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Survey and evaluation of resource materials available for teaching the biological and physiological aspects of sex education in the junior and senior high school

Dale Floyd McFarlane

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A SURVEY AND EVALUATION OF RESOURCE MATERIALS AVAILABLE FOR TEACHING THE BIOLOGICAL AND PHYSIOLOGICAL ASPECTS OF SEX EDUCATION IN THE JUNIOR AND SENIOR HIGH SCHOOL

by

DALE F. McFARLANE

B.A., Montana State University, 1948

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Chairman of the Board of Examiners

Dean of the Graduate School

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D. F. M.
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years considerable attention has been given in both educational and popular writings to discussions of sex education and the problems its lack has brought. Few of these articles seem to be particularly concerned with sources of accurate information suitable for use in presenting the basic biological and physiological facts concerning this important phase of youth's education.

I. THE PROBLEM

Statement of the problem. The essential problem of this survey is to examine and evaluate as many as possible of the types of resource materials dealing with the physiological and biological aspects of sex which are suitable for use in teaching in the junior and senior high schools. The purposes of this study are: (1) to examine historically sex education problems in the school, (2) to show the existing attitudes toward sex education of various institutions and groups, (3) to review proposed methods and procedures for sex education in the school, and (4) to discuss various resource materials available in this specific aspect of sex education with particular reference to their value and use in teaching.
Importance of the study. It has been stated that accurate information must be the basis for the teaching of sex. Therefore, it behooves the individual interested in this field to know of the sources of information concerned with the biology of sex. A list of sources could prove valuable, but eminently more worth is gained from a discussion of the type and kind of information contained in these sources. Merely obtaining data about sex by a parent or teacher is only the beginning of the problem of teaching sex. How these important facts are to be presented to the youth so he will gain the greatest advantage from them presents an interesting challenge. The attitudes taken toward this subject by both individuals and institutions also directly influence the use and the method of presentation of sex information.

Although the primary objective of this paper is to collect, evaluate and present sources of information concerning the biological and physiological aspects of sex education, such a discussion would have little value without consideration of method and attitudes, since they definitely influence the dissemination of such data.

Plan of the study. An attempt was made to discover the early problems which brought sex education to the attention of educators, and the manner in which they proposed to solve them. The problems arising around sex education in the present were cited and discussed. A determination of the attitudes toward sex education of the home, church, school, and students was attempted. General methods and procedures for a sex education program were discussed, and one specific example, the plan used in Oregon, was described. Resource materials were listed with an evaluation and suggestions of methods for their use in presenting the biological information about sex.

II. DEFINITIONS OF TERMS TO BE USED

Sex education. Sex education is a broad term. It includes more than the biology and physiology of sex. It must contain, "... the social significance of sex behavior, the ethical and spiritual aspects and the responsibilities which are associated with the exercise of the sex function."\(^2\)

Resource materials. For purposes of this paper such materials may be considered any form of data, visual or oral, which may be used to establish an understanding

\(^2\) Ibid., p. 633.
of the biological and physiological aspects of sex in the child. This, then, includes such items as: the printed page, diagrams, photographs, film strips and movies (with or without sound), and recordings.
CHAPTER II

HISTORICAL DEVELOPMENT OF SEX EDUCATION PROBLEMS

I. EARLY PROBLEMS

To educators problems concerning sex adjustment are not new. For years discussions were held and articles were written which showed great concern over the difficulties which have existed because of inadequate sex education. As early as 1909 the National Society for the Scientific Study of Education devoted its yearbook to a study of the relationship of several aspects of sex to education. In the preface of this volume teachers were urged to consider it their duty to fight sex ignorance. It was remarked that since other professions had begun to fight this lack of knowledge there was no reason for those persons, whose work it was to instruct youth, to ignore this vital field. This book pointed out that the main cause of neglect in this area was the ignorance of the teachers themselves.

Superintendents were polled to discover their feelings on the subject. Thirty-two abstracts of the replies of these administrators were printed. Of this number only two recommended books dealing with sex

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information which was suitable for young people to study. Seven definitely stated they had no knowledge of any suitable material, and three were against the use of printed materials for various reasons. Not one declared he had any kind of sex education program in his school and some were definitely opposed to the initiation of such a program. A few of these abstracts stated that the writer had given no thought to the matter and as a result was in complete ignorance of the subject. However, most of the quoted superintendents were in agreement that this was a timely and important problem.

Part II of this same yearbook discussed agencies and methods of sex education. It stated the situation which brought to the attention of educators the need for sex information. The movement was brought about by physicians who became alarmed over the increased venereal disease rate and increased prostitution. A plan of formal instruction was set down which offered paths teaching could follow. These paths of approach included the

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2Ibid., pp. 14-17


4Ibid., pp. 25-27

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use of biological science classes, segregation of sexes for instruction in these classes, emphasis upon the moral aspects, and warning against the use of special classes on the subject. Appended was a paper concerning sex instruction in the high school. The author included some general characteristics of a recommended sex education program. It was characteristic of this particular program that: (1) it attacked the subject indirectly; (2) it was constructive and taught about "good" rather than attempting to negate evil; (3) it was based on natural laws; (4) the method required no text books nor memorizing; and (5) it was taught by teachers in their departmental field as it came to attention.5

Previous to the study by the National Society, Prince A. Morrow had organized in 1905 the American Society of Sanitary and Moral Prophylaxis. This organization had as its purpose the eliminating of sex ignorance. One of the most significant organizations battling against inadequate knowledge about sex was organized in 1913. This organization, The American Social Hygiene Association, is still active today performing valuable services in the field of sex education.6

5Ibid., pp. 76-82.

II. RECENT STUDIES

Various studies today indicate grave concern over the problems which have arisen through young persons' lack of training in sex. One of these studies indicates practical problems which are concerned with: personal sex hygiene, prostitution, venereal disease, marriage, sex morality, and eugenics. Others suggested that the lack of accurate knowledge is responsible for the present problems. Howard M. Bell in studying a group of boys and girls between the ages of 16 and 24 in Maryland discovered that 60% of the boys and 40% of the girls in the group knew only what their friends had told them about sex.

In a study of young men entering the navy Lester A. Kirkendall discovered many interesting but not encouraging facts. He found that when the parents of these people decided to give some form of information the boys already had such information or some sort of sex experience. By the time these boys were given instruction (average age 15 years) two-thirds had seen pornography, three-fourths had practiced masturbation, one-fifth had had sexual intercourse, and one-tenth had experienced homosexual

7Ibid., p. 139.

approaches by older persons. Many of these boys reported that their first information had come from some sort of pornography.\(^9\) In the same study a group of 500 Negroes was considered. 99.2\% of them admitted pre-marital relationships. In a group of 4100 whites 79.4\% had had pre-marital intercourse of which 71\% claimed their partner to be a nice girl.\(^10\)

One striking conclusion which the author states in this paper is that there is no choice between giving and not giving sex education. It is only a matter of choice as to which are the best sources. All youth receive extensive education from their contemporaries. The influences may be counterbalanced by accurate information and emphasis which includes attitudes and ethical considerations.\(^11\)

Discussing the need for sex instruction in the high school Mr. Thomas H. Knepp found a lack of knowledge similar to the above study.\(^12\) Through questionnaires and his teaching he was led to believe that: (1) parents in instructing their children about sex have not done an


\(^10\)Ibid., p. 364.

\(^11\)Ibid., p. 364.

\(^12\)Thomas H. Knepp, "The Need for Sex Education in the High School," The Science Teacher, XIX (March, 1952), 63.
adequate job; (2) high school students have much information about reproduction, but often such information is faulty or entirely false; (3) students will, if given the opportunity, ask questions that have been bothering them; and (4) students are able to give excellent reasons why they should have sex instruction.

From the studies which have been cited some important facts become apparent. (1) Problems concerning sex instruction or the lack of it were recognized at the early part of the century; (2) certain definite problems have arisen at the present time which are the result of improper or lack of information concerning human reproduction; and (3) youth today do manage to obtain considerable amounts of information concerning sex, but all too often their information is faulty and inaccurate and the sources of this information are of a most undesirable type.
CHAPTER III

PRESENT DAY ATTITUDES TOWARD SEX EDUCATION

I. THE FEELINGS OF THE HOME

Because the home is able to exert tremendous influence over students it is necessary to discover what general attitudes toward sex are prevalent there. One study which surveyed 404 Oregon families in two school communities discovered that most parents believed that their children should receive some form of sex education. They disagreed as to how this instruction should be carried on and when it should be begun. The same study found that of this group about half favored this instruction in the school and half opposed it. Those favoring sex education in school stipulated that the school should receive permission from the parents before a student be given this instruction. Also through this study it was found that the home often is a poor source of information and those parents with the least knowledge were most apt to object to allowing the schools take the responsibility for imparting this information.

1Marcille Harris, Lemon, Berlan, and Beck, Lester F., "Sex in the Classroom," Educational Leadership, VI (August, 1947), 619.

2Ibid., p. 250.
One writer stated that the feeling that the parents will object to sex instruction in the school has been greatly magnified. He feels that many parents are truly grateful that the schools will take over some of this responsibility. This author, Bibby, circulated a questionnaire to discover whether or not parents approved of their children attending classes giving sex instruction. The parents overwhelmingly approved of these classes for their children. All of their responses were similar to that of one group of which only 2 students of 650 were denied this training because of parental objection.³

Lester A. Kirkendall states:

The chief reason given by many teachers for failure to do more with sex education is the danger of negative community reaction. Yet the evidence of repeated experiences as set forth in this book shows that such a danger is very small. The lack of adequately prepared teachers is the greatest single obstacle. The in-service and pre-service preparation of teachers is an important element in developing effective programs of sex education.⁴

Discussing why the schools have held back from an approach to sex instruction Benjamin C. Gruenberg announces that through opinion polls and other means parents have


left no doubt that for the most part they want the schools to play a more positive role in the field of sex education.\(^5\)

Another indication that parents for the most part wish some outside agency to take the responsibility of getting sex information to their children is an article by Margaret Blair Johnstone\(^6\) in which she tells of her experiences as a minister who, on many occasions, was literally drafted to impart such instruction to various young people. In many of her examples parents confessed to her that they could not, either because of lack of knowledge or emotional conditions, teach their children about sex.

It seems apparent from the conclusions of the investigators which have been cited above that there is only a highly magnified belief on the part of educators that the parents of children do not wish sex instruction in school. Evidence shows that parents have asked other agencies to serve in the capacity of instructor on sex matters because they feel themselves to be inadequate for the task.

II. HOW THE CHURCH STANDS

In finding out where the church stands Gruenberg


\(^6\) Margaret Blair Johnstone, "Sex Education for Parents," Coronet, XXIX (April, 1951) 90-93.
states that there is no obstacle to sex instruction put forth by church leaders. In asking 368 Catholic priests whether they thought instruction in sex matters should be given to young people, 90% answered "yes". He also stated that the church is realizing that the home is often inadequate to give complete information.

Statements to the effect that the Anglican and Free churches of Britain have recognized the need for sex education, and that the opposition of the Roman Catholic Church has become less uncompromising than previously have been made by Bibby.

The above support of sex instruction does not necessarily mean that all churches are willing that the public school shall be the place of instruction. Anna W. M. Wolf states in an article that the Roman Catholics are against such education in the schools, and that they believe the best place for this training to occur is in the home, but she is primarily concerned with the earliest training which could and does occur at home during preschool and elementary school years. She does recognize, however, that there comes a time when wise teachers or

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other grown-ups are important to students. It seems on investigation that her first statements as to the opposition of Catholics to sex education in the schools have been greatly tempered by her later remarks.

It may be concluded then that the churches as a whole realize there is a need for sex education and would probably, in most cases, approve of at least certain aspects of this field being taught in the schools. It is probably true that the Roman Catholic Church prefers that sex instruction, if it must be given in schools, be given to Catholics in their own parochial institutions.

In summary it seems that a well integrated program of sex instruction in the school would not have complete approval from the church, nor would it receive absolute opposition.

III. THE POSITION OF THE SCHOOL

There are varying degrees of opinions as to exactly where the school stands on the idea of sex education. Partly this is due to the fact that the ideas of educators are changing and perhaps some are more progressive than others. Gruenberg has found that about 96% of the school

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administrators that he polled are in favor of doing something.\footnote{Benjamin C. Gruenberg, \textit{How Can We Teach About Sex?} (New York: Public Affairs Committee, Inc., 1946), p. 13.} This would indicate that the school people do realize that they must shoulder at least part of this responsibility.

Because of the multitude of tasks which have been thrust on teachers and schools, Bibby reports that the educators of Britain were at first reluctant to add still another burden on their shoulders. However, he believes that schools are now willing to accept the responsibility for at least some of the aspects of sex education.\footnote{Cyril Bibby, \textit{Sex Education: A Guide for Parents, Teachers and Youth Leaders} (New York: Emerson Books, Inc., 1946), p. 21.}

Both Bibby\footnote{Ibid.} and Gruenberg\footnote{Benjamin C. Gruenberg, \textit{How Can We Teach About Sex?} (New York: Public Affairs Committee, Inc., 1946), p. 13.} emphasized the point that the schools would be accomplishing little until teachers were trained and capable of carrying such a program.

Kirkendall advocated that:

The school must occupy a key role in an adequate program of sex education. It is the only institution which reaches practically all the children of the
community over a prolonged period. Teachers, while generally not well trained to give sex education, are potentially more educable than the staff of any other agency or institution.14

The Education Committee of the New Jersey Social Hygiene Association states that the committee:

... has been making a study of the needs in this state in the field of sex education and believes there is an increasing public demand in many sections for the schools to assume more responsibility along those lines.15

This committee also polled administrators and found 70% agreed that more emphasis should be placed on this phase of education.

It can be seen that the school people have come to the realization, perhaps somewhat reluctantly, that the school must definitely assume responsibility for at least some phases of sex education. Part of the school's unwillingness seems to be due to a feeling of inadequacy on the part of the teachers to give sex instruction.

IV. ATTITUDES OF THE STUDENTS

The students themselves are definitely in favor of more adequate instruction in sex. When given the opportunity they often are able to state their wishes clearly.


Bell in his questionnaire asked, "Should sex education be taught in the schools," and found of every 20 students 15 answered "yes", 4 were against such a proposal and 1 registered no opinion.16

In his book Kirkendall cites many actual quotations of young people which give evidence that the students themselves definitely feel that they should have received more adequate sex instruction.17

We find in Bibby's *Sex Education* this quotation which will give an idea of the feelings of one student on the sex instruction she received in school.

> My opinion is, I think the lessons are very useful. It is right for us to know about the lessons. You taught us about the sex organs and did not make us feel awkward. You were very kind letting us ask questions that were hard and you had to think of what it was. My mother said it was all right for Miss --- as she knows the scientific names and that she can tell us better than she can.18

From these findings it is clear that youth wants a more adequate program of sex education and does appreciate such a program when it is provided.


The investigations seem to indicate that: (1) The home in general does not offer much in the way of objection to sex instruction being given in the school. In fact, in some instances, and for some aspects, the home actually would welcome the school's assuming the responsibility. (2) The church recognizes the need for a more adequate program of sex education, and perhaps would not object to certain phases of it being taught in the school. (3) The schools are becoming more and more aware of what is their responsibility in these matters, but have been hesitating because of the lack of proper training on the part of their teachers. (4) The students themselves seem to welcome the advent of such instruction in the schools and on receiving such instruction are grateful.
CHAPTER IV

SEX EDUCATION IN THE SCHOOL: METHODS AND PROCEDURES

I. GENERAL CONCEPTS

Before discussing the school's part in sex education it would be well to look at the advantages which the school has over the home in giving sex instruction. The Education Committee of the New Jersey Social Hygiene Association has, after some study, listed the following advantages which favor the school.

1. Teachers trained in pedagogical methods. (The average parent, even the parent with scientific knowledge, is too apt to be unacquainted with fundamental teaching techniques.)

2. Available materials affording natural approaches to the subject through the illustrative and laboratory facilities of the general curriculum, such aids being rarely available in the average home.

3. Curricular opportunities for natural integration on both the elementary and secondary levels, which avoid undue attention to sex as a separate phase of life.

4. Graded instruction of all pupils according to their individual needs and capacities.

5. The more objective relationship of the teacher to the group as compared to that of the parent toward his own children.

6. The impersonal and unemotional nature of class instruction which tends to reduce secretive, outside discussions, as constructive interpretation of factual material reduces curiosity.
7. The possibility of encouraging adults to assume their responsibilities through parent-teacher organizations, adult education (including the fine work of P.T.A.), other groups and individual conferences.¹

Working twenty-two years in the area of sex education, Lester A. Kirkendall has reached some personal conclusions which could be considered guide-posts for schools that are planning to enlarge instruction in this area. The conclusions are:

(1) Sex education needs to be broadly defined.

(2) Factual knowledge is important in sex education.

(3) Sexual misconduct and maladjustment is a consequence of emotional and personality maladjustment rather than of too much or too little information.

(4) Many wasteful and nonsensical debates are waged over the consequences and failures of sex education.

(5) Sex education of some sort is inevitable.

(6) Sex education should (and does) begin in infancy.

(7) Positive, direct sex education is an asset to all youth.

(8) Sex education in the schools is best provided through the incorporation of materials into functional courses and units.

(9) The major problem in sex education is adult inadequacies.²


²Lester A. Kirkendall, "Sex Education," National Education Association Journal, XL (December, 1951), 633-34.
Mr. Kirkendall feels that all too frequently this term has been regarded as merely meaning a body of factual information. Actually, he states, a great deal of sex information is given to children when they observe the attitudes of husband and wife, of men and women toward each other. Both emotional maturity or immaturity must be considered as aspects of sex education as well as the social significance of sex behavior, ethical and spiritual aspects, and responsibilities.

That facts, not a vacuum, alter or create attitudes in boys and girls is another of Kirkendall's conclusions. With the facts a boy or girl better understands his own development. He has found, contrary to the general belief, that this knowledge will not arouse morbid curiosity and experimenting provided, of course, that the emphasis and spirit used in imparting this information is healthy and objective.

Through his work in the field of sex education Mr. Kirkendall has come to believe that objective knowledge seldom leads to marked changes in sexual conduct. He further states that knowledge about sex creates obsessive curiosity, and absence of such knowledge insure virtue or innocence is the erroneous assumption of many. He suggests that these erroneous assumptions, the coloring of conclusions by adult problems, and limited experience in sex education are the factors which cause many writers to
express themselves against sex education.

Previously it was pointed out that boys and girls receive much, often faulty, information from various sources. Kirkendall states that since attitudes and concepts concerning sex are going to be gained as the result of speech and conduct it is better to accept the inevitability of this kind of education and be prepared to do a good job.

The statement that sex education should and does begin in infancy is somewhat contrary to the usual belief. Rudolph M. Loewenstein in his article traces the beginning of sexual ideas to a time long before puberty. Regarding guide-post No. 6 above Mr. Kirkendall believes that considerable information may be given before questions are asked and that the important thing is that the adult be at ease and objective in such discussions.

Lester Kirkendall states that much too often sex education is regarded as insurance against misconduct. He regards this as a false view. Positive, direct sex education has these benefits: freedom from undue and unnecessary worries, and better understanding of one's own physical development and development of the opposite sex.

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Other writers have feelings similar to Mr. Kirken-dall's concerning the place of sex education in the curri-culum. Gruenberg says, "Do not set up a course."4 Also denouncing the idea of a special course regardless of the name given it is the Education Committee of the New Jersey Social Hygiene Association.5 Agreeing with Kirkendall also is Bibby who believes that sex education, like health educa-tion and character training, permeates the whole school and cannot nor should not be limited to one teacher nor one course.6

In an earlier part of this paper a more detailed discussion of adult inadequacies was presented.7 In explain-ing statement No. 9 above Kirkendall believes that the actions of the students have lead teachers to the conclusion that they are tackling the problem too soon and giving the students too much information when actually they are often too late with an insufficient amount of information.


7Supra. pp. 11-13.
All phases of education are usually guided by objectives and principles in order that the teaching will be meaningful to the students. Educators and others interested in this field have given thought to this area of knowledge and have evolved the following objectives and principles:

1. To give sufficient, timely knowledge regarding the child's development. Such knowledge should prevent the child from being frightened, depressed, or mystified by adolescence and teach proper care regarding the functions of the genital system.

2. To give knowledge of the genital system of the two sexes and the general processes of reproduction so that natural curiosity in this regard will be satisfied.

3. "To give children at the proper time sufficient knowledge of developmental phases of the sex instinct so that autoerotic tendencies, homosexual tendencies, and tendencies toward promiscuous sexual intercourse will not frighten, depress, or overwhelm them, but will be viewed simply as temporary stages of desire to be controlled and sublimated, it being understood that expression of sex instinct on its highest plane is usually possible only in true love and monogamous marriage." 

4. To show adolescents the serious social and personal problems such as

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9 Ibid., p. 9.
venereal disease, prostitution, and illegitimate children which result from promiscuous sexual intercourse. (5) To indicate at the proper time that the privileges of marriage also carry serious responsibilities.

Some further objectives of sex education which are not definitely limited to the school but are most applicable to the adolescent and older youth are listed by Kirkendall. These objectives are listed here that their similarities and differences to those previously cited may be noted. They are:

1. To understand the relation of attitudes and concepts to physical sex behavior.

2. To enable the individual to accept the fact of his own sexuality, and to know the ranges of normal behavior.

3. To understand some of the possible consequences and outcomes of various courses of conduct.

4. To give a clear understanding of the place of sex in marriage and inter-sex relations.

5. To build an understanding of important features of masculine-feminine psychology as it relates to sex behavior.

6. To correct and alleviate some of the common worries and misconceptions in the field of sex adjustment.

7. Through the provision of adequate information to cut down upon curiosity and compulsive urges to "find out" by experimentation.

8. To clarify the relationship between personality adjustments and sex behavior.
(9) To show the relation of sex behavior to social welfare.

(10) To build a sense of responsibility in the individual for assisting with the good adjustment and education of others.

(11) To set up some control which will help the individual in directing his impulses, and as a result in socially desirable patterns of sex behavior.  

II. GENERAL METHODS

Regarding general procedures recommended for giving sex instruction in the school it has been found that several methods have been used with success. No particular one is considered the best in all cases, but rather the one, or preferably the combination of methods which best fit the time and situation, is recommended.

One of the first and most frequently used methods is the use of outside lecturers.  

There are certain disadvantages in this method and its use. It is obvious that unless the way is painstakingly paved for the lecture it will, and often does, have the effect of being something extraneous, and will not be well integrated into the school's program. The short time that is usually given and

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11Ibid., pp. 150-52.
the necessity of concentration preclude such illustrative material and the chance on the part of the lecturer to build desirable attitudes. Another author adds that the introduction of a specialist from the outside may further be disadvantageous in that it often causes a rearrangement of the school schedule which emphasizes all the more an attitude that it is something extra which is not exactly part of the regular school experience. The sudden injection of a speaker without preparation is in opposition to the concept of the seventh guide-post which was cited earlier in this chapter. The value from calling in a specialist to talk about sex will depend on the manner in which the school proceeds. An outside lecturer can accomplish much or little depending on whether the school conditions the students with the attitude that the talk is enriching their experiences or gives the students the impression that it is adding some material which is not of prime concern to the school and the pupil’s experience therein.

Infrequently a special course is set up to give students sex instruction. Seldom is this a recommended method of procedure. Such a course is more apt to invite criticism toward the schools than any other form of sex

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education. The materials may just as easily, and often are, included in home economics, health, science, social studies or a course concerning preparation for marriage or personality adjustment.  

Gruenberg states that sex hasn't the same characteristics as a "subject" such as history or arithmetic, but is a fact of life that permeates all we do. He, therefore, does not advise that a course be established. Initiating a special course would tend to invite more criticism, would in many cases duplicate material already being taught in other areas, and would isolate the materials from actual life situations. This could easily lead to the development of the undesirable attitude that sex is a special segment of life having little effect on other adjustments the individual must make.

The use of visual and printed materials is generally considered an acceptable procedure in any teaching field and no exception is noted in the area of sex instruction. A recommended method is that these materials be used as supplements not as a complete end in themselves.

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It is usual for writers on the subject of sex education to include somewhere in their work a bibliography of suggested materials on the subject, often arranged in groups suitable for different age levels. Such bibliographies must indicate that these writers find the printed page and other materials a valuable means of imparting information to youth and adults alike.

One caution particularly should be emphasized with the use of visual materials. Films, pamphlets or books must be previewed by school authorities to be sure that these devices fit the content and do not have in them information which is undesirable at that particular time. Procedures which encourage the wide circulation of books are highly recommended. Through reading lists for various courses and librarians' recommendations much can be accomplished and the result will be satisfactory, with little loss through theft and objectionable markings.\(^{16}\)

Individual counseling should be at least a part of any program of sex education. This method of course has limitations because of the time required. It is possible also that the instructor (or counselor) will not recognize those in need of the most assistance nor be able to establish rapport. This method, if carried on exclusively eliminates

\(^{16}\text{Ibid., pp. 154-55.}\)
participation in group discussions which develop objectivity and insight.  

The integration of sex instruction into the current offerings seems to be a highly accepted method. It is through this method that sex education becomes a natural part of the subject matter. Bibby while making no direct statement supporting this idea has illustrated what can be done in various school subjects. That there is some phase of sex instruction frequently and naturally occurring in every school subject which has connection with daily living is clearly shown by Gruenberg. Charters, Smiley, and Strong also advocate making use of the present courses in the high school as a means of developing a program of sex education. The program as recommended by the New Jersey Education Committee also provides that sex education will be correlated with appropriate activities of the

17 Ibid.
18 Ibid., p. 156.
curriculum and with extra-curricular activities. There are certain objections to this method. Too often teachers for various reasons omit this material and the omission is noticed by the students. Such omissions create a negative attitude. Certain taboos resulting in lack of organized revision for an integrated program and lack of teacher training in this area have been noticeable drawbacks to this method.\(^{22}\)

Perhaps the best method is to include sex education in functional courses which help the students adjust to individual and family situations and prepare them for the responsibilities of later life. These courses are most effective in high school and college and will probably gain more headway as soon as more qualified teachers are available.\(^{24}\) Some such courses are now being offered under a variety of titles. The name of the course is not as important as the content since the name only has bearing on the acceptability of the course. The content, to be valuable,


\(^{24}\)Ibid., pp. 158-59.
must depend entirely on the needs of the young people and be such as to help them with problems of personal or social nature. If this type of course becomes too academic and ignores the needs of the students it then is worthless. The chief problem here lies in obtaining teachers qualified to manage such a course.

It can be seen that of the variety of methods in teaching sex information all have certain advantages and disadvantages; that the school situation itself may determine which would be the best; and that no one method suggested here is intended to be a complete entity but may be used in combination with others to secure the best experience possible for the student.

III. SEX EDUCATION IN THE OREGON SCHOOLS

Examination of a plan of sex education that is actually in operation should give a more practical view to this problem. As Oregon has been doing much along these lines its plan was chosen to illustrate how several of the above methods are combined resulting in an efficient program.

Oregon has incorporated a large amount of sex education in its health instruction. The plan which is

\[\text{\cite{Ibid.}, pp. 159-61.}\]
continuous from the elementary through the secondary school is referred to as the 4-cycle plan.\textsuperscript{26} This means that areas of study such as structure and functions of the human body and personal hygiene will be studied in grades 1, 4, 7, and 10 while nutrition and other areas will be stressed in grades 2, 5, 8, and 11. And still other areas will be taught in grades 3, 6, 9, and 12. The various areas of study will be taken up four times during the 12 years of a pupil's progression through the elementary and secondary schools.

The area of structure and functions of the human body for the seventh grade brings up the problems and changes which take place in adolescence as well as elementary knowledge of the reproductive systems, male and female. Information concerning fertilization, pregnancy, and the birth process is to be given. It is recommended that students be helped to the understanding that reproduction is a part of a larger experience involving love, marriage, and parenthood. Also it is necessary to develop the feeling that this experience should be guided by high moral and religious principles.\textsuperscript{27} A unit of this type

\begin{flushright}
\textsuperscript{26}Howard S. Hoyman, Health-Guide Units for Oregon Teachers (Grades 7-12) (Salem: E. C. Brown Trust, 1945), p. 5.

\textsuperscript{27}Ibid., p. 19.
\end{flushright}
contains two objectives which are particularly applicable to sex education. They are: (1) To interpret and become adapted to the changes that occur in body structure and body functions during the 12-14 age period. (2) "To understand the periods of puberty and adolescence in relation to maturity."**28**

Evaluation of the unit is accomplished partly by means of observation of students. Those observations most concerned with sex are:

1. Has a wholesome attitude toward the structure and functions of the opposite sex, and is neither morbidly attracted nor repelled.

2. Interprets and makes a sensible adaptation to the changes in body build that occur during the 12-14 age period.

3. Without undue emotional strain, interprets and becomes adapted to the changes in the reproductive system and to the development of secondary sex characteristics that occur during the 12-14 age period.

4. Interprets puberty and early adolescence as steps toward maturity.**29**

In the area described as personal hygiene, also taught in the 7th grade, hygienic care of the body including the major body systems is part of the unit. The common problems of the 12-14 age group are included and these problems are to include the sex problems of this group.**30**

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28 Ibid., p. 20.


30 Ibid., p. 48
The students of the 12th grade study a unit on mental health which includes family-life education. This unit contains information about human reproduction, personal interpretation of affection and sex, and love, courtship, marriage, and parenthood. Three areas are definitely omitted; namely, sexual techniques, venereal disease prophylaxis, and birth control. Discussions of venereal diseases would be naturally located in the unit on communicable diseases which is taught in the eleventh year, but even there the prophylaxis aspect is not included.\textsuperscript{31}

The manual in outlining these study areas includes lists of materials which fit the particular area and age level at which it is taught. These lists include text books, books and pamphlets, charts, films and film strips.

The plan of health instruction for the Oregon schools is an example of the inclusion of sex education within other courses. The repetition of certain areas of study every three years throughout the elementary and secondary levels brings emphasis and more complete understanding as the materials advance from elementary stages to higher levels of learning. Though not necessarily stressed in the manual correlation with other subjects in the curriculum is possible and probably is accomplished with a high degree of success in meeting the needs of the students.

\textsuperscript{31}Ibid., pp. 340-41.
CHAPTER V

RESOURCE MATERIALS CONCERNED WITH THE BIOLOGICAL AND
PHYSIOLOGICAL ASPECTS OF SEX EDUCATION

I. CRITERIA FOR EVALUATING MATERIALS

Judgment of the available materials must be based on criteria if any value is to be realized from the criticism. Discussion of these resources will be based on the criteria listed below:

1. Accuracy of information.
2. Frank presentation.
3. Absence of "scare technique."
4. Physically attractive.
5. Brief presentation.

The first test given to any of the recommended material will be that of accuracy. It has been pointed out that young people are able at early ages to get information from sources that are often very undesirable and grossly inaccurate. Also it was noticed that many times parents feel themselves inadequate because they lack accurate information. This is particularly true in the case of scientific terms. To be completely accurate such material should be so carefully prepared that
it will preclude the chance of introducing erroneous impressions.

The quality of straightforwardness or frankness must be inherent in all materials relating to the biological and physiological aspects of sex. Often the term "frank" is used in advertising and promotion schemes for materials that do not possess such a quality. For example there is the commercial film, *Mom and Dad*, which uses the term so flamboyantly that it attracts large numbers of old men, best described as disreputable, who seem to have confused the word "frank" with "sexy." This movie then proceeds to tell the story of a young girl becoming illegitimately pregnant, but for the most part used the term, "in trouble," to describe her condition. If the words, pregnant or "going to have a baby," are used they are so infrequent as to have been unobserved. It is true this film did include accurate and frank information concerning venereal disease and childbirth, but the omission of perfectly acceptable terms was noticed and could produce or strengthen an attitude of secrecy which is not considered desirable. Many periodicals sold today proclaim that they contain articles which deal frankly with sex problems or habits and then only hint at the facts of these problems and examine them in an indirect, intimating way which is more likely to incite desire
rather than give information. The type of periodical referred to above is the "cheap" (from the standpoint of dignity as the selling price is often as high as or higher than that of more acceptable magazines) publication sometimes with a subtitle indicating they are for one sex only. There can be no place in an adequate program of sex instruction for teaching by innuendo and suggestion.

The absence of what might be termed "scare technique" is a point to be considered. One of the stated objectives was to prevent, through knowledge, the development of undesirable tendencies, depression, and fright.\(^1\) Bibby includes a long quotation from a publication regarding sex habits which describes in the most exaggerated and inaccurate terms the evils of masturbation. He states that as a museum relic such a publication would merely be amusing, but it was in 1943 that it came into his hands and apparently was still circulating.\(^2\) He believes that: "A morality that is worthy of the name is not to be based on fear, whether it be fear of disease in this world or of damnation in the next."\(^3\) It is not intended that the dangers

\(^1\)Supra., p. 23.


\(^3\)Ibid., pp. 21-22.
of venereal diseases and masturbation shall not be discussed in the resource materials, but rather that these dangers will be discussed in a candid manner such as will not terrorize the student.

These resource materials must be attractive to be valuable. Judging from the effort which publishers have put into text and library books to make them appealing there must be a place for attractiveness in the material. Observing students in the library one notices that good fiction and reference books are almost never the choice if a more attractive volume is available. In order that confusion may be prevented, some explanation of the term, attractive, as it is used here may be necessary. By attractive it is meant that the covers and binding shall not be the dull olive-drab which was once so widely used for all types of books, nor shall they be in such vivid colors as to be gaudy, but rather subdued, conservative hues or black and white. The quality of paper should be good, not coarse pulp. These books are not dealing with shoddy material; therefore there is no reason for them to be produced from poor quality products. Printing should be clear, even, and legible and of a size large enough to be easily read. Illustrations should have a minimum of anatomical detail and should be large enough to be clearly understood.

(In dealing with biological and physiological aspects of
sex, diagrams are preferable to actual photographs in most cases.) If the illustrations are colored the color should be even and with little overlapping. Labeling should be complete, clear, and accurate. What has been recommended for illustrations in books and pamphlets applies also to anatomical charts, film strips, and films.

Further, in movies if printed captions are introduced they should be presented for sufficient time that all students may read them. In sound films the voices used should be pleasant, clear, and free from defects. Pronunciation should be correct. If background sound is used it should be subdued to a point where it does not interfere with explanatory material. What is attractive in the discussion of the sound film will also apply to recordings.

It is necessary to consider length of the source also. Since only one aspect of sex education is being considered it must be realized that too lengthy a discussion would tend to put emphasis on this single phase which might create an undesirable attitude toward the material. Complete information briefly given is desirable.

One further point will be considered in discussing the quality of these materials, glossary and vocabulary. Since the most suitable material is to be brief, a glossary is unnecessary and even undesirable. It is better that the terms be learned in context than as
separate units. Learning the terms in context gives more complete understanding and opportunity is not given to acquire superficial knowledge by looking up the definitions of a few particular words. The vocabulary should be complete and accurate but not excessive. Some terms are essential; others are probably only of interest to a student of one of the biological sciences. There may actually be a disadvantage in including nonessential terms in that they may detract from essential ones and result only in confusing the student.

The materials which will be described in the next section of this chapter will be judged in the light of the criteria discussed above. The resources must (1) be accurate in information, (2) be frank in their discussion of material, (3) be free of "scare technique" in discussing the undesirable aspects of sex, (4) be physically attractive, (5) be brief in the presentation of this information, and (6) be complete in the essential scientific terms. These materials are not intended to be a course in themselves, but a source of factual information to supplement other experiences.
II. EVALUATION OF MATERIALS

A. BOOKS AND PAMPHLETS

For the Junior High School


   A somewhat longer discussion dealing not only with sex, but all phases of puberty. There is a strong religious emphasis. The book is frank and makes an honest attempt to discredit many of the common superstitions about sex. Binding and cover are attractive. The paper is not of good quality causing the printing and illustrations sometimes to be blurry or fuzzy. Diagrams included are of both male and female anatomy and are well labeled. The vocabulary is quite extensive and a pronunciation key for the scientific terms is included. There is no glossary. An excellent work for boys near or beginning puberty.


   An accurate account of human reproduction told simply and frankly. Explains fertilization and development of the embryo and foetus particularly. Though primarily intended for younger children, this pamphlet would be suitable for the younger more immature junior high school student. It would be excellent for a poor reader.
The diagrams are clear and understandable. They are not labeled, but are adequately explained in the text. The book is attractively bound and paper and printing are excellent. The scientific terminology is complete, particularly concerning female anatomy. There also is a section devoted to information for parents.


A discussion of many phases of puberty and adolescence. Only briefly explains the biological aspects of sex with no accompanying illustrative material. Emotional problems and drives are explained, and masturbation, venereal diseases and the double standard are discussed. The pamphlet is neat in appearance, produced on good quality paper, and many reproductions (non-anatomical) of actual photographs are used. The book frankly and candidly discusses a boy's problems in maturing. The vocabulary is scientific and no glossary is included. The book could be used even in the senior high school.


This pamphlet is primarily intended for boys and girls younger than the junior high school, but could be used as an introduction to sex education and would give slow readers a good start. It relates human reproduction to the general process in other organisms. The book is
attractive and the illustrations are all reproductions of actual photographs. The vocabulary is simple, but does contain some of the essential scientific terms. No glossary is included.

For the Senior High School


A brief explanation of the biological and physiological aspects of maturing and some mention of ethics and morals; promiscuity and prostitution; illegitimacy; and venereal disease are discussed candidly. The pamphlet is attractively bound and has neat clear printing on good paper. The essentials of scientific vocabulary are included and no glossary is presented. There are no illustrations to the text. The work is extremely brief, but could serve as an introduction to more complete study.


This is an excellent discussion of the biological and physiological aspects of sex with the emphasis on the female. It includes also some elementary genetics as well as information concerning emotional problems, venereal disease, and possible casual contacts with perversion. The book is finely constructed of good materials. The illustrations are excellent and numerous. The vocabulary is complete with no
glossary. Though the information is thorough the book is not too lengthy.


A rather general statement of the maturation process as a whole. Much emphasis is placed on social adjustment. Frank and honest presentation of the various aspects of sex, although quite brief. No illustrations are provided. An adequate number of scientific terms are included with their definitions in the text. Well printed and bound with good materials throughout. The last pages contain some activities and a self-test for better understanding. As far as the biological aspects of the subject are concerned this book would be somewhat inadequate.


This book primarily emphasizes the ethical character of sex, but does contain explanations of the biological aspects. There is an excellent discussion of development and heredity. The anatomical details and materials concerning venereal disease, masturbation, are relegated to the appendices of the book although they are referred to in the text. Both diagrams and reproductions of photographs are used as illustrations. This book has two editions, paper bound and cloth bound. The covers and binding of the paper covered book are not very attractive. The paper is
of fair quality and the printing good. The vocabulary is complete and a pronouncing guide is included for the scientific terms. There is no glossary. The work is long, but since it contains more than the biology of sex, the length is not detrimental. The biology sections would be excellent as reference material since they are rather terse. This book could be used advantageously in a course on marriage preparation or personal adjustment.


This book contains an excellent treatment of the biological aspects of sex with reproductions of photographs of plates and models found in the Museum of Science and Industry. The information is frank, exact, honest and detailed. The illustrations of biological material has been described previously, but others (cartoon type drawings by Ruth Belew) follow the theme of the discussion, and occur frequently. There is a complete absence of "scare technique" in the sections concerning the unhealthy aspects of sex behavior. Though considerable detail is included the manner is simple and straightforward. This book could be read by the younger high school student without confusion, or by the more mature student without seeming too childish. Physically the book is attractive in a dignified way. Throughout it is highly acceptable. Part I of the book contains the biological information about sex, and the remaining sections
are devoted to areas of preparation for marriage and moral, social and ethical aspects of sex behavior. This would be an excellent book for a course on personal adjustment or marriage and courtship.


A pamphlet which accurately and carefully explains not only the biological aspects of sex, but some of the emotional and social problems also. A very attractive little book, easily read and understood. It is divided into two parts for older boys and for older girls, and it seems that this division would not prevent the reader from gaining an understanding of the opposite sex as there is no suggestion of prohibition for one sex to read about the other. The diagrams are extremely clear and well labeled. The vocabulary is adequate and a glossary is included. The pamphlet is too short to include ethical, moral and social considerations.


The information concerning biological aspects of sex is limited in this pamphlet. The material is accurate even though not very detailed. Social, personal, and other aspects are examined in the book. The illustrations consist of anatomical diagrams and drawings illustrating the text. The pamphlet is attractive and the vocabulary is adequate.
and understandable. No glossary is included. This would be fine introductory material with more detailed information following.


This pamphlet includes a good, moderately detailed description of the biological phases of sex. Also included are some facts about menstruation, masturbation, and venereal disease. It has an attractive binding and is printed on a fair grade of paper. The diagrams are accurate and carefully labeled. The vocabulary of scientific terms is adequate and accurate. A glossary, located in the front of the book, is included. This glossary contains not the essential terms that are explained in the text but a few additional ones which appear in the discussion and in the labeling, and are not defined elsewhere.


A very brief pamphlet devoted entirely to female anatomy and health problems related to sex. An attractive little book containing only one diagram of female anatomy. The scientific vocabulary is extensive. This would be excellent material following more general reading, and it is essential information for girls. Snow has also written a companion pamphlet called *Health for Man and Boy* which was not examined. If it is in the same general tone and
has the same accuracy it also should be recommended for reading by high school boys.


This small pamphlet is strictly concerned with menstruation. It discusses thoroughly the biological and physiological aspects of this process as well as general health and personal care and cleanliness. It is designed to accompany a film on this subject which will be considered later. Of course there is some advertising as this company is the manufacturer of Kotex, but the advertising is limited and should not be objectionable. The book is very attractive and well illustrated with accurate diagrams and interesting cartoon type drawings. The language and vocabulary are excellent and no glossary is included.


A good treatment of puberty and reproduction and development. The text is simply written and could be easily understood by the high school student and the slow reader. The vocabulary contains all the essential terms and even a few extraneous ones. The scientific name, for example, of the causitive organism of syphilis seems immaterial as seldom are these terms used in any discussion of other diseases at the high school level. The pamphlet is attractive and the illustrations are good being the schematic, shaded type. Good materials are used throughout the work.
For the Parent and Teacher

These readings are not primarily concerned with the biological facts of sex, but rather with method and procedure in teaching these facts.


A short general discussion helpful to teachers. Contains information concerning goals, the influence of attitudes, the need for a positive program, the advantages of the school over the home in teaching about sex, principles of sex education, and teacher qualifications.


A book discussing many aspects of sex education such as methods, materials, and attitudes. It does contain some specific procedures as well as general approaches to the problems of sex education.


A brief general discussion of sex education on the lower levels directed toward the parent but containing information of value to the teacher.


A brief but informative booklet directed toward the
parents, but containing information about sex education which is useful to the teacher.


This discussion includes the approach to sex education, objectives and principles, qualifications of those who teach about sex, methods for teaching from the primary grades through high school, and a bibliography divided according to age groups.


This discussion deals with the methods and time sex education should be given, and contains the biological information as well, with anatomy charts of male and female and diagrams of embryo and foetus development. Also included is a brief statement concerning the sex problems of boys and girls and some explanation of their sex conduct.


This is a chart showing what a child should acquire in various periods of life concerning knowledge, habits, tastes, and preferences and attitudes. The emphasis is, of course, on matters pertaining to sex.

This pamphlet illustrates how some aspects of sex education can be taught in a biology course.


A discussion of sex education in relation to home, school, and church. Shows what has gone wrong and what is being done to correct the errors of the past and recommends improved procedures.


A very thorough treatment of all phases of sex education including the needs, objectives, institutional relationships, methods, and content and materials. A very essential reference for any teacher who is in any way concerned with sex education.


A parents' or teachers' source book. It contains the most frequently asked questions with answers arranged by age groups. It has illustrations of male and female anatomy and of male development through puberty. Also it contains an extensive discussion of methods and age levels for various aspects of the subject. A very helpful reference.


A general discussion of sex education with scripts.
for making recordings which are titled: "How Babies are Born," "Menstruation," "Problems of Puberty," and "The Marriage Union." This paper has a strong religious emphasis based on the tenets of the Roman Catholic Church.

B. FILMS

One particular care must be taken in the use of films. All films must be previewed so that the user is absolutely certain that the film contains the kind of information and only the kind that is wanted. Descriptions are helpful, but there is no substitute for actually seeing the film itself.

1. **Human Growth**, 19 minutes, 16mm., sound, color, 1948 (E. C. Brown Trust, Portland, Oregon).

This film in four sequences relates first, questions about sex raised in the home. Then it depicts a classroom scene of mixed pupils in which preparation is made for showing a film about sex. The film within a film sequence follows, which is an animated drawing type. In it is traced human growth and development from mating through pregnancy and birth, then from infancy through adolescence to adult. The differences in male and female structural development are emphasized. The final scene reverts to the classroom where a frank discussion between the pupils and teacher occurs.

This film received much careful thought in its production and as a result is highly recommended. When shown
to parents, little if any objection is given to the showing of the film to their children.

The terms used are simple and the film can be satisfactorily shown to junior high school as well as senior high school pupils.


This film is accurate and in good taste. It could be misleading as it begins with a father being embarrassed by his son's questions. While the information which follows this scene is accurate and complete, it is not intended to be information given to a child. Animated drawings are the device used to illustrate the information. The film includes: a description of the reproductive systems and the process of normal birth, descriptions of the anatomy and physiology of the reproductive organs of both sexes, explanation and description of the complete history of the menstruation process, a description of the functions of the male reproductive organs, and illustration and description of the body mechanics of the delivery process.

The film emphasized the normalcy of reproduction, and the importance of familiarity with this knowledge to success in marriage and parenthood.

The material included in this film is better understood by the older high school student and the college student. In spite of the enormous amount of material
covered, it is a well paced film and every area is covered in sufficient detail that understanding should be gained from viewing it. There is a correlated film strip of the same title.

3. **The Story of Menstruation**, 10 minutes, 16mm., color, sound, 1947 (Distributed by International Cellucotton Products, Chicago, Ill.). Produced by Walt Disney Productions.

Animated drawings and diagrams explain the physiology of menstruation. The film suggests methods of care and hygiene during menstruation. A healthy attitude toward this process is encouraged.

Accompanying the film are: pamphlets (Very Truly Yours described previously), a physiological chart, and a teaching guide. All of these are very useful in presenting the material.

This is a highly recommended film for teen-age girls. Showing the film to the boys or explaining the process to them using the chart does not seem objectionable as it could give them a better understanding of this process than the kind of information passed around by males of their own age and older.

The above three films are a satisfactory minimum for teaching the biology and physiology of sex. There are other films more technical and less directly concerned with this phase of the subject. Use of these other films would be based on the time available and the type of group to which they would be shown.
C. FILM STRIPS

Only a few film strips seem to be available in this field. The film strip which is integrated with Human Reproduction is available through the same source as the film.

Two other film strips are obtainable. Film Strip of the Birth Atlas, 35mm. (Maternity Center Association, New York, N. Y.). This strip has 16 scenes with explanatory material showing the growth of the fertilized egg, embryo and foetus, and the return of the uterus to normal size and position. The pictures have a fine three dimensional effect. The material is quite technical, especially for junior high school students. Perhaps optimum use of this strip could be made with seniors in high school.

Gift of Life, 35mm., (American Social Hygiene Association, New York, N. Y.). There are 60 scenes and accompanying titles in this film strip which have to do with the process of reproduction and development. It is recommended for high school use, but could not replace in value the film, Human Growth.

D. CHARTS AND MODELS

Anatomical charts and models are available at biological supply houses. If these are to be used in teaching about the reproductive organs then care must be taken that the models and charts have this system represented, as many do not. Usually the supply houses provide
both sexless and male and female models and charts and it is only a matter of indicating which type is desired when ordering. Recognized supply companies as A. J. Nystrom and Co., Chicago, Ill., Dr. G. H. Michel and Co., Inc., Cleveland, Ohio, Denoyer-Geppert Co., Chicago, Ill., and Clay Adams Co., Inc., New York, N. Y., all supply anatomical charts accurate in detail and well colored. These charts are all detailed to such an extent that they can be used to great advantage in more advanced courses dealing with all body systems, not just the reproductive system.

E. RECORDINGS

The Christophers, a loosely organized group composed primarily of Catholic laymen, have produced recordings of sex talks which are for adults. The records are concerned with four areas of sex education. The titles of these areas are: "How Babies are Born," "Menstruation," "Problems of Growing Boys," and "The Marriage Union." Each of these topics is presented in a dramatization with a parent or both parents explaining to the boy or girl these aspects of sex. Maintained throughout the topics is an attitude of calm objectivity which the parent displays when the child asks the questions which bring up each of these areas.

The purpose of these records is to illustrate the most favorable attitudes for the parent, to give the parent some necessary information which he may not have, and to
present a recommended method of answering such questions when they are asked. The script of these records can be found in the previously discussed pamphlet, *Let's Tell the Whole Story About Sex.*

Each of these dramatizations is introduced with a recommendation of age level which the information is best given to a child. Also, the introduction to each skit calls attention to the attitudes, moral and ethical, which are demonstrated by the presentation.

The Christophers recommend that these records could be played before groups of adults such as P.T.A.'s. Although the recordings emphasize the religious aspects of these sex functions, they have been prepared so that parents of all faiths will find them acceptable.

These sex talks are helpful to teachers also in suggesting methods of answering such questions when they come up. These records, although designed for adults, would not be out of place in a course of marriage preparation for more mature students.

E. MISCELLANEOUS AIDS

*Lantern Slides.* Slides based on the same plates as the *Gift of Life* film strip are available from the Cleveland Health Museum, Cleveland, Ohio. The Denoyer-Geppert Co., Chicago, Ill., have kodachrome slides on many phases of anatomy and biology. These might be useful when films or
film strips are not available or facilities for their use are impossible to obtain.

Microscope Slides. Any large biological supply house can usually supply prepared slides which show phases of embryology, fertilization, reproductive structures, and heredity processes. Most of these slides are made up from the structures of animals other than man, chosen because of the clearness of illustration rather than accuracy as to organism.

Sex Knowledge Inventories. These inventories are objective tests which attempt to measure an individual's information about and attitudes toward sex. The purpose of these tests is to supply the background information which is necessary for a counselor's work rather than grade a student who has taken a course in sex education.

1. Dr. Gelolo McHugh, Duke University, Durham, N. C., with aid prepared a test of matching and multiple choice type items which is in two forms, one for mature adults and another for high school pupils. It is the purpose of this test to provide a guide to be used in marriage counseling.

2. A test constructed by Lester A. Kirkendall, Oregon State College, Corvallis, Oregon is a true-false type and attempts to measure the various psychological aspects of sex such as attitudes and behaviors.

3. The Home Economics Department of Syracuse
University, Syracuse, N. Y., prepared a true-false type test which is better fitted for a course in marriage preparation or personal adjustment as it deals with such areas as choosing a life partner, understanding other people, use of leisure time, and standards for home life, rather than biological and physiological knowledge of sex.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Problems involving sex education were noted by educators at the beginning of the century. Resource materials were, if not unavailable, at least unknown to some administrators. Some non-school organizations had been formed to attempt to correct the existing conditions.

Investigations were cited which pointed out that the young people today are not receiving adequate and accurate information about sex. Most frequently the early sources of sex information, which youth receive, are their contemporaries who actually have little correct knowledge, or from materials which are undesirable as well as inaccurate.

Evidence was cited which indicated that parents feel children need more adequate training in sex. Also the inadequacy of many parents as sources of information about sex was shown. This parental inadequacy seemed to be due to personal lack of knowledge and emotional inability to impart sex information to children.

The attitudes of the church were found to include a recognition of the present inadequacies, and a partial willingness to support some phases of sex education in schools.
The schools appeared to be coming to a realization that sex education is at least partly their responsibility. The main factor preventing the schools from assuming more responsibility in this area seems to be lack of teachers sufficiently trained in this field. Evidence was presented which indicates that high school students feel they are not receiving a sufficient amount of sex education, and that they are willing to receive more of this training in the schools.

The advantages the school possesses over the home in presenting this material were cited. General methods of presenting the information were discussed. An example of a school system that has brought sex instruction into the curriculum through a reorganized health program was described.

Evidence was presented which indicates that an adequate number of resource materials are at present available for teaching the biological and physiological aspects of sex. Reviews of numerous books and pamphlets containing information about sex showed that a mass of printed material can be obtained which is suitable for students in the junior and senior high schools. Examination of various methods and procedures for teaching the facts of sex indicated that there is available printed material which aids the teacher or parent in presenting such
information. In addition, descriptions of films, film strips, and other devices pointed out that the teaching of sex education need not depend on the printed page alone in imparting this vital information.

II. CONCLUSIONS

The following conclusions were drawn from the evidence presented in this paper. (1) Youth today are not receiving sufficient, accurate information about sex to enable them to meet later life situations. (2) General methods for teaching about sex have been formulated and some school systems have put into their curricula specific, positive programs of sex education. (3) There are available some resource materials which are suitable for study by students in the secondary schools, and other materials which serve as valuable guides for teachers and parents who teach about sex.

III. RECOMMENDATIONS

The following recommendations are made regarding the teaching of sex education in the secondary schools: (1) Before any teaching in this area is done, the school should secure the approval of the parents and the community in general. (2) All teachers should maintain an objective attitude toward any aspect of sex which might
arise in a classroom situation. (3) The various aspects of sex education are best taught when incorporated into the present subjects of the curriculum, rather than introduced as a special course. (4) A variety of types of resource materials presents the material better than the use of the printed page only.
A. BOOKS


**B. PERIODICAL ARTICLES**


Johnstone, Margaret Blair, "Sex Education for Parents," Coronet, XXIX (April, 1951), 90-93.


C. PUBLICATIONS OF LEARNED ORGANIZATIONS
