

AN INVESTIGATION OF THE PRESENT STATUS OF SEX EDUCATION  
IN THE SCHOOLS OF KANSAS  
AND OKLAHOMA

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Submitted to the Department  
of Education, and the Faculty  
of the Graduate School of  
the University of Kansas  
in partial fulfillment of the  
requirements for the degree of  
Master of Arts.

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February 1, 1924.



P A R T I.  
I N T R O D U C T I O N.

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EXISTING CONDITIONS

The experience incident to the great war brought to the attention of the world with startling force the consequences of inadequate sex training. "More days of service were lost on account of venereal disease than for any other."(1)

It is a problem for everyday life as well as for the military. Out of every six men in the army who had venereal disease, five contracted it before they came into the army.(2)

"The loss to industry from sex diseases is hard to estimate. One investigation found that one employee out of every ten had a venereal disease; that 68 per cent of the non-effectives were so because of venereal disease; that every person who had a venereal disease lost three times as much time from work as an unaffected one."(3)

"Unlike any other disease, syphilis is not to be regarded as cured when the symptoms recognizable by the pa-

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- (1) Venereal Disease Bulletin No. II, United States Public Health Service, Washington.  
(2) Present Prevalence of Venereal Diseases, Lawrence Marcus, Journal of Social Hygiene, Oct. 1921, Vol. 7, No. 4.  
(3) Cost of Venereal Disease to Industry, Ray H. Everett, Journal of Industrial Hygiene, Vol. ii, No. 5, Sept. 1920

tients have disappeared. It may develop into any one of several other diseases affecting the nervous system."(4)

During the war the United States Government paid out millions of dollars every year for establishing clinics and treatment centers, hospitals and asylums, for people suffering with sex disease. Other millions are now being spent for the study of these diseases, and for campaigns of education and enlightenment of the people. Everyone in the United States who pays taxes helps to pay for these items of expense.(5)

Commercialized prostitution, with all its mental, moral, and physical degeneration, is as great a problem as the social diseases. Illigitimacy, sexual problems of married life, lack of responsibility for sex actions that concern future generations, lack of hygienic knowledge, vulgarity of mind, are all problems and evils to be considered.

In speaking of these matters, Surgeon General Gorgas says: "These conditions are largely due to the theory that children are to be kept in a blessed state of ignorance and innocence. The test of war has shown that this taboo is a hideous mistake."(6)

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(4) A Summary of Work of the Interdepartmental Social Hygiene Board, 1919-20, Thomas A. Storey, M.D., Ph.D., Social Hygiene Journal, 1921

(5) What Venereal Disease Cost the Community. C. J. MacAlister, M.D., Journal Social Hygiene, Jan. 1921

(6) The Problem of Sex Education in the Schools. Bulletin of the United States Public Health Service.

This is the keynote of the present day attack. All forces for moral uplift are now united in efforts to break down this wall of silence, superstition and ignorance that has surrounded the subject of sex.

It has been found to be a fact that implanting in a person the fear of contracting a sex disease has little effect in keeping him or her from illicit sexual intercourse. An investigation carried on in the army brought out the fact that 88 per cent of the men who were treated in the hospitals of the army for venereal diseases admitted that they had previously received instructions and warnings as to the danger of exposing themselves to venereal disease. It was also found that among those who had remained chaste the factors of character, religion, love, loyalty, and self-respect had played a greater part than the warnings and instructions of the surgeons.(7)

#### WHAT OTHERS HAVE DONE.

Leaders in educational and social uplift work are agreed that the focal point of attack is the training of the child in healthy-minded, rational attitudes toward sex, in sound social principles, and the giving of enough sex facts to satisfy the mind of the child in its different

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(7) Social Hygiene Program of the Army. Percy M. Ashburn, Col. M.C. U. S. A., Journal of Social Hygiene, Jan. '21

stages of growth. Notwithstanding this concensus of opinion that education of the child is necessary to combat social evils, no agreement has been reached as to methods and content or subject matter to be taught. Investigations and experiments are now being carried out to determine these matters.

The most important of these studies are as follows:

M. J. Exner studied the sex life of 948 college men. Their own statements were obtained in personal conferences. He found that a large majority of these boys had received improper impressions about sex matters because their information had come from improper sources, and as a result they had been led into bad sex practices.(8)

In January, 1920, the United States Bureau of Education and the United States Public Health Service sent out a questionnaire to 12,025 high schools and there were replies from 6488, or 53.8 per cent of these schools. Of these replies, 2638, or 40.6 per cent, answered that some sex instruction was given in their schools. (9)

The questionnaire method was used by Dr. F. Van Buskirk, Executive Secretary of the Cincinnati Social Hygiene Society, to canvas social workers and superintendents all over the United States to find what was being done about sex education in the schools. These questionnaires were sent out in 1920. Out of 1000 sent out, 298 were answered.

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(8) Problems and Principles of Sex Education. M.J.Exner, M.D. Association Press, New York City.

(9) Report in "Survey", June 25, 1921.

About half of these, or to be more exact, 144 out of the 298, had started giving sex instruction in their schools in the last two to five years. Others had been giving sex instruction in their schools for longer periods of time. All those answering were at the time giving sex education in their schools.(I0)

The United States Interdepartmental Social Hygiene Board of New York City carried out a study to test out the effectiveness of pamphlets and booklets issued by the United States and various Social Hygiene Societies. Thousands of copies of such material were given out to people in extension classes, Y. M. C. A. classes, etc. After a few days these people were presented with questionnaires asking as to their reactions toward the information they had gleaned from the articles. Many said they did not read the papers given them. But about three-fourths of the replies stated that they had read all or a part of the articles and more than three-fourths of this number gave favorable opinions, stating that they had found out things they had wanted to know, and had been benefitted.(II)

A study of the sex life of the normal married woman was made for the Bureau of Social Hygiene of New York City by Mrs. Katherine Pement Davis, secretary of the bureau.

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(I0) Report of a Questionnaire upon Sex Education, Bulletin No. 4, Cincinnati Social Hygiene Society, Jan. 1922.

(II) The Effectiveness of Certain Social Hygiene Literature. P.S.Achilles, Jour.Soc.Hygiene, Vol.9, No.2, Feb. 1923.

Questionnaires were sent out to thousands of normal married women all over the United States. Out of 1000 replies, 438 stated that they had not been adequately instructed or prepared for the sex side of married life.(12)

The Oregon Social Hygiene Association worked out a special course for sex training in the schools and secured the help of state funds as well as funds from local communities in developing the work. This was started in 1919. Special teachers were employed. The work was started in the third grade as an intensive and extensive study of plants and animals. The attitude of all concerned was so favorable, and results so gratifying, that local communities took it upon themselves to carry out the work, in many cases, without the help of the state in ensuing years. (13)

#### PROBLEM OF THIS THESIS.

What are the teachers of Oklahoma and Kansas doing in regard to sex instruction? Are the children of these two states being given any enlightenment along this line? Do teachers feel that there is a need for sex training in the schools? If teachers are giving sex training, what are they giving and how are they giving it? In short, what is the status quo of the situation in these two states at the present time?

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(12) Reported in the Journal of Social Hygiene, April 1922, January and March, 1923.

(13) Reported in Oregon Teachers Monthly and Journal Soc. Hygiene, January 1922. Also published in Bulletin copies of which may be found in appendix.

To answer the above questions the following investigations were undertaken:

The investigations covered four main problems. Three of these were of the questionnaire type. The first investigation aimed to find to what extent sex instruction is given in the home. The second was an analysis of some statistics in the office of the Board of Public Welfare, of Oklahoma City, to supplement the first investigation, and throw light especially upon the close correlation between moral delinquency and lack of sex education. The third investigation attempted to determine the attitude of the teachers of the Oklahoma City schools, and what they are doing toward working out a solution for the problem of sex education. The fourth was a questionnaire circulated among teachers in attendance at the 1923 summer session of the University of Kansas. Its purpose was the same as that of the third section.

#### VALIDITY OF DATA.

Data in this thesis were obtained from people who should be able to make sober and accurate statements and answers to questions. In the last two studies all answers are from teachers who are constantly studying the best ways of training children, and many of them are interested in the subject of sex education already. They are on their honor as teachers, and the general high character of teachers is a guarantee that figures given are the results of

earnest effort to be truthful and exact.

Random sampling was secured by the use of four different investigations. Especially in the questionnaire given to summer session students at Kansas University, is a good random sampling shown. Care was taken in making up the blank so that a record of this sampling would be made. People from every type of schools are represented.

Results from each questionnaire are used to check up results from others of this thesis and those made by other investigators.

## PART II.

# THE INVESTIGATIONS

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## CHAPTER I.

### SEX EDUCATION IN THE HOME.

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#### PURPOSE

If, in the past, a majority of people have been given proper sex training in the home, or have acquired adequate sex instruction from whatever sources available, with a minimum of evil results, there would be very little argument for sex education in the schools.

The purpose of the first investigation was: (1) To find the extent to which people have had sex training from parents; (2) to find the extent to which the same people have educated themselves about sex; (3) to find the effect of training or non-training; (4) to collect sex experiences of adults, in order to get reactions and opinions based upon these experiences.

#### METHODS

About 800 questionnaires, like the sample on the next page, were sent out as follows:

1. Three hundred were distributed personally by the author among the stenographers, doctors, lawyers, accountants, and others, in one of the largest office buildings of Oklahoma City.

2. Two hundred were given out personally by the author to a group of people in garages, printing offices,

## QUESTIONNAIRE

Personal Questions  
(Answer "Yes" or "No")

1. Were you ever told anything about your sexual organs and sexual functions by your parents.....
2. Did your playmates tell you anything about them.....
3. Have you found out since that this information from playmates was partially or wholly wrong.....
4. Did this information from playmates lead you to self abuse.....
5. Did anyone ever show you how to practice self abuse.....
6. Do you think any of these wrong sexual acts that you have committed at any time or habits that you have taken up during your life time are now showing any ill effects upon you.....
7. Do you think these early wrong doings are keeping you from doing some things that you might if it had not been for them.....
8. Do you know the possible diseases, and their effects that may be caught by a person from one single act of illicit sexual intercourse.....
9. Has this knowledge kept you from illicit sexual intercourse.....
10. Has it only made you more careful.....
11. Was this knowledge the only thing that has kept you from it.....
12. Do you think that if men and women knew more about the possibilities and probabilities of infection from prostitution it would help keep them from it.....
13. Do moving pictures ever arouse your sex passion.....Do immoral acts result.....
14. Does "low class" vaudeville arouse your sex passion.....Do immoral acts result.....
15. Do pictures in publications arouse your sex passion.....Do immoral acts result.....
16. Do you read newspaper or magazine articles or stories for sex excitement.....
17. Could you honestly compare your feelings, when you see the partially naked form of opposite sex, to your pleasant feeling toward beautiful flowers and other beauties of nature and art.....
18. Have you ever had syphilis,....., gonorrhoea,....or any sexual disease.....
19. Have you ever had even one act of illicit sexual intercourse.....
20. Do you favor limiting size of families by birth control.....

## GENERAL QUESTIONS

1. Do you now wish you had been told about your sex functions and the opposite sex by your parents instead of by playmates.....
2. Do you think that if parents talked with their children more about this question it would counteract a good deal of the evil influence.....
3. Do you think your parents really knew what to tell you or how to tell it (about sexual matters).....
4. Did you ever ask your parents about these things.....were you afraid to.....
5. If you did ask did they give you a satisfactory answer.....
6. Do you know what you should tell your children and how to tell it in order to counteract the effect of the filthy stories they are sure to hear from their playmates.....
7. Would you like to know more about sex matters for your own benefit.....
8. Would you like to know more about sex matters for your children.....or future children's benefit.....
9. Did you ever read an article in a magazine about sex matters.....
10. Did you ever read a book about sex matters.....Any part of a book.....
11. Did it do you any harm.....Was it any benefit.....
12. Do you think the method of keeping sex matters hushed up will ever correct any social evils.....
13. Do you think that a clear, clean, intelligent discussion, giving exact facts about men and women, showing how sex functions develop in young people, would do any harm if placed where all might read it.....
14. If such discussion were given in an interesting way and presented in short magazine articles from time to time would you read it.....
15. Do you think others would.....
16. Are you in favor of having all teachers instructed in sex psychology and sex hygiene in normal schools and universities, such knowledge to be passed on later to their pupils.....
17. Would you rather instruct your children in sex matters than have the teacher do it.....
18. Do you believe that the sexual side of life has a decided influence upon all other phases of life.....

transfer offices, etc., including laborers of all kinds.

3. About three hundred were mailed out to college graduates, the names being taken from the alumni directory of Oklahoma University.

Each questionnaire was folded and placed inside a stamped, self-addressed envelope, and accompanied by a letter of explanation, as found on the back of the questionnaire. The blanks could be filled out, placed in the envelopes and mailed with no possible way of anyone knowing who made out any certain blank.

However, by sending out each group at a different time and permitting plenty of time to elapse for all to come in from each group before others were sent out to another group, it was possible to keep the answers from each group separate.

A summary of all answers made to these questions will be found at the end of this chapter, Tables No. 25 and 26.

#### RELIABILITY OF DATA.

This questionnaire was compiled under the direction of, and approved by, Dr. W. W. Phelan, Dean of the Department of Education and Psychology of Oklahoma University, and Dr. H. H. Cloudman, School Physi<sup>cian</sup> of the Oklahoma City schools.

Only 8 per cent of the people who were given blanks filled them out and returned them. This is probably due to two things: (1) The length and detail of the questionnaire, and (2) the subject of the questionnaire.

The material that was secured may be accepted as re-

liable since (1) several groups were questioned and answers kept separate for comparison, and (2) human traits may be assumed to be the same in each group. This shows that there is random sampling from all variant groups. For instance in the first question, answers run from 70 to 80 per cent negative in all groups, except in the female group, and as there are only four people in this group results here may be disregarded. (3) Facts are brought out, traits and tendencies traced that have been found to be similar in other questionnaires and investigations in this field.

It may be objected that only a select group (8%) responded because they had a definite "mind-set" in the matter. The investigation is justified, however, by (3) above.

SECTION I. PERSONAL QUESTIONS.

We will now present the findings of this questionnaire in detail, taking each one of the questions in turn.

TABLE No. I.

Answers to Question No. I: "WERE YOU EVER TOLD ANYTHING ABOUT YOUR SEX ORGANS AND SEX FUNCTIONS BY PARENTS?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Total	Yes	No	Total
Office Building - - - -	6	23	29	20	80	100
Females - - - - -	0	4	4	0	100	100
College Graduates - - -	4	20	24	17	83	100
Laborers - - - - -	3	7	10	30	70	100
TOTALS - - - -	13	54	67	20	80	100

This table should be read thus: In the Office Building group 6, or 20 per cent, answered Yes; 23, or 80 per cent, answered No; in the totals, 13, or 20 per cent of the 67,

answered Yes. Thus it will be seen that the Percentages in the totals are not averages of the columns above, but actual percentages figured from the totals.

It will be noted that the percentages are about the same in all four groups. Of the 29 who answered from office building a smaller per cent received sex instruction from parents than the laborers.

The above figures are more valuable when compared with results from a similar question in a previous questionnaire, used by the author in preparation of his thesis for the A. B. degree at Oklahoma University. The title of this thesis was: "The Relation of Play to Crime." In this work the questionnaire was presented in personal interview by the author to thirty merchants of the city of Norman, Okla., thirty professors of the University of Oklahoma at Norman, and thirty students of that university. All were men. The results are presented in the following table.

TABLE No. 2.

Answers to personal interview question: "DID YOUR PARENTS EVER TELL YOU ANYTHING ABOUT SEX?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Total	Yes	No	Total
Merchants - - -	7	23	30	-	-	24 76 100
College Professors -	7	23	30	-	-	24 76 100
College Students - <u>II</u>	<u>19</u>	<u>19</u>	<u>30</u>	-	-	37 63 100
TOTALS - -	25	65	90	-	-	28 72 100

Here we see that 28 per cent of these people had received sex information from parents. This average per cent

was raised considerably by the younger men, college students, as 37 per cent of them answered in the affirmative. Comparing this with results in other parts of this thesis we conclude that there has been a general increase in the giving of sex instruction by parents.

Combining Tables No. 1 and 2, we find that out of the total of 157 people represented, 38, or 24 per cent, had received sex instruction from parents.

Many people take it for granted that almost every one receives sex information from playmates. The following table tends to confirm this opinion.

TABLE No. 3.

Answers to Question No. 2: "DID PLAYMATES TELL YOU ANYTHING ABOUT SEX?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Total	Yes	No	Total
Office Building - -	26	3	29	90	10	100
Females - - - -	4	0	4	100	0	100
College Graduates -	24	0	24	100	0	100
Laborers - - - - -	<u>8</u>	<u>2</u>	<u>10</u>	80	20	100
TOTALS -	62	5	67	97	3	100

All of some groups and almost all of the others received sex information from playmates. In the totals, 62 out of 67, or 97 per cent, answered in the affirmative.

Many people have said to the author in general and special interviews: "I let my children find out those things the best way they can," and "The more you talk about those

things to or before children, the more they think about it." From this table we see that it makes little difference whether parents talk to their children about these things. The child is usually instructed to some extent by friends.

The question arises then: "Why not let the child alone to obtain his sex information from playmates, if he does so anyway?" The fact is that this information from playmates is not correct. The following tables bring out this fact.

TABLE No. 4.

Answers to Ques. No. 3: "HAVE YOU FOUND OUT SINCE THAT THIS INFORMATION FROM PLAYMATES WAS PARTIALLY OR WHOLLY WRONG?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Total	Yes	No	Totals
Office Building - -	23	3	26	88	12	100
Females - - - -	4	0	4	100	0	100
College Graduates - -	21	3	24	86	14	100
Laborers - - - -	<u>8</u>	<u>1</u>	<u>9</u>	89	11	100
TOTALS -	56	7	63	89	11	100

This would indicate that very few of these people have found this information from playmates to be truthful. In fact 89 percent found that it was wrong to some extent.

TABLE No. 5.

Answers to Question No. 4: "DID INFORMATION FROM PLAYMATES LEAD YOU TO SELF ABUSE?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - -	15	13	27	54	46	100
Females - - - -	1	3	4	25	75	100
College Graduates - -	11	11	22	50	50	100
Laborers - - - -	<u>4</u>	<u>4</u>	<u>8</u>	50	50	100
TOTALS -	31	31	62	50	50	100

Again we see a close correspondence of traits in all groups. About half of these people stated that they had acquired bad sex habits as a result of receiving this information about sex from their playmates.

The next table shows that children are actually instructed in wrong sex acts by playmates and others.

TABLE No. 6.

Answers to Question No. 5: "DID ANYONE EVER SHOW YOU HOW TO PRACTICE SELF ABUSE?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - -	14	15	29	48	52	100
Females - - - - -	2	2	4	50	50	100
College Graduates - -	15	8	23	65	35	100
Laborers - - - - -	<u>6</u>	<u>4</u>	<u>10</u>	60	40	100
TOTALS - -	37	29	66	56	44	100

Comparing this table with preceding one we see that there were a good many of these people who were shown how to practice self abuse who did not take up the habit. To be more definite, 59 per cent of those answering were instructed in the practice and only 50 per cent took up the practice.

Another point that might be drawn from these tables is that many took up the practice from playmates who would not have originated it themselves.

Results from Questions 6 and 7 will not be discussed, as the information received is unreliable.

Does fear of sex diseases prevent people from indulging in illicit sexual intercourse? The two tables of figures

following will give a little light on this point.

TABLE No. 7.

Answers to Question 8: "DO YOU KNOW ABOUT SEX DISEASES AND THEIR EFFECTS?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - -	28	1	29	96	4	100
Females - - - - -	3	1	4	75	25	100
College Graduates - -	24	0	24	100	0	100
Laborers - - - - -	<u>9</u>	<u>1</u>	<u>10</u>	90	10	100
TOTALS - -	64	3	67	95	5	100

Only three out of 67 did not know about sex diseases.

TABLE No. 8.

Answers to Question 19: "HAVE YOU EVER HAD ILLICIT SEXUAL INTERCOURSE?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	18	10	28	64	36	100
Females - - - - -	3	1	4	75	25	100
College Graduates - -	12	11	23	52	48	100
Laborers - - - - -	<u>7</u>	<u>3</u>	<u>10</u>	70	30	100
TOTALS - -	40	25	65	61	39	100

It will be seen that 85 per cent of these people knew about sex diseases, yet 61 per cent of them had had illicit sex intercourse. Of course, it may be possible that the information came after the illicit act. These figures agree with Mr. Ashburn's data(7), gathered in the army, from which he found that 88 per cent of the men who had contracted venereal disease had acknowledged that they knew they were running

(7) Footnote, page 5.

a risk, but did not permit that to hinder them. The above table and Mr. Ashburn's data show that something else besides fear of sex disease is necessary to counteract craving for illicit sexual intercourse.

However, the following table will show that fear of sex disease does play some part in keeping a person clean sexually.

TABLE No. 9.

Answers to Ques. 9: "HAS KNOWLEDGE OF SEX DISEASES KEPT YOU FROM ILLICIT SEXUAL INTERCOURSE?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - -	15	12	27	56	44	100
Females - - - -	3	1	4	75	25	100
College Graduates - -	13	8	21	62	38	100
Laborers - - - -	<u>4</u>	<u>5</u>	<u>9</u>	44	56	100
TOTALS - -	34	26	60	57	43	100

This knowledge did ~~not~~ have some effect in 57 per cent of the cases. That it was not the only factor that entered in to keep them chaste can be seen from the following:

TABLE No. 10.

Answers to Question II: "WAS THIS KNOWLEDGE THE ONLY THING THAT KEPT YOU FROM ILLICIT SEXUAL INTERCOURSE?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	5	20	25	20	80	100
Females - - - - -	0	3	3	0	100	100
College Graduates - -	1	17	18	6	94	100
Laborers - - - - -	<u>3</u>	<u>5</u>	<u>8</u>	38	62	100
TOTALS - -	9	45	54	17	83	100

Only 17 per cent of these people were kept from illicit sexual intercourse solely by fear of contracting sex diseases. Note the difference between college graduates and laborers.

TABLE No. II.

Answers to Question I2: "DO YOU THINK THAT IF PEOPLE KNEW MORE ABOUT SEX DISEASES RESULTING FROM PROSTITUTION THAT IT WOULD HELP TO KEEP THEM CHASTE?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	25	4	29	86	14	100
Females - - - - -	4	0	4	100	0	100
College Graduates - -	20	2	22	90	10	100
Laborers - - - - -	<u>9</u>	<u>1</u>	<u>10</u>	90	10	100
TOTALS -	58	7	65	89	11	100

These people evidently believe that ignorance does play some part in the great amount of sex disease prevalent today. They think education would do something toward solving the problems of the sex life.

TABLE No. I2.

Answers to Ques. I3: "DO MOVIES AROUSE YOUR SEX PASSIONS?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	8	21	29	27	73	100
Females - - - - -	2	2	4	50	50	100
College Graduates - -	10	12	22	45	55	100
Laborers - - - - -	<u>4</u>	<u>5</u>	<u>9</u>	44	56	100
TOTALS -	24	40	67	36	64	100

Moving pictures arouse the sex passions of 36 percent of these people.

TABLE No. 13.

Answers to Question 15: "DO PICTURES IN PUBLICATIONS AROUSE YOUR SEX PASSIONS?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	11	18	29	- 38	62	100
Females - - - - -	1	3	4	- 25	75	100
College Graduates - -	12	10	22	- 55	45	100
Laborers - - - - -	<u>1</u>	<u>8</u>	<u>9</u>	- 11	89	100
TOTALS - - - - -	25	39	64	39	61	100

People with a wholesome attitude toward sex matters would not be bothered by the ordinary pictures in advertisements, stories, or movies. If unwholesome attitudes and associations had never been formed in their minds they would never be called forth.

TABLE No. 14.

Answers to Question 18: "HAVE YOU EVER HAD SYPHILIS, GONORRHEA, OR OTHER SEXUAL DISEASES?"

DISEASES	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Syphilis - - - - -	3	62	65	- 5	95	100
Gonorrhoea - - - - -	10	55	65	- 15	85	100
Other Sex diseases -	<u>2</u>	<u>57</u>	<u>59</u>	- 4	96	100
TOTALS - - - - -	15	50	67	22	78	100

Table 9 shows that 61 per cent of these people had had illicit sexual intercourse. From the above table we see that 24 per cent had had sexual diseases. A careful recheck of the questionnaires shows that 50 out of the 67 had never had a sex disease. Several had more than one disease.

SECTION II. GENERAL QUESTIONS.

The answers to the general questions in the questionnaire are too general in most cases to add much to the discussion. They will be discussed very briefly here. For complete figures and actual list of questions refer to Table No. 26 at the end of this chapter.

In the first question, 56 people, or 93 per cent, believed they would have been better prepared for life had they been given sex training by parents.

TABLE No. 15.

Answers to Question 2: "DO YOU THINK THAT IF PARENTS TALKED WITH THEIR CHILDREN MORE ABOUT THIS QUESTION IT WOULD COUNTERACT A GOOD DEAL OF THE EVIL INFLUENCE OF PLAYMATES?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - - -	28	1	29	96	4	100
Females - - - - -	4	0	4	100	0	100
College Graduates - - -	23	1	24	96	4	100
Laborers - - - - -	<u>10</u>	<u>0</u>	<u>10</u>	100	0	100
TOTALS - - - -	65	2	67	97	3	100

Almost all of these people favor more sex training in the home. They are speaking from experience.

Answers to Question No. 3 are unreliable. Results will not be discussed.

TABLE No. 16.

Answers to Question 4: "DID YOU EVER ASK PARENTS ABOUT SEX?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	5	24	29	- 17	83	100
Females - - - - -	1	3	4	- 25	75	100
College Graduates - -	3	21	24	- 12	88	100
Laborers - - - - -	<u>2</u>	<u>8</u>	<u>10</u>	- 20	80	100
TOTALS - - - - -	11	56	67	- 16	84	100

A large majority, 84 per cent, admit that they never did ask parents any questions in regard to sex. This is probably the fault of the parents. The child develops a fear that the parents may find out that he does know something about sex and will never mention the subject. As partial evidence for this statement see the following table.

TABLE No. 17.

Answers to Question 4b: "WERE YOU AFRAID TO ASK PARENTS ABOUT SEX?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	15	10	25	- 60	40	100
Females - - - - -	2	1	3	- 66	34	100
College Graduates - -	15	4	19	- 79	21	100
Laborers - - - - -	<u>6</u>	<u>3</u>	<u>9</u>	- 67	33	100
TOTALS - - - - -	38	18	56	- 68	32	100

This barrier was raised between parent and child in 68 per cent of these cases. Those who were not afraid did not all ask their parents about these matters.

Referring back to Table No. I, in Personal Questions, we find that only 13 people, out of the total number who answered, had received sex instruction from parents. Of this 13, eleven asked for it, as we will find by referring to Table No. 16. Now referring to Question No. 5, Table 26, we find that only seven persons were given satisfactory answers when they did ask. Evidently, then, only two people out of the 67 were ever given sex information in childhood voluntarily by parents.

Most of those answering, 63 per cent, state that they know what they should tell their children and how to tell it. It is unfortunate that another question was not inserted to find out if they are giving their children sex training. They indicate a desire to know more about it before attempting the task. That many of these people have made some study of the matter can be seen from the following table.

TABLE No. 18.

Answers to Question No. 9: "DID YOU EVER READ AN ARTICLE IN A MAGAZINE ABOUT SEX?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Total	Yes	No	Total
Office Building - -	22	6	29	78	22	100
Females - - - - -	3	1	4	75	25	100
College Graduates - -	6	6	12	50	50	100
Laborers - - - - -	<u>4</u>	<u>6</u>	<u>10</u>	40	60	100
TOTALS - -	35	19	54	65	35	100

TABLE No. 19.

Answers to Question 10: "DID YOU EVER READ A BOOK ABOUT SEX?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Total	Yes	No	Total
Office Building - - -	25	4	29	86	14	100
Females - - - - -	3	1	4	75	25	100
College Graduates - -	20	2	22	90	10	100
Laborers - - - - -	<u>5</u>	<u>3</u>	<u>8</u>	62	38	100
TOTALS - - -	53	10	63	84	16	100

Books seem to be the largest source of later sex information, as 68 per cent have read magazine articles on sex, and 84 per cent have read books. Checking over the questionnaires again we find that there were only four out of the 67 who had never read anything at all about sex. One of these four was a female.

TABLE No. 20.

Answers to Question IIb: "WAS THIS READING OF BENEFIT TO YOU?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - -	21	3	24	87	13	100
Females - - - - -	2	1	3	67	33	100
College Graduates - -	18	2	20	90	20	100
Laborers - - - - -	<u>7</u>	<u>2</u>	<u>9</u>	78	22	100
TOTALS -	48	8	56	86	14	100

A few did not answer this question. However, in Question IIa they indicated that they did not think this reading had done them any harm. There were 56 answers to IIa, and only two answered that their reading had done harm.

TABLE No. 21.

Answers to Question 12: "DO YOU THINK THE METHOD OF KEEPING SEX MATTERS HUSHED UP WILL EVER CORRECT SOCIAL ERRORS?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	1	26	27	4	96	100
Females - - - - -	0	2	2	0	100	100
College Graduates - -	0	23	23	0	100	100
Laborers - - - - -	<u>0</u>	<u>9</u>	<u>9</u>	0	100	100
TOTALS - - -	1	60	61	2	98	100

These people are pretty well agreed that the old methods of handling the sex problems of life will continue to fail as they have in the past.

TABLE No. 22.

Answers to Question 13: "DO YOU THINK A CLEAR, CLEAN, INTELLIGENT DISCUSSION OF SEX, GIVING EXACT FACTS, WOULD DO HARM IF PLACED WHERE ALL MIGHT READ IT?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	3	24	27	11	89	100
Females - - - - -	1	3	4	25	75	100
College Graduates - -	4	20	24	17	83	100
Laborers - - - - -	<u>1</u>	<u>8</u>	<u>9</u>	11	89	100
TOTALS - - -	9	55	64	14	86	100

This is the negative side of the question. A large majority, 86 per cent, did not believe any harm could come from educating people along this line.

TABLE No. 23.

Answers to Question 16: "ARE YOU IN FAVOR OF HAVING TEACHERS PREPARED TO TEACH SEX, IN ORDER THAT THEY MAY TEACH IT IN THE SCHOOLS?"

GROUPS	NUMBERS			PERCENTAGES		
	Yes	No	Totals	Yes	No	Totals
Office Building - - -	25	2	27	93	7	100
Females - - - - -	4	0	4	100	0	100
College Graduates - -	18	5	23	78	22	100
Laborers - - - - -	<u>9</u>	<u>0</u>	<u>9</u>	100	0	100
TOTALS - - -	56	7	63	90	10	100

Only seven people object to this proposition and four do not answer at all. These people vote 90 per cent strong for sex education in the schools.

In the next question, 77 per cent indicate that they themselves would prefer to give this information to their own children. (Figures for this can be found in the summary in Table 27.) The two questions do not contradict each other. In Question No. 17: "Would you prefer to give this sex information to your own children?" we have a personal question. It asks in regard to their own children. Of course, any parent, with real parental feelings, would prefer to train his children in sex if he could. But in the same breath, almost, these people state that they do favor sex education in the schools, realizing as they do that it would be a regular thing there for everybody, whereas, if left to the home, it is more or less haphazard.

Question No. 18 has been objected to as unfair. The

objection is, that it asks the average citizen a scientific question: "Do you believe that the sex side of life has a decided influence and effect upon all other phases of life?"

By observation of, and experience with, other human beings, a person can see how others as well as himself have been influenced by sex passions and can come to some conclusions of his own about the matter. There is not a negative answer to this question, and 64 answered in the affirmative. This leaves three who did not answer this question.

TABLE NO. 24.

## SUMMARY OF ALL TABLES OF CHAPTER.

## Sec. I--Personal Questions

TABLE NO.	QUESTIONS	NUMBERS			PERCENTAGES		
		Yes	No	Total	Yes	No	Total
1.	Were you given sex education by parents in childhood? -	13	54	67	20	80	100
2.	(Returns from the same question of another thesis.) - - -	25	65	90	28	72	100
3.	Did playmates tell you anything about sex? - - -	62	5	67	97	3	100
4.	Have you found out that this information was wrong? - -	56	7	63	89	11	100
5.	Did this information lead you to self abuse? - - - -	31	31	62	50	50	100
6.	Did anyone ever teach you self-abuse? - - - - -	37	29	66	59	41	100
7.	Do you know about sex diseases and their effects? - - - -	64	3	67	95	5	100
8.	Have you ever had illicit sexual intercourse? - - --	40	25	65	61	39	100
9.	Did knowledge of sex disease keep you from illicit s. i? -	34	26	60	57	43	100
10.	Was knowledge the only thing that kept you from it? - - -	9	45	54	17	83	100
11.	Do you think knowledge would help others keep from it? - -	58	7	65	89	11	100
12.	Do movies arouse your sex passions? - - - - -	24	40	64	36	64	100
13.	Do pictures in papers arouse your sex passions? - - - -	25	39	64	39	61	100
14.	Have you had sex diseases?	16	50	66	25	75	100

## Section II--General Questions.

15.	Should parents instruct children in sex? - - - - -	65	2	67	97	3	100
16.	Did you ask parents of sex?	11	56	67	16	84	100
17.	Were you afraid to ask them?	38	18	56	68	32	100
18 and 19.	Have you ever read book or articles about sex? - --	63	4	67	96	4	100
20.	Was reading a benefit to you?	48	8	56	86	14	100
21.	Will old methods of fighting sex evils ever improve morals	1	60	61	2	98	100
22.	If all were taught facts about sex would it do harm? - - -	9	55	64	14	86	100
23.	Do you favor sex education in the schools? - - - - -	56	7	63	90	10	100

## CONCLUSIONS FROM THIS STUDY.

1. A large majority of parents neglect the sex training of their children.
2. Very few parents give their children sex information voluntarily. Many do not satisfy the child when it asks for information.
3. A majority of adults today have educated themselves about sex or are still ignorant.
4. Many children are afraid to ask parents about sex matters. (68 per cent of answers to this questionnaire make this assertion.)
5. A large majority of children obtain sex information from playmates.
6. Information passed among playmates is often false and leads to bad habits, such as self-abuse.
7. Children teach each other bad sex habits.
8. People acquire undesirable associations for sex matters as a result of the way their sex education has been treated. This is shown by the fact that many of these people who answered the questionnaires could <sup>not</sup> look at some moving picture shows or pictures in newspapers and magazines without having their sex passions aroused.
9. Ninety per cent of these people favor sex education in the schools.
10. Ninety seven per cent favor more sex training in the home.
11. Many people are being benefitted by reading instructive articles on sex in books, newspapers, and magazines.

not  
I2. There are many of these people who do not know about sex diseases.

I3. Knowledge or fear of sex disease does not prevent people from frequenting prostitutes. Something more than this is needed, -probably education and character training.

I4. Knowledge is needed. The old method of keeping sex matters hushed up will not cure sex evils. This is the opinion of a large majority of those answering.

I5. Sex traits and experiences are about the same in people of every walk of life. This can be seen by the way the percentages keep close together in all groups studied. Percentages of each group is usually close to the average per cent for all groups also.

TABLE No. 25.

SUMMARY OF ALL ANSWERS TO THE PERSONAL QUESTIONS OF THE QUESTIONNAIRES.

	Sec.1		Sec.2		Sec.3		Sec.4		Total		All Ans
	Yes	No									
1. Were you ever told anything about sex by your parents? - - -	6	23	0	4	4	20	3	7	13	54	67
2. Did playmates tell you anything about sex? - -	26	3	4	0	24	0	8	2	62	5	67
3. Have you found out since that this information from playmates more or less wrong?	23	3	4	0	20	3	8	1	56	7	63
4. Did information from playmates lead to self-abuse?	15	13	1	3	11	11	4	4	31	31	62
5. Did anyone show you practice of self-abuse?	14	15	2	2	15	8	6	4	37	29	66
6. Do you think any of these wrong sexual acts committed at any time of your life or habits you acquired are now showing ill effects upon you?	10	17	0	4	6	14	4	5	20	40	60
7. Do you think these early indiscretions are keeping you from success in life?	11	14	0	2	6	12	4	4	21	32	53
8. Do you know the possible diseases, and their effects, that may be caught by a person from one single act of illicit sexual intercourse?	28	1	3	1	24	0	9	1	64	3	67
9. Has this knowledge kept you chaste?	15	12	3	1	13	8	4	5	35	26	61
10. Has it only made you more careful? - - - -	17	6	2	0	8	6	9	0	36	12	48
11. Was this knowledge the only thing kept you chaste?	5	20	0	3	1	17	3	5	9	45	54
12. Do you think that if men and women knew more about the possibilities and probabilities of infection from prostitution, it would help chastity?	25	4	4	0	20	2	9	1	58	7	65
13. Do movies arouse your pas-	8	21	2	2	10	12	4	5	24	40	64
13b Do immoral acts result?	2	22	0	4	2	12	1	8	5	46	51
14. Does "low class" vaudeville arouse your sex passion?	9	18	2	2	9	13	4	5	24	38	62
14b. Do immoral acts result?	4	20	0	3	4	10	2	7	10	40	50
15. Do pictures in papers arouse?	11	18	1	3	12	10	1	8	25	39	64
15b. Do immoral acts result?	2	21	0	3	4	10	1	7	7	41	48
16. Do you read news or magazine articles or stories for sex excitement? - - -	3	24	0	4	3	18	0	10	6	56	62
17. Could you honestly compare your feelings, when you see the partially naked form of the opposite sex, to your pleasant feeling toward beautiful flowers and other beauties of art and nature? - -	6	21	1	3	4	18	1	7	12	49	61
18. Have you had syphilis?	1	27	0	4	1	22	1	9	3	62	65
Have you had gonorrhoea?	4	24	1	3	0	23	5	5	10	55	65
Other sexual diseases?	1	25	0	3	0	22	1	7	2	57	59
19. Have you ever had even one act of illicit sexual intercourse? - -	18	10	3	1	12	11	7	3	40	25	65
20. Do you favor limiting the size of families by birth control? - - -	19	8	4	0	18	4	6	4	47	16	63

NOTE-Sec.1-Office Building; Sec.2, Females; Sec.3, College Graduates; and Sec.4, Laborers.

TABLE No. 26.

SUMMARY OF ANSWERS TO GENERAL QUESTIONS OF QUESTIONNAIRE

	Sec.1		Sec.2		Sec.3		Sec.4		Total		All Ans
	Yes	No									
1. Do you wish you had been told about sex by parents? - - - - -	24	2	3	1	21	1	8	0	56	4	60
2. Do you think that if parents talked with their children more about this question it would counteract a good deal of influence of playmates?	28	1	4	0	23	1	10	0	65	2	67
3. Do you think your parents really knew what to tell you or how to tell it? - -	8	20	2	2	6	17	3	6	19	45	64
4. Did you ask parents?	5	24	1	3	3	21	2	8	11	56	67
5. Were you afraid to? -	15	10	2	1	15	4	6	3	38	18	56
5. If you did ask, did they give you a satisfactory answer? - -	4	5	0	0	1	4	2	2	7	11	18
6. Do you know what you should tell your children and how to tell it in order to counteract the effect of filthy stories from playmates? -	20	8	1	2	11	11	7	2	39	23	62
7. Would you like to more about sex matters for your own benefit? --	20	6	2	1	16	5	5	3	43	15	58
8. Would you like to know more about sex matters for benefit of your children? --	17	5	1	1	18	1	6	3	42	10	52
For benefit future children?	13	5	2	0	12	2	7	1	34	8	42
9. Did you ever read an article in a magazine about sex matters? - - -	22	6	3	1	6	6	4	6	45	19	64
10. Have you read sex bk?	25	4	3	1	20	2	5	3	53	10	63
Part of a book? - - -	15	1	1	1	10	1	5	2	31	5	36
11. Did it do you harm? -	0	24	0	3	2	18	0	9	2	54	56
Was it of any benefit?	21	3	2	1	18	2	7	2	48	8	56
12. Do you think the method of keeping sex matters hushed will cure social evils?	1	26	0	2	0	23	0	9	1	60	61
13. Do you think that a clear, clean, intelligent discussion, giving exact facts about sex of man and woman, would harm anyone? - - - -	3	24	1	3	4	20	1	8	8	55	63
14. If such discussion were given in an interesting way, presented in short magazine articles from time to time, would you read it? - -	27	1	3	1	22	1	8	1	60	4	60
15. Do you think others would?	26	1	3	0	21	0	9	0	59	1	60
16. Are you in favor of having teachers instructed in sex hygiene and sex psychology such knowledge to be given later to their pupils?	25	2	4	0	18	5	9	0	56	7	63
17. Or would you rather give this sex instruction yourself to your own children? -	21	6	3	0	18	4	4	4	46	14	60
18. Do you believe that the sex side of life has a decided effect and influence upon all other phases of life? -	28	0	4	0	23	0	9	0	64	0	64

NOTE: Answers in Sec.1 from Office Building; Sec.2 from Females; Sec. 3 from College Grads; Sec.4 Laborers.

## CHAPTER 2.

### A STUDY OF THE CASES OF 310 DELINQUENT GIRLS.

-----

A study of 310 delinquent girls in Oklahoma City was made in order to determine whether the schools or homes had exerted any influence, in the way of instruction and training, that had helped them to resist sex temptations; also to determine just what opportunity these institutions had to give these girls any training of any kind. If it could be shown that sex delinquents had been given proper instruction concerning sex, in the home, or in the school, the arguments for more and better sex training would be greatly weakened.

The data for this study were secured from the records of the Board of Public Welfare of Oklahoma City, through the kindness of the secretary, Mr. C. B. Macklin.

These 310 cases were not selected in any way. They happened to be the recorded cases for a period of nine months in 1921. From this period of time no cases were selected or left out.

Information is obtained about these girls by the Welfare Board in two ways: (1) The secretary or one of the welfare workers questions each girl in a private conference, and also (2) they confer with relatives, friends, or others who know the girl in each case. An effort is made to obtain a survey of the girl's past life.

On the blank used by the board for recording data about these girls (a copy of which follows this page), it will be noticed that there are several items listed to be checked in each case as the probable cause of the down-

# Board of Public Welfare

Oklahoma City

CASE NO. \_\_\_\_\_

## PERSONAL HISTORY

DATE \_\_\_\_\_ 192\_\_

NAME \_\_\_\_\_ BIRTHPLACE \_\_\_\_\_ NATIONALITY \_\_\_\_\_

RESIDENCE \_\_\_\_\_ PLACE OF FIRST OFFENSE \_\_\_\_\_

OCCUPATION \_\_\_\_\_ NOW EMPLOYED \_\_\_\_\_ SEX \_\_\_\_\_ COLOR \_\_\_\_\_ RELIGION \_\_\_\_\_

AGE OF SUBJECT		(WRITE YES OR NO) PARENTAGE	
PRESENT AGE		MOTHER'S REMARRIAGE	
LEFT SCHOOL		AT FIRST OFFENSE	
FATHER'S DEATH		OWN MARRIAGE	
MOTHER'S DEATH		SEPARATION	
SEPARATION OF PARENTS		DIVORCE	
FATHER'S REMARRIAGE		REMARRIAGE	
		BOTH LIVING	
		ONLY MOTHER LIVING	
		ONLY FATHER LIVING	
		LIVING TOGETHER	
		FATHER REMARRIED	
		MOTHER REMARRIED	
		FATHER'S OCCUPATION	
		MOTHER'S OCCUPATION	
		FATHER'S NATIONALITY	
		MOTHER'S NATIONALITY	

EDUCATION	CIVIL STATUS		
GRADE		SINGLE <small>(YES OR NO)</small>	
HIGH SCHOOL		MARRIED	
COLLEGE		SEPARATED	
BUSINESS COLLEGE		DIVORCED	
		REARRIED	
		DURATION OF MARRIAGE	
		ACQUAINTANCE PRIOR TO MARRIAGE	
		SEPARATION PRIOR TO DIVORCE	
		BY WHOM MARRIED (MINISTER)	
		(JUDGE)	
		CAUSE OF DIVORCE	
		CHILDREN: B. G.	

PRIME CAUSE OF DELINQUENCY		DELINQUENT RECORD	
OWN DESIRE		BOY ASSOCIATES	
NARCOTICS		OTHER CAUSES	
GIRL ASSOCIATES			
SEDUCTION			
		CHARGE	
		RESULT OF TRIAL	
		PREVIOUS RECORD	
		NO OF ARRESTS	
		NO OF JAIL TERMS	
		ALIAS	

EMPLOYED PAST FIVE YEARS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RESIDED PAST FIVE YEARS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

fall of the girl. Among these items are: Girl Associates, Boy Associates, Seduction, etc. However, in the investigation of each particular case, it was found that there were many different causes and combinations of factors that caused the girl to go wrong. These influences came from both heredity and environment.

In these 310 cases it cannot be definitely determined which played the greater part in the downfall of the girl, the influence of heredity or environment, since no mental tests were made. However, it is probably true that these 310 girls would average with any other SIMILAR group of girls. Therefore, we can get some estimate of their mentality from a study made by Elizabeth K. Wilson of 152 girls of the same type in the Girls Industrial School, at Beloit, Kansas. The I.Q.'s of these 152 girls, as found by Miss Wilson, by using the Stanford Binet Point Scale Tests, were grouped according to Terman's classification for children of school age, as follows:

I.Q.	DESCRIPTION	NUMBER	PERCENT OF THE 152 TESTED.
110-120	Superior - - -	1	.65%
90-110	Average or Normal -	14	9.21%
80-90	Dull - - -	36	23.68%
70-80	Borderline - - -	45	29.60%
Below 70	Feebleminded - -	56	36.83%
	TOTALS - - -	152	100

These figures would seem to indicate that about two-thirds of such girls are either feebleminded or borderline cases. In other words heredity played a large part in their delinquency.

But the more important question for this study is the part that environment played in their downfall. We must find out the kind of homes they came from and the amount of time spent in school in each case. Data on these two points will explain and corroborate the broad statement made by Dr. Macklin that "Not one out of a hundred of these girls has ever been given any sex training in home or school." He says that each girl is questioned closely about this.

TABLE No. 27.

HOME CONDITIONS AT TIME OF ARREST.

CONDITIONS	NO.	PERCENT.
Girls knowing nothing of parents - - -	9	3
Parents separated - - - - -	35	11
Both parents dead - - - - -	45	15
Mother dead - - - - -	57	18
Father dead - - - - -	<u>67</u>	22
TOTAL GIRLS HAVING BROKEN HOMES - -	213	68% of the 310

According to these data we could not expect good home training and watchful care of parents for the majority of these girls. If they had no opportunity to receive character training and sex education other than from the home, we could expect little else than we find here.

Out of the 310 cases studied we find 97 girls who were fortunate enough to have both parents living, and living together. However, this does not prove that these 97 homes were good homes. As we know, many homes are more of a detriment to the girl than a help.

TABLE No. 28.

AGE OF GIRLS WHEN HOME DISRUPTED BY DEATH OR SEPARATION OF PARENTS.

	No	Percent
Child under 10 years of age - - -	114	or 37%
Child between 10 and 20 - - -	73	or 24%
Over 20 years old - - -	<u>25</u>	or 8%
TOTAL BROKEN HOMES - - -	213	or 69%

This further analysis of data shows that 37 per cent of these girls had had their homes broken up before they were 10 years old, and 73, or 24 per cent, between 10 and 20 years. It is possible to suppose that the disruption of the home had SOMETHING to do with the girls' going wrong. They were thrown upon their own resources in many cases. The remaining parent had to be employed and away from home to make a living, and could not give the training and care necessary to protect the child from evil associates and influences. Coupled with the fact that many of these girls were not sound mentally, there is small wonder that they went wrong.

The two tables above explain why these girls were not given sex training in the home. In the last few years more and more responsibility is being thrown upon the schools in the training of the children, until it seems to some teachers in the profession that the parents expect the teacher to do all the training of the child. In the case of these 310 girls, it appears that the school could make small progress against the home conditions and the assumed mental abilities. The following table will show how long these girls attended school. It cannot show what training they received.

TABLE No. 29.

## EDUCATIONAL ATTAINMENT OF 310 DELINQUENT GIRLS.

AGE	GRADE REACHED	NO. REACHED THIS GR. ONLY	CUMULATIVE TOTAL	CUMULA. PERCENT
7.	First Grade - - - -	2 - - -	307 -	99
8.	Second Grade - - - -	1 - - -	305 -	98
9.	Third Grade - - - -	11 - - -	304 -	98
10.	Fourth Grade - - - -	3 - - -	293 -	94
11.	Fifth Grade - - - -	33 - - -	290 -	93
12.	Sixth Grade - - - -	22 - - -	257 -	83
13.	Seventh Grade - - - -	50 - - -	235 -	75
14.	Eighth Grade - - - -	87 - - -	185 -	60
15.	Ninth Grade (1st Yr HS)	34 - - -	98 -	31
16.	Tenth Grade (2nd Yr HS)	24 - - -	64 -	21
17.	Eleventh Gr (3rd Yr HS)	11 - - -	40 -	13
18.	Twelfth Gr. (4th Yr HS)	11 - - -	29 -	9
	Business college - -	12 - - -	18 -	6
	College - - - -	<u>6</u> - - -	6 -	<u>2</u>
	TOTALS - - -	307 - - -	307 -	99%
	No education at all -	<u>3</u> - - -	<u>3</u> -	<u>1</u>
	TOTALS - - -	310 - - -	310 -	100%

This table should be read as follows: Two of these girls had only a 1st grade education. All others who had gone higher than the first must be counted as also having had 1st grade work, so the cumulative total shows 307, or 99%, had gone through the first grade or more. Going on down the column we see that 293 of them finished the 4th grade, or higher. Almost a third were in the first year of high school work when they quit school. This agrees pretty well with Miss Wilson's study, mentioned earlier in this chapter, which found that less than one-third of this class of girls would be capable of doing higher grade work.

The United States census figures show that the average

person in the United States has completed the 6th grade. The above table shows that more than three-fourths of these girls had reached or gone beyond the 6th, and 60 per cent had reached the 8th grade.

There was no way of finding out whether they had been given any sex training in the schools, except by asking them. This was done in every case, and according to Mr. Macklin, about one out of a hundred could ever remember having been given sex information by parents or teacher.

Coupling home conditions, lack of sex training in the schools, and possible low mentality, we can readily understand the following table:

TABLE. No. 30

AGE AT WHICH THESE GIRLS COMMITTED FIRST IMMORAL ACT.

	AGE	NO.
	9 yrs	- - 2
	10 yrs	- - 2
	11 yrs	- - 4
	12 yrs	- - 2
	13 yrs	- - 3
Dangerous Period in Girls' Life.	14 yrs	- - 11
	15 yrs	- - 29
	16 yrs	- - 35
	17 yrs	- - 27
	18 yrs	- - 30
	19 yrs	- - 14
	20 yrs	- - 5
	21 yrs	- - 2
	Over 21	- <u>8</u>
	TOTAL	- 174

This total includes only those girls who committed their first offense before they were married. There were six others who did not know at what age they did commit their first immoral act.

Note the significance of ages 12 to 20. The median is age 16. The Q., found by substituting in the formula:

$Q = \frac{Q_3 - Q_1}{2}$ , is 1.4. Adding this to the median and also sub-

tracting it we find that the middle fifty lies between 17.4 years and 14.6 years.

This means that these years are the dangerous age.

Referring now to Table 29 we see that by the time of the beginning of this danger period, most of these girls, at least 60 per cent of them, were through the 8th grade. More than three-fourths were through the 6th grade.

#### CONCLUSIONS.

1. This study presents the pathological phase of the status of sex education in Oklahoma. It shows that lack of sex training is one of the outstanding conditions of life of almost every one of these immoral girls.

2. No evidence can be found to show that these girls were ever given sex education and training by the schools, although it would seem that they need it most on account of dull or feeble minds and poor home conditions.

3. This study shows the time of greatest danger in the life of a girl, the time when she is most in need of instruction and training in sex matters. Most girls give up to temptations and become delinquent at an age close to 16 years. The period of greatest danger lies between the ages

of 15 and 17 $\frac{1}{2}$ . They drop out of school rapidly at this age also, as at 14 only 60% are in school, at 15, 31%, at 16, 21%, etc. See Table 29.)

4. This study also supplements Chapter I, in showing that the males are not the only ones who have their sex training neglected by parents and the school.

5. This study supplements Chapters 3 and 4, also.

One who reads the following chapters may conclude that the female of the species is better cared for in regard to sex training and instruction, as most of the <sup>female</sup> school teachers received wholesome sex training from home or school in childhood. But this study shows that there is another story to tell when other classes and groups of females are studied.

6. This study shows that 68 per cent, over two-thirds, of immoral and delinquent girls come from homes that have been disrupted by death or divorce of parents.

7. Girls do not go wrong from any one cause, but from combinations of circumstances, including broken homes, bad associates, lack of parental care and training, and inherited tendencies.

## CHAPTER 3.

# STUDY OF RESULTS OF A QUESTIONNAIRE CIRCULATED AMONG 650 TEACHERS OF THE SCHOOLS OF OKLAHOMA CITY, AND ANSWERED BY 451 TEACHERS.

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### PURPOSE

This questionnaire was sent out to secure data on the status of sex education in Oklahoma City with the idea that such data would reveal not only the extent to which sex education is being given in Oklahoma schools, but also other information as follows:

1. The opinion of the teachers of Oklahoma City as to the duty of the schools in regard to teaching sex education.
2. The opinion of the teachers as to their own ability to teach sex education.
3. Whether the teachers were so far prejudiced against sex education in the schools that they would refuse to have anything to do with it.
4. The opinion of the teachers as to the possibility of expanding the courses they are now teaching to make these courses include selected sex facts and training.
5. The reaction of parents and children where sex instruction has been given in the schools.
6. The source of the sex information of these teachers in their childhood.

# THE QUESTIONNAIRE

(An Exact Transcript.)

## EDUCATIONAL QUESTIONNAIRE

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Several investigations have proved that only about one child out of ten ever receives any instruction from parents in regard to sex. Leaders in educational and social uplift work are beginning to demand that the schools give some information to the child concerning the propagation and reproduction of man, and other kindred subjects, as sex disease and sex habits. They deem it wise to give this information as a part of other courses, such as Psychology, Hygiene, Zoology, Biology, Botany, etc., and not as a special course.

1. Do you think it is the duty of the school to give this information along with other regular instruction for the protection of the health and morality of the children? \_\_\_\_\_
2. Are you prepared to do this? \_\_\_\_\_
3. If it were required would you prepare yourself for it? \_\_\_\_\_
4. Do you teach a subject in which sex instruction could be interspersed at opportune times? \_\_\_\_\_
5. Have you ever given any information of this kind in any way to children? \_\_\_\_\_
6. What was the reaction of child(or children)? \_\_\_\_\_
7. Reaction of parents? \_\_\_\_\_
8. Where did you get information of this kind in your childhood? \_\_\_\_\_
9. This blank filled out by male \_\_\_\_\_ female \_\_\_\_\_ married \_\_\_\_\_

NOTE--This information is being obtained for educational and scientific purposes only. If you have not adequately and satisfactorily expressed your attitude above, please add anything you please on reverse side of this slip.

## METHODS.

Enough questionnaires were printed to supply one to each teacher in the Oklahoma City schools. The correct number of questionnaires for a school was placed in an envelope and these envelopes handed to the principals. The envelopes were stamped and self-addressed back to the author.

Each principal took his or her envelope of questionnaires to his building and at the next faculty meeting gave out the slips to the teachers, who filled them out and returned them to the principal. They were then put in the envelope, sealed, and dropped in the mail. All principals were very courteous and helpful in this work.

## GENERAL REMARKS.

On account of the great preponderance of female answers over male, the former will receive more attention than the latter. Two groupings of female answers are possible:

1. Unmarried and married females, or
2. Female teachers in grades and female teachers in high school.

It might be thought that in a question of this kind the first grouping would show greater deviations. But this is not the case. In most of the important questions there is more deviation in the second grouping. That is, grade teachers and high school teachers are farther apart in their opinions and experiences than married and single teachers. This might be due to the high school teachers having to face the sex problem to a greater extent than grade teachers.

In this chapter the term "Female high school teacher" includes teachers in the three Junior High Schools and the two Senior High Schools of Oklahoma City. The term "Female Grade Teacher" refers to all grade teachers, including kindergartners, and all primary grades up to and including the 6th. Some few schools also have 7b classes.

The questionnaire, exactly as sent out, appears on page 45.

In the following discussion, the answers to each question will be tabulated both in numbers and percentages, and some cases both groupings of female answers will be given and tested to find the grouping having the highest correlation.

#### CORRELATION FORMULA.

Pearson's formula of like and unlike signs(I4) will be used to find correlations. This formula tends to show correlations somewhat larger than would be shown by the product-moments formula. However, the Pearson formula was the only one available for the treatment of the sort of data in hand.

++	+-
a	c
b	d
-+	--

1. Let "a" equal the number of cases where both signs are plus.
2. Let "d" equal the number of cases where both signs are minus.
3. Let "b" equal the number of cases where signs are minus and plus.

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(I4) Rugg: "Statistical Methods Applied to Education, pp294-299

4. Let "c" equal the number of cases where signs are plus and minus.

Substitute the value of letters in the following mathematical formula, where "r" stands for the coefficient of correlation, and  $\pi$  equals 180°

$$r = \cos \frac{\sqrt{bc}}{\sqrt{ad} + \sqrt{bc}} \pi$$

Correlation means mutual implication, close connection or combination. Correlation does not show that one element causes another. That is, just because there is a correlation between two traits, it does not show that one caused the other, but it does show that the phenomena tend to occur together in some degree of regularity.

It is generally understood that correlation coefficients up to .40 are low; those from .40 up to .70 are substantial, and those from .70 to 1.00 are high.

TABLE No. 31.

Answers to Question I. "DO YOU THINK IT THE DUTY OF THE SCHOOLS TO GIVE SEX INFORMATION ALONG WITH OTHER REGULAR COURSES OF INSTRUCTION?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	N.A.	Total	Yes	No	N.A.	Total
Single Females - - -	159	138	26	323	49	43	8	100
Married Females - - -	43	30	9	82	52	37	11	100
Single Males - - - -	12	0	2	14	85	0	15	100
Married Males - - -	<u>29</u>	<u>3</u>	<u>0</u>	<u>32</u>	90	10	0	100
TOTALS -	243	171	37	451	53	38	9	100

NOTE--N.A. means Not Answered, or no answer. Numbers and percentages tabulated as in Chapter I.

This table is to be read as follows: There are 159 single females answering "yes" to this question. This is 49 per cent of the single females who answered. In the totals it will be seen that slightly more than half of the 451 answers were in the affirmative. All the others did not answer "no" as 9 per cent did not answer at all.

It will be noticed that the high percentage of affirmative answers from the men did not have much effect on the average or total percent for the total answers. This is explained by the small number of men. It was for this reason that total per cent was given instead of average per cent. 243 is 53% of 451. This is more accurate than to average the percentages in the "yes" column

That some of these teachers were prejudiced against the whole question can be interpreted from the way they wrote "no" to all questions. There were 34 single and 6 married females who answered in this way. (or 26 grade and 14 high school teachers.) If they were prejudiced they would not be able to give intelligent answers to some of these questions, and their opinion in the first question would be worthless. Leaving their answers out of consideration, the first two lines, and totals in the above table would read as follows:

Single Females	159	104	22	285	55%	36%	9%	100%
Married Females	<u>43</u>	<u>24</u>	<u>9</u>	<u>76</u>	56%	33%	11%	100%
TOTALS -	243	131	37	411	59%	31%	10%	100%

Leaving out of consideration those who are prejudiced the per cent in favor of sex education in the schools is 59%.

Using Pearson's formula of like and unlike signs for correlation, we find that there is not much correlation for females between the condition of being married and the attitude toward sex education in the schools. The correlation coefficient in this case is .29. That is, they were not apt to answer in any particular way just because married or single.

On the other hand there is a substantial correlation between position as a teacher in grades or high school and attitude toward sex education. In this case the correlation is .74. The tendency is for those teaching in high school to have a more favorable attitude toward sex education.

The latter correlation was found as follows:

Female Teachers	YES	NO
GRADE	+ + 101	+ - 100
	a	c
H. S.	101 - +	d 28 - -

Substituting in formula:

$$r = \cos \frac{\sqrt{101 \times 100}}{\sqrt{101 \times 28 + 101 \times 100}} 180^\circ = \cos \frac{100}{153} 180^\circ = \cos .2754 = .74$$

To find a correlation, two things or conditions or traits are compared. In the above diagram, the "yes" and "no" give the "attitude". "Grade" and "H.S." give the "position", or rank of teachers. These two elements, attitude and position are the factors between which we look for correlation.

We see that affirmative answers and H. S. positions have a correlation of .74. This does not prove that teaching in high school is what made these teachers answer "yes", but it does show that high school teachers have a tendency to approve sex education in the schools.

The correlation between sex and attitude was found in the same way. The coefficient in this case is .64, which means that there is a relationship, quite substantial, between being a man or woman and the attitude one takes toward this question. The tendency in this case, as can be seen from Table No. 3I, is for the men to be somewhat more apt to answer "yes."

Would there be any connection between the fact that a teacher received her sex information from parents in childhood and the way she would answer this first question? In checking over the questionnaires, the author was struck with the number who answered "NO" in Number I, and "Mother" in No. 8. The fact that they had received their own information from their parents had led them to believe that that was the place where everyone else should receive it, notwithstanding the fact that some children do not get this information from parents. They answered this first question from a selfish viewpoint.

To find the extent of this correlation, Pearson's formula of like and unlike signs was again used. The two elements or traits compared are: "Attitude" as determined by "yes" or "no" answer in question I, and "source of information" as determined by answer to Question 8.

TABLE No. 32.

CORRELATION BETWEEN "ATTITUDE" OF TEACHERS ON SEX EDUCATION  
IN THE SCHOOLS, AND "SOURCE" OF THEIR OWN SEX IN-  
FORMATION IN CHILDHOOD.

GROUPS	"r"
Females in grades - - - -	.81
Females in High School - -	.34
Males - - - - - - - -	.26

This table shows that there is a correlation in the case of the grade teachers (females) but none to speak of for high school teachers (females) or for males. This may be explained from the fact that these grade teachers do not have the sex factor staring them in the face so persistently as high school teachers, and are more likely to rely upon their own personal experience, instead of considering the need and value of such training to the children. Therefore, there was a higher correlation in grade teachers' group.

Another question that might arise, would be the influence of the teachers' feeling of "preparedness" to teach sex education upon her answer to Question No. 1. If a teacher was not prepared, would she answer that she did not believe sex information should be given in the schools. Correlations found by the same formula give .43 for grade teachers and .40 for high school teachers. This shows there is not much relation between these two factors.

Again we would like to know whether past experience

in giving sex instruction to children had anything to do with the way they answered in Question I. In other words, if they had given sex instruction to children, and had been successful, would they favor having sex instruction given in the schools, just from that fact? It will be impossible to find this correlation, because they favored giving sex information in the schools before they gave it, or they would not have done so, There might be an exception to this in cases where teachers were required to give sex instruction against their own wishes.

There were some who had evidently changed their minds. There were 12 teachers in the high school and 12 in the grades who had given sex instruction to children in school, but who answered "No" in Question I. They believed in it at first and tried it, without success, or were forced to give it against their own wishes.

TABLE No. 33.

Answers to Question 2: "ARE YOU PREPARED TO TEACH SEX EDUCATION?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA	Total
Single Females - -	68	239	16	323	21	74	5	100
Married Females -	34	45	3	82	41	55	4	100
Single Males - -	8	6	0	14	57	43	0	100
Married Males - -	<u>22</u>	<u>9</u>	<u>1</u>	<u>32</u>	70	28	2	100
TOTALS	132	299	20	451	30	66	4	100

This table shows that less than one-third of those answering considered themselves prepared to teach sex edu-

cation. At present there is no standard by which to determine whether a person is adequately prepared to teach sex education. Exner states that almost any parent or teacher can do a great deal of good for ~~the~~ boys or girls by keeping on friendly terms with them and talking with them about the important questions that come to their minds.(8)

The correlation in the female groups between being married and feeling prepared to teach sex education is .77, a rather high correlation. This shows that married females felt better prepared. This correlation for the males is .40, hardly a substantial coefficient. In other words, being married did not make much difference among the men.

It is interesting to note that a good many attempted to give sex education in the schools who do not feel capable of it. From Table 33 it will be seen that 21 per cent of the single females feel prepared, but from Table 40 it will be found that 25 per cent have actually attempted it. Then 4 per cent of the single teachers have given sex information, notwithstanding the fact that they did not feel capable of it. It may be that they attempted it and did not have the success they felt they should, and have changed their minds about their ability. This probably accounts for the 12 grade and 12 high school teachers who answered that they had given sex education in school but did not believe in it.

By referring to Table 40, page 64, it will be seen that in each group of females the per cent answering that

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(8) Problems and Principles of Sex Education. M. J. Exner, M. D., Association Press, New York.

they feel prepared is 4 below the per cent who had actually made the attempt to give it.

If a person answered "yes" in No. 2, stating that he was prepared to teach sex education, he would not necessarily need to answer in Question No. 3. But many did so. Possibly it was by mistake, in that they did not notice that this was not necessary. However, some said they would further prepare themselves.

TABLE No. 34.

Answers to Question 3: "IF IT WERE REQUIRED WOULD YOU PREPARE YOURSELF TO TEACH SEX EDUCATION?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Single Females - -	256	24	43	323	- 79	7	13	100
Married Females - -	67	6	9	82	- 82	7	11	100
Single Males - - -	14	0	0	14	- 100	0	0	100
Married Males - - -	<u>26</u>	<u>3</u>	<u>3</u>	<u>32</u>	- 81	9	9	100
TOTALS -	363	33	55	451	- 80	7	13	100

This table shows the attitude of the teachers toward sex education in the schools better than any other single question. It shows that four-fifths of them would comply with any requirements along this line. However, since only about half of them favor sex education, as indicated in answers to the first question, we can interpret this to mean that there is about one-fourth of them who would prepare under protest.

Very few emphatically state that they would not prepare. Some do not answer the question, but indicate in their answers to all other questions that they are prejudiced against it. This questionnaire was so arranged that answering "yes" to a majority of all the questions would indicate a rather favorable attitude toward sex education in the schools. Then if a questionnaire was covered with "no" answers and had some blanks left without answers, the inference would be that the attitude was unfavorable.

Correlation between "condition" of being married and "attitude" expressed in answers to No. 3 is .27, showing that there is not much relation. Married teachers were just as apt to be prejudiced as single. Correlation between "sex" and "attitude" is even lower, being just .19.

TABLE No. 35

Answers to Question 14: "COULD SEX INSTRUCTION BE INTERSPERSED IN SUBJECTS YOU TEACH?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Totals	Yes	No	NA.	Total
Single Females - -	74	231	18	323	- 23	71	6	100
Married Females -	25	46	11	82	- 30	56	14	100
Single Males - - -	4	9	1	14	- 28	64	8	100
Married Males - - -	<u>16</u>	<u>14</u>	<u>2</u>	<u>32</u>	- 50	44	6	100
TOTALS -	119	300	32	451	- 27	66	7	100

This table shows a low per cent of affirmative answers. Less than one-third of these teachers could imagine how sex education could be given or interspersed in subjects they

teach. Two-thirds of them state that it could not be done with their subjects.

In this question the correlation is higher for the single-married grouping. The correlation between "condition" of being married and favorable "attitude" is .64, while correlation between "position" as a teacher, (high school or grade) is only .40. This shows that married teachers had a slight advantage in being married, in that they could imagine what could be done for sex education in their courses.

TABLE No. 36.

Answers to Question 5: "HAVE YOU EVER GIVEN SEX EDUCATION IN ANY WAY TO CHILDREN?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Single Females - - -	82	237	4	323	- 25	73	2	100
Married Females - - -	37	40	5	82	- 45	49	6	100
Single Males - - -	6	5	3	14	- 43	36	21	100
Married Males - - -	<u>21</u>	<u>10</u>	<u>1</u>	<u>32</u>	- 66	31	3	100
TOTALS	146	292	13	451	- 32	65	3	100

Note that the average percent for females is 29 and for males is 60%, answering in the affirmative.

An affirmative answer to this question does not necessarily mean that these people are actually teaching sex education consistently and as a regular thing, for these reasons:

1. Nine of these people said they gave it to their own children only, and not in school.
2. Eight of the affirmative answers stated that they had given it to individuals only.

3. Sixteen of the affirmative answers indicated that what information they had given was very meager in amount.

4. Five said they had only given it "indirectly."

We cannot state with any accuracy, then, just to what extent sex education is being given. From the facts and data of the answers, the only conclusion we can reach is that 32 per cent of these teachers have given some kind of sex instruction to their pupils or own children in some way, showing that a third of them are alive to the need and value of it

There is more correlation between being married and having had experience in giving sex education, than being a high school teacher and having given it, in the ratio of .47 to .33. The correlation is not high in either case. Correlation between being a man and giving sex education is .53, showing that men are slightly more apt to give it.

TABLE No. 37.

Answers to Question 6: "WHERE SEX INSTRUCTION WAS GIVEN, WHAT WAS REACTION OF CHILD (OR CHILDREN)?"

GROUPS	NUMBERS				PERCENTAGE			
	Yes	No	NA.	Total	Yes	No	NA	Total
Single Females - -	57	4	21	82	- 70	4	26	100
Married Females - -	30	0	7	37	- 81	0	19	100
Single Males - - -	5	0	1	6	- 82	0	18	100
Married Males - - -	<u>19</u>	<u>0</u>	<u>2</u>	<u>21</u>	- 90	0	10	100
TOTALS	111	4	31	146	- 76	2	22	100

Figures in this table are only for those who answered "yes" in the previous question. Obviously, if teachers had never given sex instruction, no answer could be given in Questions 6 and 7.

While only a few, a very few, report bad reactions on the part of the children, there are many who do not answer, even in cases where they had given instruction. This is probably due to the fact that many did not find out just what effect it did have. Children keep their reactions and feelings concealed to such a degree that we cannot always know just what we would like to about them.

It is unfortunate that the questionnaire did not have a three fold answer blank for this question, as follows: (1) Good reaction, (2) bad reaction, and (3) unknown. This would have taken care of a good many who could make no answer.

TABLE No. 38.

Answers to Question 7: "WHERE SEX INSTRUCTION WAS GIVEN, WHAT WAS THE REACTION OF THE PARENTS?"

GROUPS	NUMBERS				PERCENTAGES			
	Good	Bad	NA.	Total	Good	Bad	NA.	Total
Single Females - -	42	5	35	82	51	6	43	100
Married Females - -	8	0	27	37	21	0	79	100
Single Males - - -	3	0	3	6	50	0	50	100
Married Males - - -	<u>16</u>	<u>0</u>	<u>5</u>	<u>21</u>	76	0	24	100
TOTALS -	69	5	72	146	47	4	49	100

As in the preceding table, the figures in this table

are based on the number answering "yes" in Question 5. For instance, there were 82 single females who had given sex information, and 42 of them report that the reaction of parents was good, 5 report bad results, and 35 have no report to make. This inability to report is probably due to the same thing as in the previous question. In most cases the teachers have never heard from parents at all. The parents did not know that sex instruction had been given, due to the fact that when the children were given sex instruction they did not report it to parents. This accounts for the fact that there were not more bad reactions from parents, also, as a good many parents would object if they knew.

The larger per cent of married females who did not answer this question is partly accounted for by the fact that nine of these gave the sex instruction to their own children.

TABLE NO. 39.

Answers to Question 8: " WHERE DID YOU GET INFORMATION OF THIS KIND IN YOUR OWN CHILDHOOD?"

SOURCES	FEMALES				MALES		TOTALS		GRADING	
	Single No.	Married %	No.	%	No.	%	No.	%		
Mother - - -	140	38%	25	25%	1	1%	166	32%	HOME- EXCELLENT 286 or 63% mention These	
Parents - - -	27	7%	13	14%	8	14%	48	9%		
Home - - -	26	7%	5	5%	0	0	31	6%		
Books - - -	15	4%	4	4%	7	12%	26	5%		
Father - - -	0		0		1		1			
Physician - - -	1		1		1		3			
Aunt - - - -	3		0		0		3			
Nature - - -	5		0		0		5			
Grandmother -	1		0		0		1			
School - - -	5	1%	1	1%	0		6	1%		SCHOOL- Excellent 17 or 4% mention these.
Lectures - - -	1		0		1		2			
A teacher - - -	2		0		1		3			
Phys. Education	1		0		1		2			
Physiology - -	1		0		1		2			
Botany - - - -	1		0		0		1			
Biology - - -	1		0		0		1			
Older women -	3		0		0		3		QUESTIONABLE AND DANGEROUS	
Older men - - -	0		0		1		1			
Sisters - - -	7		1		0		8			
Other Children	52	14%	23	25%	11	20%	86	16%		
Various Sources	15	4%	6	6%	14	25%	35	10%		
Didn't get any	20	5%	3	3%	4	6%	27	5%	208 or 46%	
Noanswer given	35	9%	10	10%	3	3%	48	10%		
TOTALS -	162		92		55		509			

There was a total of 509 sources mentioned. This is accounted for by the fact that many teachers mentioned more than one source. That is, in the first division of data, 286, or 63 per cent, of the teachers mentioned one of the sources listed, but some of these teachers also mentioned sources listed in other divisions. Some who mentioned excellent sources also mentioned dangerous and questionable sources

The above analysis does not give a favorable report for sex education in the schools of preceding generations. Barely 4 per cent of these teachers even hint that they received any sex training from schools. Even where they mention "school", it is not at all certain that they mean that they received wholesome sex training from their teachers. It may mean that they were instructed in secret by playmates at school. However, we are giving them the benefit of the doubt in this case.

This question was asked in order to compare the amount of sex education given now to that given in former times. It would seem that a good deal more is being done now than formerly. These teachers are of the highest type of citizenship, and less than two thirds received sex information from parents in childhood. Two-thirds of these people, who made good citizens, received sex training from parents. The per cent for other walks of life is probably lower. Some of these teachers admit that what they obtained in childhood was very meager.

There are only 10 males who mentioned getting information from parents or home. This is only 20 per cent of all men answering. This is about the same as the per cent of men answering in other investigations as reported in Chapter I of this thesis. In that chapter it was seen that in one questionnaire 20 per cent of the men answered that they had received sex education from parents and in another investigation 28 per cent. It is probably true that boys receive less information in this matter than girls.

It is also rather an evident fact that fathers do very little in the way of giving their children sex information. "Father" was only mentioned once. There is a possibility that "father" was included in some of the answers, as "parents" and "home". But since it would not be likely that fathers would give sex information to daughters, and since only 8 men mentioned these two sources, we see that there is little to encourage ~~xxx~~ us to believe that fathers are keeping up their end of this instruction in the home.

A larger per cent of single females received sex instruction from mothers than married females, in the ratio of 38 per cent to 25 per cent. However, counting the first four sources mentioned, namely: mother, parents, home, and books, the single females have a very slight advantage over the married females, the ratio of percentages being 52 to 47.

The first three items in the dangerous sources could be excellent sources. With no explanation as to whether it was wholesome, we are forced to include them with the ques-

tionable. This might be said of any item in this list. Information from other children could be wholesome and true, but it is unlikely to be so, and Chapter I of this thesis gives evidence that shows that it is not.

It will be noticed that wherever a school course is mentioned, as a source, it is usually a high school course. In these investigations and others made by other people, as mentioned in the introduction, the author has found very little effort to give sex education in the elementary school.

TABLE No. 40.

COMPARIGN OF DIFFERENT GROUPS AS TO PER CENT ANSWERING IN THE AFFIRMATIVE TO EACH QUESTION.

QUES. NO.	FEM. inGr.	FEM. inHS	SING. FEM.	MAR. FEM.	SING MALE	MAR. MALE	TOTAL FEMALE	TOTAL MALE	GRAND TOTAL
1.	40%	66%	49%	52%	85%	90%	50%	90%	53%
2.	22%	30%	21%	41%	57%	68%	25%	65%	28%
3.	81%	77%	79%	81%	100%	80%	80%	87%	80%
4.	23%	27%	23%	30%	28%	50%	24%	43%	27%
5.	26%	34%	25%	45%	42%	65%	29%	58%	32%
6.	71%	75%	70%	81%	83%	90%	73%	88%	78%
7.	33%	54%	51%	21%	50%	76%	42%	70%	47%
8.	52%	68%	60%	52%	36%	13%	58%	20%	54%

(NOTE--Percents given in No's 6 and 7 are based on affirmative answers to No. 5. Percents in No. 8 are the per cent of each group receiving sex information from parents.)

TABLE No. 4I.

SUMMARY OF "TOTALS" AND "TOTAL PERCENTAGES" FROM TABLES OF  
THIS CHAPTER.

QUES. NO.	QUESTIONS	TOTAL NUMBERS				TOTAL PERCENTAGES			
		Yes	No	NA.	Total	Yes	No	NA.	Total
1.	Should sex education be taught in schools? -	243	171	37	451	53	38	9	100
2.	Are you prepared to teach sex education? -	132	299	20	451	30	66	4	100
3.	If required, would you prepare yourself to teach it? - - - -	363	33	55	451	80	7	13	100
4.	Could you intersperse sex education in subjects you teach? -	119	300	32	451	27	66	7	100
5.	Have you ever given sex education to children? -	146	292	13	451	32	65	3	100
6.	If you have given sex education, was reaction of children good? -	111	4	31	146	76	2	22	100
7.	Was reaction of parents good? - - -	69	5	72	146	47	4	49	100
8.	Did parents give you sex information in your childhood? - - - -	245	161	45	451	54	36	10	100

-----

CONCLUSIONS, BASED ON THE STUDY OF TEACHERS OF OKLAHOMA CITY.

1. A slight majority, 53 per cent, of the teachers favor sex education in the schools.

2. High school teachers and male teachers have a better attitude toward sex education in the schools than grade teachers.

3. Married grade teachers have a slightly better attitude toward sex education than single grade teachers.

4. More than one-fourth, 30 per cent, are at present

prepared to teach it.

5. Three-fourths of the teachers would prepare themselves to teach sex education if required, although, in view of the fact that only half of them favor sex education there would be some of this three-fourths who would prepare under protest.

6. There is a very small per cent of these teachers who are so prejudiced against anything of this kind that they would actually refuse to take any part in the work. Only 7 per cent answered "NO" to the third question.

7. From results from Question 4, we would conclude that about one-fourth of the teachers understood the opportunities, value and need of sex education in schools.

8. The 32 per cent who do understand are already making an effort to blaze the way, and are really doing some worthy work along this line.

9. The schools of today are doing a good deal more toward sex education than those of a generation or so ago.

10. A majority, 58 per cent, of the female teachers have received sex information and training from parents.

11. Only one-fourth of the male teachers ever received any sex information from home or parents.

12. A larger per cent of the females receive sex information from parents than males, in the ratio of 58% to 20%

13. If only half of the best educated and highest type of citizenship in the state is receiving sex instruction from

parents in childhood, then probably a smaller per cent of other classes of people receive such information and training. (Chapter 2 of this thesis proves this point.)

I4. Where sex education has been given in the schools, 75 per cent of the teachers who gave it are of the opinion that it was successful.

TABLE No. 42.

TABULATED SUMMARY OF "YES" AND "NO" ANSWERS TO QUESTIONS.

QUES. NO.	SINGLE FEMALES			MARRIED FEMALE			TOTL Fem.	SING Male	MAR. Male	TOT. Male	GRAND Total
	High	Ward	Both	High	Ward	Both					
No of People	133	190	323	19	63	82	405	14	32	46	451
1. Yes	90	69	159	11	32	43	202	12	29	41	243
No	36	102	138	6	24	30	168	0	3	3	171
?	7	19	26	2	7	9	35	2	0	2	37
2. Yes	37	31	68	9	25	34	102	8	22	30	132
No	92	147	239	8	37	45	284	6	9	15	299
?	4	12	16	2	1	3	19	0	1	1	20
3. Yes	105	151	256	12	55	67	323	14	26	40	363
No	12	12	24	5	1	6	30	0	3	3	33
?	16	27	43	2	7	9	52	0	3	3	55
4. Yes	35	39	74	6	19	25	99	4	16	20	119
No	93	138	231	11	35	46	267	9	14	23	290
?	5	13	18	2	9	11	29	1	2	3	32
5. Yes	41	41	82	11	26	37	119	6	21	27	146
No	90	147	237	8	32	40	277	5	10	15	292
?	2	2	4	0	5	5	9	3	1	4	13
6. Good	29	28	57	10	20	30	87	5	19	24	111
Bad	0	4	4	0	0	0	4	0	0	0	4
?	104	158	262	9	43	52	314	1	2	22	336
7. Good	25	17	42	3	5	8	50	3	16	19	69
Bad	0	5	5	0	0	0	5	0	0	0	5
?	108	168	276	16	58	74	350	3	5	8	377

(NOTE--A summary of answers to Question 8 will be found in Table No. 39, this chapter.)

???-Indicate number of answers not clear or questions that were not answered at all. In some cases no answer was necessary.

## CHAPTER 4.

# STUDY OF RESULTS OF A QUESTIONNAIRE CIRCULATED AMONG 350 TEACHERS ATTENDING THE 1923 SUMMER SES- SION OF KANSAS UNIVERSITY.

### PURPOSE.

This questionnaire was circulated in order to secure information with reference to (1) the extent to which sex training is being given in the schools of Kansas; (2) how it is being given; (3) and with what success it is meeting, if it has been given. (4) Information gathered by this questionnaire will also be a check upon data of other investigations of this thesis.

### METHOD

The questionnaire used in collecting data for this chapter is modeled somewhat after the one used for the preceding chapter. The blank was revised in order to make it more simple, more definite, and more scientific. All "yes" and "no" questions were arranged together, to be answered by merely checking in the proper column. All other questions were arranged to be answered by checking as far as possible.

After the preliminary draft of the questionnaire had been completed, several were given out to students in the University. After these people had filled them out, they were asked for their criticism of the blank. Criticisms and suggestions that were pertinent were utilized, and the blank was revised again to some extent.

## EDUCATIONAL QUESTIONNAIRE

Information asked for in this questionnaire is being gathered by the author for statistical purposes in connection with his thesis entitled: "An Investigation of the Present Status of Sex Training in Schools of Kansas and Oklahoma."

For purposes of this thesis the term "Sex Training" includes the following elements: (1) Development in children of general healthy-mindedness, (2) training a rational attitude toward sex, and (3) teaching definite sex information enough to satisfy the mind of the child in the different stages of its growth. (Note—please keep this definition in mind while answering the questions.)

If you have any information you wish to give in addition to that asked for below, please use reverse side of this sheet.

Answer by placing check marks in proper columns at right of question, or as otherwise indicated in each question.

:Yes :No :

1. What subjects do you teach or what grade \_\_\_\_\_ :\_\_\_\_\_ :\_\_\_\_\_
2. Have you ever given sex training as a part of regular school work --- :\_\_\_\_\_ :\_\_\_\_\_
3. Have you ever given sex training to individual children (not your own) :\_\_\_\_\_ :\_\_\_\_\_
4. Have you ever given sex training to special segregated classes----- :\_\_\_\_\_ :\_\_\_\_\_
5. Frankly, are you prejudiced against sex training in the schools----- :\_\_\_\_\_ :\_\_\_\_\_
6. Has any sex training been given in schools you are connected with----- :\_\_\_\_\_ :\_\_\_\_\_
7. If sex training has been given at all, was reaction of children good--- :\_\_\_\_\_ :\_\_\_\_\_
8. If sex training has been given at all, was reaction of parents good--- :\_\_\_\_\_ :\_\_\_\_\_
9. Was sex information you received in childhood mostly wholesome----- :\_\_\_\_\_ :\_\_\_\_\_
10. Have you instructed your own children about sex matters----- :\_\_\_\_\_ :\_\_\_\_\_
11. How old were your children when you gave them sex information \_\_\_\_\_
12. How old are your children at the present time \_\_\_\_\_
13. Check one or more of the following methods used in giving sex training in your school if you answered "Yes" in Question No. 6.  
 \_\_\_\_\_ Individually  
 \_\_\_\_\_ Lectures to segregated classes.  
 \_\_\_\_\_ Incorporated with other courses of study.  
 \_\_\_\_\_ What courses were used for this \_\_\_\_\_
14. Where did you get information about sex matters in your childhood, before you were 14? (Check one or more or write in blank.)  
 \_\_\_\_\_ Mother \_\_\_\_\_ Other children  
 \_\_\_\_\_ Father \_\_\_\_\_ Observation of Nature  
 \_\_\_\_\_ Other adults \_\_\_\_\_ Books \_\_\_\_\_ Other sources \_\_\_\_\_
15. Have you had later sex training from courses in: (Check one or more.)  
 \_\_\_\_\_ High school \_\_\_\_\_ University or college  
 \_\_\_\_\_ Normal school \_\_\_\_\_ Other sources \_\_\_\_\_
16. This blank filled out by:  
 \_\_\_\_\_ Male \_\_\_\_\_ Approximate age \_\_\_\_\_  
 \_\_\_\_\_ Female \_\_\_\_\_ Years of education completed beyond \_\_\_\_\_  
 \_\_\_\_\_ Married \_\_\_\_\_ High school.
17. In what state do you teach \_\_\_\_\_
18. In what type of school do you teach:  
 \_\_\_\_\_ Rural high school \_\_\_\_\_ College  
 \_\_\_\_\_ City of 1st class \_\_\_\_\_ Private school  
 \_\_\_\_\_ City of 2nd class \_\_\_\_\_ Other designation \_\_\_\_\_  
 \_\_\_\_\_ City of 3rd class \_\_\_\_\_

Approximately 350 of the blanks were given out in the different classes in Education and Psychology in the 1923 Summer session of Kansas University. All students who made out the blanks were teachers in Kansas or surrounding states.

From the 350 blanks sent out, 250, or 71 per cent, were returned filled out. Instructors in the school were very courteous and kind in permitting this work to be done in their classes.

A copy of the questionnaire will be found on the preceding page.

#### GENERAL REMARKS.

Careful attention to detail in working out the questionnaire brought results in several respects. (1) A larger per cent of those receiving blanks returned them filled out. (2) Fewer questions were left unanswered. (3) Data is more easily tabulated and interpreted.

Those who answered are divisible naturally and somewhat evenly, into four groups. The number answering in each group is given after the group:

1. Females in High School, 65.
2. Females in Grades - - - 54.
3. Single Males - - - - 48.
4. Married Males - - - - 83

There were so few married females, only about ten, and only two of these had children, that it is not probable that the condition of being married will have much effect in the female group. Again, so few of the males teach in grades, only two or three, that this group could not be taken into consideration among the males. Therefore, the above grouping will be used.

All females who teach in any grade above the 6th were placed in the high school group. This agrees with the grouping in the previous chapter, where Junior High school teachers were classed as high school teachers. From the 7th grade up, the period of adolescence begins to play a more and more important part in the life of the child and this brings the sex element more to the foreground in these upper grades and high school.

All females in grades include those who teach in the kindergarten and lower grades, including the 6th.

TABLE No. 43.

STATES REPRESENTED IN THIS STUDY.

(Teachers answering this questionnaire came from the following states in the number given opposite.)

Kansas	-	-	-	-134
Missouri	-	-	-	73
Oklahoma	-	-	-	6
Texas	-	-	-	4
Wyoming	-	-	-	1
N. Carolina	-	-	-	1
Philippine Islands				1
No answer	-	-	-	<u>30</u>
TOTAL	-	-	-	-250

TABLE No. 44.

CLASSES OR TYPES OF SCHOOLS REPRESENTED

Cities of first class	-	95
Cities of second class	-	51
Cities of third class	-	36
Rural High School	- -	30
District School	- - -	3
College teachers	- - -	6
No answer	- - - - -	39
TOTAL		- 250

TABLE No. 45

GRADE OR COURSES TAUGHT, AND NUMBER OF TIMES EACH IS MENTIONED IN ANSWERS.

Grade 4-6, inc.	25	Athletics	16	Commercial work,
English	- - - 25	Primary, 1-3	13	8th grade, Normal Training
Science	- - - 22	Home Economics	10	courses, each
Administrative	21	Music	- - 10	Kindergarten and
History	- - - 17	7th grade	- 9	Latin, each
Mathematics	- 17	Algebra	- - 7	Agriculture, Manual Training,
Political Science, Physiology, Sociology, Botany, and				Geometry, each
		Psychology, each	- - - - -	3
Hygiene and Physics, each	- - - - -			2
Military Training, Economics, Opportunity School, Zoology,				
Biology, Public Speaking, Spanish, each	- - -			1

TABLE No. 46.

## AGE DISTRIBUTION OF ANSWERERS.

Age from 20 to 29	- - - - -	122
Age 30 to 39	- - - - -	72
Age 40 to 49	- - - - -	21
Age 50 and over	- - - - -	6
No answer	- - - - -	<u>-29</u>
TOTAL	- - - - -	250

In this table the median falls within the first group. The Q is 55. Therefore the middle fifty is between the ages of 25 and 35.

TABLE No. 47

## EDUCATIONAL ATTAINMENTS OF ANSWERERS.

YEARS COMPLETED BEYOND HIGH SC.	NUMBER OF PEOPLE.
1 to 3 years	- - - 82
4 years	- - - 84
5 to 8 years	- - - 66
No answer	- - - <u>18</u>
TOTAL	- - 250

The above tables show the variants represented in the answers to this questionnaire. They show that representation is widely distributed for the questionnaires. There is a wide distribution as to size and class of schools, as to subjects taught, as to age, and as to educational attainments. The average education of these people is high, as, according to their own statements, 150 of them, or 60 per cent, have completed 4 years above the high school or more.

TABLE No. 48.

Answers to Question 2: "HAVE YOU EVER GIVEN SEX TRAINING AS A PART OF REGULAR SCHOOL WORK?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in H. S. -	3	62	0	65	5	95	0	100
Females in Grades -	4	44	6	54	7	82	11	100
Single Males - - -	5	34	9	48	10	71	19	100
Married Males - - -	<u>12</u>	<u>67</u>	<u>4</u>	<u>83</u>	14	81	5	100
TOTALS -	24	207	19	250	10	83	7	100

TABLE No. 49

Answers to Question 3: "HAVE YOU EVER GIVEN SEX TRAINING TO INDIVIDUAL CHILDREN?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in H. S. -	12	51	1	65	18	80	2	100
Females in Grades -	9	41	4	54	17	76	7	100
Single Males - - -	3	36	9	48	6	75	19	100
Married Males - - -	<u>26</u>	<u>51</u>	<u>6</u>	<u>83</u>	31	61	8	100
TOTALS -	50	180	20	250	20	72	8	100

TABLE No. 50.

Answers to Question 4: "HAVE YOU EVER GIVEN SEX TRAINING TO SPECIAL SEGREGATED CLASSES?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in H. S. -	2	61	2	65	3	94	3	100
Females in Grades -	3	47	4	54	6	87	7	100
Single Males - - -	2	38	8	48	4	79	17	100
Married Males - - -	<u>17</u>	<u>62</u>	<u>4</u>	<u>83</u>	20	75	5	100
TOTALS -	24	208	18	250	10	83	7	100

TABLE No. 51.

SUMMARY OF ALL THOSE ANSWERING "YES" IN ONE OR MORE OF  
 QUESTIONS NO. 2, 3 or 4.

GROUPS	NUMBERS			PERCENTAGES			
	Yes	No	Total	Yes	No	Total	
Females in H. S. -	13	52	65	-	20	80	100
Females in Grades -	12	42	54	-	22	78	100
Single Males - -	8	40	48	-	17	83	100
Married Males - -	<u>37</u>	<u>46</u>	<u>83</u>	-	45	55	100
TOTALS	70	180	250	-	28	72	100

A very much larger per centage of men have personally given sex training than women, in the ratio of 34 to 21 per cent. The correlation between the male sex and answering "yes" is .41, according to Pearson's formula of like and unlike signs, as explained in the preceding chapter. This is a substantial correlation.

Referring back to tables 48, 49, and 50 we see that 10 per cent of these people have given sex training to children, not their own, as a regular part of school work; 10 per cent have given it to special segregated classes; and 20 per cent to individual students only. From the above table, 28 per cent have given it in at least some one of the three ways, and some have given it in two or three ways.

In Chapter 3, Table 36, we see that this percentage was 32. That is, thirty-two per cent of the teachers of the Oklahoma City schools had personally given sex instruction in some way to children. The total in Table 51, above will be raised to the same as that for the Oklahoma City teachers,

however, if we include 7 men of the married group, and one woman of the female group, who had given sex training to their own children but not to children in school. This adds 8 people to the total of 70, making 78 "yes" answers, or 31.2 per cent, if the question had been asked exactly like No. 5 in Chapter 3: "Did you ever give sex instruction to children in any way?" This makes the total percentages in the two chapters almost exactly the same.

An inspection of the questionnaires discloses the fact that those who have given sex education to children are not restricted to any one subject. The list of subjects usually taught by these people who have given sex instruction, with the number of times each subject is mentioned follows:

TABLE No. 52

SUBJECTS TAUGHT BY PEOPLE WHO HAVE GIVEN SEX INSTRUCTION.

SUBJECTS	MALES	FEMALES
Administrative - - -	10	1
Athletics - - - - -	10	1
Science - - - - -	5	1
8th grade - - - - -	3	1
Grades 4-6, inclusive -	0	5
English - - - - -	0	5
Mathematics - - - - -	3	1
Gradex 3 - - - - -	0	3
History - - - - -	2	2
Hygiene - - - - -	2	0
Grade 7 - - - - -	0	2
Manual training - - - -	2	0
Domestic Science - - - -	0	1
Psychology - - - - -	0	1
Normal Training - - - -	0	1
Stenography - - - - -	0	1
Music - - - - -	0	1
Agriculture - - - - -	1	0
Latin, Civics, Botany, each	1	0
Physiology - - - - -	1	0

This does not mean that these people used these subjects or expanded them to make them include sex education. It does mean that these people usually teach these subjects as their regular work, and shows that those who gave sex instruction were not restricted to any certain courses.

TABLE No. 53.

Answers to Question 5: "FRANKLY, ARE YOU PREJUDICED AGAINST SEX TRAINING IN THE SCHOOLS?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in H. S. -	4	57	4	65	6	88	6	100
Females in Grades -	12	39	3	54	22	72	6	100
Single Males - - -	3	42	3	48	6	88	6	100
Married Males - - -	<u>9</u>	<u>71</u>	<u>3</u>	<u>83</u>	10	86	4	100
TOTALS -	28	209	13	250	11	84	5	100

The correlation between being a female and being prejudiced is .36. In this study 11 per cent state that they are prejudiced against sex training in school. In the previous questionnaire to teachers in Oklahoma City, no specific question like this was asked, but from the general attitude expressed in answers to all questions it was found that 40 out of 451, or 9 per cent, were prejudiced against it. It is quite probable that those who were prejudiced the worst did not bother to answer the questionnaires at all.

TABLE No. 54.

DATA CONCERNING THOSE WHO STATE THAT THEY ARE PREJUDICED.

AGE	COURSE THEY TEACH.	HAVE GIVEN SEX TRAINING	SOURCE OF SEX TRAINING IN CHILDHOOD.
(4 Females in High School)			
40	Gov't School	No	Mother, Other Children, Books, Other
23	Music	NO	Mother. (Adults.)
24	Music	No	Other Children.
25	Mathematics	No	Other Children.
(12 Females in Grades)			
32	Home Economics	No	Mother, Observation of Nature
50	5th Grade	Yes	Mother, Observation of Nature
?	Kindergarten	No	Mother, Other Children.
21	Primary	No	Mother
30	3rd Grade	No	Other Children
?	5th Grade	No	Other Children, Mother, Books
30	3rd Grade	No	Mother, Books
?	5th Grade	No	Mother, Books, Observation Nature
?	3rd Grade	No	Mother
20	Rural Grade School	No	Mother
35	5th Grade	Yes	Other Adults
50	Principal	Yes	Other Children, Books.
(3 Single Males)			
30	Physiology-Hyg'n.	Yes	Other Children
25	Eng., Latin, Algeb.	No	Other Children, O. Adults, Obs. Na.
?	Agriculture	Yes	Books, Other Adults, Observa. Nature
(9 Married Males.)			
33	High School	No	Other Children
31	7th and 8th Grade	Yes	Mother, Other children, Adults.
29	Principal of H. S.	Yes	Books, Other Ch., Adults, Obs. Nature
40	Math., Science	Yes	" " " " " "
30	Prin. Jr. High	No	Father, Other Children
41	?	No	Other Adults
41	Music	No	Books, Other Ch., Adults, Obs. Nature
39	?	Yes	Mother, Father
28	Supt. Schools	Yes	Father

A summary of the above table gives us the following facts: The average age is 33 years, very evenly distributed from 20 to 50, so age makes little difference in attitude. Teaching in High school or grades does make some difference as 12 grade teachers, 22 per cent, are prejudiced, while only 8 per cent of high school teachers are prejudiced.

A little more than one-third, 36 per cent, of the whole group has given sex instruction, but only 25 per cent of the grade teachers have. Comparing the sexes in this respect, 58 per cent of the males and only 19 per cent of the females of the prejudiced group have given sex training.

In subjects, those teaching Music are listed three times. This is more than any other subject, unless we mention the ten who teach in the lower grades.

Compared as to source of information, we find that 11 out of the 16 females, or 70 per cent, received sex information in childhood from "Mother" while only 4 men, or 33 per cent, received sex instruction from parents. The men mention receiving sex information from other children more often than the females, as 67 per cent of the men and 43 per cent of women mention this source.

TABLE No. 55.

Answers to Question 6: "HAS ANY SEX TRAINING BEEN GIVEN IN SCHOOLS YOU ARE CONNECTED WITH?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in H. S. - -	25	34	6	65	38	52	10	100
Females in Grades - -	21	28	5	54	39	52	9	100
Single Males - - - -	21	21	6	48	44	44	12	100
Married Males - - -	<u>49</u>	<u>28</u>	<u>6</u>	<u>83</u>	59	34	7	100
TOTALS -	116	111	23	250	46	44	10	100

The correlation between being a man and being in a school where sex education has been given is .41. This is

not high but it is substantial. It may be accounted for by the fact that the men give sex education more than women do, as shown in Table 5I, this chapter.

This question was meant to cover cases where sex information had been given in the school by some one not a teacher in the school, separate and apart from the answerer's own personal experiences in giving sex training. However, it is more than probable that some of those who answered did not make this distinction, and answered in one of Questions 2, 3 or 4, and duplicated this answer in No. 6. A person would be making a perfectly truthful answer to say "yes" in any one of 2, 3, or 4, and then again in 6, because if he had given it himself, he would know that it was "given in his school."

Allowance has to be made for this defect in the questionnaire. A careful recheck of the answered questionnaires shows that out of the 116 who answered "yes" in No. 6, fifty-five had also answered yes to one of the other three.

On the other hand there were 65 who answered "yes" in No. 6 who did not answer in the affirmative in any one of the other three. We can combine these 65 with the 70 who answered "yes" in one or more of 2, 3, or 4, and at least find the minimum number of cases where sex training has been given in the school, as follows:

TABLE No. 56.

THOSE WHO HAVE GIVEN SEX TRAINING IN THEIR SCHOOL, OR KNOW THAT IT HAS BEEN GIVEN. (Minimum No. Cases or schools where sex training has been given.)

GROUPS	"Yes" IN ONE OR MORE OF 2, 3, or 4	"YES" IN NO. 6, BUT "NO" IN 2, 3, 4	TOTAL	PER CENT
Females in H. S. - -	13 - - -	19 - - -	32 -	49%
Females in Grades -	12 - - -	12 - - -	24 -	44%
Single Males - - -	8 - - -	14 - - -	22 -	46%
Married Males - - -	<u>37</u> - - -	<u>20</u> - - -	<u>57</u> -	69%
TOTALS -	70 - - -	65 - - -	135 -	54%

The minimum number of cases where sex training has been given is 135, or 54 per cent of those answering. If the other 55 cases, where there are possibly some duplicate answers, were really not duplicate we would have a total of 190 cases of 76 per cent.

In Chapter 3, Table 36, we see that this per cent for Oklahoma City Teachers is only 32 per cent. Evidently a good deal more is being done by the teachers represented in the Kansas study than in Oklahoma City. This is accounted for by the fact that the Kansas State Board of Health sends out a man and a woman to lecture to all high schools of the state about sex. An abstract of the annual 1922-23 report of this work is quoted: (15)

"The educational work in the high schools has been continued by Mrs. Walter Burr for the girls, and Mr. Charles Hall for the boys. During the year 109 schools were visited by Mrs. Burr, who lectured to 10,844 girls; 127 were visited by Mr. Hall, who lectured to 8,627 boys. Arrangements were made to lecture to the women of the community in every town

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(15) Report State Board of Health, 1922-23. Topeka, Kans.

in which the school work was presented to the girls. In this work Mrs. Burr lectured to 3,079 women in 65 towns.

"A year ago a questionnaire was mailed out to the Superintendents of high schools in which the work had been previously presented and while replies were received from only 55 per cent, there was complete unanimity as to the advisability of presenting this work in the high schools, and only one man thought this type of work should not be the function of the State Board of Health.

"The Lay Women's conference of Social Hygiene was held at Lawrence, April 25th, the cooperating agencies being the United States Public Health Service, the State Federation of Women's Clubs, The League of Women Voters, and the Parent-Teachers Association. This conference was probably the most successful meeting on social hygiene that has ever been held in the state of Kansas. There were representatives from thirty counties and the total attendance at the three meetings was 700.

"Another phase of the educational work has been the presentation of the venereal disease film for men with lectures, and the social hygiene film for women, by the Chief of the Division of Venereal Diseases. These films have been shown to college groups at the state university, Kansas State Agricultural College, Friends University, Sterling College, and at Washburn College during the year. Public showings have been made in forty-nine towns, for the women and men in separate groups. The total attendance at these meetings was 17,774."

The author has heard three or four men from schools where this work by Mrs. Burr and Mr. Hall has been done, express adverse criticism of the method. The following criticism came to the author written on the back of one of the questionnaires, and may be worth consideration:

"Sex instruction as I have seen it in high schools, was given to the whole group of girls and the whole group of boys, in one lecture period, by the same person, a traveling lecturer, a man physician, on the same day. It was an attempt to give in a brief time, a pretty comprehensive assortment of information on sex.

"The approach was fairly scientific, impersonal, and the information given was fairly fundamental, but the thing was done on a wholesale scale. One might say it was an attempt to give a whole assortment of information in sixty minutes. It was just too much to swallow all at once, The

children, so far as I could judge, could not assimilate what was given them, and sex is perhaps the most dangerous subject on which the adolescent, particularly, may have mental indigestion.

"Another source of sex instruction in Kansas High Schools which I have heard of widely from teachers and public health nurses especially, but have not actually observed, is the instruction which has been given in recent years by a "lay" person sent out under the auspices of the Extension Department of the Agricultural College. This has been criticised by those who have heard it and reflected upon the reactions of the pupils afterwards. Critics characterize these lectures as emotional, emphasizing sex irregularities rather than building up ideas of the normal. In general they believe it is dangerous in its tendencies."

The above criticisms come from a 37 year old teacher, not married. She has taught sex education in schools and is not prejudiced against it. She has had sex training in college and has read widely on the subject. No doubt this method of sex training has its defects. Yet on the other hand, there is no doubt that many boys and girls ~~and girls~~ are getting some information that they want, and learning things that will help them in many ways. In other words, the Kansas State Board is making a worthy effort along this line, and doing some work that will arouse the people to the need and value of sex training. No doubt it will grow into a more organized and more thorough training later.

TABLE No. 57

Answers to Question 7: "IF SEX TRAINING HAS BEEN GIVEN AT ALL, WAS REACTION OF CHILDREN GOOD?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in H. S. - -	19	3	10	32	59	9	32	100
Females in Grades -	17	1	6	24	70	4	26	100
Single Males - - -	20	1	1	22	91	4 $\frac{1}{2}$	4 $\frac{1}{2}$	100
Married Males - - -	<u>45</u>	<u>3</u>	<u>9</u>	<u>57</u>	79	5	16	100
TOTALS -	101	8	26	135	75	6	19	100

Percentages in this table are based upon the total of the 135 obtained in Table 56, as the minimum number we could reasonably estimate had given sex training or seen it given in their schools. A rather large per cent made no report. As explained in a previous chapter, this may be because many of the teachers could not tell whether the child was influenced for good or bad after information was given, since children are adept in concealing their feelings and actions, especially during adolescence and concerning sex.

Three-fourths of those who gave sex training report good reactions on the part of the children, and only six per cent report bad reactions. In Chapter 3, reporting answers from Oklahoma City Teachers, 76 per cent report favorable reactions, as compared to 75 in this chapter for Kansas teachers. Only 2 per cent of the Oklahoma teachers report bad reactions on the part of children, as compared to 6 per cent in Kansas. This is accounted for by the fact

that all this work that is done in Oklahoma City is done personally by the teachers themselves and is not as likely to be misinterpreted by the child as where people give public lectures as in many places in Kansas. Either is likely to be misinterpreted in some cases, but the latter is the more likely to be..

TABLE No. 58

Answers to Question 8: "IF SEX INFORMATION HAS BEEN GIVEN AT ALL, WAS REACTION OF PARENTS GOOD?"

GROUPS	NUMBERS				PERCENTAGES				
	Yes	No	NA.	Total	Yes	No	NA.	Total	
Females in H. S. - -	10	4	18	32	-	31	13	56	100
Females in Grades - -	14	2	8	24	-	58	9	33	100
Single Males - - -	13	5	4	22	-	59	23	18	100
Married Males - - -	<u>37</u>	<u>3</u>	<u>17</u>	<u>57</u>	-	65	5	30	100
TOTALS -	74	14	47	135	-	55	10	30	100

As in the preceding table, the percentages in this table are based upon the number who stated that they had given sex training or observed it as given in their schools. As in the chapter reporting answers from Oklahoma City teachers, the total per cent of bad reactions is greater for parents than for children. Parents objected to sex training and perhaps made a little trouble. In Chapter 3 there were 4 per cent and in this chapter 10 per cent of the answers that report bad reactions from parents. On the other hand there is a larger per cent of teachers who report good re-

actions from parents in this chapter. Here it is 55 per cent, and in Chapter 3 it is 47 per cent.(Table 38.)

That there is a greater per cent of both good and bad reactions reported from parents in Kansas is accounted for by the greater publicity that would naturally accompany sex lectures given as they are in Kansas. The patrons have more of a chance to know what is being done and to question their children when they know a lecture has been given, and more parents will express their opinion to the teachers and school officials under these circumstances.

TABLE No. 59.

Answers to Question 9: "WAS SEX INFORMATION YOU RECEIVED IN CHILDHOOD MOSTLY WHOLESOME?"

GROUPS	NUMBERS				PERCENTAGES			
	Yes	No	NA.	Total	Yes	No	NA.	Total
Females in High Sch.	37	25	3	65	57	38	5	100
Females in Grades -	39	11	4	54	72	20	8	100
Single Males - - -	16	23	9	48	33	48	19	100
Married Males - - -	<u>19</u>	<u>58</u>	<u>6</u>	<u>83</u>	23	77	7	100
TOTALS -	111	117	22	250	44	48	8	100

The correlation between being a female and answering "yes" in this question is .56.

The difference in per centages for male and female is about the same as in Chapter 3. For Oklahoma teachers it was 58 per cent for females, and 20 per cent for males, a difference of 38 per cent. The difference in the above table is 37 percent. But per cents run higher for both male and female in this chapter.

In the second group in the above table, we see that 72 per cent of the grade teachers received mostly wholesome sex information in childhood. This may account for the fact that a greater per cent of the grade teachers stated that they were prejudiced against sex education in the schools. They had a tendency to answer from their own personal experience rather than from the standpoint of the need and value to the children. But grade teachers do not come into contact with children when the sex element is prominent in their lives, as the high school teachers do, therefore they do not see the need of it. The same condition was pointed out in the previous chapter, where the correlation between teaching in grades and having received sex information from mostly wholesome sources was .81. In this chapter this correlation coefficient is .45.

We see here again, as in Chapter I and 3, that the men failed to receive wholesome sex instruction in childhood. In Chapter I the per cent of men who received wholesome sex training was 24%. In Chapter 3 it was 20%. In this chapter it is 27%.

In the above table the total per cent of females who received mostly wholesome sex training in childhood is 64%. In Chapter 3 it was 58%.

TABLE No. 60.

ANALYSIS OF SOURCES OF SEX INFORMATION IN CHILDHOOD OF 250  
TEACHERS

SOURCES MENTIONED	NUMBERS			PERCENTAGES		
	Fem.	Male	Total	Fem.	Male	Total
Mother - - - - -	76	26	102	63	20	40
Father - - - - -	1	36	37	.8	27	15
Other Adults - - -	12	64	76	10	49	30
Other Children - - -	49	98	147	41	75	59
Observation of Nature	30	70	100	25	53	40
Books - - - - -	50	60	110	41	45	44
Other Sources - - --	<u>2</u>	<u>15</u>	<u>17</u>	1.6	11	7
TOTALS -	220	369	589			

It might seem that the above figures conflict somewhat with those in the previous table. For example, 20 per cent received sex information from mother, 27 per cent from father, and 45 per cent from books. Ordinarily we would class books as a wholesome source. Of course we do not know just what kind of books they were. But it looks as though more than 27 per cent of the males had received mostly wholesome sex training. However, we must take into consideration the fact that most of those who checked the word "mother" also checked other sources. In the last analysis, then, we will have to take the judgment of these people themselves, as to whether their sex information was mostly wholesome.

Men gathered their information from a wider range of sources than the women. From the totals above we see that the females mention 220 sources, which is an average of 1.8 per person, while the men mention 369 or 2.8 per person. The reason for this is that the men had to find their own information in most cases and the women did not in most cases. The women had it given to them by their mothers.

From the above table we find that 75 per cent of the males received information from "other Children," while only 41 per cent of the females did. Boys also get more information from "observation of Nature" than girls, in the ratio of 53% to 25%. Boys and girls were about even on receiving information from books with 41% for girls and 45 per cent for the boys. Mothers made more effort to give sex training than fathers, as seen from the ratio of 40% to 15%.

"Other Adults", "other children", and " other sources" would be listed as uncertain and dangerous sources. There are 63 of these in the female column and 177 in the male, or .5 of one for each female and 1.3 for each male, about an average of 1 bad source for each person.

"Mother", "Father", "Observation of Nature", and "Books", should be wholesome sources. There are 157 good sources mentioned by females, or 1.3 each, and 192 for men, or 1.4 each. It would seem from this that the good outweighed the bad. However, only 44 per cent of the people who went through these experiences themselves are of the opinion that their sources were mostly wholesome, as seen in table 57.

TABLE No. 61.

SHOWING GOOD AND BAD SOURCES OF INFORMATION COMPARED.

	FEMALE		MALE	
	No.	Each	No.	Each
Good -	157	1.3	192	1.4
Bad -	<u>63</u>	<u>.5</u>	<u>177</u>	<u>1.3</u>
TOTALS	220	1.8	369	2.8

We are now faced with the fact that most of the sources were good, but these people believed, in their own minds that most of their sex information had been bad, as it was shown above that only 44 per cent stated that their sources were mostly wholesome. This shows that a little unwholesome information, wrongly given, can poison and nullify a good deal of wholesome training, where the latter is not of the right kind.

TABLE No. 62.

Answers to Question 15: "HAVE YOU HAD ANY SEX TRAINING SINCE CHILDHOOD FROM COURSES IN SCHOOLS OR COLLEGES?"

COURSES IN:	NUMBERS			PERCENTAGES		
	Fem.	Male	Total	Fem.	Male	Total
High School - - - -	12	12	24	10	9	9
Normal Schools - - -	16	13	29	13	10	11
University or College -	58	64	122	49	49	49
Other Sources (Books, Private reading, etc. -	28	35	63	24	27	25
No answer - - - - -	<u>32</u>	<u>32</u>	<u>64</u>	27	24	25
TOTALS -	146	156	302			

The fact that the total here is more than the total

of all persons answering is accounted for by the fact that some people checked several of these sources.

One-fourth of these people evidently have had no later training, or at least no other explanation can be made for the 25 per cent not answering.

Very few, about ten per cent, received some sex instruction from high school and about the same per cent from normal schools. One-fourth have sought their own information from books. This shows that high schools and higher institutions of learning have provided some means of furnishing sex education to their students.

TABLE No. 63.

Answers to Question 10: "HAVE YOU INSTRUCTED YOUR OWN CHILDREN ABOUT SEX?"

MARRIED MALES.

Yes - 19 or 53%

No - 13 or 36%

Not ans. 4 or 11%

This table is for those married males who had children over 4 years of age. Others had children younger, but sex information could not be given before the 4th year to any extent. Ages of children, both of those who have given sex training and those who have not, range all the way from 4 years to grown men and women. There are so few cases, and ages range so widely that no other facts of interest are evident from this question.

It does show, however, that few married women attended the summer session, and that a majority of the men who attended the classes in Education were married.

The table also shows that these well educated men are neglecting their duty in giving sex education to their own children. Seven of those who have not given their own children sex training have given other people's children sex training in school.

TABLE No. 64.

Answers to Question 13: "METHOD USED IN GIVING SEX INSTRUCTION IN YOUR SCHOOL, IF YOU ANSWERED "YES" IN NO. 6."

METHOD	NO.
Individual Instruction - - -	24
Classes segregated according to (sex	86
Incorporated with regular courses	37
TOTAL - - - -	147

The preponderance of the segregated class method is accounted for by the fact that the State Board of Health used this method in giving its health talks.

TABLE No. 65.

SUBJECTS MENTIONED AS THOSE <sup>USED</sup> WHERE SEX EDUCATION IS INCLUDED IN THE REGULAR COURSES.

Physiology, mentioned 13 times.	Sociology, mentioned 3 times
Hygiene - " 15 times.	General Science " 3 "
Physical Education " 7 "	Nature Study, Zoology,
Biology - - - -" 7 "	Botany, and Eng-
	lish, each - I "

TABLE No. 66.

## SUMMARY OF THE MOST IMPORTANT TABLES OF THIS CHAPTER.

QUES. NO.	QUESTION	NUMBERS			PERCENTAGES			
		Yes	No	NA	Tot.	Yes	No	NA
	Have you personally given sex ed. in school work?	70	180	250	28	72		100
5.	Are you prejudiced against sex education in schools?	28	209	250	11	84	5	100
	Sex education has been given in some way in my school - - - - -	135		250	54			100
7.	Where sex ed. has been given, was reaction of children good? - - -	101	8	135	75	6	19	100
8.	Was reaction of parents good, where sex education was given? - -	74	14	135	55	10	35	100
9.	Was sex ed. you received in childhood mostly wholesome? - - - - -	111	117	250	44	48	8	100
15.	Have you had later sex education in college?	186	64	250	75		25	100

## CONCLUSIONS FROM THIS CHAPTER.

1. Answerers come from a wide range of states, schools, social milieus, and ages, as well as from both sexes.

2. About one-fourth of the teachers of the Kansas University group are making a personal effort to give their students some enlightenment on sex.

3. Very little work is being done along this line in regular classes.

4. Twenty per cent of these teachers have given individual instruction to their students.

5. In their own personal work, only ten per cent have given sex instruction to classes segregated according to sex.

6. Only about 11 per cent are absolutely prejudiced against sex education in the schools. Some of those who are prejudiced against it ~~are~~ have done it.

7. Over half of the schools represented ~~xxx~~ by the 250 answerers had sex training in some form.

8. The Kansas State Board of Health is helping materially to start this work in Kansas.

9. Work done by the State Board is not entirely satisfactory, but it is a good beginning, and favored by 55 per cent of the schools where already given.

10. A majority of those who have given sex education report favorable reactions, as follows: <sup>per cent</sup> 75/report favorable reactions of children, and 55 per cent report favorable reactions of parents.

11. Despite the fact that children receive information about sex from parents, the unwholesome information from other sources may poison their minds and offset the wholesome. More training and less giving of doses of information is needed. (See Table No. 6I.)

12. A Majority of female teachers, in this case 63 per cent, receive sex training from mostly wholesome sources.

13. Not more than one-fourth of the males ever re-

ceive sex training from parents or other wholesome sources.

14. At least three-fourths of these people have found information for themselves about sex matters in high school, normal, college, and books.

15. Schools are doing more toward giving sex information now than formerly.

16. Teachers who are parents are not doing their duty in giving sex training to their own children.

17. Males are more interested in giving children of other people sex information than in giving it to their own children.

TABLE No. 67.

SUMMARY: ANSWERS FROM DIFFERENT GROUPS TO EACH QUESTION.

QUES. NO.	FEMALES IN H. S	FEM.IN GRADES	SING. MALES	MAR. MALES	TOTAL FEMALE	TOTAL MALE	GRAND TOTAL
No. who answer	65	54	48	83	119	131	250
1. Yes	- 3	4	5	12	7	17	24
2. No.	- 62	44	34	67	106	101	207
?	- 0	6	9	4	6	13	19
3. Yes	- 12	9	3	26	21	29	50
No.	- 52	41	36	51	93	87	180
?	- 1	4	9	6	5	15	20
4. Yes	- 2	3	2	17	5	19	24
No.	- 61	47	38	62	108	100	208
?	- 2	4	8	4	6	12	18
Yes in one or more of 2,3,4	13	12	8	37	33	65	98
5. Yes	- 4	12	3	9	16	12	28
No.	- 57	39	42	71	96	113	209
?	- 4	3	3	3	7	6	13
6. Yes	- 25	21	21	49	46	70	116
No.	- 34	28	21	28	62	49	111
?	- 6	5	6	6	11	12	23
7. Yes	- 19	17	20	45	36	65	101
No.	- 3	1	1	3	4	4	8
?	- 43	36	27	35	79	62	141
8. Yes	- 10	14	13	37	24	50	74
No.	- 4	2	5	3	6	8	14
?	- 51	38	30	43	89	73	162
9. Yes	- 37	39	16	19	76	35	111
No.	- 25	11	23	58	36	81	117
?	- 3	4	9	6	7	15	22
10. Yes (Only answers from those having children)				19			
No.				19			
?				4			
11. Mother	39	37	7	19	76	26	102
Father	1	0	11	25	1	36	37
OtherAd	10	2	22	42	12	64	76
12. OtherCh	29	20	30	68	49	98	147
Observ	15	15	23	47	30	70	100
Books	28	22	25	35	50	60	110
13. OthSour	2	0	5	10	2	15	17

PART III.

S U M M A R Y   A N D   C O N C L U S I O N S .

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TABLE SUMMARIES  
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TABLE No. 68

AVERAGE PERCENTAGES FROM TABLES OF KANSAS AND OKLAHOMA QUESTIONNAIRES.

QUESTION	OKLAHOME CITY PERCENTAGES			KANSAS PERCENTAGES			T O T A L		
	Yes	No	NA.	Yes	No	NA	Yes	No	NA.
Have you ever given sex ed. to children	32	65	3	31.2	68.8		31.9	67	3
Was reaction of children good?	76	2	22	75	6	19	75	4	20
Was reaction of parents good?	- - 47	4	49	55	10	35	51	6	42
Are you prejudiced against sex training in the schools?	9		9	11	84	5	9.7	64	7
Was your sex ed. in childhood mostly wholesome or from parents?	54	36	10	44	48	8	50	40	10

TABLE No. 69.

Total Male Answers to Question: "WAS SEX EDUCATION IN CHILDHOOD MOSTLY WHOLESOME OR FROM PARENTS?"

Chapter I. Table 1 - 13 "Yes" out of 63 answers	} 24%
Chapter I. Table 2 - 25 "Yes" out of 90 answers	
Chapter 3. Table 39 - 10 "Yes" out of 55 answers	20%
Chapter 4. Table 57 - 35 "YES" out of 131 answers	27%
TOTALS - - 83 "YES" out of 339 answers	24.4%

TABLE NO. 70

Total FEMALE Answers to Question: "WAS SEX EDUCATION IN  
CHILDHOOD MOSTLY WHOLESOME OR FROM PARENTS?"

Chapter I. Table I - 0 "Yes" out of 4 answers  
 Chapter 3. Table 39 - 193 "Yes" out of 405 answers  
 Chapter 4. Table 57 - 76 "Yes" out of 119 answers  
 TOTAL - - 269 "Yes" out of 528 answers or 51%  
 Including Chap. 2 - 3 "Yes" out of 310 answers  
 GRAND TOTALS - 272 "Yes" out of 838 answers or 32.4%

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TABLE No. 71

SHOWING THAT MALES GIVE MORE SEX EDUCATION IN SCHOOLS THAN  
FEMALES.

Table No. 36 Chapter 3.	Table No. 51 Chapter 4.	TOTAL BOTH TABLES
Males 60% Yes - -	Males 34% "Yes" - - -	Male 40.6% Yes
Females 29% "Yes" -	Females 21% Yes - -	Fem. 27.2% Yes

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TABLE No. 72.

NUMBER OF TIMES FATHER AND MOTHER MENTIONED AS A SOURCE OF  
SEX INFORMATION IN CHILDHOOD.

CHAPTER	FATHER	MOTHER
Ch. 3 - I - -	- -	166
Ch. 4 - <u>37</u> - -	- -	<u>102</u>
TOTALS - -	38 - -	268

## GENERAL CONCLUSIONS.

1. Giving of sex education and training in the school has increased considerably in the last few years. About one-fourth of the teachers in Kansas and Oklahoma City, of whom the teachers studied are probably a fair sample, are making some effort to give it now, whereas, not five per cent of them received it themselves while they were children in school. As shown in Chapter 4, the high schools and normals have been doing some work along this line for some time, as three-fourths of the teachers attending the Kansas University summer session in 1923 had received some instruction in sex from these kinds of schools.

2. High school teachers are more conscious of the need of sex education in the schools than grade teachers. Sex begins to be more of an important factor in the daily life of the child, beginning with the <sup>high school</sup> Junior/years of high life, on account of the beginning of adolescence at about this time. This may indicate that sex training is needed more in the high school.

3. Male teachers are more favorable toward sex education in the schools than female teachers. Table No. 71, just preceding, shows 40.6 per cent of the males and 27.2 per cent of the females have given sex training. In Chapter 3 we find that 40 females to 0 males are absolutely prejudiced against it, and in Chapter 4, 13 per cent of the females to 9 per cent of the males are prejudiced. In Chapter I, 90 per cent of the answerers favor sex education

in the schools, and there were 63 males to 4 females who answered questionnaires in that chapter.

4. On the other hand, Table No. 72, above, shows that males do not pay as much attention to the sex education of their own children as mothers do, as "Father" is mentioned as a source of sex information in childhood 38 times in Chapters 3 and 4 of the investigation, while "Mother" is mentioned 268 times. In Chapter 4 it was found that there were several married men who had given sex education to children of other people in their schools, but had never given any to their own children.

5. There is a correlation between having no sex training and delinquency. Taking the word of the secretary of the Welfare Board of Oklahoma City that one delinquent girl out of 100 has sex training from parents in childhood, this would be about 307 to 3 girls who did not, in the study of Chapter 8. Taking the total female teachers who answered questionnaires in Chapter 3 and 4, and females in Chapter 1, there were 51 per cent who did receive training from parents as shown in Table No. 70, above. This percentage is reduced to 32.4 per cent when the 310 girls of Chapter 2 are added. Using Pearson's formula of like and unlike signs, we find the coefficient of correlation to be .84, between no sex training and delinquency. This does not show that lack of sex education caused delinquency. It only shows that they exist side by side, and are both caused by conditions of environment and inheritance.

6. Teachers who give sex education, in a majority of cases, believe the results and reactions of children and parents are favorable. Table No. 68, above, shows that 75 per cent believe reactions of children good, and 51 per cent believe reactions of parents good.

7. Sex education of boys has been more neglected than sex training of girls. Tables 68, 69, and 70, above, bring out this fact. In Chapter I we found an average of 24 per cent of the males had had sex training from parents. This was the per cent of men from all walks of life, from laborers to college professors, and approximately the same percentage was found for each class of people. In Chapter 3, 20 per cent, and in Chapter 4, 27 per cent, of the males stated that they had received sex training from mostly wholesome sources or from parents and the home. This is a total average of 24.4 per cent of all men answering questionnaires in this thesis.

Table 68 shows 50% of all the men and women who answered questionnaires in this study have received sex training from parents or mostly wholesome sources.

Table 69 shows 24.4% of the men ( ) received sex training from mostly wholesome sources.  
Table 70 shows 32.4% of women ( )

8. From the study of delinquent girls in Chapter 2, it might seem that girls need sex training more than boys, <sup>are</sup> and more apt to go wrong without it than boys. But this is according to how we interpret the term "going wrong." When we take into consideration all the sexual disease among men, the perverted attitude they take in most cases toward the

subject of sex, the filthy associations in their minds for the very word, we must conclude that the need of wholesome training is as great for men as for women.

9. Results in this thesis agree with facts brought out in other investigations in other parts of the country, and in the army:

a. In the investigation(7) in the army by Mr. Ashburn, he found that merely giving the men the facts about sex disease did not prevent their going to the prostitutes. He found that those who did remain chaste did so from having had good moral training, and from a spirit of being loyal and honorable. In Chapter I of this thesis, it was found that 95 per cent of the people, mostly men, knew about sex diseases, but 61 per cent had had illicit sexual intercourse, and 17 per cent said that knowledge of sex diseases had not kept them from illicit sexual intercourse, but that the feelings of honor and justice had been the cause of their chastity.

b. Mr. Exner(8) found that a large majority of boys get their first sex information from improper sources. The questionnaire in Chapter I found that a large majority of boys get no proper sex information from proper sources. Mr. Exner found that most of the boys he talked to had

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(7) Social Hygiene Program of the Army. Percy M. Ashburn, Col.M.C., U.S.A. Journal Soc. Hygiene, Jan. 1921

(8) Problems and Principles of Sex Education. M. J. Exner, M. D., Association Press, New York City.

adopted bad habits as a result of this misinformation from playmates. Chapter I shows the same results.

c. The investigation(9) by the United States Bureau of Education and the United States Public Health Service found that 40 per cent of the schools who answered their questionnaires from all over the United States were giving sex education. In Chapter 3 of this thesis it was found that 32 per cent of the teachers of Oklahoma City, and in Chapter 4, 54 per cent of the teachers of the state of Kansas, are giving sex education or having it given in their schools.

d. Results of questionnaires in Chapters 3 and 4, where it was found that over half of the female teachers had received sex instruction from parents, agree with results from the investigation (12) of the sex life of normal married women of the United States, made by the American Social Hygiene Association. This study found that more than half of the women who answered their questionnaires had had some training from parents.

10. If conclusions and data in this thesis and other investigations are true, we must conclude that other means must be provided for sex education besides those now offered to children. Investigations and experiments should be carried out to find out how much sex training the schools should do and can do.

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(9) Report in "Survey", June 25, 1921 on questionnaire to 12,025 High Schools in the United States.

(12) Investigation conducted by American Social Hygiene Asn., Published in Journal of Social Hygiene, April 1922, January and March, 1923.

II. It is a difficult subject to work with on account of the prejudice and reticence of most people about it. But men and women with clean minds realize that the body, sex, and sex functions are not unclean. A proper attitude of mind should be trained in children. The attitude of fear and reticence must be destroyed. Leaders in education are now putting definite courses in the schools, or giving lectures to the children.

The better way, as the author sees it, would be to begin as far down as the third grade to lay the foundation. This is the starting point of the work in Oregon. (See Bulletin outlining the work in Oregon schools in the appendix.)

The children study plants and animals and are given definite training in character and attitude of mind. This would conform to one of the laws of learning, the law of effect. (After Thorndike.)

Life is so constructed that, when an organism succeeds in doing that for which it was built, then a condition of well-being and satisfaction to the organism is created. The nerves and nerve pathways flourish when they do that for which they are built. Then if we build nerve pathways in the nervous system of the child which function to produce filthy thoughts and emotions whenever a sex situation is presented it will always be satisfactory for that nerve pathway to function that way. In other words, every time the child sees or hears anything connected with sex, or is in a situation where a sex element is involved, the child

that is educated that way will have the thoughts and emotions and actions of the muscles which he learnt in connection with "sex" originally. And it will be highly satisfactory to the organism. Each time he reacts in this way, the connections are made more permanent in the nervous system.

On the other hand, if the child is given his sex training under conditions where, in each situation containing a sex element, his mind is raised to a higher plane, and he is led to think of what a wonderful thing it is, how natural and simple it is, in a way, what beautiful things result, how necessary it is, how powerful it is, each situation in his training to have no element of secrecy, but an open minded, frank, and natural vein, calling for thought and study, then during the remainder of his life, the same emotions, the same thoughts, the same motor reactions, will be called forth by any situation involving a sex element. This is just as sure to happen as the other reaction is sure and certain to come under the old method of sex education. The laws of learning hold in each case,--there is no escape. Most of the sex education in schools today seems to be given in high school. A scientific experiment to find out what can be done earlier in the grades is needed.

A P P E N D I X.

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# EDUCATION IN SEX AND HEREDITY

*A Practical Program  
for Preparing Men and Women to Adjust  
Themselves More Adequately to  
Their Social Environment*

By

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Revision of an article originally appearing in *Social Hygiene*,  
January, 1922, Vol. VIII, No. 1

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# EDUCATION IN SEX AND HEREDITY

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The imperative need for education to enable the next generation to face more intelligently the social problems of heredity and sex is generally recognized among educators. The only question in the minds of schoolmen and others concerned with modern education is: "How can such education be introduced into the schools with fairly certain chances of accomplishing desired results and with the chances of hurtful results reduced to a minimum?"

Many educators believe that the program proposed in this paper not only answers the question, but in addition is bringing a number of other educational and social benefits. The plan provides for work in both grade and high schools and in higher educational institutions. It also provides for community services through the high schools.

Before presenting the program, part of which is already in successful operation, it seems advisable to point out some of the factors that cause the demand for its adoption.

## THE NEED

The problems that make education in sex and heredity necessary divide into two groups, one dealing with the health and happiness of the existing generation, and the other with the future of the race. In the first group can be placed: (1) The attitude of children toward the facts of sex; (2) Sexual problems of adolescence; (3) Marriage. The second group covers the field of racial development. Among the problems in this group might be mentioned: (1) The problem of immigration; (2) The mating problem in relation to the offspring.

These are merely some of the outstanding problems, which will be dealt with briefly in order that as much space as possible may be given to the primary object of this paper—the presentation of an educational program.

However, before taking up the above mentioned problems some space must be devoted to one factor that can not be placed definitely in either of the above groups but which permeates the entire pro-

gram and in itself presents a demand for the adoption of such a program by the public schools. This factor is the need for training that will enable an individual more readily to adjust himself to his environment. In other words, if our social problems are to be effectively solved methods must be found for preparing men and women to clearly see the necessity for codes of ethics and the problems involved in making man, with his inheritance of primitive desires, instincts and tendencies, conform to these essential codes.

As such codes can never be regarded as unalterably fixed but must be understood as subject to fairly rapid change in the face of knowledge constantly being presented through modern research, training in this field must not only prepare individuals to meet a given set of conditions but must further provide an ability to make adjustments in conformity with changes that may occur in the environment. The inability of the average individual to adjust himself to change is undoubtedly responsible for much social discord. Social changes are occurring today more rapidly than ever before. We must prepare our children to analyze clearly and to evaluate sanely the various factors in a series of social developments.

To give such preparation means more than providing knowledge. It means developing habits of thought and methods of approach to the problems one is called upon to face. The educational work discussed in this paper is intended to give just such habits of thinking and methods of approach as well as to give the knowledge necessary for a rational understanding of sex-social problems.

### THE ATTITUDE OF CHILDREN

In the average home the child is given no correct knowledge of reproduction. Stork stories are told, and, for the rest, the child is given to understand that anything concerned with the reproductive system is not a fit subject for discussion. The child, however, is not satisfied but goes to his young companions for information. The story gotten there is more nearly true but is obtained in an atmosphere of secrecy that forms the basis for a lifelong attitude toward sex.

The schools, conducted by teachers who have developed in a similar atmosphere, have tacitly assisted in making all facts of reproduction taboo for each generation. Thus, in childhood, a state of mind has been built up that keeps sex, concerning which curiosity is natural and proper, not subordinated, but in a position where all the social evil that can come from its improper use has the best opportunity for development. Decency and right social conduct do not develop in the darkness of ignorance.

## ADOLESCENCE

When adolescence is reached, many problems in the field of sex present themselves. These can be considered under two heads: (1) Problems arising directly from physiological changes within the body; (2) Problems relating to the individual's social contacts.

1. Within the body of every boy and girl developments take place at the age of puberty, and ignorance of them and of their significance often brings serious consequences. If boys do not gain from some source an explanation of their experiences they may suffer for years from worry over perfectly normal physiological conditions, worry sometimes augmented by statements heard or read regarding "loss of manhood," etc. If boys gain their information from the usual sources, they are led to believe that their experiences denote their arrival at an age when they should indulge in sex practices.

In girls the most common difficulties arise from a lack of knowledge of the fundamental rules of hygiene. An enormous amount of suffering is borne by women, especially in a wet climate such as that of western Oregon, because no one impressed upon their minds as girls the benefits of bodily care or the dangers of neglect.

2. In addition to the difficulties mentioned, both boys and girls face a social problem of no small magnitude. Upon reaching adolescence, new desires and a strange restlessness demand the satisfaction of the powerful instinct of reproduction. The instinct that served primitive beings and kept alive the strain from which we come, still exists in each one of us and must be controlled to fit our environment. Is it fair to expect young men and women to guide this most powerful urge intelligently when they have never been given an understanding of its nature nor of the reasons for its control?

We virtually ask our young people to gather a sane course of sex ethics out of misinformation and prudery. Until we replace misinformation with truth, and prudery with a frank acknowledgment of the normal facts of sex, we can not expect young men and women to develop a code of sex ethics which will enable them to control their sexual impulses.

## MARRIAGE

As to the problems involved in the mating relationships of men and women, it must suffice to say that so long as men and women marry without understanding the physiology of either their own or the opposite sex, so long will a large number of our unions be quickly wrecked. At present each partner has only his own feelings upon

which to base actions and attitudes. And even these feelings are seldom understood. Divorce laws can not remedy these fundamental difficulties. Education alone can help.

#### IMMIGRATION

The second group of problems deals with the race rather than with the individual. The immigration problem is one that is constantly presenting itself for legislators to grapple with and for people to debate. And yet neither the legislators nor the people have been educated to understand the principles upon which a sound consideration of the matter must be based.

The problem is essentially biological. The most important consequences, whether benefits or dangers, that can come from immigration lie in the effect immigrating strains will have upon the future generations. Men and women are the real wealth of a nation. A group of men and women, sound in mind and body, could soon rebuild a civilization if this one were to be destroyed. A group deficient in mental and bodily vigor could not even keep a developed civilization intact. The future of America depends not on our factories but on our children.

These are recognized truths, but with our present training we do not think in such terms. We have been educated to think in terms of "things" rather than in terms of men and women. We discuss the factors of labor supply and wages—important in themselves and necessarily to be considered, but not to the exclusion of the more fundamental factor of the effect upon our future manhood and womanhood.

Not until we educate a generation to understand the laws of heredity so that they can think in terms of such laws will we evolve a sound, constructive program of immigration.

#### MATING IN RELATION TO THE OFFSPRING

The foregoing statements apply equally here. It is a commonplace that we breed our domestic animals carefully but pay little or no attention to the strains from which our posterity is to come. Marriages, in most cases, are based either on economic factors or upon emotional factors uninfluenced by any consideration of the probable offspring of such a union.

It is not surprising that today, when marriage is contemplated little attention is paid to the type of offspring to be produced. Children are kept in worse than ignorance of sex, and adolescents gather their ideas of love and marriage from movies. Their training

has given them no knowledge of how such defects as feeble-mindedness, epilepsy, a predisposition to tuberculosis, etc., are carried from generation to generation. They have had inculcated in them no idea of the millions of years it has taken their strain to reach its present state or of their duty to keep the strain developing to a better future.

There is no intention to imply that the mating of human beings should be placed upon a plane with that of animals in order to produce better offspring. What is needed is the possession of such knowledge as will cause the individual intending marriage to think in terms of future generations. If each man and woman were given an understanding of the laws of growth and reproduction, there would be a natural tendency to consider those laws in mating.

There would also be an intelligent consideration of legislation to prevent the mating of those antisocial strains that pass on defective minds and criminal tendencies. The individuals born of such strains must be controlled by society, for they are incapable of self-control regardless of the training given.

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It will be noticed that to meet each of the difficulties mentioned what is needed is a knowledge of human beings and of the social structure in which they live.

The list of problems whose solution demands such knowledge might be extended indefinitely. We might take up the problem of the unmarried adult and the ever-present conflict between instincts and social conventions. Or the attitude of the courts toward the individual as a human being might be discussed. One might even trace the ultimate connection between war and overpopulation. All these are problems of pressing importance, the solution of which, under a democratic form of government, must await a general understanding of ourselves and our social system.

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It will be well before going further to clear up any question as to one phase of the program to be proposed. Nothing in this paper is intended to suggest direct sex instruction for children. The Oregon Social Hygiene Society would be the first to oppose such a plan. Some years ago, in the wave of enthusiasm following the first presentation of the need for an understanding of sex problems, attempts were made to conduct sex classes for children. These early attempts all met with failure. Class instruction in the facts regard-

ing human sex problems could not avoid magnifying sex in the eyes of the children and thereby increasing their curiosity regarding those experiences which had not yet come to them. What the child needs to get from the school is a general and wholesome knowledge of living things and of social relationships; not a detailed knowledge of personal human sex problems. In the discussion of a grade school plan the needs of the child will be treated more fully. The foregoing remarks are made merely to remove a popular misconception that social hygiene advocates or countenances the sort of program which has just been disavowed.

The place of the parents in giving training in matters relating to heredity and sex might also be spoken of here. It is sometimes said that this whole field belongs in the home, but there are two fundamental reasons why the matter can not be left entirely in the hands of the parents. In the first place, parents in general do not possess sufficient knowledge of either biology or sociology. Furthermore, such a plan would be unsatisfactory, even though every parent of today had a working knowledge of these subjects, for each succeeding generation would be handicapped by lack of knowledge of the new facts that are constantly being discovered. These can be handed on to the next generation only through the schools.

A generation of parents with a satisfactory understanding of these basic sciences (such as it is hoped will be given the next generation) would, however, be able to do much that is now left undone. Such parents would be able to give their children sound information during preschool years. And they would be better able to assist their children in developing codes of social ethics. The parent will always have a definite part to play in the development of character, but this does not in any way relieve the school of its duty to supply the knowledge which is an essential part of the foundation upon which character must be built.

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The above remark correctly implies that knowledge alone will not make good citizens. Honesty, truthfulness, loyalty, honor, courage and a desire for righteousness are factors that must continue to be stressed in any sound system of education. Accurate knowledge and clear, concise thinking are, however, essential to the development and maintenance of a sound code of ethics concerned with man's social relationships. When we have learned to build our life habits on such a foundation then, and then only, will a maximum of human happiness and harmony be possible.

The proposed program of education divides into three parts: (1) Grade-school courses in elementary biology; (2) High-school training in biology and social problems, including work in the high school communities; and (3) College work, including the training of teachers. These will be treated in the order mentioned.

### GRADE SCHOOL WORK

The following plan for the teaching of elementary biology in the grades was developed as a result of years of discussion among leading schoolmen in Oregon. It has met with nearly unanimous approval from educators.

The plan is entirely practical and has already been in successful operation in three school systems for two years. The only serious objection that has been raised pertains to the cost, and that has little force when the benefits of the work are considered.

Two years ago three first-class school districts, at the suggestion of the Social Hygiene Society, introduced the teaching of biological science into the grade schools. These districts are located at Ashland, The Dalles and Newberg, Oregon. Three teachers were carefully selected for the work in these districts.

These teachers, in the first year of their work (the school year 1920-1921), instructed the third and fourth grades in their respective districts in the life histories of plants and animals. The children not only raised plants in window boxes and animals in aquaria both at school and at home, but they brought in the various forms of life of the region and compared them with those raised. The conditions under which plants and animals live, where they grow, how they grow, the various methods by which life is reproduced, etc., were carefully noted and compared.

Nothing was attempted the first year beyond the third and fourth grades. In the second year the new third grade was introduced to the work and the third and fourth grades of the year before were carried into a little more advanced work in the fourth and fifth grades. The fourth grade went on with work very similar to that done in the third grade, making and recording general observations of natural phenomena. The fifth grade took up more detailed study of the structure and functions of various forms of life. They observed the structure and functions of roots, stems, leaves, flowers, etc., in plants and muscles, nerves, blood, digestive tract, reproductive tract, etc., in animals. In this work reproduction is neither given undue prominence nor made to appear abnormal by being left out.

This work will be carried on to the eighth grade as the fourth grade of two years ago advances. In the upper grades the human physiology and hygiene will be made a part of the course. The conclusions to be reached from the work of the past two years make it certain that these children will, from their study of the human body, get results that have not been even approached before.

Teachers able to carry on such work must be well trained in both biology and pedagogy. They must also be well-balanced and possessed of an understanding of the problems that lie back of their teaching and toward the solution of which their teaching aims.

Three factors are believed essential to the success of this work. These are:

1. That the work be carried on by thoroughly trained teachers and by no others.
2. That no work be introduced into the upper grades until the children in those grades have had the work of the lower grades.
3. That the subject be taught through observation and experiment by the children and not through the giving of information by the teacher.

Two years of this work has brought the conviction that such instruction will eliminate from the minds of children the traditional unwholesome attitude toward natural functions of the body such as excretion and reproduction. It has also brought the conviction that children of eight, nine and ten years can be given a grasp of scientific methods—an ability to observe accurately, to experiment carefully, and to draw sound conclusions.

The truth of the first of these statements is illustrated by the following paper on reproduction in the chicken written by a fifth grade boy. Similar papers were written by each member of the class as a regular classroom exercise:

"The egg is formed in the ovaries of the hen; when it comes out of the ovaries it is nothing but the little white spot that can be seen in the center of the yolk. The blood vessels then bring the food that forms the yolk, it then passes down the egg tube where the sperm meets it and they unite, which makes a fertile egg. The white and shell then forms around it and it is laid. The sperms are formed in the testicles of the rooster, they then pass down a long coiled tube to the cloaca of the rooster, then the rooster transfers them to the cloaca of the hen and it passes up the egg tube."

The second statement is confirmed by this quotation from W. E. Wiley, superintendent of schools at The Dalles, Oregon:

"The work in biology in our grades has passed the experimental stage and is proving a greater addition to our curricula than was at first anticipated. The training in observation and habits of scientific thought—the art of weighing evidence—bids fair to produce a new type of student that will be far superior to the one heretofore so largely trained in rote memory work."

They who have watched the work develop are convinced that in addition to the above demonstrated results this study is giving to each student such a body of fact as will be of great assistance in solving the personal and social problems of adolescent and adult years. It is giving just such a method of approach to social problems as is suggested on page 2 of this paper.

It might well be mentioned that such work is a splendid remover of superstition. A child in the Newberg schools made the statement that worms rained down and that was the reason why so many were seen after a rain. Other children immediately denied this statement and claimed that worms couldn't go up with water vapor and so they couldn't come down with the rain. But many of the children firmly believed in the raining of worms—some because their parents had told them so and others because after a rain worms were found on shed roofs, etc. Quite an argument developed and the class decided to test the matter by experimenting with worms. One little girl tested whether worms could rise in water vapor by holding a worm in the steam rising from a teakettle and found that the worm would fall through the steam. Others tested and timed the ability of worms to crawl up various kinds of surfaces under a variety of conditions. When all of their data was presented to the class it was immediately decided that worms come from the ground and not from the sky.

One of the results that has made both parents and teachers enthusiastic supporters has been the influence of the work upon the leisure time of the students. The children taking this subject have for the past two years been so busy watching nature they have found much less time than usual for less ennobling pursuits. And this interest in nature is not a thing that will be easily lost. Such an interest will help to relieve idle hours and remove some of the strains from modern man's routine life. The following quotation from William A. White's "Principles of Mental Hygiene" (page 256) is particularly apropos here:

"All this idleness, all this lack of interest in spite of the fact that the tiniest speck of dust contains the mystery of the universe, that any one of the hundreds of buzzing, crawling bugs that one may see on a summer's day will prove on the most casual observation to be bewilderingly beautiful and on more careful study equally wonderful. Every breath of air and every sound asks a thousand questions and every rock can tell a story more fascinating than can be found in any of the popular magazines, while nothing that man can do in the way of creating a sensation equals in power, magnificence and grandeur the thunder storm. What is the matter? One is tempted to blame the educational scheme which sends out into this wonderful world so many who 'have eyes to see, and see not' and 'have ears to hear, and hear not.'"

Through their scientific work at this early period these children are acquiring an accuracy of statement that is most admirable.

While on a recent visit to the Ashland schools one little fellow said to me, "Mr. Grant, I want to tell you about a frog I watched. I put it in a cage with a fly and it made a jump and lit with its head down on the floor. When its head came up the fly was gone. Then my brother and I took it to an ant hill and I went away. When I came back I saw the frog's tongue shoot out and back real quick. My brother said he saw the frog eat ants while I was gone." You will notice that this boy did not say that the frog ate either the fly or the ant, as he did not see this happen.

The librarians in these towns say that the demand for books dealing with plants and animals far exceeds the supply.

A number of children who were considered backward and recalcitrant before this work was introduced are reported to have taken an active interest in the entire school program because of their interest in work that puts them in direct contact with the realities of nature.

Biology has been found to correlate with many other subjects in the school curriculum. This is evidenced by some of the statements found below.

One might quote for hours the commendations that have been given the work by parents, teachers, principals, superintendents and students in the towns where it has been conducted. The following are a few such quotations:

Miss Powell, fifth grade teacher says:

"I am heartily in favor of it all. I think the youngsters gain a great deal. We find that the work correlates with almost every other subject."

The following from Miss Gilman, principal of a grade school:

"If we could only find a way of getting our children as interested in other things as they are in biology there would be no further trouble with school work. I have never seen anything in which the children are so interested or that they wanted to work at so constantly. It is one of the biggest helps that has ever gone into our schools—a help in every subject and in every way. It has taught the children to observe and has taken a school interest outside the school. One of the weak points of our schools is that we have not been able to give an interest that holds good everywhere. Biology has done this. I certainly hope that it will be continued in our school next year."

Here is the reply of a high school student to the question, "What do you consider the most important improvement recently begun in The Dalles?":

"In my judgment the most important improvement begun in The Dalles is the study of biology and social hygiene in the grade schools. It teaches the rising generation that conditions of morals and the relation to each other. It gives them the right idea of life. Heretofore, children have not been reared properly so as to look upon the affairs of life as important. It teaches them to meet and face this situation fairly and squarely in the face in future years."

A father and mother at Newberg invited Mrs. Brodie to their farm and said: "We want to get in close touch with such work. We wish all the children could study it. It's certainly fine."

The following is a portion of a letter from Mr. George A. Briscoe, superintendent of schools at Ashland:

"The children were all very much interested in the subject matter. We probably had nothing else in our schools that created deeper interest on the part of the children and on the part of the parents. I am certain this is true. Quite a number of parents have asked this summer if the work was to be continued and if the same teacher was to give it.

"I think the highest commendation the work has is the inquiry of the little folks in the grades below the third, wanting to know if they may have the biology work when they get into the third grade. These little chaps see what their older brothers and sisters are doing with the plants and animals about them, see their interest and catch their enthusiasm. As a result they want a like experience and of course the same teacher."

This grade school biology will be extended in Oregon just as rapidly as teachers can be trained.

Of course a full appreciation of what this work is accomplishing may be gained only by visits to classrooms. But a very fair idea may be obtained by reading the reports of the teachers. Copies of these reports, covering the years 1920-1921 and 1921-1922, are available and will be gladly sent to any address upon request.

The reports cover the work to date. They explain the methods employed, the children's attitude toward and their ability to do the work, the possible coordination with other subjects, the attitude of parents and teachers, etc.

It has already been remarked that the only objection offered to the work has been its cost. This factor, however, becomes of slight importance when considered in relation to the results obtained. The introduction of this work in any district necessarily means the employment of an extra teacher. In large districts it means more than one. These teachers can not be obtained at the salaries paid for regular grade school work. In considering the plan, school districts will have to realize this fact and balance the value of the work against the salaries that must be paid. Persons with the native ability to handle such vital educational problems can not be persuaded to take the necessary technical training without a promise of greater reward than that offered for regular teaching work. Under present conditions, desirable teachers in this field can not be obtained for less than sixteen to eighteen hundred dollars per year. If, however, the carrying out of this program will even approximate the results promised, this additional expense should not be considered as a determining factor in the introduction of such work.

## HIGH SCHOOL WORK

The program for high school work is based upon biology and sociology. It approaches humanity's problems of social adjustment more directly than does the grade school work. This plan is now in the position the grade school program was some three years ago but the demands of the people will probably make the high school program develop far more rapidly than has been possible with the biology work in the grades.

This work differs from the grade school plan in that it is not to be carried on by methods of observation and experimentation but by means of lectures and private consultations. The lectures would be given through the four years of high school life and would provide adolescent boys and girls with scientific methods of approach to social problems as well as with accurate information concerning both human beings and the environment in which they live. Private consultation would be made available to all students throughout their high school years.

The program is based upon the following premises:

1. That knowledge of the facts which make necessary our social conventions will aid individuals to adjust themselves much better than will knowledge of precepts without an understanding of the facts upon which those precepts are based.
2. That a majority of the adolescent boys and girls in our high schools are capable of forming moral and social judgments if possessed of the knowledge upon which such judgments must be based.
3. That the average adolescent boy or girl would rather act in the manner most conducive to individual and social well being than otherwise.
4. That, through the application of accurate knowledge to their social problems, the great majority of young people can control themselves much more effectively than others can control them through the application of disciplinary measures.

The proposed plan provides for the employment of one man and one woman by a large school district having a number of high schools or by a group of from ten to twenty school districts each having a single high school. Probably the work could best be carried on with one man and one woman to ten high schools and the following details will be based upon that standard:

The man and woman to be employed would need to have sympathetic attitudes toward human problems and would necessarily possess temperaments making them distinctly approachable. In addition to these more or less congenital qualifications workers in this field would require a broad grasp of biology, sociology and ethics. They would not necessarily have to be experts in biology but should possess sufficient knowledge of the human organism and its history to make their sociology intelligible in terms of adjustment between

the individual and the social group. Each of these persons would be given two titles—"Instructor in Biology and Social Problems" and "Student's Consultant."

As instructors they would address the freshmen once each month, the sophomores and juniors (each) three times during the year and the seniors four times during the year.

The work could be arranged so that each month the lectures would be given at different class periods. Thus they would create a minimum amount of difficulty in respect to conflict with regular classes.

The lectures would cover the fields already outlined. Space does not permit their detailed discussion here. They should be given rather with a view to establishing contacts than with the idea of presenting a certain amount of information. The place at which the persons employed would be of most benefit to the adolescents and to the schools would be in their capacity of student's consultants and in their relation to the general public.

As consultants the individuals conducting the lectures should be available to all students for consultation upon any biological or social problem.

There is no factor more needed in our modern civilization than what might be termed a social physician or consultant. By this term is meant a person to whom one may go in confidence with his social problems as one goes to a physician with his physical ailments. A consultant would need a broad and deep understanding of human beings and of the numerous factors involved in solving their problems of social adjustment. Throughout life there is need of the information such a person could give but it is needed particularly during adolescent years.

The consultants should also be available to parents and much good might be accomplished through contact with the home. The giving of scientific information upon social problems to groups of citizens—as parent-teacher associations, women's clubs, business clubs, social clubs, etc.—should be a regular part of their duties.

In order adequately to carry out such a program the consultants should be assigned a place in each high school where they could hold regular office hours on the days they visited the school.

If the students are really to be helped in the way this plan suggests, it is essential that the consultant's work be completely divorced from the disciplinary machinery of the schools. It is intended that these persons shall exert a highly beneficial influence upon conduct but it must be done entirely through influencing the students' desires. No one will go for advice to a source from which

he expects punishment. The more need there is for advice the more this is true.

But while the divorcing of the work from the machinery of discipline is essential to the success of the plan, this does not imply its complete separation from the rest of the school curriculum. The members of the high school faculties should be given a complete understanding of the program and from time to time should discuss with the consultants the work and the conclusions that might be drawn therefrom.

In addition to their regular lectures and their work as consultants to students and to parents or groups of parents such persons should prove themselves of considerable value by acting as experts for school and community officials in dealing with social offenses and by keeping the community in touch with the health forces of the state, thereby enabling it more efficiently to solve the problems of health and sanitation which arise now and then in every community.

The carrying on of such work would, of course, require that the various school districts to be visited by any one teacher be more or less contiguous and that the roads be passable throughout the school year. It would be necessary, also, for some administrative unit to control the schedule of the workers in relation to the various districts, pay salaries, etc. This function the Oregon Social Hygiene Society offers to perform for any group of districts undertaking the work. If all the districts were in one county, the work might be administered through the office of the county superintendent.

Anyone interested in this program for the high schools may obtain a more detailed description of the work, including outlines of lectures for freshmen, sophomores, juniors and seniors by requesting the pamphlet entitled "Sex Education in the High School."

Requests for either the Reports of Grade School Biology Work or the pamphlet on "Sex Education in the High School" should be sent to The Oregon Social Hygiene Society, 215 Fitzpatrick Building, Portland, Oregon.

#### COLLEGE WORK

The colleges have a double duty to perform in connection with a program for education in sex and heredity. They must develop in the students who come to them ideals of home-making and of social responsibilities by an extension of the training proposed for the grades and high schools and they must prepare teachers for the entire field.

In the state of Oregon, where this program has developed, the colleges have a strong sympathy for such education, and there is

no question as to their doing their part in developing such training to the extent of their facilities. The training of teachers for the work is being actively carried on and, in its Portland center, the University of Oregon is conducting classes in sex and heredity for young men, for mothers, and for educators and social workers.

Although it has nothing directly to do with the plan for work in the schools, it might be said here that courses for girls have been given in a number of industrial plants in Portland during the past three years. These classes have given proof of the pressing demand for training in the suggested fields. The girls to whom this training has been offered have been willing to leave home an hour earlier or stay an hour after work in order to get the information. The members of every class have shown sincere appreciation, and industrial establishments have requested that the courses be given on company time.

It might also be remarked that education on these subjects is constantly carried to the people of Oregon through lectures, films, and exhibits under the direction of the Social Hygiene Society.

# SEX EDUCATION

IN

## THE HIGH SCHOOL

A Practical Plan  
for Preparing Adolescent Boys and Girls  
to Meet Their Problems of  
Social Adjustment

BY

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(Revised from a series of articles originally appearing in the  
Oregon Teachers' Monthly)

THE OREGON SOCIAL HYGIENE SOCIETY

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## Sex Education in the High School

Today a mass of criticism is being directed at our young people for their disregard of established conventions.

This is not a new phenomenon. The oldest known manuscript in syllabic writing, written in Egypt about fifteen hundred years before Christ, is an essay deploring the trifling of the young people of the time and imploring them to return to the higher and better standards of their fathers.\* Similar documents have probably been written in every generation from that time to the present.

An analysis of the situation leads one to the following conclusions:

1. Any given convention or rule of conduct may be worth clinging to or it may not be, depending upon both the biological and the social development of the generation to which it is to be applied.
2. To whatever extent the rising generation casts off outworn conventions and adopts others more fitted to its own conditions, to that extent is the tendency to change a progressive and beneficial one.
3. To whatever extent they cast off conventions essential to the protection and development of a sound social structure and develop harmful, ill-advised practices, to that extent may the tendency to change be spoken of as detrimental.
4. The same problems of adjustment between our individual desires and the dictates of social convention, as well as between social convention and our fluctuating and developing social environment, are met with not only in the period of youth but throughout life.
5. Up to the present time no serious attempt has been made to educate our young people to an intelligent understanding of these problems of adjustment—problems which must be met from birth to death and which vitally affect the happiness of the individual and the social well-being of the race.

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\* Statement founded on editorial in The Outlook for February 15, 1922.

The first three of these conclusions are self-evident. The fourth is readily seen to be true if a little consideration is given to the matter. Many of our adjustments are not made in youth but in adult life. The adjustments concerned with the marriage relation are outstanding ones which the average individual must make and which society as a whole must face. What are the correct biological, social and economic relations of husband and wife? How binding should the marriage relation be? Under what conditions, if at all, is divorce justifiable? Such questions and hundreds of others relating to personal, social and professional ethics we are constantly forced to answer both as individuals and as a social group. And we have only to look about us to see that adults are no more free from the making of mistakes and maladjustments than are the adolescent members of the group. Wrecked homes, broken lives, suicides and crimes of various sorts are the daily results of unsatisfactory adjustments between the individual and his environment.

Of course, there are many individuals in the world who are physically or mentally unable to adjust themselves to the complex environment of our civilization. However, the subnormals and defectives are not a majority but in themselves present a problem of social adjustment which must be faced by the majority and which society must be taught to deal with intelligently.

Leaving the subnormal and defective types mentioned above out of consideration we have the enormously larger body of normal and superior individuals to consider. The individuals of this group are possessed of sufficient intelligence to understand their position in society and have powers of inhibition capable of controlling their primitive instincts and impulses.

Why, then, is our fifth conclusion true? Why does this group of individuals—the largest portion of our people—go on from generation to generation continuing its errors of social adjustment and failing to profit by the mistakes of the past? Why do we not give an explanation of these essential matters to our young people and thus enable them to examine intelligently our social conventions and to adjust themselves constructively to those conventions? Why do we, in this presumably enlightened age, fail to provide education in respect to that field of knowledge which has most to do with our happiness or unhappiness—i. e., the field which deals with our social relationships? The answer to such questions has always been that no scientific method for dealing with these vital problems had yet been developed.

That answer can no longer be fairly made. The past ten years have given us experience enough to make possible a sound approach to the problems of human adjustment. We must see to it that this experience is utilized and that the members of the next generation are not left to stumble through life handicapped by a lack of such information as would best assist them in dealing with their most vital problems.

These problems are concerned with the adjustment of the entire human organism to the entire environment in which it lives, but by far the most outstanding factor is the factor of sex. The conventions upon which our social structure is based have developed primarily in relation to man's reproductive life and for control of the relationships between the sexes. Furthermore, the reproductive instinct is the most influential factor in man's aesthetic, artistic, moral, and intellectual activities.

Because of this predominating influence of the sexual factor in our social lives we can speak of training for social adjustment as "sex education."

Unfortunately, many false ideas exist regarding the present movement for sex education. These false ideas make it almost essential to define "sex education" each time an article is written. And the definition must not only state what sex education is but, even more necessarily, must state what it is not.

Sex education, as noted above, means preparing human beings for making necessary adjustments between themselves and our present-day social environment. This preparation must embody three factors: (1) An understanding of man's sexual life, both physiological and psychological; (2) an understanding of and an ability to evaluate the social conventions; and (3) an understanding of the historical development of both man and the environment to which he must adapt himself.

Sex education as the term is being used today does not mean a mere course of instruction in the external physical manifestations of sex in human beings, nor even an emphasis upon those manifestations. Neither does it mean an attempt to frighten individuals into conventional conduct by stressing the danger of venereal disease or other ill effects resulting from the unsocial use of our sexual natures. Fear is always a poor instrument in pedagogy and in this case a quite futile one. The *constructive* body and character building principles embodied in our sexual heritage are far more potent, both socially and pedagogically.

As the term "sex education" is used in this article, it includes education in the principles of heredity. An understanding of this field is essential if coming generations are to care intelligently for the welfare of our racial stock. The need is urgent for intelligent application of the principles of heredity both to our mating relationships and to our problem of immigration.

Bearing in mind this interpretation of "sex education," what, in reference to such training, should the high schools of today bring to the adolescent boy or girl? The reader will kindly notice the word "today." The grade schools of tomorrow may give our children such backgrounds of fact and such attitudes of mind that the high school problem will be a far different one. And the colleges and normal schools of tomorrow may give prospective teachers such training as will make advisable some other method than that which the writer will suggest for giving the desired instruction.

What the high schools of today can and certainly should give each high school boy and girl is a course of instruction embodying the principles of sex education as outlined above. No boy or girl graduating from a modern high school should be ignorant in respect to: (1) The developmental process that has produced the human race; (2) those vital sex impulses which we have inherited and which so greatly influence our behavior and our happiness or unhappiness as human beings; and (3), the history and present status of the various factors in our social environment to which man with his age-old inheritance must adjust himself.

Satisfactory results in this field can not be obtained through group instruction alone. Group instruction, with the sexes segregated, is necessary, but there must be arranged some plan for combining this type of work with individual instruction. There is nothing our young people need more in making their social adjustments to our complex modern environment than they need some one with whom they can discuss the problems they face.

A man or woman acting as confidential consultant to a group of adolescent boys or girls would be in a position to exert a powerful influence for better health and saner social adjustments. Persons placed in such positions would have to be fully equipped with a scientific understanding of the human organism and its problems. They would, in addition, have to be both broad-minded and possessed of a temperament inspiring confidence.

There is no factor in our social structure today capable of acting in this capacity. The average minister is not thoroughly trained

in either biology or sociology. The average physician has not been trained in sociology or in social biology. Parents, as a rule, are not possessed of sufficient knowledge of the problem and, all too often, have not the confidence of their children. And the average teacher is not technically equipped to undertake such a task.

Teachers are also handicapped for such work by being disciplinarians to the young people. Discipline is essential and must, of course, be maintained. But the boy and girl will not consult freely with those who will discipline them if they have been in error. This is particularly true of the boy or girl who has made a serious mistake and most needs advice and counsel. There is a need for some one to whom these young people can turn with no feeling of fear but in the hope of obtaining such counsel as will aid them in meeting the problems they face—in meeting them inside themselves and not through the pressure of external force. Only by solving our problems from within can sound character be built.

The following plan, if introduced into our high schools, would provide both group instruction and individual consultation for adolescent boys and girls. The plan has been indorsed by numerous educators as a sound step in the development of education for human adjustments. It provides for the employment of one man and one woman by a large school district having a number of high schools or by a group of from ten to twenty school districts each having a single high school. Probably the work could best be carried on with one man and one woman to ten high schools and the details outlined below will be based upon that standard:

The man and the woman undertaking this work should have sympathetic attitudes toward human problems and temperaments that would make them distinctly approachable. In addition to these more or less congenital qualifications workers in this field would need a broad grasp of biology, sociology and ethics. They would not necessarily have to be experts in biology but they would have to possess sufficient knowledge of the human organism and its history to make their sociology intelligible in terms of human adjustment to our environment. These persons would be given two titles—"Instructor in Biology and Social Problems" and "Student's Consultant."

As instructors they would address all students once each month during the first year of work—freshmen and sophomores in one group, juniors and seniors in another. This would make one lecture in each school every two weeks.

During the second year lectures would be given to the freshmen once each month, to the sophomores and juniors combined six times during the year and to the seniors four times during the year.

During the third year lectures would be given to the freshmen once each month, to sophomores six times during the year, and to juniors and seniors combined four times during the year.

During the fourth year and each year thereafter lectures would be given to the freshmen once each month, to the sophomores and juniors (in separate groups) three times during the year and to the seniors four times during the year.

These lectures could be arranged so that each month they would be given at different class periods. Thus they would create a minimum amount of difficulty in respect to conflict with regular class work.

The following list of titles for lectures suggests the ground that might be covered in the fourth year and each year thereafter. In the first, second and third years the work should follow these suggestions as closely as developments would permit:

#### SUGGESTED LECTURE TITLES

Freshmen: I. General Purposes of the Course. II. Behavior in Living Organisms. III. The Cell in Growth and Reproduction. IV. The Laws of Inheritance. V. Development of Social Customs. VI. Development of Moral Ideas. VII. Natural Selection as Applied to Lower Forms and to Man. VIII. General Problems Involved in Man's Adjustment to a Civilized Environment. IX. The Control of the Instincts by the Reasoning Man. X. General Review of the Previous Lectures.

Sophomores: I. Some Effects of Lack of Control. II. Sex as a Factor in the Psychic Life of Man. III. The Development of the Reproductive Process.

Juniors: I. The Laws of Inheritance as They Apply to Eugenics. II. Eugenics and Euthenics. III. Primary and Secondary Sex Characteristics.

Seniors: I. Comparison of Mating Customs. II. The Anatomy and Physiology of Human Reproduction. III. Marriage. IV. General Review of Work.

An appendix to this article gives brief statements of what might be included under each of the above lecture headings.

The lecture work of the two persons suggested must be considered as subordinate to their work as consultants to the students. The lectures should be given rather with a view to establishing contacts than with the idea of presenting a certain amount of informa-

tion. These persons would be of most benefit to the adolescents and to the schools in their capacity of students' consultants and in their relation to the general public as outlined below.

As students' consultants the individuals conducting the lectures should be available to all students for consultation upon any biological or social problem. The consultants should also be available to parents and much good might be accomplished through contact with the home. The giving of scientific information upon social problems, particularly as they relate to the sexual life, to groups of citizens—i. e., parent-teacher associations, women's clubs, social clubs, etc.—should be a regular part of the duties of the consultants.

In order adequately to carry out such a program the consultants should be assigned a place in each high school where they could hold regular office hours on the days they visited the school.

If the students are really to be helped in the way this plan suggests, it is essential that the consultants' work be completely divorced from the disciplinary machinery of the schools. It is intended that these persons shall exert a highly beneficial influence upon conduct but it must be done entirely through influencing the students' desires. We do not ordinarily go for advice to sources from which we expect punishment. The more need there is for advice the more is this true.

While the above paragraph states an essential to the success of the plan, it is not to be taken as implying in any sense a complete separation of this work from the rest of the school curriculum. The members of the high school faculties should be given a complete understanding of the work and from time to time should meet with the consultants to discuss the progress of the work and the conclusions that might be drawn therefrom.

In addition to their regular lectures and their work as consultants to students and to parents or groups of parents such persons should be of considerable community value. They could act as experts for school and community officials in dealing with social offenses and the rules and regulations relating thereto. In addition they could keep the community in touch with the health forces of the state, thereby enabling it more efficiently to solve the problems of health and sanitation which arise now and then in every community.

The carrying on of such work would, of course, require that the various school districts to be visited by any one teacher be more

or less contiguous and that the roads be passable throughout the school year. It would be necessary, also, that there be some administrative unit to control the schedule of the workers in relation to the various districts, pay salaries, etc. This function the Oregon Social Hygiene Society offers to perform for any group of districts undertaking the work. If all the districts were in one county, the work might be administered through the office of the county superintendent.

The cost of such work would approximate \$6,000 for two persons. This would cover salaries and traveling expenses. At this figure the work would cost each of ten districts \$600 or each of twenty districts \$300.

Any one interested in this program can obtain further information by writing to or calling at the offices of The Oregon Social Hygiene Society, 720 Selling Building, Portland, Oregon.

# Appendix

## Suggested Content of Lectures

### FRESHMEN

#### I. GENERAL PURPOSES OF THE COURSE

This lecture should be presented in such a way as to inspire in the students a confidence in the trustworthiness of the lecturer as a consultant to boys (girls). The students should be given assurance that the lecturer was not expected to be a law-enforcing or disciplinary officer but was there to give scientific information upon biological and sociological subjects. The field in which the consultant might be of service (illustrated by examples) should be made so broad that the students could not gain the idea that the consultant dealt with sexual problems alone or even particularly.

#### II. BEHAVIOR IN LIVING ORGANISMS

This lecture would deal with various facts of animal behavior. (Examples of phototaxis, chemotaxis, etc., should be given.) There should be sufficient discussion of human behavior in comparison with the behavior of lower forms to justify the conclusion that human beings might also, in considerable degree, be controlled by internal or external stimuli. The lecture should stimulate an interest in a more detailed study of living organisms.

#### III. THE CELL IN GROWTH AND REPRODUCTION

This lecture should give the general facts of cellular development. The cell as a unit of protoplasm should first be considered. Then cell division and the development of multicellular organisms by the grouping of cells should be studied. Next the distinctions between somatic and germ cells should be made clear. And finally the functioning of the germ cells in the reproduction of species should be explained.

#### IV. THE LAWS OF INHERITANCE

The principles of Mendelian inheritance should be considered and particular emphasis should be placed upon the fact that instincts and emotional tendencies are inherited as well as physical characteristics.

The idea of continuity of germplasm and a respect for the ages of struggle out of which man has developed should permeate the lecture. The student should be given a desire to protect and develop his line of inheritance.

#### V. DEVELOPMENT OF SOCIAL CUSTOMS

A discussion of the genesis and development of our principal political, economic, and social conventions. The lecture should be so worded as to stress the difference between the time necessary to develop the hereditary qualities of man and to develop a civilized environment. Ideas regarding man's social inheritance should also be built into this talk.

#### VI. DEVELOPMENT OF MORAL IDEAS

This lecture would have the same general purposes as V but would deal with moral ideas instead of social customs.

#### VII. NATURAL SELECTION AS APPLIED TO LOWER FORMS AND TO MAN

This lecture should carry the idea that man, with his artificial environment and ability to produce a surplus of goods beyond his immediate necessities, has modified the law of natural selection for himself and for the species of plants and animals he has domesticated.

It should be pointed out that this fact makes it possible for distinctly unfit types to live and reproduce in our present environment.

#### VIII. GENERAL PROBLEMS INVOLVED IN MAN'S ADJUSTMENT TO A CIVILIZED ENVIRONMENT

A lecture to give the student a general understanding of the need for adjusting man's age-old inheritance to our more recently developed environment of civilization.

The previous lecture with its problem of the unfit should be referred to.

## IX. THE CONTROL OF THE INSTINCTS BY THE REASONING MIND

This lecture should carry on the discussion in VIII but should deal with more definite problems of the individual's adjustment to civilization's demands. Various primitive desires, as the desires to take what is wanted, to kill or injure the person who interferes with us, to satisfy our sexual appetites, etc., should be discussed with reference to the necessary control which must be exercised over them.

## X. GENERAL REVIEW OF THE PREVIOUS LECTURES

### SOPHOMORES

#### I. SOME EFFECTS OF LACK OF CONTROL

A lecture that would refer back to VIII and IX of the freshman year. Such effects as the breaking of the laws relating to personal and property rights and the difficulties resulting from these breaches of law should be discussed.

This should lead to a discussion of the effects of lack of control of the sexual impulse. Promiscuous sex relations and the resulting social wreckage in broken homes and diseased bodies should be mentioned.

#### II. SEX AS A FACTOR IN THE PSYCHIC LIFE OF MAN

This lecture is a natural sequel to I and prepares for the work to follow. The reproductive instinct should be compared with the nutritive to explain how much of all we consider best in our aesthetic and artistic life is concerned with reproduction. The student should be made to see that a cheapening of the reproductive forces in his nature means a lowering of himself in relation to some of the finest things in his biological and social inheritance. It should be made clear that man is carried farthest from lower forms of life by his psychic development and that the finest parts of this psychic development are concerned with the reproductive instinct.

The idea of the essential wholesomeness of the sexual sides of our natures should be carried throughout.

### III. THE DEVELOPMENT OF THE REPRODUCTIVE PROCESS

A discussion of the various conditions under which reproduction occurs. The lecturer should begin with a discussion of reproduction by division in the most primitive forms of life and trace the development of the process through to its culmination in man.

The idea of the relative insignificance of external sex organs should pervade this lecture.

## JUNIORS

### I. THE LAWS OF INHERITANCE AS THEY APPLY TO EUGENICS

A lecture explaining the transmission of desirable and undesirable characteristics. Color blindness, epilepsy, feeble-mindedness, syphilis, might be discussed. One or two of the family histories that have been traced should be mentioned as the Edwards and Juke families, or the two lines of descent from "Kallikak."

### II. EUGENICS AND EUTHENICS

This lecture should explain the limitations placed upon the individual by heredity but should stress the importance of environment in developing one's hereditary possibilities to their maximum.

### III. PRIMARY AND SECONDARY SEX CHARACTERISTICS

This lecture would treat of the various sexual phenomena—anatomical, physiological and instinctive. The relative importance of the various factors should be pointed out. The lecture should impress the student with an idea of the breadth and importance of sex as a factor in the life of man.

## SENIORS

### I. COMPARISON OF MATING CUSTOMS

A historical discussion of the various possible mating customs (promiscuity, polyandry, polygyny and monogamy). The lecture should present clearly the fact that monogamy does not exist because of law, but because monogamy has proved itself the most efficient mating custom (one that will supplant other customs even where the law does not enforce it). The social and psychological benefits of the monogamous union should be emphasized.

### II. THE ANATOMY AND PHYSIOLOGY OF HUMAN REPRODUCTION

This lecture should discuss clearly and frankly the anatomy and physiology of the human organism (both male and female) in so far as reproduction is concerned. An outline of some of the principal facts of embryology should be included.

This information should be linked to that given in the third lecture of the sophomore year on "The Development of the Reproductive Process." The student should be encouraged to see the anatomy of human reproduction as only one of many existing mechanisms for the propagation of species. The factors involved in inheritance and in the control of the sexual nature to conform to the necessities of civilized life should be emphasized as far more important considerations.

### III. MARRIAGE

The physiological and psychological ideal to be hoped for in marriage should be here set forth and some of the principal and most frequent obstacles to this ideal explained.

### IV. GENERAL REVIEW OF WORK