual aids, individual conferences, incidental teaching, and creative and recreative pursuits.

Topics of sexual importances, which are to be integrated into established courses of study, were suggested for various classes. As most schools differ in the grade placement of subjects, a definite placement of topics was not discussed in great detail. Also, consideration was taken concerning the fact that all the subjects mentioned are not constant for all students, but that all students would, during their public school life, take several of the said courses with integrated units of sex education.

Eventually, all of society, that of today and the future, will benefit from a program of sex education in the schools. Misinformation will be corrected, wholesome habits, attitudes and ideals concerning sex will be established, and parents of the future will be able to supplement the work of the school. It is also hoped that illegitimacy and divorce rates will be lowered.
CONCLUSION

This thesis has involved (1) a library study of historical and current developments in the field of sex education and (2) a study of public school curricula upon the basis of which specific suggestions have been made for the inclusion of an adequate program of sex education in the public school curriculum. Detailed suggestions for curriculum planning will not be repeated here. The following basic conclusions may properly be enumerated:

1. A study of health education reveals that sex education is a lifelong process and that the school's part must necessarily be an incomplete one.

2. A study of recent developments shows that intelligent people are no longer ignorant of the nature and causes of sex problems and realize that young people must have guidance in order to face life.

3. Sex education in the public schools seems to be the best next step in solving the need for guidance and interpretation of sex in relation to one's life.

4. Beginnings in the establishment of sound attitudes and basic biological concepts can be made in elementary school by incidental teaching as the occasion arises.

5. Specific proposals have been made in this thesis. In the secondary schools carefully planned material can be introduced into already established courses through correlation or through independent teaching units.

6. An investigation of the difficulties and objections, which have been encountered in the development of sex education, indicates that careful planning of such a program is necessary, but that with careful planning and good educational leadership, a successful program can be developed.
PART V

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