

EDUCATION SUBCOMMITTEE
HOUSE OF REPRESENTATIVES
Meeting on Sex Education

The Education Subcommittee on Sex Education convened at 10:00 A.M. Friday, July 17, 1970, in Room 527 with Subcommittee Chairman King presiding. The following members were present, House Education Committee Chairman Bower, Messrs. Steiden, Sprague and Rohmiller. Mr. Grant was absent. A list of the conferees attending is attached.

The opponents were heard first with Dr. Haven Krueger of Shawnee Mission speaking. He presented to the members a questionnaire and the results regarding sex education in schools in Unified School District 512, Johnson County, Kansas. Dr. Krueger believes it is not enough to answer "yes" or "no" to the question "Should Sex Education Be Taught in Our Schools?" He is opposed to the belief that sex education should be taught in grades K-12. Regarding the questionnaire submitted by 200 families, 74% answered "no" to the question, "Do you think that our schools should have a compulsory sequential sex and family life education curriculum in Kindergarten through 12th grade?" Dr. Krueger is in favor of sex education in school, but not below the 5th grade for girls and 6th grade for boys. He feels it is important for each community to develop an independent program designed to fit the needs of the community. He is aware of the reasons that some people wish to implement a K-12 sex education course but cannot concur with their ideas. A course in sex education must be developed for the average child and not for the precocious.

Before setting aside funds to support the incorporation of a sex education course into our schools he said we must be sure we have the very best facilities and staff to provide the optimum learning experience.

Dr. Paul Burger, Shawnee Mission, stated the majority are against radical sex education - against immoderate sex education and without regard for the student. Dr. Burger believes the program is not as important as the recipient. Dr. Burger recommends the Minority Report submitted by Dr. Krueger.

The committee next heard from Reverend George Darby, Overland Park, whose chief concern is with the moral value of a K-12 sex education. Rev. Darby claimed that where there is an intensive sex education program in public schools, the result has created permissiveness.

The next opponent to speak was Reverend Floyd Gee of Rossville. He said statements of the proponents are always being heard but not of the opponents. Reverend Darby says we introduce these 7th and 8th graders to something they can't use until after they are married. Reverend Darby read some of the objectionable details he had taken from records being used in classrooms. Reverend Gee said it is necessary that sex education be taught with morality but it is not - the teachers are not telling the students they should wait. "We must have sex education with morality, and if we can't have it with morality, then we can't have it."

Mr. Edward A. Caudill, a parent of St. Marys, feels sex

education should be taught at home, by the parents and from the word of God. Mr. Caudill quoted from the Bible to stress his point.

Mr. Fred Kilian was present from Wamego as a concerned citizen. He believes it is the parents' inherent right to determine what their children should be taught and when they should be taught it. Usually the best time is when the child asks, he said. He presented a book "How Babies Are Made", which he termed disgusting. The book, which is in the Newton School Library, equates people to animals, Kilian said, and with no mention of God.

Mrs. Forrest Fenn of Prairie Village presented their statements and documents. Mrs. Fenn said they have been told they want to destroy the schools. "I want to build them up," she said. She claimed sex education should be taught by the parents, and if they feel embarrassed or inadequate to teach, then by a doctor or minister. Mrs. Fenn said there are now over 2,000 organizations in the U.S. opposing the wrong type of Sex Education, and the number is rapidly increasing.

Mrs. Rosemary Freeman, of Wichita, claimed a teacher told the students to go somewhere else other than to their parents for sex education. Mrs. Freeman presented two books she felt were wrong for youngsters - "Boys and Sex" and "Girls and Sex" by Pomeroy. These books are on the PTA suggested reading list. Mrs. Freeman read portions of the books to illustrate her point.

Reverend Hal Mason of Wichita is convinced the whole matter is a religious issue. He said we have two decisions from the Supreme Court recognizing Humanists as a religion.

Mrs. Mary Jo Heiland, a Wichita mother, quoted vocabulary words that are being given to kindergartners, which many felt were far beyond the comprehension of these children. Mrs. Heiland said the teachers can bring into the classroom whatever they feel is in the best interest of the class. She presented a manual, Human Growth and Development, Division of Curriculum Services, Wichita. Mrs. Heiland said she resents being taught that we are just another animal.

Mr. C. A. Langhofer, Chairman of Association of Parents Advisory Councils represent fifteen Wichita Intermediate Schools. Mr. Langhofer presented copies of tests used at West High School in Wichita. A student took the test out of the room against instructions not to. Mr. Langhofer said the Parents Advisory Council feels sex education and human reproduction should not start before grade 5. The sensitivity training and peer group approval should be abolished. No comparisons of human reproduction to animals should be made in books, films or lectures. Mr. Langhofer presented a page from a pornographic magazine aligning itself with SIECUS.

Mr. Paul Clemmer of Topeka, said he doesn't have a lot of degrees but does have some business sense. "What's the big secret?" he asked. If I have a product I want to sell I bring it out in the open - put it in a spot where it will be seen, I don't hide it. Mr. Clemmer claimed he could not get any straightforward information from the school when he tried to find out what book was being used. After nine months he found out the book was "Modern Sex Education". Mr. Clemmer remarked the State Board approved the Sex Education program in 1969 but it has been in the schools since 1967.

The opponents expressed appreciation for being heard and some said they believed there should be more hearings on the matter.

The meeting recessed at noon until after lunch.

The meeting reconvened at 2:00 P.M., at which time the proponents were heard.

Clifford M. Shenk, Chairman Ad Hoc Committee on Sex Education, State Department of Education, presented their booklet, "Guidelines for Sex Education in Public Schools of Kansas." Mr. Shenk said this booklet is similar to that used in Pennsylvania. Mr. Shenk pointed out that these guidelines are not binding, but are suggested guidelines. He said that while the State Board of Education is aware that the home is and should be the foundation and continuing source of information and counsel in matters of a child's growth and development, it has become cognizant that parents frequently seek and welcome assistance in carrying out this responsibility. The consequences of the sex act in terms of pregnancy and venereal disease should be explained, however, the teaching of specific methods of birth control should not be included in classroom sex education.

Mr. Couch of Shawnee Mission presented their report of the Advisory Council on Drug Abuse and Sex Education. The council did not attempt to study and amalgamate everything that is written in regard to sex education as it did not feel that was the purpose of this Advisory Board. We tried to look at objectives that such a

program could have and from this developed suggestions for organization that could be used as guidelines by a curriculum committee.

Dr. E. D. Lyman, Director of Health, presented their position statement relative to sex education, which was developed and endorsed last year by the Kansas State Board of Health. Information on the anatomy, physiology and psychology of sex and reproductive system as part of the total picture of human growth and development is available through the department. The health and well-being of people is dependent upon such knowledge. Ignorance on the part of the individual relative to his body functions, make him prey to others all too ready to capitalize on such ignorance. For example, in FY 1970 6,500 cases of gonorrhea, 134 cases of infectious syphilis and 1,500 cases of late syphilis were reported in Kansas. Thirty percent of gonorrhea and early syphilis occurred among children between 12 and 19 years of age. (If the age bracket was extended to 25, the percentage would be 50).

Dr. Evalyn Gendel, Kansas State Board of Health, said they have no textbooks which go to the various schools -- only filmstrips and other material which can be reviewed, and which she hopes are reviewed. Mrs. Gendel said the books mentioned this morning are not handled by their agency -- they are too expensive. Mrs. Gendel presented a packet of material to the members, which she feels will be helpful in presenting both sides of the question. Mrs. Gendel said evidence shows much of what is happening in our society today

can be partly blamed on the lack of sex education.

Mrs. Walter Menninger, representing the Kansas Association of School Boards, feels each district should determine the curriculum, making sure it meets state requirements. Each district should write a policy and state its intentions and how they should be carried out. The sex education learned at school should only be supplementary to what the child is already getting at home.

Dr. Quentin Groves, director of Health Education for the Topeka Schools, said school administrators carefully regulate the material teachers use to teach sex education. Occasionally they find a picture that is inappropriate and they take the book off the shelves. They have never denied parents access to the material used in their program -- they don't always know what they are seeking. Dr. Groves stated 99% of the parents of elementary school children have given permission for their children to be instructed in sex education.

As regards to why the students could not bring some of the books home, Dr. Whittier said they do not always have enough books and want to be sure they have them in the classroom when they need them. Dr. Whittier feels if more parents would actually examine the

education materials their children are using, it would clear up many misconceptions about the program. Dr. Whittier said the State Department of Education can suggest materials for use in the program but the teachers have some choice.

Mrs. Harvey Fried, Prairie Village housewife and president of the Kansas Association for Mental Health, said sex education is a way of preventing mental illness and cited two cases in which, if the persons had had more knowledge on the subject, would probably have not become sick. She said in talking about sex education, we do not mean the act but the basic concepts that nurture self understanding and respect for self and others. We see sex education as a solution to today's problems, she said. We believe the primary responsibility for growth and family development education lies with parents, but if polls are accurate, only 17 percent of our teenagers claim to have gotten any actual sex education from ministers, relatives and parents. We have confidence that our school administrators and teachers can design and implement programs that can enhance the joy of being and prevent the agony of emotional disturbance.

Mr. King thanked all the participants and assured them the matter would be given careful consideration and they will be hearing from us. The meeting adjourned at 3:30 P.M.

Carol Deghand
Recording Secretary

Minutes Approved:

Ray King, July 21, 1970

Except as otherwise noted, the individual remarks recorded herein have not been transcribed verbatim and this record has not been approved by the committee or by the individuals making such remarks.

Name	Town	Representing
Rev Loren R. Andersen	Newton	Concerned Parents
David J. Kendall	Lawrence	Observer
Everett H. Spiller	Lawrence	Anti Sex Ed
Mrs Robert Bewick	Delia K.	
Rev. Floyd Lee	Rossville, Kansas	Pastor S.O.S. Rossville Bible Church
Mrs. Rosemary Freeman	Wichita, Kansas	Concerned Citizen of Res. Educ.
Paul B. Burger MD	Shawnee, Ks.	
Lavan C. Liehger, M.D.	Shawnee Mission, Ks.	Self
Rev. Hal Sharon	Wichita, Kans.	Concerned Citizens F.R.E.
Fred Kilian	Wamego, Kansas	Concerned citizen
Helen Kilian		
Louis D. Cook	Wamego Kansas	Concerned Parent
Ruth Cousey	Belvue, Kans.	Concerned Parent
Mrs. Forrest Genn	Prarie Village, Kans.	Anti Sex Ed
Edward A. Caudill	St. Marys, Kans	Concerned Parent
Elizabeth Shull R.N.	Shawnee Mission, Kans	Observer
Melinda Goenney R.N.	Shawnee Mission, Kans	Observer
J E Hays		
Diane Wenger	reporter Capital Journal	
Donna L. Burger	Shawnee Kansas	Observer
Mrs Margaret E. Davis	Wichita, Kansas	self
Lynette Hous	Topeka Kans.	observer
M. Bainbridge Jr.	Shawnee Kans.	"
Nancy McLean	Topeka Kans.	self
Rev. Geo. Darby	Overland Park, Kansas	self
Mrs. Wm. Bainbridge	Shawnee, Kans.	self
L. Langhofer	Wichita, Kans	Concerned Citizen
Willard Lebzall	Newton Ks.	Self.
Elmer Watts	Newton, Kansas	My Family
Mrs. Irene Phillips	Newton Kansas	" "
Shirley J. Harris	Wichita, Ks	Ks. Assoc for Mental Health
Marion J. Craney	Topeka, Ks.	" " " " "
Clifford M. Shunk	Topeka	Ks. St. Dept. of Education
Senator Tom West	13th District	Topeka, Ks

W F Lakerty
Dr Kenneth R. L...
H...
Elmer P. Dingle
Rev. John H. Iwed
Henry Blackwood
Paul W. C...
Jean Pruitt
Shirley Woods
Luth Walker
John E. Bowers
H. E. Pearson
Sullivan Frick
Bonnie McAfee
Lois Culver
Shawn Smith
Carol Brewster
Mrs. Felma Roera
Mrs N. M. Kraemer
James Brennan
Mrs Christina Brennan
D. W. ...
Atty Connerse
Vebria Haver
Vonnie Hood
Mrs. Marguerite Olin
Mrs Rosemary D'Arcy
Donald W. Henry
Herbert J. Brunning
Helen Callom
Jo Gallagher
Christine Manning
Keith H. Gough
Evelyn Kudel MD

Merriam, Ks
M...
Prairie Village, Ks.
Clifton
SHAWNEE MISSION, Ks
1421 Polk, Topeka
Topeka
Liberal
Ottawa
Rt 9 Topeka
Delia
Topeka
Prairie Village
Shawnee Mission
Shawnee Mission
Shawnee Mission
Marysville, Kans
Marysville Ks.
St. Marys, Kans
St. Marys, Kans
Topeka
Esbridge
Glamorgan, S. Wales, G.B.
Topeka, Kansas
Topeka, Kansas
Overland Park, Ks
Lawrence, Ks. (Univ. of Kansas)
Shawnee Mission, Kans.
Wichita - Kans
Shawnee Mission, Kans
Topeka, Ks.
Overland Park, Kansas
Topeka

parent
"
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Grand parent
"
parent
"
Parent
Student
parent
KAMH & parent
" & "
S.M. Secy & ...
Parent ...
School Nurse & parent
SM sex + ...
Parent advisory
Grandparent
School Board #321
Parent
State Dept of Ed.
Parent
Student.
Parent
grandparent
aberrant & parent
Teacher of Health Educ. &
concerned parent
School Admin.
Teacher
SM Advisory Council
on Drug Abuse Sch. Ed.
USD #501 & KASB
Parent ...
Kansas Dept. Health

(Edhy in 717)	Topeka	State Dept of Health
Mrs. Helen Iniege	Wichita	Wichita Public Schools
Mrs. Mary J. Seiland	Wichita	- Parent - opposed
Mrs. Martha Stephens	Wichita	Parent
Mrs. Fadden V. Mason	Wichita	- Parent.

Statement to the Legislative Council,-- Honorable John Bower, Chairman
Date: July 17th, 1970

Gentlemen:--

This subject of pornography, minimized under the connotation in a milder form, "Sex Education" has implications comparable to "Liquor by the drink."

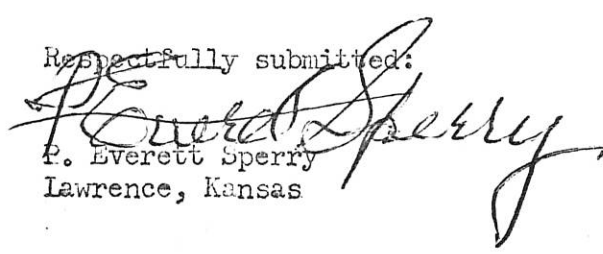
It is my understanding that some of the members of this Council were strongly opposed to the resolution which, if passed, would change the wording of the constitution to open the gates, to allow the open saloon in Kansas. Pornography, introduced into our public schools, would, in my judgement, be ten times worse than liquor by the drink. If liquor by the drink is accepted by the public, it would then be only a matter of time when we would be seeing Bourbon whiskey served on the banquet tables of our high schools.

Pornography, disguised as sex education, represents just about the last straw in permissiveness. Many books now being recommended to our schools and libraries have pictures in them, which, if displayed on our streets before the public, those involved would be arrested and sent to jail. A few years ago when I was principal of a Kansas high school, some merchandising culprit dropped into town selling pencils at a high price. The pencil looked like any other pencil, but on close examination, you could see a very small glass set near the rubber end. By putting that glass close to the eye, you could see the full form of a shapely girl in the nude. This chap was apprehended, tried in court and remanded to jail where he belonged. Ironically, that pencil with the picture concealed inside, was no different from that now being pushed into our grade schools, under the disguise of something acceptable to round out a sophisticated education.

Note well the fact that most of these books offered as reading matter in our schools are generally poorly bound and carry a very high price tag. All this means that much of the pressure to include sex education in our schools comes from the authors and publishers who see a mint for themselves in the program. Take the money out of the program, then sex education would soon fall by the wayside, where it should fall before it becomes established.

In dealing with our educational problems, I feel that we should be consistent. If sex education is permitted to become established in our schools, then we should all vote in favor of liquor by the drink. All of it is slop from the same jar. Sex education should be taught generally at home in the bathroom. The poorest training here is far better than the best in any classroom. Liquor by the drink should get a strong VETO, and sex education in our public schools should get the same treatment.

Respectfully submitted:


R. Everett Sperry
Lawrence, Kansas

THE KANSAS STATE DEPARTMENT OF HEALTH



TOPEKA
KANSAS

E. D. LYMAN, M. D., M. P. H.
Director of Health

July 17, 1970

Raymond E. King, Chairman
& Members
Sub-Committee on School Organization
Supervision and Evaluation
State House
Topeka, Kansas

Dear Mr. King:

The Department of Health is a major resource available to individuals and organizations interested in securing information on growth and development. The department, recognizing the fact that information on ones anatomy, physiology, mental, and emotional functioning is essential to the well-being of individuals and society has responded to the demands by making available personnel, films, books, pamphlets and posters that are objective, authoritative and reliable. Information is supplied as determined to be appropriate to the needs of individuals requesting it.

Information on the anatomy, physiology and psychology of sex and the reproductive system as part of the total picture of human growth and development is available through the department. The health and well-being of people is dependent upon such knowledge. Ignorance on the part of the individual relative to his body functions, make him a prey to others all too ready to capitalize on such ignorance. For example, in FY 1970 6500 cases of gonorrhea, 134 cases of infectious syphilis and 1500 cases of late syphilis were reported in Kansas. Thirty percent of gonorrhea and early syphilis occurred among children between 12 and 19 years of age.

Today, as never before, we have available information which can, if properly utilized and acted upon, serve only to advance man in attaining new and higher levels of health and well-being.

The attached position statement relative to sex education was developed and endorsed last year by the Kansas State Board of Health. The Board has seen no need in the interim to alter its position.

Sincerely,

E. D. Lyman, M.D., M.P.H.
Director of Health

attachment

THE KANSAS STATE BOARD OF HEALTH



STATE OFFICE BLDG.
TOPEKA
KANSAS

Hugh Dierker, M. D., M. P. H.
Executive Secretary

April 18, 1969

The State Board of Health is taking this opportunity to call attention to a longstanding and continuing policy of support to educational programs in the field of family life and individual sexuality. We believe these matters have great impact upon the health of the public and that our citizens become more healthy, both physically and mentally, through knowledge of such matters.

Although sex education is not new, its importance has recently become increased in the public mind. Through the mass media, irresponsible, sensationalized impressions about sex now impinge upon the lives of all young people. In addition, the misinformation they receive from their associates leads us to believe that the problem is not a matter of whether or not there will be sex education today, but rather whether or not responsible individuals will be interested and involved in the quality of education that takes place.

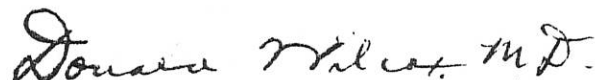
As one facet of learning about health, oneself, and the family, sex education is a program traditionally offered by this Department. Programs are conducted through communities and schools, in cooperation with local departments of health and education.

Because of recent unfounded and unethical attacks on this vital program, we believe it is important to restate our support of this activity and to commend the thoughtful and well-planned programs which have been developed in Kansas.

Our goal is to promote the best potential of the individual to understand himself and his society and to protect his physical and mental health. We believe that health education incorporating family life and sexuality is an essential step toward reaching this goal.

Sincerely,


President
Kansas State Board of Health


Acting Director of Health

Suggestions for Defense Against Extremist Attack:

SEX EDUCATION
IN THE
PUBLIC SCHOOLS

COMMISSION ON
PROFESSIONAL RIGHTS AND RESPONSIBILITIES
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.
Washington, D. C. 20036



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THE NEED FOR SEX EDUCATION

Acknowledging that the family is the basic unit in our society and that the core of family life is the husband-wife relationship, sociologists, educators, and physicians have increasingly taken the position that openness and knowledge about male and female roles can contribute significantly to the promotion of happy and enduring marital relationships. In these times few people need to be told that a child's early perceptions of the interpersonal relationships of family life and human sexuality can have a lifelong influence on his emotional and psychological health. Modern educators believe that a clear understanding of the psychosexual aspects of human development, within the context of the moral responsibility of one person to another, is an important positive factor in the attainment of wholesome, emotionally balanced adulthood.

The majority of educators and physicians support the view that primary responsibility for sex education and learning about family relationships lies with the parents themselves. This belief is shared by clergymen, civic leaders, legislators, and many others who are sensitive to the fundamental needs of children. And yet, there is evidence to indicate that the family environment often does not provide young people with an accurate and adequate understanding of the facts of human sexuality. For example, research studies have shown that the early education of most American youth concerning the physiological aspects of sex does not take place in the home.

One recent Purdue poll of 1,000 teenagers showed that the majority "got the word" from their friends (53 percent of the boys, 42 percent of the girls). Another 15 percent "pieced things together" from a variety of sources (TV, movies, books, pornographic and otherwise); 6 percent received instruction from school; 7 percent were advised by adults other than parents. Only 15 percent of the boys and 35 percent of the girls received sex education from their parents.¹

The Role of the Schools: A Partnership with Parents

Obviously, every child is going to obtain some kind of sex education--or miseducation. The crucial question is whether he will obtain the necessary factual knowledge and orientation to guide him in a healthy understanding and acceptance of human sexuality. A clear majority of parents believe that the public schools have an important role to play in this vital educational area. A June 1969 Gallup Poll indicated that 71 percent of all adults questioned favor sex education in the schools.

While some parents may be skeptical at first of sharing this basic responsibility with others, however qualified, the clear trend over the past 10 years has been for parents and educators to become partners in the family life and sex education of America's children.

Most family life and sex education programs have been developed through active participation by parents and educators within a local school system. Enlightened leaders today believe strongly that other community leaders should also play a part in determining the content and methods of such programs. Open and informed interaction among parents, educators, and other professionals can help significantly in providing family life and sex education programming designed to foster healthy emotional growth and maturity among the nation's youth.

It is apparent that our society has much to gain from the development of educational programs that will contribute positively to the task of preparing the nation's young people to become socially responsible--and responsive--participants in the interpersonal relationships of adulthood and family life. Recognizing this, many educational and medical groups, including some of the most prestigious professional organizations in America today (see Appendix A), have endorsed the concept of professionally prepared and implemented family life and sex education curriculums. Support also comes from religious groups, fraternal organizations, governmental agencies, and parent-teacher associations. Increasingly, such organizations are recognizing that the permissiveness of our current society greatly intensifies the need for a strong school-community partnership in the establishment of effective sex education programs for the young.

THE ATTACK FROM THE FAR RIGHT

Public school systems are faced today with an intensive effort on the part of Far Right extremist groups to discredit family life and sex education programs: such programs are being associated with "smut" materials; they are being labeled "immoral," and "destructive of religious belief." The irrationality of the attack is underscored by charges that sex education in the schools is "part of a Communist conspiracy," that it is "sponsored by degenerates," and that its purpose is to "undermine the morals of American youth."

Such charges, aimed at eliminating valuable educational programs, are having serious effect in a number of localities throughout the country. According to reports received by the NEA-PR&R Commission, communities in 13 states have canceled, postponed, or curtailed their sex education programs as a result of extremist attacks; 20 state legislatures are considering legislative proposals for investigation, restriction, or prohibition of sex education in public schools; two state boards of education have taken action opposing SIECUS (Sex Information and Education Council of the United States) material; organized groups have gone to court in at least six states to keep sex education out of the schools.

That the irresponsible claims of extremists are succeeding in destroying care-

fully developed and constructive sex education programs in a number of American communities is, in a sense, a measure of how vulnerable many parents feel in this sensitive area of their children's education. Quite naturally, parents are anxious to protect their children from unhealthy or corrupting influences from any source; quite naturally, parents are concerned that this aspect of public school programming be a truly constructive and enlightening experience for their children. The current campaign to abolish sex education in our schools seeks to exploit these natural anxieties and concerns. At the heart of the right-wing attacks are unfounded allegations, innuendos, trumped-up charges, sensationalism, and blatant lies. Without ever really examining the specific merits or possible deficiencies of an existing local school system's program--an approach which could be truly constructive--extremists seek to destroy it entirely. If such groups are successful, the effect will be to deny the advantages of constructive programs of family life and sex education to present and future generations of children.

But it is becoming increasingly clear that the stakes are even higher than the loss or retention of any specific aspect of public school programming. There is reason to believe that the forces behind the anti-sex education campaign are intent on infiltrating and taking control of local boards of education and other community agencies and organizations. Another important objective appears to expand the financial and political base of the extremist groups through the public support obtained in propagandizing sex education as a "hot issue."

It should be emphasized that there are parents critical of family life programs in their schools who have no connection with any extremist organization, but who are genuinely concerned with their children's education. Parental inquiry, expressions of concern, and suggestions are welcomed by school administrators and teachers; clearly, public education has much to gain from honestly offered criticism and advice. Unfortunately, the extremist application of destructive criticism to the schools in many American communities is so great that the sincere criticism of parents is often difficult to hear. Children, school personnel, and parents are educationally shortchanged as a result of the hue and cry raised by organized extremist groups.

If the flow of destructive--and educationally disruptive--criticism is to be halted, and if any measure of responsible control over the schools is to be preserved, it is essential that school officials, education associations, and concerned parents organize an effective defense against the forces of extremism. The preparation of such a defense requires, first of all, an understanding of the particular tactics of extremism, as these tactics have appeared in the various communities where anti-sex education drives have been launched.

The Big Guns Begin

The spring of 1968 marked the first major offensive in the right-wing anti-sex education campaign. It was at this time that Christian Crusade announced the summer publication of a book by Gordon V. Drake, Blackboard Power--NEA Threat to America. Representative Rarick of Louisiana probably heralded the forthcoming crusade against school programs by entering remarks opposing sex education in the June 26 Congressional Record. In September 1968, Dr. Drake published a second

diatribe, Is the School House the Proper Place To Teach Raw Sex? A new target of right-wing attack was now clearly established. The shock troops of extremism were armed and ready to fire.

The sudden launching of attacks on sex education caught the John Birch Society unawares. It took one of the most vocal and militant anti-Communist organizations in our country all of six months to perceive the "Communist threat" of sex education programs. In January 1969, Robert Welch, director and founder of the John Birch Society, wrote that sex education is a "filthy Communist plot." This became a battle cry of extremist attack, soon to be joined by various other groups with an interlocking network of leadership and personnel. Chief among these are the following: Voice of Americanism, which has published Sex and Subversion by Dr. William S. Birnie; Let Freedom Ring, whose founder, Dr. William C. Douglas (also editor of the Sarasota County, Florida, Medical Society), has expounded upon the "Communist conspiracy" in sex education in his telephone messages; American Education Lobby; Liberty Lobby, which sells a record entitled The Child Seducers (Mr. Lee Dodson, who is connected with Liberty Lobby and the White Citizens Council, now heads American Education Lobby); The Conservative Journal (the wife of the editor and publisher has written a book entitled The Sex Education Racket); The American Council of Christian Churches founded by Carl McIntyre, a leading right-winger; and, of course, the organization that opened the attack on sex education, Christian Crusade.

It seems evident from the statements of their leaders that the objectives of such groups go far beyond the destruction of sex education programs. In 1960, Robert Welch, the elder statesman of the far right, urged his followers to join their local Parent-Teacher Associations and take them over. On November 16, 1969, Gordon Drake wrote: "From a nationwide perspective, I see the battle is just beginning. It is, as our enemies say, more than a matter of sex education. It is a question of who will run the schools."²

Proliferation of Fronts

In his continuing war against Communism (a war that has been continuously profitable for the John Birch organization), Robert Welch has declared: "We would organize fronts--little fronts, big fronts, temporary fronts, permanent fronts, all kinds of fronts." And in the attack on sex education, as in other activities of the Far Right, there has been a vast proliferation of front groups in communities throughout the nation. The chief John Birch front is MOTOREDE (Movement to Restore Decency). The anti-sex education drive is further aided by American Opinion Bookstores (Birch Society publication outlets) which sell materials from nationally recognized extremist groups opposing family life programs. Additionally, there are front groups not openly identified with MOTOREDE, which use either Birch Society material, tactics, and/or the Birch line. For example, a newspaper article from Louisiana states: "Representatives of the Concerned Parents Association charged at the regular meeting of the East Baton Rouge Parish School Board yesterday afternoon that sex education is 'a Communist plan to destroy our family and our morals.'"³ An article from California tells how teachers have been accused of "participating in a Communist plot and at the same time of using Hitler tactics."⁴

Involvement of the Unsuspecting

In his book, How To Listen to a John Birch Society Speaker, Harvey B. Schechter writes:

No amount of explanation can camouflage the simple fact that front groups are created for the express purpose of deception. Communists create fronts to conceal their interest in and manipulation of the legitimate--sounding "causes" for which the front groups are established. Front groups also serve to enlist unsuspecting Americans in such causes and to "soften them up" for actual recruitment at some later date into the organization which created the front group. The Birch Society creates fronts for these very same reasons, and the device is deceitful, regardless of who does it or why.⁵

Birch Society material states: "We have long felt that we should somehow find an easy, organized way to get others to help finance the tools we need for our educational programs. We feel that we now have the built-in opportunity to do just that through the use of our new filmstrip, 'The Innocents Defiled.'⁶ The film mentioned is a smoothly contrived production which grossly misrepresents the content and methods of family life and sex education programs being used in public schools and which portrays the advocates of such programs as a morally depraved lot bent on the corruption of American youth. The film's key message, of course, is that family life programs in the schools are part of the Communist conspiracy to destroy the moral fabric of the nation with the ultimate aim of overthrowing the government of the United States. The film is a "horror story" that uses the typical extremist propaganda tactics: guilt by association, oversimplification, gross exaggeration, quoting out of context, and outright misrepresentation of facts. With such tactics as these, right-wing forces that direct the various front groups are able to play on the normal anxieties and concerns of parents, to undermine public trust in the schools, and to draw the unwitting support of sincerely concerned American citizens to their own organizational goals.

Extension to Total Public Education

It is obvious that a school system under siege from the Far Right has a great deal more at stake than a particular course of study. Financial support, public trust, and the academic freedom of the classroom are all in jeopardy. During the 1968-69 school year, a front group calling itself the Concerned Parents of Family Life Education Program Committee in Illinois sent out a letter which stated:

We are again warning the Board of Education that if this Sex Education Program is adopted by the Board, we shall block any proposed increase in taxes earmarked for this school system. We now have sufficient members and finances to contact every family in School District 96, and expose this fraud perpetrated

on the young minds of our children. We will spare no efforts to protect our children from this sinister plot to subvert their minds. You will have no tax increase when parents know how you are wasting their money, and at the same time twisting the minds of innocent children.⁷

In June 1969, the Reverend Millard L. Carlton was quoted in a Wichita paper as saying: "Another way we can get them where it hurts, in their pocketbook, is on a bond issue. Everyone knows they're going to have a bond election before long. I could defeat any bond program they suggest. There's enough people who follow me to defeat any bond proposal they come up with."⁸

Disruption of school board meetings was advocated by an extremist in California when he was reported to have told a group he was addressing: "Go to school-board meetings in your towns and other towns. Applaud and groan at the right times, and if necessary stomp your feet and scream. . . the more brazen you are, the more attention you'll get . . . it infuriates people in the program when you refer to it as a 'sex program.' It'll upset them, and when they're upset, they don't think so well."⁹

The threat to academic freedom was quite blatant during the course of an anti-sex education drive that emerged recently in Nashville, Tennessee. During the 1967-68 school year, the Nashville school board authorized a family life and sex education course of study to be developed and chose a group of teachers, assisted by citizens representing various segments of the community, to undertake the task. No problem was encountered until January 1969, when the John Birch Society encouraged its members to oppose sex education programs in the schools. From that time on, members of this committee were harassed, threatened, and intimidated by phone by anonymous callers. The materials recommended for use in the program were condemned by the organized extremist group as being pornographic. In this instance, the right-wingers achieved at least their initial purpose; under extremist pressure, school authorities abandoned plans for the sex education program.

Professional personnel who have been authorized by their school board to produce a course of study, complete with texts and supplementary instructional resources, have the right to do so, free from coercion. Any infringement of this right constitutes a violation of the teacher's academic freedom.

The Rhetoric of the Right Is Wrong

The four major points usually raised to advance the arguments against sex education in the public schools are as follows:

1. Sex education is a Communist plot.
2. Pornography is introduced into the classroom via sex education.
3. Sex education should not be taught without the teaching of religious morality.
4. Sex education should be left to the family.

Although all four of these points are employed by right-wing organizations, the last two are shared by some parent groups that do not use extremist tactics or techniques. The first two reasons are allegations without basis in fact. An obvious fault of the Communist conspiracy fantasy is the attempt to assess the motivation of any individual or group without a great deal more evidence than the attribution of guilt by association, innuendo, and falsehood. The principle organizational support for family life and sex education programs comes from well-established, widely respected religious, professional, and civic groups; as noted earlier, recent public opinion polls indicate that a clear majority of adult American citizens favor such programs in the schools. To claim that such organizations as the American Medical Association, the National Congress of Parents and Teachers, or the National Council of Churches--or the majority of American citizens--would enter into a Communist conspiracy or would favor the introduction of pornography into the classroom is to make a charge that can only be described as irrational. There would be more logic in the claim that the right-wing extremists themselves are part of a totalitarian conspiracy, because the narrow, chauvinistic views; the scare tactics; and the heavy-handed violations of academic freedom they seem to espouse tend to produce the kind of repressive society that has historically invited social unrest and political subversion. Moreover, an objective view of the types of family life and sex education curriculums that have been developed for use in America's classrooms can only support the conclusion that evil may indeed lie in the eye of the beholder. It is not unreasonable to believe that many of those who would honestly characterize such programs as pornographic are themselves the victims of an early miseducation which taught them to view the facts of human sexuality as pornographic.

The last two reasons cited for opposing sex education are judgments. The argument that religious morality must be contained in the teaching of sex education in the schools is a judgment. Students are taught moral judgments in school everyday. The teaching of the moral and social values of our society is inherent in many of the subject matter areas currently being taught in the public school system. Sex education should be conducted in cooperation with parents in a community; the religious aspects of such a program can best be obtained by the student from his family and from his place of worship. The last argument, that family life and sex education should be completely left in the home, is also a judgment. Research studies indicate that the job is not being done in the home and that most parents have decided that they support sex education in the schools where the youngsters have an opportunity to participate in a sequentially structured program appropriate for their age level and taught by qualified teachers.

Freedom of Dissent: A Right Violated

The views of the extremist can be introduced into a free society's marketplace of ideas, but his disruptive tactics should not be tolerated. An individual has every right to express his opinion that sex education is a Communist plot or that pornography is introduced into the classroom via sex education. When the sole support for these opinions rests on gross distortions of truth, threats, and libelous accusations, then the criticism is clearly destructive and has the effect of undermining the school system and destroying parental confidence in teachers and school administrators. When the philosophy of "the end justifies the means" is applied to education, teachers and their professional associations throughout the country should condemn the tactics of such criticism wherever they are found.

The schools belong to the public, and all of the public should decide if the community is to have a family life and sex education program. This decision can be discussed and debated by the public, but it deserves to be made free of the application of purely destructive criticism.

Stages of an Extremist Attack

An effective defense requires understanding of extremist attack methods. Regardless of the argument or name of the front group used by the right-winger in your community, his tactics are likely to follow the general pattern of extremist activity in communities across the nation. Typically, the extremist attack against sex education occurs in four stages:

Stage 1: Sowing the Seeds of Doubt:

The public cry of indignation over the dangers that a course in family life and sex education is supposed to hold for the children in the public schools usually takes the form of rallies, protest meetings, and demonstrations. These activities are often conducted simultaneously at the local and state level. The main objectives are to arouse the public by informing the people of the supposed dangers in the schools and to prepare for the next step.

Stage 2: Internal Incubation:

Right-wing organizers will establish front groups that will give them the opportunity to identify potential supporters and opponents of the anti-sex education forces within the community. A plan of action will be set up by the front group, the scope of the target will be identified, assignments will be made to individual members of the group, and material will be prepared and distributed. Inviting interested citizens to view a filmstrip or some other audiovisual material pointing out the dangers that sex education can hold for the schools in the community is one means that will be used to enlarge coalitions of opposition. A front group will sponsor outside speakers and authorities from various specialized fields to assist them in spreading the alarm. Telephone calls to talk programs, advertisements in newspapers, circulation of petitions and letters to the editor, as well as letters to local governing bodies and to state and national legislators, are usually part of this stage of the attack.

Stage 3: Outbreak:

The harassing, abusing, and intimidating telephone calls have begun in earnest, and the programs of the front groups are well under way. PTA and school board meetings will be disrupted, and material opposing sex education in the schools will be circulated. Some of the material may become quite vicious at this stage. Any meeting dealing with the targeted issues will be attended by extremist groups in force. It is at this stage of the attack that the right-wing organizations must prepare the public for the coming elections.

Stage 4: Shift to Real Goals: The Power Grab:

Once the extremist elements within the community have fully activated their campaign, they must plan to peak it at the proper moment. This proper moment usually occurs before the school board election or before any other election that might influence the school board--perhaps the city council election if the money for the schools is controlled by that body. The hue and cry raised through the front group usually takes the line that the school board or other responsible agency will not heed the danger signals and abolish the sex education program. Therefore, the public will be told that the only alternative is to elect a new slate of school board or city council candidates. It is at this time that the real goals of the extremist are revealed: the front group will now change the direction of its main thrust and proceed to gear for an election while giving only lip service to its opposition to sex education. The extremist forces will then run a candidate or candidates for office who vow to support the abolition of sex education. If the front group is well-organized, the candidates will probably be vocal members of the group; otherwise, the selected candidates, while in sympathy with the extremists' aims, may be individuals who are not easily identified with the front group.

Again, it should be pointed out that petitioning one's elected representatives, writing letters to the editor, and expressing a point of view are all legitimate activities, well within the democratic process. Even when that expression or criticism is obviously irrational, the critic has the right to voice his opinion.

Nevertheless, when, in attacking sex education, right-wingers utilize methods such as character assassination, intimidating and harassing telephone calls, gross distortions of truth, disruption of school board meetings, rallying opposition against school bond issues, and the tactics previously described, their actions undermine public confidence in the schools, subvert the honest criticism of parents, and threaten the academic freedom of students and teachers.

When it becomes apparent to educators that an extremist attack is being launched against their school system, then a decision on how to handle the criticism must be made promptly. The teachers association, in cooperation with school officials and community organizations, has a vital role to play in defense of the family life and sex education curricula. If a strong defense coalition can be organized, the extremist attack can be rendered harmless; if the defense is ineffectual or nonexistent, the forces of extremism can, as they have in some communities, wrest control of the school system from the responsible majority of citizens. In the final sections of this paper, attention is given to the defensive strategies that may be effectively used by teachers organizations, school officials, and community groups to guard against this educationally destructive possibility.

STRATEGIES OF DEFENSE

PART I. What a Local Association Can Do

Enlisting Community Support*

* Detailed guidelines for associations interested in organizing public relations programs are contained in a recently published pamphlet of the NEA Division of Press, Radio, and Television Relations: A Primer in Publicity for Education Association (PR Bookshelf No. 6).

The establishment of a broad base of community support for the schools and the family life and sex education program is an important element of defense against extremist attack. If coordination in the community for the schools' defense has already begun, then the teachers association should become actively involved. If active community support has not emerged, then the teachers association can play a key role in developing such support. A vital aspect of association action should be wide dissemination of the true nature and objectives of the sex education program in order to combat the half-truths of extremist propaganda.

One key strategy is to invite prominent community leaders and civic groups with a demonstrated commitment to public education to a meeting for the purpose of explaining and discussing the family life and sex education curriculums. The invitees to your meeting might include--

1. Members of the local clergy
2. A local psychologist or psychiatrist (preferably one active in the field of child and adolescent psychology)
3. A physician (possibly on the staff of a local hospital) or a public health official
4. A communications specialist (advertising or public relations)
5. Local, county, or state politicians
6. Media representatives
7. A member of the local board of education
8. Student(s) at high school level (members of Student Council)
9. Teachers of sex education
10. Those who work professionally with youth through youth groups such as YM-YWCA, Hi Y, scouting, and so forth
11. A member of the local bar association
12. Interested citizens who are leaders in community action programs, PTA, League of Women Voters, Anti-Defamation League, Friends Society, civil rights organizations, Rotary Club, church groups, women's clubs, and Chamber of Commerce.

Try to get men and women who hold leadership positions in their respective groups. Recognition of their position will add stature to your support group and will help to win its acceptance in the community. The purpose of this gathering is twofold: (a) to alert the audience to the dangers of the type of criticism the schools are currently receiving and (b) to seek their assistance or that of their organization in defending against the attack.

Prepare a short program for the meeting. Have someone give an overview of the current wave of opposition to sex education on the national and state level (con-

tact your state and local PR&R committee for assistance, if necessary). Draw attention to any materials that have been used in other states and communities which are similar or identical to those used by the opposition in your school district. (Share these materials with the NEA PR&R Commission, and there is a good chance that you can learn the names of other communities where they have been used.) Have another speaker talk about the local situation. Discuss the charges that have been made, and distribute copies of the extremist materials to the audience. Be explicit in exposing the errors and misrepresentations of fact contained in the extremists' charges, and detail the harm that they can do to education in your community.

Determine a definite date for the next meeting of the group. Encourage those present to return with the active commitment of their organization to join in a coordinated defense against the extremist attack. Place the responsibility for participation on the shoulders of the invitees by making it known before they leave that if they are not at the next meeting when assignments are to be distributed, then it will be assumed that their support will not be forthcoming. Attempt to arrange a date for a meeting when all can attend, the sooner the better.

People who attended the first meeting should be called to remind them of the next meeting. These calls will give you an opportunity to determine if you should make assignments by organizations or by individual. If only a few organizations consent to participate, then give the assignments individually, establishing committees for each major area of responsibility.

So far, attacks on sex education programs have been most successful where parents are unfamiliar with the program as it is being conducted in their community. Therefore, it is of utmost importance that the citizens committees be fully informed of the content of the local school system's specific program. Although it may not be necessary to go into the details of the curriculum, the broad outline of the program should be clearly set forth and understood by all committee members, so that the program can be defined for the community and defended knowledgeably against accusation and innuendo.

Suggested Major Areas of Committee Responsibility

I. Legislative Action

As noted earlier, at one time or another during the past year, some twenty state legislatures have considered bills to restrict or abolish sex education in the public schools.

All of this activity indicates the furor of the relatively small right-wing opposition to sex education. Clearly, these activities have accomplished a great deal in a short space of time with legislators who, whatever their own personal opinions, feel that their constituents are suddenly and overwhelmingly anxious to see the programs outlawed. In view of the poll results showing that a majority of citizens favor sex education in the schools, it becomes heartbreakingly apparent that the success of the opposition is a measure of the silence and apathy of the sup-

porters. In order to have positive influence on their legislators, it is necessary for voters to make lawmakers feel the weight of their support for sound sex education programs.

To organize a program for enlisting legislative support of sex education, appoint a special committee to work with legislators on the state level. Ascertain their record in the state capitol on social legislation and on sex education specifically if that has been up for debate. When you have ascertained what their stand is likely to be--in other words, where your support lies--you can direct your approach accordingly.

It is important to remember that all groundwork on proposed legislation is done in legislative committee. After a bill is proposed in one of the houses, it is referred to a committee for hearings. After the extremists have been successful in getting anti-sex education bills introduced, they turn out in great numbers to disrupt hearings, to heckle anyone who speaks up for sex education, and to give loud and vocal support to the legislation they are trying to get passed. Invariably, because of the sheer weight of numbers and the violence of their attacks on the very concept of sex education, they receive wide coverage from the press. Almost always, they try to give both legislators and the general public the idea that sex education is something which all respectable citizens are against.

IT IS VITAL THAT YOU LEARN THE DATE OF PROPOSED HEARINGS, AND TURN OUT IN LARGE NUMBERS. BE PREPARED TO SPEAK IN FAVOR OF SEX EDUCATION.

- Work with individual local and state legislators, invite them to attend meetings, and also ask them to speak in support of sex education. If they are opposed to it, invite them to debate the issue with a strong speaker.

IF A LEGISLATOR OPPOSES YOUR PROGRAM MAKE IT CLEAR THAT YOU WILL SEEK THE SUPPORT OF HIS OPPONENT. IF YOU DON'T GET COOPERATION, PUBLICIZE THIS FACT IN THE PRESS.

- Organize a well-coordinated, community-based program to encourage legislative support of family life and sex education in the schools. Circulate petitions, and be sure that the number of signers is impressive. If possible, run the petition as an ad in your local newspaper.

- Make personal calls on state senators and representatives in their offices; present your point of view individually, and in groups.

- Write letters asking for their support.

- Work very closely with the press in all your efforts with Congressmen. Publicize every statement made in support of sex education and encourage legislators to make their statements to the press directly, as well as to your committee.

- Don't forget the political leaders in your locality. Contact leaders in

both (or all) parties, get copies of platforms, and urge inclusion in these platforms of legislative proposals favoring sex education.

- Where does your governor stand on the issue? Include him in all of your petitions, correspondence, and visits.

Your state education association can be of assistance to this committee. The association can supply information on pending legislation affecting sex education, personnel of the legislative committee hearings, and past voting records of your representatives.

2. Press Relations

Sex education is very much in the news today. Make the most of this interest by presenting the pro-sex education point of view to the press at every opportunity. Publicizing the activities of your community support group will of course be easier if you have a publicity chairman who has had some experience in working with the press. On the other hand, there's nothing difficult about getting coverage if your committee observes a few simple procedures.

- Prepare a publicity list which covers your region, using the yellow pages of your telephone directory. N.W. Ayer and Son's Directory of Newspapers and Periodicals, available at the reference desk of most libraries, is also helpful.

- Be sure this list includes all the small weeklies, area shopper news, and neighborhood papers in your community. Also include the names of publications of local churches and civic groups which you can look to for support.

- Make it a point to meet and talk with editors and publishers of newspapers and periodicals in your area, and interest them in giving you editorial support.

- Don't be afraid to tackle the national press when you have a good story. Interest in the controversy over sex education is widespread, and all stories are based on local programs and reaction to them. What's happening in your town right now may well be of interest all over the country.

- Double-space your release. End each page with a paragraph, rather than in the middle of a sentence.

- Be sure to put your name, address, title, and telephone number at the top of the first page. The editor may want to contact you for more information.

- Keep your story factual, terse, and to the point, but be sure it tells the whole story.

- Include a release date. If you have a speaker scheduled for December 12, obviously you don't want the release to run on December 11 before he has delivered his

speech. If time is of no importance, mark the story "FOR IMMEDIATE RELEASE."

- If you can get a picture of an elected officer, speaker, or any individual about whom you write a story, be sure to send it along. Identify the photograph with a caption, so that even if it becomes separated from the release it will be used.

- If you have an open meeting scheduled, you will want to invite reporters who will then write their own stories. Write or telephone invitations, explaining the importance of the event.

- Consider the possibility of a feature story. Work with the press on a story telling just what family life and sex education tries to accomplish, the reasons for the need for sex education, and the facts about how it is being developed in your community.

And don't forget the local radio and television stations.

Most regional radio and television stations attempt to cover local news. Get acquainted with the stations news editors, and find out just what they will use in the way of information. Then, keep them supplied.

Work with the station managers to set up interviews of recognized community leaders who have been actively interested in sex education. Panel discussions should also be arranged, possibly among youth leaders and young people themselves, presenting an honest and forthright view of the current controversy.

3. Speakers Bureau

It is important to enlist the aid of forceful and informed speakers who can make intelligent and dynamic presentations in favor of responsible family life and sex education programs and who can provide a clear picture of the sex education programs planned or under way in your school system. Speakers on the subject of sex education might be recruited from the teaching staff, the board of education and administrators, the clergy, the medical profession, psychologists, leaders of youth groups, and others accustomed to working with young people.

Here is an ideal way to involve the young people themselves. Concerned students will respond positively to an opportunity to express their views, to testify about what they have and have not learned, and to suggest improvements in our present methods of dealing with this important aspect of their development. Contact the schools for the names of class presidents, the president of the student council, and other students active in school affairs. Sound out their opinions and ask that they work with you in live and taped interviews and panel discussions. In building a speakers bureau you do not have to rely on professional speakers. The strength of sincere conviction, backed up by a thorough knowledge of your ongoing program, will more than compensate for lack of extensive speaking experience. It's a good idea to seek out a number of people, so that you can fill numerous engagements as interest builds up and make substitutions for speakers who may be unable to fulfill their commitments.

It is always helpful to have your speaker introduced by an individual of recognized standing in the community or by a member of the organization that requested the guest speaker. Be sure that the speaker's introduction outlines his qualifications for speaking on the vital subject of sex education.

In contacting people with a view to enlisting their aid for speaking engagements, the committee must offer complete back-up support in terms of information on the present community family life and sex education program and on the nature of the attack. Prospective speakers should be made to understand that a possible consequence of the attack is withdrawal of professionally prepared programs from local schools. Valid reasons for the support for such a program must be made clear. If the prospective speaker is cooperative but feels certain gaps exist in his knowledge and background, the committee should supply him with all necessary information and materials.

Speakers can be invited by telephone or letter. When you have received one or two commitments, you will probably find it helpful to refer to their cooperation, as well as to the agencies and organizations which support sex education, in obtaining additional speakers. Sometimes two speakers on the same program provide variety. For example, a clergyman and an educator might each speak on sex education from his point of view.

- Be sure to follow up your conversation with the prospective speaker with a letter confirming the date, time, and place of the speaker's appearance.
- If publicity is planned which will use the speaker's name, it's a good idea to inform him ahead of time.
- Speaking engagements can be arranged with community organizations supporting education. In fact, you should reach your civic and community organizations before the opposition has had that opportunity.
- Such platforms may be arranged through the YM-YWCA, local churches, the League of Women Voters, Rotary Clubs, Kiwanis, Lions, and local women's clubs.
- Local radio and TV stations may be contacted for appearances on interview shows, and similar discussion programs.
- Of course every speaking engagement should be covered by the press. Supply a photograph of the speaker whenever possible.

4. Direct Mail Campaign:

A vigorous and systematized direct mail campaign will help to offset the flood of "anti" literature currently in circulation. Direct mail campaigning can be of particular help in opposing extremist candidates for school board membership.

A direct mail campaign can serve a number of purposes. It can be used to inform and educate parents and other concerned people as to the nature of your com-

munity's ongoing sex education program and to arouse their enthusiasm to support it. It can be used as one facet of a campaign to raise funds.

Your campaign can utilize materials which your committee creates or it can order materials from organizations supporting sex education (see bottom of Appendix B and Appendix C). Mailing lists may be obtained from phone books, voting lists, local PTA, churches, or other community organizations.

5. Materials Development and Distribution

Invaluable assistance to your school-community effort can be rendered by a committee appointed to obtain and develop written and audiovisual resource materials concerning sex education programs and extremist attacks against them. Some of these materials might be developed by the committee itself for use in the work of its fellow committees; i.e., points that might be covered in a phone call to a talk program or contained in a letter, wording of a petition, truth sheet, and so forth.

In addition, pertinent articles can be reprinted (with the publishers' permission) for distribution in the community. Of particular relevance would be the following:

"Why I Can't Join the John Birch Society," by a school principal, Look Magazine, November 3, 1964

"The Plot To Take Over the PTA," Look Magazine, September 7, 1965

The first four or five pages of the book, Danger on the Right, by Arnold Foster and Benjamin Epstein, published by Random House in 1964 (containing a description of what happens when members of the Birch Society capture the leadership of a community). (Also, see Bibliography I.)

If the Birch Society or one of its MOTOREDE committee is obvious in your community, your materials committee might wish to show films obtained from the Anti-Defamation League. The League publishes a catalogue of materials on this subject (Consult your telephone directory for the League Office nearest you). Another approach would be to show films or other audiovisual materials in favor of family life and sex education programs (Appendix C).

When the opposition imports speakers or audiovisual materials, you might distribute critiques of the material or of any written work that the speaker might have authored (see Appendix B).

Additional Activities

Of further assistance in your defense against extremist attack would be the following activities:

- Telephone calls to talk shows in support of the school system's program of sex education. Only attempt to cover one point per phone call. Stress the strengths of the school program, point up the errors of extremist opposition, or mention the national organizations favoring sex education (Appendix A).
- Letters to the Editor. Organize a system for handling letters to the editor so that a steady stream of pro-sex education letters appears in the local newspapers. Letters to the editor must be varied and individualized; your letter writers should put the thought in their own language. This campaign is especially effective when a number of the letters are signed by respected leaders in the community.
- Informal neighborhood meetings. Set up a series of neighborhood coffee klatches to inform citizens of the sex education program being conducted in the school system and of the dangers of the extremist attack against it.

The implementation of a few of these suggestions may be sufficient to render the extremist attack harmless. However, if the opposition intensifies or is able to maintain itself, your activities must increase. Your primary strategy is to enlighten and inform the citizens of your community.

PART II. What A School System Can Do

It is often said that the best defense is a good offense. With respect to extremist attacks against public education, the most effective strategies of offense would be directed toward preventing such attacks or at least thwarting them before they reach major proportions. Accomplishing these objectives--prevention, or rendering an attack harmless before it is well under way--will usually depend upon the following:

1. An active public relations department of a local school system. That department should prepare the community for the type of family life and sex education program that the system plans to implement and should keep the citizenry fully informed of the instructional methods and curriculum currently being conducted in this educational area.
2. An immediate response to the first unjust attack on the curriculum. The response should be handled through procedures established by the school board, but those procedures would be designed to facilitate an immediate, effective reply.

Many districts, however, are not so well-prepared to deal with extremist forces. In those districts where the extremist attack is unanticipated, it is necessary for school officials to resort to a good defense. The following defensive strategies are suggested, not as a panacea to the problem of extremism in all districts, but

simply as guidelines that may, through adaptation to local needs and circumstances, be of assistance to districts under attack from the Far Right:

1. The school board should be committed to the family life and sex education program, should understand it thoroughly, and should readily support the administration in the event of extremist attack against the program.
2. All people who have any connection with this program, including administrators and teachers, should be brought together in order to understand the scope of the attacks and to work up a suitable reply to the charges and complaints.
3. Care should be taken against allowing one individual to be identified with the program. In some districts faced with extremist attack, the burden of response has fallen on one person--a superintendent, another administrator, or a classroom teacher--to such an extent that this individual has become closely and personally identified with the program by the extremist group at the eventual cost of his position within the school system. It is essential, therefore, that the school board, the administrators, and the classroom teaching staff maintain a united front against extremist charges, so that the opposition will be unable to identify any one individual with the sex education program or its defense. Further, the unanimity of school system response to attack will greatly increase the forcefulness of that response.
4. In order to broaden the base of community support for the sex education program, it would be helpful to invite well known, highly respected citizens in the community to view the program materials and the course content and issue a positive evaluative statement to the public.
5. School officials should enlist the aid of the local education association on behalf of the program, and, in turn, the resources of the state and national associations should also be utilized. The initial response of a school system might involve the following procedures:
 - (a) The release of a news bulletin to the effect that the school board backs the family life and sex education program, and that a panel of prominent citizens has been established to review the program. (If possible, the citizens panel should consist of members of civic and community groups as suggested on page 10.)
 - (b) The release of a public statement in support of the program by the citizens review panel.
 - (c) The release of a public statement by the local education association, supporting the findings of the citizens review panel and commending the school board for authorizing this program in the schools.

It is very important that the school system's defense be fully coordinated and that all public announcements be released at the proper time; i.e., by the time (a) has been completed, (b) should have been under way for some time, and the statement from the citizens review panel should be already prepared and ready for release.

6. From this point on, a school release should be issued regularly, for the purpose of dispelling rumors and correcting false information.
7. Parents should be encouraged to visit the school system, to attend meetings to ask questions and to hear knowledgeable explanations of the family life program, and to view the materials used in the program.
8. A telephone answering service might be instituted, with wide publicity given to a school telephone number parents could call to ask questions concerning the family life and sex education program.

What is your defense if your school system does not have a family life and sex education program currently in effect? Many school systems throughout the country have been attacked while they have been in the process of developing such a program. The difficulties of defense are magnified when the program under attack is not yet operable. In such instances, it may be that the school board has not yet taken a public position on the program; its policy declaration on the matter will probably await review of the program plan. If extremist opposition begins at this preliminary stage of program development, the best defense should probably relate to the issue of academic freedom. Does a group of teachers and citizens authorized to prepare a course of study for school board consideration have the right to carry out its assignment free from intimidation, threats, and harassment? The school system's response to extremist attack should emphasize that any violation of this right is a clear and present danger to the academic freedom of the classroom.

IN SITUATIONS WHERE THE SEX EDUCATION PROGRAM IS ONLY IN THE PLANNING STAGE AND IS NOT YET READY FOR PUBLIC REVIEW, IMMEDIATE RESPONSE TO EXTREMIST ATTACK IS ESSENTIAL: A DEFENSE BASED SOLELY ON THE ISSUE OF ACADEMIC FREEDOM WILL PROBABLY FAIL IF THE ATTACK HAS ENTERED STAGE 3 OR 4.

In any case of extremist attack, school officials should be aware of the following Federal Communications Commission regulation, which applies to all licensed TV, AM, and FM stations:

When, during the presentation of views on a controversial issue of public importance, an attack is made upon the honesty, character, integrity or like personal qualities of an identified person or group, the licensee shall, within a reasonable time and in no event later than one week after the attack, transmit to the person or group attacked (1) notification of the date, time and identification of the

broadcast; (2) a script or tape (or an accurate summary if a script or tape is not available) of the attack; and (3) an offer of a reasonable opportunity to respond over the licensee's facilities.

Certain stations may seem to be negligent in following the provisions of the fairness doctrine to the letter. For this reason, school officials faced with extremist attack should write to their local station managers immediately, expressing the school system's interest and stand in the controversy over sex education.

REMEMBER

There are at least two reasons why extremist groups, employing the tactics of destructive criticism, are so frequently successful, particularly at the polls:

1. There is little or no organized opposition to the activities of the extremists in their exploitation of the honest fears and questions of an uninformed public.
2. School systems either do not have, or they fail to adhere to, established procedures for the selection of texts, films, and other material used on a regular basis in their family life and sex education courses. 10

It is essential that school boards, administrators, classroom teachers, and local association leaders, recognize what is truly at stake in the current sex education controversy. As noted in a June 1, 1969 editorial comment of the Washington Evening Star, "The drive [against sex education] must not succeed. For the alternative to proper, controlled, and accurate sex education is the back alley and the washroom with its guaranteed misinformation, anxiety, and needless lasting guilt." Of even deeper significance, the alternative to responsible majority control of public education, with proper guarantees of academic freedom in the classroom, is the extremist take-over of the schools, the replacement of education with narrow, chauvinistic indoctrination and the destruction of that free spirit of inquiry which is an essential element of teaching and learning.

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5. Schechter, Harvey B. How To Listen to a John Birch Society Speaker. New York: Anti-Defamation League of B'nai B'rith (315 Lexington Ave.), 1967. p. 16.
6. First page of material from Robert H. Leaman, Western Director, Ad Hoc Committees, Larry Pearson, Coordinator, Ad Hoc Committees, Richard Woodin, American Opinion Bookstores.
7. Letter from Concerned Parents of Family Life Education Program Committee, Hollywood, Illinois
8. The Democrat and Daily Record, Wichita, Kansas, June 7, 1969.
9. Good Housekeeping, November 1969, p. 184.
10. The National Council of Teachers of English has criteria for the selection of textbooks and a procedure for handling the complaints of parents concerning a text. This criteria and procedure could be adopted for use in your school system. For a copy, write to the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, or the NEA-PR&R Commission.

APPENDIX A

SEX EDUCATION IN THE SCHOOLS IS APPROVED BY THE FOLLOWING NATIONAL ORGANIZATIONS:

American Academy of Pediatrics

American Association for Health, Physical Education, and
Recreation (AAHPER)

American College of Obstetricians and Gynecologists
(Committee on Maternal Health)

American Medical Association (AMA)

American School Health Association

American Public Health Association (Governing Council)

National Congress of Parents and Teachers (PTA)

National Council of Churches

National Education Association

National Education Association (NEA and American Medical
Association (AMA) (Joint Committee on Health Problems
in Education)

National School Boards Association and American Association
of School Administrators (Joint Committee)

Sixth White House Conference on Children & Youth

Synagogue Council of America

United States Catholic Conference

APPENDIX B

SOME MATERIALS PREPARED BY EXTREMISTS TO OPPOSE SEX EDUCATION

Filmstrips

The Pied Pipers

The Innocents Defiled*

Pavlov's Children

Records

The Child Seducers

Sex Education in Our Schools

Books

Blackboard Power--NEA Threat to America by Gordon V. Drake*

The Sex Education Racket by Phoebe Courtney#

Pamphlets

"Is the School House the Proper Place To Teach Raw Sex?" by Gordon V. Drake-

Contains some of the same examples used in "The Innocents Defiled"

"The Truth About the New Sex Education in the Schools" by William McBernie

"Sex Education Problems" by Gary Allen

Dan Smoot Reports

Reprints of Birch Materials

* Critique available from:

Commision on Professional Rights
and Responsibilities
National Education Association
1201 Sixteenth St., N.W.
Washington, D.C. 20036

Analysis available from:

Richard Purchase
Pennsylvania Council of Churches
900 South Arlington Avenue
Room 103
Harrisburg, Pennsylvania 17109

APPENDIX C

Additional sources that may be of assistance to you.

1. SIECUS
1855 Broadway
New York, N.Y. 10023

The opposition will undoubtedly criticize SIECUS when they attack your school program. Hence, you should be informed about the Sex Information and Education Council of the United States. Write them for information.

SIECUS also has a tape interview with Dr. Mary Calderone, director of SIECUS, available for \$5. The subject of the interview is "The Case for Sex Education."

2. Institute for American Democracy
1330 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Institute for American Democracy publishes a monthly newsletter entitled Homefront and other material on extremists. The \$5 charge per year for Homefront is a sound investment and will alert you to the additional material the IAD has available in the extremist area.

3. Group Research, Inc.
1404 New York Avenue, N.W.
Washington, D.C. 20005

First issue each year of its semimonthly newsletter is a summary of right-wing activities. The \$25 charge per year for the Group Research Reports will enable you to keep abreast of extremist activity.

APPENDIX D

RESOLUTION - JULY 1969

69-6. Family Life and Sex Education

The National Education Association believes that sex education which provides children and youth with information appropriate to their age is basic to healthy, well adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

APPENDIX E

JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION
OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL
ASSOCIATION

RESOLUTION

adopted February 9-11, 1969

SUPPORT FOR SOUND SEX EDUCATION

- Whereas, Programs of sex education in schools have received considerable public attention, have increased in number and expanded in scope in the past few years, and
- Whereas, Sex Education is recognized as a responsibility of the family with the reinforcement and assistance of the church and school, and
- Whereas, Many schools have found that sex education is best presented as part of a sequential health education program, and
- Whereas, Effective sex education programs must be taught by perceptive and qualified instructors who are aware of the impact of their own values on their students, and
- Whereas, Some physicians and educators are concerned because both critics and proponents of sex education programs have presented issues in a sensational manner which negates a sound philosophical and educational approach, therefore be it
- Resolved, That the 1964 and the 1965 Joint Committee resolutions "Schools and Problems Related to Sex" and "Orientation of Physicians: Sex Education of Patients" with all their concepts and purposes be reaffirmed; and therefore be it further
- Resolved, That the counsel and support of appropriate school-community advisory groups be sought so that such programs will meet the unique needs of the children in each community.

APPENDIX F

SEX EDUCATION

WHEREAS, Problems related to family life, sex education, and related interpersonal relationships are of concern to children and youth and have a bearing on their present and future welfare, and

WHEREAS, Children and youth need reliable information and interpretation from competent adults on issues bearing on their emotional and social well-being, and

WHEREAS, They learn best when there are cooperative relationships among families, schools, and communities, and

WHEREAS, There is concern that both critics and proponents have presented sex education issues in a sensational manner which inhibits the further development of a sound program,

Be it RESOLVED:

1. That a total institutional approach to human sexuality be initiated in the schools,
2. That schools develop sequential K-12 health education programs which encompass family life and sex education,
3. That schools assume leadership in involving parents and other responsible community leaders in the development and interpretation of school programs in family life and sex education.
4. That schools employ competent staff professionally prepared to assume leadership in the development and direction of comprehensive health education programs,
5. That inservice programs for better understanding of the school's responsibility be developed.

Approved by American Association for Health,
Physical Education, and Recreation
Board of Directors and
Representative Assembly
April 1969

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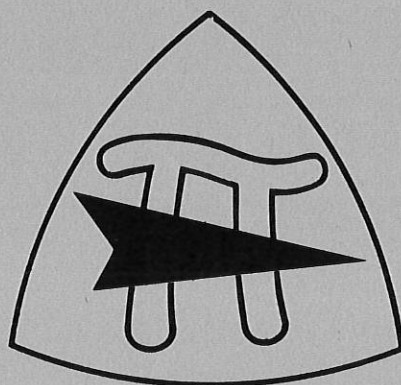
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Sex Education Issues

**Kansas State Department of Health
Topeka, Kansas**

THIS PACKET....

was prepared in response to requests for information on sex education in Kansas and the current controversy about it. Whether or not there is controversy in your area, the most important thing you can do as a responsible citizen is to become informed about the program in your school district. Obtain as many facts as possible about the need for a program, the materials being used, and the response of students in your community. Issues which appear to arise out of rumors or gossip should be fully investigated for validity.

The Kansas State Department of Health, through the Divisions of Maternal and Child Health and Health Education provide on request, consultation in growth and development and health, including family life and sex education to community, church, school and professional groups. In cooperation with public and private health and education agencies, the department sponsors workshops, seminars, and classes for parents, teachers, nurses, and physicians.

The Department of Health is aware of many programs of sex education in Kansas which began with community participation. Sex education is not mandatory in Kansas.

We hope that this resource information will be helpful in clarifying some of the current issues. If you wish to request consultation or further information, or if you would like to offer suggestions for improving these materials, please don't hesitate to contact:

Division of Maternal and Child Health
School Health Section
Evalyn Gendel, M.D.
Pauline Green, R.N.

Division of Health Education
Mrs. Virginia Lockhart
Mrs. Aileen Mallory

the president's message



The Case for Sex Education

Like politics, national defense, and student unrest, sex education is an issue on which most of us have firm convictions. Nor do we feel any hesitation in expressing these convictions. And perhaps that is as it should be. All four of these subjects touch us closely, and yet all pose questions that are not capable of precise resolution. Hence we tend to believe that our opinion may well be just as valid as anyone else's, no matter what his credentials are.

On the other hand, reason and incontrovertible evidence from the social sciences lead many of us to believe that sex education in the schools is not only desirable but necessary. Ideally the home should be the source of sound sex education, and for many children it is that. But what about the millions of children who for various reasons are either denied such education or receive miseducation on the subject?

Where but at school can we be sure of reaching these children and enabling them to gain the understanding and information on human sexuality that should be an essential part of every person's education? The children who are receiving sound sex education at home have nothing to fear or to lose from a rerun at school. Those who are not have a great deal to gain from a good sex education program in the school.

Over and over again the PTA has expressed the belief that sound education about sexuality is basic if children are to understand human development, cope with the stresses and pressures of adolescence in modern America, and become adults capable of successful marriage and responsible parenthood. The goal of sex education, we believe, is to develop responsibility in human relations—relations between boys and girls, husband and wife, parents and children.

Of course parents have a major responsibility in this important area of education. Whether we parents are aware of it or not, from a child's earliest years we are imparting to him information and attitudes about sexuality—about what it means to be a boy or girl, a man or woman, a husband or wife, a parent. But important as this kind of teaching and learning is, it is not enough. And for "the more," many parents, even the best of parents, feel incompetent and inadequate. They feel ill prepared, factually or emotionally or both, to teach about sexual development, sex relations, and reproduction, with all their psychological, social, and ethical implications and consequences.

Hence the PTA has long advocated that public schools reinforce good home teaching, as well as help overcome the lack of or the wrong kind of teaching, by providing sex education or family life education—whatever one may choose to call it. It has urged a school role in such education because it has heard the pleas of parents for it. And parents, in their pleas for school help, have had the support of clergymen, physicians, nurses, and social workers who know well the damaging effects of sexual ignorance and lack of sexual ethics.

One of the lessons we have learned over the years is that the public schools are hard put to teach successfully what the community does not want, and in no area is this truer than that of sex education. Where such education has been excellent, it is be-

cause the community wanted it and had a voice in deciding what was taught, and how, and when, and by whom. Here home-school cooperation is clearly essential. The most successful programs, I repeat, have come about through community understanding of the need and value of a sex education program and community participation in the development of its content and method.

When sex education was first introduced in the public schools, there was, as one might expect, opposition in some places from some people. These people objected that the school was usurping a responsibility that rightfully belongs to the home and the church. They ignored the fact that many churches provide no sex education or that if they do they want reinforcement from the school. They also ignored the fact that many homes provide no sound sex education whatever and that many of these homes, like many churches, are eager for the schools to share this task. They disregarded still another fact—that rather than rushing into the sex education field, the schools entered it only after long and careful consideration. The truth is that public schools regard sex education not as their exclusive responsibility but as a responsibility shared with parents, religious institutions, and youth agencies.

Some people object to sex education per se; they believe that information provokes sexual curiosity and stimulates sexual experimentation. The reverse is closer to reality. Ignorance is not a protection. Physicians and nurses report that many teenage girls have no idea how they became pregnant. And the curiosity of children and youth will not be denied or suppressed. When their questions are brushed aside or inadequately answered by parents or teachers, children and youth will seek answers elsewhere—from each other or from older boys or girls. The answers they get may be false and dangerous. The answers may all too often be prefaced by the smirk or sneer that distorts whatever scraps of information may be forthcoming.

It is impossible to insulate children today from information and misinformation about sexuality. As Dr. Haim G. Ginott so cogently puts it in his new book, *Between Parent and Teenager*: "In words and pictures, our children are exposed to sex that is often sordid and vulgar. Our streets are a ceaseless source of misinformation. Smut sellers never hesitate to share sex 'facts' and feelings. Precocious peers willingly tell of experiences, real and imagined."

We cannot shut off children's access to newspapers, magazines, books, movies, television, and advertising. The mass media abound in stories, reports, and discussions of sex relations, sex ethics, venereal diseases, contraception, homosexuality. Some of the material is sober and responsible. Much of it is sensational, irresponsible, pornographic or verging on it. The ques-

tion is not whether the community should provide sex education. The question is whether it is to be a scrap bag or a well-designed package. Unless we provide sound sex education by informed and responsible adults, the chances that our children will be mis-educated rather than educated about human sexuality are dangerously high in our sex-oriented, sex-saturated society.

Hence the need for responsible sex education by trustworthy sources is imperative. This imperative need was recognized by the Congress of the United States when it authorized funds in Title III of the Elementary and Secondary Education Act to assist schools and communities in establishing or improving family life education from preschool through adult levels.

With the need for sex education so obvious and so urgent, its provision by the public schools is now assailed by extremist groups. In the January issue of the bulletin of the John Birch Society the society's founder and president calls for "organized, nationwide, intensive, and angry and determined opposition" to sex education in the public schools. Sex education, he charges, is a Communist plot to weaken the family, corrupt youth, and destroy the concept of morality.

The PTA response to this irrational attack must be nationwide and rational. We must back up our school boards and school administrators in resisting extremist pressures to abandon sex education. We must initiate intensive, nationwide efforts to increase public understanding of the values and purposes of sex education and the crucial need for it. In our efforts we can count on the help of physicians, clergymen, nurses, social workers, family life specialists, educators, and many, many other persons concerned for the well-being of children and youth.

To strengthen family life, to increase self-understanding and self-respect, to develop sensitiveness in human relations, to build sexual and social responsibility, to enhance competence for responsible parenthood—this is what education about healthy human sexuality is designed to do. If America's children and youth are to be rightly educated in this crucial area of human responsibility, the PTA must forthrightly oppose any elimination or weakening of sex education. We are committed to work for expansion and improvement of family life education and for home-school cooperation in providing it. Every child, we believe, has a need and a right to be educated for a responsible, happy family life.

Elizabeth Wunderson

President, National Congress of Parents and Teachers

SIECUS FACT SHEET

March, 1969

Following is information about SIECUS that exists in more detailed form in our Annual Report.

SIECUS' role as a voluntary health organization is not concerned by its Board to be primarily in relation to education, but rather in relation to the whole society via its component elements -- religion, the family, the medical profession, education at all levels.

Thus SIECUS is, in fact, a national consultant organization which consults only on request with community leaders, educators, religious groups, colleges, medical and other professional schools, etc., on their sex education programs. All decisions as to curricula and classroom materials are the responsibility of the group requesting consultation.

SIECUS itself produces no "curricula," no classroom materials for students, no "programs" for schools. It does not produce and/or distribute any sex education materials other than its Study Guides and Reprints which are designed for scientific, religious, educational, and other responsible adult groups. However, SIECUS did complete a contract as consultant with Guidance Associates, an affiliate of Harcourt, Brace & World, by which eight filmstrips were produced by Guidance Associates for use in Junior and Senior High School classrooms. These filmstrips deal only with the processes of reproduction and human growth, and are distributed by Guidance Associates on the open market, with the customary royalties reverting to SIECUS. No further contracts of this nature are envisioned.

This may be one reason for some public confusion about "SIECUS materials for schools." Another source of confusion may be teaching materials for which SIECUS did originally offer informal advice without remuneration, as with the remake of the McGraw-Hill film "Human Reproduction," and the slides "How Babies Are Made." These slides, originally made independently by three individuals who were strangers to SIECUS, were designed by them specifically to be used by parents in their own homes. Acquired and now distributed also as a book by Time-Life, Inc., their use in schools has been by decision within the community, and not on advice of SIECUS.

The SIECUS Newsletter does review sex education material (printed or audio-visual) sent to it for preview by publishers and producers. Obviously, a SIECUS review does not make the item reviewed "SIECUS material", nor imply SIECUS-approval. To separate fact from fantasy, truth from falsehood, SIECUS offers the following:

SPECIFICS

1. SIECUS was chartered in May, 1964, as a nonprofit, tax-exempt educational organization. It is listed in the American Medical Association's Directory of Voluntary Health Organizations.
2. As such its policies are directed by a 50 member Board of Directors, drawn from all professional and religious affiliations, each one serving a three year term that may be extended only by election to a SIECUS office for a specified term.
3. SIECUS has approximately 6,000 contributors.
4. Forty-five percent of SIECUS' support is received from over 100 foundations, including small family funds.
5. With the exception of certain restricted grants, the budget is expected to remain at \$550,000 for the next three years.
6. SIECUS has a staff of 23: 8 at the professional level
 15 at various supporting levels
7. In 1968, four of the professional staff accepted invitations to participate in a total of 210 meetings in 39 states and one territory.
8. The organization has, by decision of its Board, no chapters or affiliates.
9. SIECUS has a publications program of which 69% is self-supporting but not income-producing.
10. There are approximately 8,900 Newsletter subscribers and 2,000 complimentary subscriptions (medical, public libraries and major contributors).
11. SIECUS has distributed 180,000 Study Guides since its inception. In 1967-1968 alone, 138,000 were distributed.
12. Requests for SIECUS consultations and informational materials are received at the rate of approximately 600 per month from public and private schools, professionals, medical organizations, colleges, government agencies, other voluntary agencies and youth-helping organizations.
13. In answer to requests, during the past fiscal year, 68,351 kits of informational materials and 61,113 reprints of articles have been mailed out.

Sex Education

Definitions and Distortions

By EVALYN S. GENDEL, M. D.*

CURRENT SOCIETAL concepts about the much discussed topic of sex education vary from fears that it is instruction in sexual intercourse to expectations that it is a panacea for the psychosexual ills of the times. Such concepts reflect the cultural discomfort still evident about human sexuality and neither are appropriate to the definition.

Sex education, in its broadest sense, is character education. It may be described as one facet of an individual's learning about himself. The educational and developmental tasks of identification of self, of concern for personal direction and aspiration, and of the use of the decision making process, all pertain to human growth. That growth is composed of physical, emotional, intellectual, social, and sexual development to maturity and throughout life.

The sexual aspect of this process, as essential as the others, is the one most frequently ignored and distorted in the formal educational setting. The distinction must be made, however, that "sex education" is occurring, for all ages, regardless of the presence or absence of school programs.

Instant Sex Education

The mass media provide ready access to varied impressions about sex—through television, radio, magazines, newspapers, advertising, and movies. This barrage is generally highly glamorized or vulgarized, and only occasionally concerned with the less sensationalized issues of human interaction and sexuality.

The susceptibility of young and old alike to this highly commercialized "sex sell" is reinforced by another "authoritative" sex information source, the peer group. Most persons 20 years of age and under, receive their "sex knowledge" from their colleagues. Approximately 80 per cent of this group learn the "facts of life" and the

style of their attitudes about sex from their friends. The basis of this exchange is usually misinformation, old wives' tales and jet-age fantasies, mixed with the salaciousness of a secret subject.

Approximately only 20 per cent of the youthful population receive what is commonly referred to as sex education from their parents or other adults such as ministers, family friends, and relatives.

As with the "sex education" inherent in the sex saturation around us, sex education by parents also occurs whether or not it is ever verbalized by them. Their attitudes toward each other, the affectional climate of the home, the manner in which a child is handled and accepted, all contribute to the child's concept of himself as a human being. Where the environment is loving and caring, the results are mostly for a positive view of self; where they are neglectful and indifferent, the results may be negative and frequently permanently damaging.

The best "sex education" program is the one in which learning about being male and female is one aspect of a total learning process, compatible with the fields of health, social studies, and science at the elementary level; and at junior and senior high school, with literature, psychology, biology, physiology, home economics and family life as well.

What Are the Options?

The question is not "whether" education about sexuality, but what kind?

Peer group, mass media, and parent education about sex are here to stay. They have been with us throughout time and history. Children cannot be "wrapped in cotton" and insulated away from the real world around them.

Rather than bemoan the expanding sex scene, responsible adults, ministers, parents, educators, nurses, phy-

sicians, and many other persons have sought means to constructively provide an alternative approach to the study of sexuality. The focus of their efforts has been on designing programs in which human sexuality is placed in a rational perspective as a single element of the multi-faceted personality.

It should be a subject neither neglected nor given special exotic treatment but integrated, through educational planning, into the total learning process. The respectful surroundings of the classroom instead of the locker room, hallway, or back seat of a car, provide at least a different environment for exchanging and absorbing information.

At most, such programs can provide the needed foundation for responsible discussion and study.

In families where parent-child communication about sex has been well established, parents report that a school program supplements the home influence.

Church groups, where adult and youth programs on sexuality have been initiated, report a similar augmenting factor of a school program. The leadership that many religious denominations have taken is reflected in their support of community and school efforts in this concern for growth and development in all its aspects. But for the many children who receive no help from home, and who may never attend church regularly, the school program is the only alternative to the gutter and to the ever-present media stimuli.

Education by Default?

To justify including the sexual component of growth and development in education on the basis of parents or church not reaching all children; or that many parents through fear, ignorance, or indifference are inadequate in their role, is to designate

the school by default. This does not seem an acceptable reason for education in *any* field. The school's role has only *one* justification—the conviction that such education is an important facet of the learning process and that, since sexuality is an integral part of human development, it deserves the academic respect accorded any subject matter.

For other subjects we provide the best resources of library, teacher, adult-student dialogue, and the most reliable materials available. For too long we have implied that the corner newsstand, movies, and friends were really all that were needed for sex education.

The school approach must combine accurate facts with background concerning the family unit, the roles of men and women in a caring society, values and standards of sexual behavior, and the responsibilities of personal moral attitudes as a basis for human understanding. School programs that utilize parents, ministers, nurses, doctors, and behavioral experts have been evolving valuable programs in this interpretation of a good "sex education" program.

This approach will not eliminate the peer group or mass media influences, nor would we want them to do so. They are part of the fabric of the life experience. The option of the school input (never before tried over an extended period or in the framework of health, growth and development and social study) can be the key to the conservation of human resources so urgently needed in this period of rapid technological and cultural change.

Summary

Sex education in school and community is not a subject by itself. It can only take place in the perspective of a larger totality of learning. It should be included as a planned portion of the regular curriculum in health, social studies, and other areas, and should recognize the sociological and psychological aspects of human sexuality as well as the biological processes of maturation and reproduction.

The objective is to understand sex, not as the act of sexual intercourse alone, but as the concept that human beings *are* a sex. They are all either male or female. Sex education is the study of these roles. It encompasses the belief that understanding and respect for one's own sexuality increases self-respect and respect for others. This fundamental learning is the approach that reduces exploration between people of the same or opposite sex.

To date, this option for learning about sexuality has not been available. The combined efforts of parents, ministers, doctors, nurses, and above all, educators themselves are needed to assure adequate teacher preparation, selection of the best resource materials, involvement of the students, adult education, and evaluation as programs progress.

Policy statements of the American Medical Association, National Education Association, National Congress of Parents and Teachers, American College of Obstetrics and Gynecology, American School Health Association, National Association of School Boards, American Association of School Ad-

ministrators, Sex Information and Education Council of the United States (SIECUS), American Public Health Association, National Council of Churches and many other national organizations endorse sex education and provide resource materials.

In Kansas, the state counterparts of these groups have been similarly supportive and active in their own right.

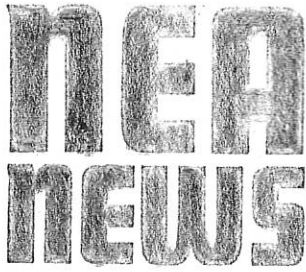
The Kansas State Department of Health—through its School Health Section and Divisions of Maternal and Child Health, Health Education, and Public Health Nursing—provides consultation in growth and development and sex education to school, community, church, and professional groups. In cooperation with public and private health and education agencies, the Department has sponsored workshops, seminars, and classes for teachers, parents, nurses, and physicians.

The recommendations of the 1960 White House Conference on Children and Youth "that the school curriculum include education for family life, including sex education . . . the family courses including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school and that this formal education stress the importance of family life" is uniquely appropriate to the 50-year mandate to the Health Department and its activities "to prepare materials, and through education and service to assist families in the care, rearing and nurture of children."

* Evalyn S. Gendel, M.D., is Chief of the School Health Section, Division of Maternal and Child Health.

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NATIONAL EDUCATION ASSOCIATION

PRESS, RADIO, AND TELEVISION RELATIONS

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Note to Editors: The teaching of sex education and family living in the public schools has been under heavy attack in recent months by extremists--in this case, the Far Right--after several years of success in the classroom as acknowledged by several leading national organizations, both private and public. The National Education Association, compiling material from its Commission on Professional Rights and Responsibilities, responds, in the attached article, to the Far-Right attacks on an educational program that has been of great value to millions of school children over the years and particularly during the 1960's when more and more schools added sex education to their curriculums. The article is by Robin Dorr, national correspondent, NEA Division of Press, Radio, and Television Relations.

FOR IMMEDIATE RELEASE

WASHINGTON, D.C.--The fallout from the "sexplosion" has finally hit the public schools and in less than a year some communities are reacting with panic more appropriate to a hydrogen bomb threat.

For decades, courses on sex education and family living have been an important part of the school program. In recent years more and more schools have added these subjects to their curriculum with widespread acceptance among students, teachers, school administrators, and parents.

And the sex education programs have the backing of both private and public national groups including the National Education Association, the American Medical Association, the National Congress of Parents and Teachers, the U.S. Department of Health, Education, and Welfare, the National Council of Churches, and the Sex Information and Education Council of the U.S. (SIECUS).

But because these organizations support the teaching of sex education, they have suddenly become the target of extremist organizations of the Far Right who are attempting to wipe out sex education programs in the schools altogether.

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The national organizations have been accused by extremists of being subversive, Communist-directed smut peddlers who support programs which, according to the January issue of the John Birch Society's Bulletin, are "designated to destroy one whole generation of American youth."

Criticism by extremists of sex education programs has been so widespread that within less than a year some 30 states have been under attack. These attacks include anonymous phone calls to teachers, harassment of teachers and school administrators, demands that teachers be fired, and law suits against teachers and school boards.

In one California school district, for example, a woman told her school board that she had circulated a petition opposing sex education because she had been misled by the John Birch Society (JBS). Angered and alarmed by material given her by the leader of the local JBS chapter, the woman demanded the elimination of sex education in the schools. Later, she viewed films and other materials on sex education shown in her child's class and declared she "saw nothing objectionable in any of them." She added: "After I got all this (material) from the John Birch Society, I realized this just couldn't happen."

NEA President George D. Fischer says that sex education and family life courses are proper in our schools "despite the criticism which has been directed toward them in recent months." Calling for constructive criticism, Fischer charges that "abusive telephone calls and character assassination are not the elements of constructive criticism. They are the devices of people who have an obsession, but no real arguments."

Paul E. Putnam, associate executive secretary for special services for NEA's Commission on Professional Rights and Responsibilities, reports there has been a 15 per cent increase in the volume of mail on sex education in recent months by teachers and parents alike. Where is the opposition coming from and why?

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The journal of the John Birch Society lists some of the organizations and individuals campaigning against the teaching of sex education in the public schools. They are: The John Birch Society; the American Education Lobby; Dan Smoot, formerly with the FBI; and Billy Hargis, publisher of Christian Crusade, a right-wing magazine.

The NEA, AMA, and SIECUS are the prime targets of the extremists, who have organized a network of "patriotic letter writers" to flood schools, parents, newspapers, and the U.S. Congress with material opposing sex education.

The letter writers are urging their readers to send for a publication, "Herald of Freedom," which includes a critical article on SIECUS. The article was written by Frank A. Capell who, with Dr. Gordon V. Drake, director of education for Billy Hargis' "Christian Crusade," has made frequent appearances at rallies of the John Birch Society in Boston during the past two years.

Capell was fined \$500 three years ago by a Los Angeles Superior Court for circulating a libelous affidavit falsely linking a public official to homosexual activity, according to Charles Baker, executive director of the Institute for American Democracy.

In addition, the Birch Society has mobilized groups of people into MOTOREDE committees--MOTOREDE stands for Movement to Restore Decency--in order to organize community groups and campaigns to promote what, in their opinion, is right, godly, American, and non-communistic.

Extremists have stepped up their activities immeasurably in recent years, according to teacher surveys.

In a February 1963 State of the Nation Bulletin, published by the NEA's PR&R Commission, some 12,000 educators were asked whether there were any extremist groups operating in their community. Only 20 per cent replied in the affirmative, and only one-fourth of these indicated that the extremists had any influence

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on the operation of their schools. Three years later, in a January 1966 State of the Nation Bulletin, three states reported that 90 per cent of the charges of Communism and subversion were coming from Far-Right extremists. It is noted that in 1966 the Birch Society earned the dubious distinction of being in first place when it came to "causing difficulty" with teachers. By 1967 there were more than a dozen Far-Right organizations listed among those causing difficulty in the matter of textbooks, curriculum, personnel, and other educational matters.

In order to focus on the extent of the right-wing extremists' activities, it is noted that, according to Group Research, Inc., there are more than 3,000 such groups spread throughout the country. It was estimated in 1965 that these groups pour between \$40 and \$50 million into their campaigns and publications and legislative lobbying practices.

The leaders of this rapidly growing movement are numerous and vocal. Something of their education and professional background should be kept in mind while studying the philosophy of the Far Right.

WHO IS DR. GORDON V. DRAKE?

Dr. Gordon V. Drake received a doctorate in education from the University of Denver. His doctoral dissertation was "An Evaluation of the Formal Preparation of Secondary School General Music Teachers."

His teaching career in the 1950's included graduate assistant and part-time instructor at the University of Denver. In the early 1960's he was professor and research director at Wisconsin State University which ultimately stripped him of these positions and censured him for the misuse of titles and use of titles which he did not have, according to the university's Board of Regents report and president, Dr. Roger Guiles. In 1965 Dr. Drake was dean and professor at Shelton College, formerly the National Bible Institute in Cape May, N.J., which had a student enrollment of 170.

In 1968 Dr. Drake became director of education for the Christian Crusade, an extremist right-wing organization supported by Billy James Hargis. An active supporter of the Wallace-for-President Committee, Dr. Drake appeared on the Manion Forum Broadcast program where he delivered a speech on "Textbooks and Teachers Are Downgrading Patriotism and Extolling One-Worldism." The Manion Forum is also among the 3,000-some right-wing extremist organizations in this country. His articles have been regularly published in the John Birch Society publications, American Opinion and Christian Crusade.

In August 1968, the Christian Crusade Publications published a 256-page diatribe against the National Education Association titled "Blackboard Power... NEA Threat to America." Beginning with the premise that the NEA promotes Communist causes, Dr. Drake "proves" his point by charging that the professional association supports the United Nations; the U.S. Department of Health, Education, and Welfare; the National Council of Churches; the American Medical Association; and a lengthy list of other "subversive" organizations. Chapter 10 of this publication launches an attack on the NEA, the AMA, and the Sex Information and Education Council of the U.S. (SIECUS) for their approval and encouragement of sex education in the public schools.

A month later, Dr. Drake published a pamphlet titled "Is the Schoolhouse the Proper Place to Teach Raw Sex?" The John Birch Society Bulletin of January 1969 strongly urged its readers to buy and read the pamphlet.

WHO IS BILLY JAMES HARGIS?

Billy James Hargis, 43, was born in Texarkana, Tex., and, following a rapid training for the ministry, was ordained at the age of 18 in the Disciples of Christ. He served several pastorates in Oklahoma and Missouri over a period of seven years, and then resigned to direct his anti-Communist activities full time.

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Hargis uses the title of "Doctor" but careful review of his education shows that his degrees are honorary or were obtained by "diploma mills," according to the Department of Health, Education, and Welfare.

Hargis appears to have boundless energy and imagination. He hit the headlines in 1953 when he proposed ballooning Bibles into the Iron Curtain countries from West Germany. A Hargis speech may last two hours and will attack, as in a speech given in Houston, "Communism, liberalism, the National Council of Churches, federal aid to education, Jack Paar, federal medical care for the aged, Ed Sullivan, the Kennedy-Khrushchev meeting, Eleanor Roosevelt, disarmament, Steve Allen, and the Freedom Riders." Far-righter Gerald L. K. Smith has spoken at Hargis rallies and Hargis was once quoted as saying "Gerald Smith has taught me all I know."

In addition to his numerous special pamphlets, publications, radio-TV broadcasts, sermons and letters, Hargis' monthly magazine, Christian Crusade, is probably best known nationwide. Crusade's pamphlet series has attacked such subjects as the U.N. ("We slapped Christ in the face at the setting up of the United Nations"), segregation ("Segregation is one of nature's universal laws"), Dr. Martin Luther King Jr. (Dr. King is accused of being a Marxist), and The National Council of Churches ("...indicts itself on 50 counts of treason"). Assorted other articles accuse the AMA, the National Farmers Union, President J. F. Kennedy, and American labor of being communistic.

NEA AND SIECUS ON SEX EDUCATION

Despite the extremists' insistence on a tie-up between NEA and SIECUS, NEA has never commended nor condemned the SIECUS movement. This program has been in effect for five years. Dr. Mary S. Calderone is executive director of SIECUS, which includes eight professional staff members and a 50-man board of directors composed of professionals in the fields of medicine, public health, education, and community organizations. Its purpose is to "seek to concentrate attention

on relationships of sexuality to health, and mental, social and physical well-being," according to the "Encyclopedia of Associations."

SIECUS is a clearinghouse for information pertaining to sex. It is a national consultant organization which, on request by a school board or school administrator, reviews available material, suggests outlines, and trains teachers to present this material in a matter-of-fact manner appropriate to the age and emotional levels of children from kindergarten through college. Avoiding moralizing or philosophizing, SIECUS consultants urge that teachers use medical terms and give scientific answers to questions posed by the classroom. The aim is to teach, from a very early age, that sex is a normal, healthy function of the human body to be treated with respect. Thus they hope to give the facts to a child before he goes through the traumatic experience of hearing falsehoods concerning sex in back alleys.

But the SIECUS program is geared primarily, if not entirely, to sex education, and the NEA's position is that sex should be included in an overall program of mental and physical health with emphasis on family living and the development of the entire personality of the child. In 1966 the American Association for Health, Physical Education, and Recreation (AAHPER), a department of the NEA, resolved to urge schools to provide sound sex education "as one part of a complete health education program...urge colleges and universities to include family living instruction including sex education in the general education of all students." The joint Committee on Health Problems in Education of the NEA and AMA as early as 1964 urged, and reaffirmed during the 1969 meeting, that schools reinforce the efforts of parents to transmit knowledge about the values inherent in the family system "and about the psychic, moral, and physical consequences of sexual behavior." The resolution stated that "the concept of the family as a unit of society based on mature, responsible love be a continuing and pervasive educational goal."

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NEA President Fischer emphasized that education courses should be left up to the discretion of parents and teachers and that teachers should be carefully trained to conduct these courses. He warned that "parents should question the motives of groups which pretend to be concerned with children and categorically denounce all sex education programs in schools throughout the country."

"I urge all education associations to resist any attempt to delete any course of study that is beneficial to the welfare of children in their schools," Fischer concluded.

Dr. John H. Cooper, associate executive secretary of the AAHPER, foresees the day when "sex education will be a part of a larger continuing program which will be aimed at helping a student understand himself, his relationship with others, and the health-related problems, both personal and social, with which he will inevitably become involved. Education concerning sex and family living would be basic to such a program." In the meantime, Dr. Cooper adds, there is a severe shortage of teachers equipped to give basic sex education at any age level. Pre-service and in-service instruction should be stepped up and colleges preparing teachers should include courses dealing with human sexuality and how to present this material to children and youth, he concludes.

In April 1969 the AAHPER adopted a resolution supporting an "institutional approach to human sexuality" to be introduced into the schools. Stressing that sex education must be a part of courses dealing with family life, the resolution called for educational programs for kindergarten through grade 12 which encompass family life and sex education and urged that schools "assume leadership in involving parents and other responsible community leaders in the development and interpretation of these programs." The AAHPER resolution also stressed that schools employ competent professional staff to conduct these courses, and emphasized that "inservice programs for better understanding of the school's responsibility be developed."

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During its 107th annual convention in July, the NEA will present its Representative Assembly a resolution that supports the teaching of sex education. This proposal, and others expected to be presented, states that the NEA "firmly believes that all agencies in the community, including the schools, must contribute constructively to an individual's understanding of human sexuality and family relationships." It adds that the Association urges boards of education to promote the development of family life and sex education programs "through the use of responsible community involvement" and that these programs be handled by specially trained professional educators.

For several years the NEA's PR&R Commission has kept its eye on extremists, right or left, who have attempted a takeover of the public school system. The staff keeps a complete and up-to-date file on these extremists groups and their activities. This information is sent, on request, to parents, teachers, and school administrators. Also available to interested citizens is information on SIECUS, and school programs already in effect throughout the country.

In addition to the resolution which will be presented to the NEA Representative Assembly in Philadelphia in support of sex education, NEA continues to implement resolution 68-29 which was adopted by the Assembly last year at the NEA convention in Dallas. This resolution, concerning itself with censorship, states: "Decisions on what school learning experiences will develop a person's talents can be made best by a teacher who knows the learner and has professional experience and training... no materials should be withheld from a teacher by censorship. The choices of instructional material by a teacher may be challenged properly only in an orderly and objective manner, through procedures mutually agreed to by the professional association and the employing school system."

The October 1965 Journal of the Association for Supervision and Curriculum Development carried a survey of extremists, critics, and the schools. The story,

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written by E. W. Davis, then associate secretary for special projects, PR&R Commission, presented a 10-point action program which parents and teachers can follow to combat the disruptive effects of extremists and destructive critics. Step one is to prepare a fact sheet on known extremist groups to be distributed to PTA leaders and concerned taxpayers. After a careful investigation of the charges the school should prepare a reply, arrange a debate on the controversial topic, schedule an outstanding speaker to talk on the constructive side of the subject, and organize a citizens' committee for the public schools.

The action program calls for bringing out the vote at election time, supporting such groups as the League of Women Voters, the Association of University Women, the PTA, and the scores of other interested and active groups. Written board policies on censorship should be made available, and specific procedures to implement these policies should be devised. A public relations program should be in effect all year long, the article urges.

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Following Resolution (69-6) was passed by the NEA
Representative Assembly at Philadelphia in July 1969

69-6. Family Life and Sex Education

The National Education Association believes that sex education which provides children and youth with information appropriate to their age is basic to healthy, well adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

Following Resolution was passed (69-27) by the Association of
Classroom Teachers, an NEA Representative Assembly at
Philadelphia in June 1969

69-27. Sex Education

(New resolution)

ACT believes that sex education which provides children and youth with information appropriate to their age is basic to healthy, well adjusted mental attitudes. It further believes that this public school must assume an increasingly, important role in the area of instruction and the teacher must be qualified to teach in this area.

ACT urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

27.

ACT calls upon individual teachers and local associations to cooperate with school administrations and or school boards in establishing sex education programs as an integral part of the school curricula and in so doing to work with parents so as to maintain harmonious school-community relations.

AAPHER
7/11/69

VET:sll

As future physicians, we students of the University of Kansas Medical Center have a vested interest in the sex education controversy. It is our offices that will be filled by people with sexual problems arising from misinformation or lack of information concerning sexual matters. While we recognize the responsibility of the physician to prepare himself for the role of sexual counselling, we also realize that time spent in sexual counselling is time subtracted from the practice of medicine - for which there are already too few doctors.

We, therefore, welcome the members of the Sex Information and Education Council of the United States (SIECUS) to this OUR campus to discuss the problems and mechanisms of sex education.

We likewise welcome those of opposing viewpoints to this OUR campus, and we respect their right to disagree with us. We would hope, however, that the level of discussion in this University's academic setting not decay to the hurling of unfounded allegations of "communist conspiracy." As students we believe it more mature to discuss the underlying issues rather than slander our opponent's intentions.

We feel that the following issue is paramount. Factual information is morally neutral, but a moral decision made without factual information is worthless. And a moral decision made while deliberately ignoring facts is an immoral and fraudulent perpetration of one's own prejudices as a code of ethics. Rather moral decisions should be made in the light of factual information.

That man is a sexual being is a fact. That there is a physiological maturation process to one's sexuality is a fact. That sexuality is a form of human expression is a fact. That there is a physiological process involved in conception is a fact. That human beings have strong drives and feelings related to their sexuality is a fact. We do not see any reason to attach shame or guilt to the informative presentation of these facts according to the disciplines under which they fall - whether under the disciplines of the natural sciences of anatomy and physiology or under the disciplines of the social sciences of sociology and psychology.

We do not advocate usurping the parental prerogative of instilling moral values. We encourage the instilling of moral values concerning sexuality, and we agree that these values should be instilled in the home. In this regard the parents have a responsibility to their children.

But morality must deal with reality. Knowledge that the atom can be split is morally neutral. The morality lies in the options man takes with this knowledge - whether he uses it to destroy a city or to light it. To deny that the atom can be split is to live in a fantasy world. To try to keep man from finding that the atom can be split is to run away from the moral issue entirely and plunge as into the dark ages again. Knowledge always has and always will bring new moral responsibilities with it; each promise of enlightenment brings with it an equal possibility for destruction and evil.

We, as students of medicine, think that man can accept the responsibilities of knowledge and make them bear fruit. Medicine is our model in this regard.

Isn't it time that we admitted that man is a sexual being. Isn't it time that we stopped trying to keep our children from discovering that fact. Isn't it time that we spent more of our efforts informing our children of the reality of man's sexual nature and its concomitant moral responsibilities.

We think so, and for that reason we add our endorsement to the efforts of SIECUS along with those of: National Congress of Parents and Teachers, National Education Association, American Medical Association, National Council of Churches.

STUDENT GROUP ORGANIZES "SPAAM"

The Students for the Prevention of Assinine Adult Movements had its first meeting on Tuesday, April 2. Membership in the organization is open to any student who has parents in the community.

At the organization meeting of SPAAM, the charter and purpose of the organization were discussed. SPAAM was conceived to counteract the formation of adult organizations which are contrary to the concept of educational freedom. Particular among these organizations are those which advocate the abolishment of socially significant literature because it may be "objectionable" or "undesirable." Also cited were those old guard organizations who believe that "sex education should be taken out of the schools and put back in the streets where it belongs!"

It is the belief of the members of SPAAM that many such organizations are based upon misinformation and gross exaggerations, and that our educational system is already too outdated without making it any more so.

Tom Albrecht,
Public Information Officer of
SPAAM.

EDITORIALS

Sex Education in the Schools

The American public is now witnessing a well-organized and concerted attack against programs of sex education in the schools. These attacks have come from two sources: (1) individuals and organizations identified with the extreme right wing, and (2) sincerely motivated but uninformed individuals who, no doubt, have been influenced by the propaganda of the former group. The main thrust of these attacks has been the allegation that sex education is part of a Communist conspiracy to undermine the morals of American youth. Indeed, even the American Medical Association has been accused of being a tool of the Communist Party. Originally organized in the South, the campaign to destroy programs of sex education has become national in scope. In many communities, there is a serious threat that this aspect of health education may be eliminated from the school curriculum.

Sex education has for many years been an integral part of the curriculum in elementary and secondary schools. Notwithstanding some programs that are undoubtedly inappropriate, and recognizing that there will always be some parents who take offense at even the best program, this educational effort has, on the whole, been well-received. Most responsible educators now agree that the schools must accept appropriate responsibility to reinforce the efforts of parents to transmit knowledge about the values inherent in our family system and about the social, moral, and physical consequences of sexual behavior. Hence, a large number of responsible national organizations have endorsed proper programs of sex education for children and youth. The American Medical Association is one of these.

In deliberations relating to sex education, there has been a continuing emphasis on a number of guiding principles that are considered basic to education in this area. Included among these are the concepts that: (1) the basic responsibility for sex education belongs to the home, but the church, school, and some other community agencies have a supplementary role in reinforcing and supporting the efforts of the home; (2) involvement of broad representation from the community in both the planning and conduct of sex education in schools is essential to acceptable inclusion of this sensitive area in the health education curriculum; (3) the physician, with a sensitivity to the need for counseling in sex education, can contribute significantly to education of his patients in this area; (4) those persons involved in supporting the efforts of the home through sex education in churches, schools, and other appropriate agencies must be exemplary individuals who

are carefully selected and properly prepared for this important responsibility; (5) sex education in the schools should be an integral and important aspect of the overall health education program and not a separate course, project, or program; and (6) materials of instruction used in sex education must be carefully selected with respect to school and child level placement, general and educational suitability, physiological and psychological accuracy and appropriateness, and community acceptance in terms of local conditions, customs, and traditions.

Physicians have an obvious leadership role to play in sex education programs. As community leaders, physicians should be aware of the current campaign to destroy such programs. The medical profession can render a public service by emphasizing the need for public sex education programs, by supporting and improving existing programs, and by encouraging extension of these programs to all segments of the school population.

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THE RISING FUROR OVER SEX EDUCATION



THE RISING FUROR OVER SEX EDUCATION

Luther G. Baker, Jr., Ph.D.
Professor of Family Life
Central Washington State College

"Sex education is a new scheme designed to demoralize our youth, all part of a giant conspiracy to rape the people, weaken their wills and make them sensuous, atheistic slaves."

So runs the charge currently leveled against programs of sex education in the schools. A concerted campaign is being launched to arouse public fear and suspicion; aimed at exorcising the demon of sex from the schools.

"The sex educators are in league with the sexologists," writes Gordon Drake in "Blackboard Power." (2)

One of the most widely distributed pieces of propaganda is a small pamphlet by Drake entitled "Is the School House the Proper Place to Teach Raw Sex?" (3) In it the author misquotes and distorts numerous leading exponents of sex education, weaving an intricate mosaic purporting to reveal a diabolic and nefarious plot to seduce the minds and morals of little children. Educators, physicians and clergy alike are charged in intentional or unwitting complicity in a great plan for communist takeover.

Their statements are quoted out of context and given an interpretation which implies an attack on the Bible and the churches, indeed on all religion, as superstitious, inhibiting, and detrimental to human fulfillment. The fact that certain well-known clergymen are among these writers is viewed only as evidence of the serious apostasy in the church. Proponents of sex education are pictured as interested mainly in luring youth into narrow, sensuous expressions of sexuality.

The accusations in this newest diatribe are specific. The "burning mission" of SIECUS (Sex Information and Education Council of the United States), it is claimed, is to "alert and convert the youth of America to a new sexuality." To the author this conjures up visions of rampant promiscuity, "sex rooms" in the schools, and teachers advocating a life dedicated to sensuous pleasure. Of one university course titled "Family Insights Through Literature," the author remarks that it might just as well have been subtitled, "A Short Course in Pornography."*

*Typical of the attackers' tactics. The author provides no documentation for this charge, just a vague accusation against "something."

In fact, it is suggested that SIECUS exists mainly to provide a scientific excuse for gathering and disseminating the literature of smut.

The opposition forces have concentrated on two tried and true tactics of attack. The first is name-calling. Sex education is un-American and it is anti-Christian. Those supporting it are "dupes," "degenerates," "atheists," "filthy perverts." The second is guilt by association. The activities of several nationally prominent figures in what Drake calls the "newsex" are reviewed to show some tie with groups labeled by the House Committee on Un-American Activities as Communist or Communist-front organizations. In spite of the fact that these ties were never established as possessing any meaning or significance, these lists are marshalled once again to prove a connection with the "international communist conspiracy."

It is not possible in a brief article to answer all the accusations against people and programs. Most of them are not new, they have been hurled in numerous forays against this or that educational innovation. Informed persons acquainted with the philosophy and personnel of sex education are able clearly to discern the irresponsible misrepresentation in these attacks, and are apt to dismiss them out-of-hand. Many people, however, are not familiar with the purposes and materials of sex education, and are easily alarmed and agitated by such propaganda. The public concern generated by this misinformation is deep and genuine, the fears expressed are real and honest, and the demand for clear and accurate information is imperative.

What is the Truth?

IT IS TRUE that responsible sex educators wish to promote a broader and more inclusive concept of sexuality. The narrow erotic view of sex which permeates much of our literature and is exploited by Madison Avenue is limiting, distorting, and unhealthy. Human beings are sexual creatures, male and female, and this fact encompasses vastly more than genitalia. Sex education at its best focuses on human relationships and is concerned about all the ways men and women relate to each other. The attackers tend to think only of the physical aspects of sex, and their failure to comprehend the psychosocial character of sexuality leads them to misunderstand the focus and meaning of sex education. It is this narrow and inadequate frame of reference which sex educators seek to change.

IT IS TRUE that rumors often abound of sensational and even morally objectionable procedures used in the classroom. Such allegations frequently run through a community like a rolling snowball, the report growing bigger and more salacious with each turn. Concerned investigation, however, reveals a different story. Some person passing in the hallway may overhear an isolated remark by a teacher in the class, or a youngster may idly repeat something that was said, out of context and under circumstances which clothe it in an altered light. Too often these comments, and their editorial embellishments, are spread until they bear little or no resemblance to reality. When

some concerned individual does bother to check the facts he finds either that the report is wholly untrue, or that placed in the context of the original setting it carries an entirely different and acceptable meaning.

An excellent illustration is found in a story presently being circulated in printed materials by opposition groups. (10) A young "sex education teacher" in Michigan is reported to have stripped before her class to emphasize a point. The writer blithely accepts the report then asks, "Would you approve of this in your child's classroom?" An inquiry at the Michigan School set the record straight. (11) A Physical Education teacher was attempting to demonstrate to her all-girl class how differently constructed garments affect perceptions of the human figure. She brought several dresses to class, and changing into the different styles discussed the subtle meanings which attach to clothing and the manner in which it is worn. At no time did she "strip" before her class.

IT IS NOT TRUE that sex education is anti-Christian. Certain sex educators may be non-religious in the usual sense in their own beliefs, but they are against only that which hampers the full development of man's creative potential. Other teachers are dedicated practicing Christians seeking divine insight into every human condition. If certain religious attitudes about sex have been detrimental to openness and honesty in human sexual relationships, then non-religious and religious alike have attacked them as basically un-Christian. Those who do not understand the dynamic nature of Christianity regard this as a threat to the fundamentals of the faith.

Much is made of the fact that a "humanistic point of view" pervades the writings of some of the proponents of sex education. Humanism is often equated with atheism and this in turn with immorality. It is assumed by some that without reliance upon supernatural concepts of reality there can be no basis for moral behavior, and that crime and immorality will be rampant. That the latter exist is distressingly apparent. The "humanistic ethic," however, is as opposed to and concerned about this as is the Christian. Humanism focuses directly upon man and his needs, and bases both its faith and its practice on the improvable of mankind. Thus, whatever may be their philosophical differences concerning the source of man's "divinity," humanist and orthodox Christian can and do labor side by side for the betterment of man and his human condition.

IT IS NOT TRUE that sex education is un-American. This charge is so ridiculous as hardly to merit reply. The basis for this allegation appears to lie in the fear that the "newsex" undermines trust in authority. The "new morality" of situation ethics" is misinterpreted to mean a doing-what-is-right-in-one's-own-eyes morality, thus producing anarchy. It is predicted that this "loosening of the morals" will not only destroy the moral fiber of youth, but will also weaken the basis for social order and stability. Recent excesses in juvenile rebellion and the outright flaunting of authority by a tiny minority of youth are cited in support of the prediction. Sex

education, of course, cannot be responsible for these excesses. Scarcely any of the youth participating in them have been exposed to such programs. The roots of adolescent rebellion lie in altogether different soil.

The thrust of the present thinking about morality is not toward anarchy, but toward social responsibility. Its major emphasis is that all human behavior has social consequences, and that the individual is responsible for his behavior. Its challenge is that each person accept the personal obligation to make rational and responsible decisions, to judge each situation in its own unique context with its own potential outcome, and to choose that which augurs the greatest good for the most people. Those who reject his approach frequently fail to understand that while the individual is ultimately responsible for all his choices and his acts, he does not make his decisions in isolation. The "distilled wisdom of the ages," his awareness of his involvement in all humanity and his concern for the common good all inform and influence his decision-making. To the extent that any of these ingredients are misunderstood or ignored, he is not acting morally.

Sex education, then, far from leading to anarchy, tends to social solidarity. Any program designed to enhance a sense of personal and social responsibility in the members of a society is bound to improve the order and stability of that society.

What About SIECUS?

The "Sex Information and Education Council of the United States" has come under severe attack by the critics. What is the truth about it?

SIECUS is a non-profit organization formed in 1964 by a group of prominent professional people who were concerned with helping our society cope with problems relating to human sexuality. These problems are becoming increasingly urgent as our society grows more open about sex, as contraceptive measures are improved and as the influence of other cultures impinge upon us. These issues will not go away by wishing or playing ostrich. The whole changing social scene with its confusing impact on human relations is completely ignored by the dissidents. (5)

The program of SIECUS is a simple one. It seeks to provide information about programs and materials which schools and community agencies across the country have developed, and to serve as consultant to those who seek its assistance in developing programs and procedures. SIECUS has no "sex education plan" beyond that of encouraging communities to develop their own programs and advising them upon request. Its only publications are its quarterly Newsletter and a series of study guides, presently ten in number, dealing with specific topics of sexual problems. These are not designed for public classroom use. They are resource for professionals in their own study.

The only connection SIECUS has with the development of materials for use in the public schools is through its occasional consulting

association with other groups, as for example its former temporary advisory relationship with Guidance Associates, a division of Harcourt, Brace and World Publishers.

One evidence that SIECUS is serving a real need is the increasingly heavy demand for its services. Since its inception it has grown from a staff of two part-time persons to around twenty, in addition to the fifty persons who comprise its Board of Directors and who give freely of their time, energy and money in the service of the organization. SIECUS has no regular source of income. Its funding is primarily from interested and concerned citizens and occasional grants from educational foundations.

What About Sexology?

Another primary object of attack is the magazine Sexology. Since the managing editor of this publication and some of its Advisory Consultant Board or its contributors are SIECUS Board members, a "conspiratorial interlocking directorate" is seen.

SIECUS states clearly that Board members serve as individuals and not as representatives of their organizations. The SIECUS Board of Directors included numerous professional people who also hold memberships in other national organizations. Several of these professionals have also contributed articles to Sexology.

But since this magazine is labeled as "pornographic," containing "pure smut," it is deduced that the leaders in the "newsex" desire to promote pornography in the schools.

Sexology is not intended as classroom material, and has never been recommended as such by SIECUS. It was created a generation ago for a newsstand clientele. Its readers have been predominately from the lower socioeconomic classes who do not normally take subscription magazines, and who generally receive no sex education except that gained from hit-and-miss distorting sources. The purpose of the magazine has been to provide such people with wholesome and reliable sex information. The editors quickly found that these potential readers will select this magazine from the newsstand only if its covers and article titles have an element of provocativeness about them. But once he has purchased the magazine, the reader is provided with helpful, authentic information. The editors have experimented several times with using pictureless covers and sales have plummeted. At the present writing this is being tried again, but the evidence strongly suggests that the superficial provocative element is essential to the promotion of this basically academic publication. It is clear from the unending volume of questions and comments from concerned readers, most of whom point out that they have no other place to turn, that this periodical is serving a vital human need.

Sexology has long since had its day in court. During its 35 years several legal actions have been taken against it, two of which have gone to trial. In both cases the magazine was judged not obscene.

In a 1961 case a New Jersey justice in dismissing the charges said, "Sexology deals with sex, but not in an obscene manner. The articles are written in a clear and scientific manner, without any suggestion

of arousing prurient interest...The articles certainly serve a valid social purpose, being informative about sex, a matter of human interest and public concern. They are literary, scientific and educational. Prohibition of distribution of such a magazine would clearly be unconstitutional."

As evidence of the quality of the articles themselves, in 1968 the managing editor, Isadore Rubin, and a major contributor, Lester A. Kirkendall, selected 38 articles dealing with adolescent sex problems and concerns, which were then published in book form by Association Press. The following excerpts from reviews illustrate the favorable response to this publication.

"(This book) attempts, successfully, to meet headon sexual problems of today's youth...This is a "must" for every parent, pastor, and leader of youth." Baptist Sunday School Board, Book Review Service.

"Essays by authors of impeccable academic qualifications cover the gamut of concern...This collection...should help parents, teachers, and others approached for counsel to provide informed responses." Saturday Review, June 15, 1968.

"Teachers of home economics, health education, and psychology (as well as counselors, youth workers, clergymen and parents) would... find it helpful." Adult Leadership, September, 1968.

The editor of Sexology, Dr. Isadore Rubin, has come under fire more severely than any other individual, and his case is a clear example of the smear tactics of the opposition. It is alleged that, as a long-time communist sympathizer, Dr. Rubin uses pornography and sexual perversion as tools to prepare the minds of youth for communist conquest.

The truth is that Dr. Rubin was never officially charged with being a member of the communist party. In 1948 he was called for questioning by the House Committee on Labor in connection with a statement which had been taken out of context and used to challenge his patriotism. Four years earlier, in 1944, Isadore Rubin was a member of the 805th Tank Destroyer Battalion in Italy. In an army contest he won a \$500 first prize and a personal citation from Gen. Mark Clark for an essay on "What Victory Means to Me." The essay was subsequently used by the army in its orientation program. On Christmas Eve that year Walter Huston read it on a nationwide broadcast, and later hundreds of newspapers carried comments upon it. Among these was the Daily Worker in which a columnist remarked, "Russia has its Ilya Ehrenburg and we have our Isadore Rubin." That last phrase, "our Isadore Rubin," quoted out of context, has been taken up by the irresponsible to vilify the motives of a loyal and dedicated American.

Not only Dr. Rubin, but many others have been accused of subversion on the basis of their summons before some investigative committee during the late 40s and early 50s. In certain instances the accused protested the un-American activities of these committees and refused to answer their questions. It is to their credit that no accusation against them has been substantiated and that both Congress and the Supreme Court have repudiated the tactics employed by the committees. Few Americans remember with pride that brief period in our history

when guilt by association was substituted for the traditional principle of guilt established by due process. Surely few would like to see that clearly un-American period revived.

Who Forms the Vociferous Opposition?

In nearly every community there are a few self-styled "defenders of the faith." They are against everything which seems to violate their particular concept of the traditional "American Way": Taxes, welfare, dogooders, hippies, and sex education. They find support from certain organizations with national dimensions which obtain financial resources by playing upon people's fears and prejudices, and which claim to find some dark, lurking danger in any new idea or program. Over the years one finds these same organizations attacking first this, then that bogey, moving from mental health, to vaccination, to fluoridation, to sex education, professing to see in all of them a sinister design to weaken the will of the people, subvert the truth, and destroy the nation. (1,6) The booklet (3) previously mentioned is published by such a professional "anti" group.

While not the only organized opposition, the John Birch Society is presently in the vanguard of the battle. In a January 1969 bulletin, (4) the Executive Committee of the Society announced the "inauguration" of a new effort to be carried forward by MOTOREDE Committees (for Movement to Restore Decency) in communities throughout the United States. The committees are to concentrate "on one most urgent requirement."

That requirement is organized, nationwide, intensive, angry and determined opposition to the now mushrooming program of so-called sex education in the public schools. Various stages of the program have already been imposed on some five to ten percent of the schools. Deep-laid plans have been carefully initiated to spread this subversive monstrosity over the whole American educational system from kindergarten to high school. But a preponderant majority of the American people are not yet even aware of this filthy Communist plot, of the tremendous drive that is behind it, or of its triple significance.

The program begins, for instance, with varied and elaborately designed exhibits, colored slides, and other visual aids, to demonstrate the raw facts of sex to children from three to eight years old! ... Increasingly, in classes for older boys and girls, the instruction on sexual methods is followed by encouragement to experiment and practice ...

In schools where the full program has been adopted--and all of the usual Communist-style falsehoods, deceptions, pressures, and pretenses are subtly utilized to get school boards to fall in line--it is not unusual for a high school teacher to ask his students (boys and girls together, ages fifteen to eighteen) to tell the class about, or write themes about, their participation in the following activities: kissing, masturbation, light petting, fondling breasts or genitals (for boys), fondling male genitals

(for girls), sexual intercourse, sexual activities to near intercourse, and sexual activities with an animal.

In light of their published statements and with the experiences of a number of communities to enlighten them, educators are probably well advised to regard the vociferous opposition, particularly those allied with the John Birch Society and the Christian Crusade, as unappeasable. (8) The utter lack of moral integrity exhibited in the foregoing combination of distortion and falsehood suggests that the organized opposition is interested only in takeover, not truth. The present drive has all the earmarks of being, basically, an attack on the public school system. In literature being disseminated in many communities, citizens are urged to "boycott all school bonds, hold up all school funds" until all "non-academic" courses are removed. (12) It has been tacitly admitted by some of the opposition that their main concern is a drastic overhaul of public education, and sex education is merely providing a convenient bludgeon with which to beat the schools into submission. The fact that sex can be used with such effectiveness and such ferocity is, unhappily, the consequence of our failure to do an effective educational job earlier. But retreat now will only compound the problem.

How Should Educators React?

It is easy enough to understand the mass appeal of preachments of fear and hate. Security and safety are essential to individual and social stability, and safety seems to the unthinking to lie in what is tried and true, in the old and familiar. The new and unfamiliar, when poorly understood, are threatening. Fear-arousing tactics exert their greatest impact among people whose own future seems a bit shaky and for whom, therefore, any serious threat to "the way it has always been" is especially frightening. While the hard core of the opposition is thus a small cadre of perpetual doomsayers who will, under no circumstance, approach the issue rationally, the majority are seriously concerned citizens, even though misinformed, who merit patience and understanding. For the reasoning majority of citizens the most effective method of countering the opposition is to do a good job in sex education. Programs already begun should be strengthened and those in the planning stages should be implemented. While it is clear that current programs require continuing review and improvement, then the importance of the task is too momentous to succumb to the threats of a vociferous few.

The great majority of parents are clearly, if silently, in support of public sex education. Until the current attack, with its gross misrepresentation, numerous community surveys, such as that in New Orleans, revealed that more than 90% of the parents believed the schools should have such courses. Even in the midst of the present controversy, experience in several localities demonstrates that a large majority of the public is still basically in support of such programs. A new Gallup Poll shows 7 out of 10 in favor. It is to this significant majority that educators must turn their attention. Family life-sex education programs are, of

course, nothing new. For more than a generation effective and well-supported programs have been in operation in dozens of communities all across the country. Their test of experience has long since validated the appropriateness and acceptability of sex education in the schools.

Numerous national organizations and public agencies have gone on official record in support of public sex education. A list of them is appended. The official policy of the United States Office of Education is to "support family life education and sex education as an integral part of the curriculum from pre-school to college and adult levels." The unanimous judgement of such groups is that responsible family life and sex education are essential to the health of the nation and its people. It will be pertinent here to quote a brief excerpt from an Interfaith Statement on Sex Education prepared by the National Council of Churches Commission on Family Life, Synagogue Council of America Committee on Family, and United States Catholic Conference Family Life Bureau.

"Human sexuality is a gift of God, to be accepted with thanksgiving and used with reverence and joy...Responsibility for sex education belongs primarily to the child's parents...In addition, the religious community and the school have a vital role in sex education...The increased concern and interest in this vital area of human experience now manifested by parents, educators and religious leaders are cause for gratitude. We urge all to take a more active role, each in his own area of responsibility and competence, in promoting sound leadership and programs in sex education."

It is apparent that in this important educational endeavor no one can go it alone. The school, community and home must work together. The public has a right to know what is being taught in the school and it is imperative that people be informed in an honest and straightforward manner. Experience has shown, however, that with a carefully planned and well-developed program, and with adequately prepared and competent teachers, schools may proceed in sex education confident of sufficient community support and undismayed by the occasional emotional attacks which may occur.

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The following are among the organizations on record as supporting sex education in schools:

American Association for Health, Physical Education and Recreation (AAHPER)

American College of Obstetricians and Gynecologists
(Committee on Maternal Health)

American Medical Association

American Public Health Association (Governing Council)

National Association for Independent Schools

National Congress of Parents and Teachers (PTA)

National Council of Churches of Christ in the U.S.A.

National Education Association (NEA) and American Medical Association (AMA) (Joint Committee on Health Problems in Education)

National School Boards Association and American Association of School Administrators (Joint Committee)

National Student Assembly, YMCA & YWCA

Sixth White House Conference on Children and Youth

Synagogue Council of America

United Nations Educational, Scientific and Cultural Organization (UNESCO)

United States Catholic Conference

United States Department of Health, Education and Welfare
(U.S. Commissioner of Education)

A BRIEF HISTORY OF THE CURRENT CAMPAIGN AGAINST SEX EDUCATION

The introduction of programs of family life and sex education in U. S. public schools has inevitably been accompanied by controversy. Individual parents and local parent groups, concerned about the nature and scope of these programs, registered strong opposition in some communities, but their criticism generally remained on the local level.

Last year, however, the opposition reached a much higher level of intensity, and it has now developed into a nationwide campaign strongly supported by right-wing organizations.

Origin of the Campaign

The current campaign against family life and sex education seems to have received its major impetus in September 1968 with a direct-mail promotion by the Christian Crusade, which has its headquarters in Tulsa, Okla. Christian Crusade, led by the Rev. Billy James Hargis, has been described as "a kind of fundamentalist adjunct of the John Birch Society" (The Radical Right -- see sources on p.3), but with an identity of its own and a somewhat broader following.

In operation since the early 1950s, it bases its anti-Communism on a simplified, emotional appeal. As Hargis described it to the New York Times: "I enjoyed revivals and evangelism is that kind of work, and I decided to become an anti-Communist evangelist" (Aug. 6, 1961). In 1966 Christian Crusade lost its tax-exempt status because of this political orientation (Times, Oct. 22, 1966). Its present income is estimated at approximately one million dollars a year.

The promotion letter represented an effort to raise money through the distribution of a forty-page booklet entitled: Is the School House the Proper Place to Teach Raw Sex? Written by Dr. Gordon V. Drake, Educational Director of Christian Crusade, the booklet is actually an expansion of a chapter from an earlier Drake work: Blackboard Power, NEA Threat to America.

Three excerpts from the promotion letter indicate the tone of the project:

On family life education: "...this over-all scheme to demoralize youth, repudiate the so-called 'antiquated morals' of Christianity,

drive a cleavage between students and parents, and introduce to curious youth the abnormal in sex, is ALL A PART OF A GIANT COMMUNIST CONSPIRACY!"

On those responsible: "...the officers of the National Education Association, Department of Health, Education and Welfare, Sex Information and Education Council (SIECUS), the National Council of Churches, and the rest of the rotten Liberal Establishment..."

On the purpose: "This letter is a frank appeal for funds to run Christian Crusade. We are behind with our publishers, our radio stations, and our suppliers...we need your help. With your help now, we can go forward with all our projects including this important new one...to stop this vicious 'sex in schools campaign.'"

Rapid Growth

Local committees opposed to sex education formed rapidly over the next few months, and groups already in existence became more vocal. This heightened activity often seemed to follow as a result of Dr. Drake's speaking tours. The names of the organizations vary from one state or region to another, but all appear to be working toward the same end, with material from the Drake booklet nearly always serving as ammunition.

Reports from around the country indicate that the campaign has now reached at least 26 states and in over 100 cities. It seems to be particularly intensive in California, Washington, Texas, Oklahoma and other states in the Midwest and Southwest, as well as in Illinois and New Jersey.

Other right-wing groups and publications took up the Christian Crusade theme. In January the John Birch Society's monthly Bulletin attacked sex education as a "filthy Communist plot"; and the Society's magazine, American Opinion, carried an article in March by Gary Allen expanding on the Drake material: The Society is also promoting the Drake booklet through its American Opinion bookstores and has formed its own ad hoc organization to carry on the fight: the Movement to Restore Decency (MOTOREDE).

A system of recorded telephone messages called "Let Freedom Ring" supports the campaign in cities throughout the country. The Drake allegations turn up once again in the Dan Smoot Report (of March 17), a newsletter published in Dallas, and can undoubtedly be found in many similar publications of the moment.

The common element in many of these attacks is the special emphasis given to the alleged "program" of the Sex Information and Education Council (SIECUS), which appears as the principal target. The truth,

of course, is that SIECUS has no program or curriculum. Decisions on family life and sex education programs are made, necessarily, by state and local school authorities. These authorities alone are responsible for selecting materials, assigning teachers, etc. They may or may not choose to include materials listed by SIECUS.

Response

Although it is too early to judge the success or failure of the campaign in most areas, family life programs seem to be withstanding the attack. School boards, parent-teachers groups, medical associations, the clergy, etc. have rallied to defend the programs. An important factor is that generally a great deal of preliminary work went into developing these courses, because of their controversial nature. Thus the schools are equipped to refute sensational charges.

The attacks have been more successful, at least initially, where parents are unfamiliar with the programs and the educational materials used. If schools have not been careful to enlist parental support in advance, they find themselves in an extremely weak position. When the news about family life and sex education comes as a "revelation," parents are more likely to assume that schools have some reason for concealing the facts.

Objectives of the Campaign

To a great extent, the direction and purposes of the campaign will depend on local conditions, but three main objectives appear to be present in the nationwide pattern:

1. By attacking the Sex Information and Education Council, the Education Association and other groups, and by attempting to link officials of these organizations in a sinister and vaguely defined "conspiracy," the campaign seeks to discredit the concept of family life and sex education.
2. In this way, without ever really examining the merits and flaws of an existing local program, the campaign aims to eliminate family life and sex education from the schools.
3. As a long-range goal, at least in some areas, the forces behind the campaign appear to be seeking control over parent-teacher associations and school boards. For this purpose, family life education serves merely as a useful interim target. By launching attacks on officials who support the program, these forces try to undermine their position and drive them from office.

It should be emphasized once again that many parents critical of family life programs in the schools may have no connection whatever with extremist organizations. Their primary concern is with their children's education. These parents, however, will not be likely to make sensational charges on the basis of distorted "evidence" and hearsay -- for the result is not to improve education but to inflict serious damage on the schools and the community.

* * * * *

Sources for information on organizations:

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Danger on the Right, Forster and Epstein. Random House, New York, 1964.

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EXTREMIST TACTICS

Genuine debate regarding family life and sex education in the schools, as on other matters of wide community interest, is marked by a willingness to judge a program fairly on its merits. Parents have a legitimate concern with the educational materials to be used, the age-levels at which instruction will begin, and all other aspects of the program. They need this information if they are to make a proper judgment.

Extremists are not interested in genuine debate. Most frequently, their aim is not to evaluate a program but to demolish it. By means of "steamroller" tactics and sensational charges, they attempt to prevent a careful examination of the issues.

In the nationwide campaign against family life education, here are some of the elements in the pattern that has developed from one community to another. Of course, not all parts of this "syndrome" are present in every attack, but their general thrust is usually the same. You can soon recognize the pattern -- and prepare yourselves to participate in the community response.

1. FORMATION OF A COMMITTEE

The local committee of "concerned parents" may often be just that, with no link to extremist organizations. However, the fact that groups on the far right have mounted an intensive campaign against family life education suggests that many of the local committees do not arise spontaneously. It is important to examine the methods used, and particularly the charges made by the committee chairman or spokesman.

2. OUTSIDE SPEAKERS

The formation of the local committee may often directly precede or follow a well-publicized visit by an outside speaker, in many cases Dr. Gordon V. Drake of the Christian Crusade. Since the speaker is seldom familiar with the family life education program locally, he will direct his attack at a much broader target: the very concept of such programs, which he simplifies to "sex in the schools."

3. CHURCH SUPPORT

The local committee may include, or may even originate with, a particular church group in the community, often of a "fundamentalist" denomination. If other religious groups do not share the views of its members on family life education, they may be attacked as "antireligious" and "anti-God."

4. DISRUPTION OF MEETINGS

When they attend school board or parent-teacher meetings on the question of sex education, extremists generally aim not to participate but to disrupt -- so that only their point of view is presented. They ignore the rules of order, attempt to shout down other speakers, etc. Broad charges are made in the form of "canned" or "loaded" questions.

5. HALF-TRUTHS AND DUBIOUS DOCUMENTATION

The extremist uses innuendoes and half-truths to plant suspicion about family life education in general -- for example, by making allegations about SIECUS and its connection with the local program (often there is no connection at all). Another device is the presentation of seemingly authoritative documentation on incidents in "other schools," which few people have the time to check. Based in large measure on rumor and quotations out of context, it seldom withstands a careful examination.

6. EMOTIONAL APPEALS

Extremists appeal not to reason but to emotion. Rather than discussing the program fairly, they charge "communist plots" and "moral degeneracy." They warn that the schools encourage promiscuity; that corruption has entered the classroom; that "pornographers have invaded the schoolhouse."

7. SUSPICION OF TEACHERS

By alleging that children are being "brainwashed," extremists try to drive a wedge between parents and teachers. They attempt to arouse suspicion on the part of parents, declaring that educators cannot be trusted.

8. DISTRIBUTION OF PUBLICATIONS

The Drake booklet and local leaflets drawing heavily on the Drake material may soon make an appearance. These pamphlets and fliers are distributed at meetings of parents, placed in automobiles, and often brought directly to the home in a door-to-door campaign.

9. LETTER-WRITING

In letters to the editor, individually concerned parents will express their point of view in their own way. Letters from extremists repeat the same charges one after another, often using the same phrases. They are directed not only to the local editor but to school board members, school officials, members of the city council, etc.

10. RADIO AND TV

The campaign in the press is extended to local radio and television stations. For instance, if the station has a "talk show" or panel discussion on sex education, extremists may make an attempt to dominate the questioning.

11. PRESSURE ON PUBLIC OFFICIALS

By means of letters, telegrams and group visits, extremists try to exert pressure on public officials and work for the passage of bills in state legislatures prohibiting family life education. At the least, they attempt to provoke a legislative hearing on an established program, offering a stream of witnesses to testify against it.

12. THE "FOOT IN THE DOOR"

In communities where family life programs have not been initiated in the schools, or where they are very limited in scope, extremists attack the future rather than the present. They charge that school officials are seeking to get "a foot in the door" with small pilot programs. Once a program is established, they warn, a "flood of pornography" will descend on the classroom.

WHAT YOU CAN DO

The defense of family life programs must come primarily from those directly under attack -- school officials and board of education members. But they need and deserve the support of parents, medical associations, professional groups, churches and other community bodies.

An organization can:

- Assist in building a coalition of forces within the community to defend family life education.
- Add its own voice to that of other groups by means of a board resolution supporting the school program.
- Join in sponsoring meetings to enable school officials to give full and accurate answers to questions by parents.
- Participate actively in community debate through public appearances.

Individual parents and citizens can:

- Indicate their strong support to school officials and members of school boards.
- Attend public meetings on family life and sex education in the schools.
- Insist that any charges made at such meetings be documented.
- Defend the program in letters to the local newspaper, to city and state officials, etc.

Above all, one should work constantly to guide community discussion toward the real point at issue: the program of family life education in the local schools. You should resist extremist attempts to make generalized charges, to evade specifics, to employ sensationalism against responsible school officials.

SEX EDUCATION IN THE SCHOOLS IS APPROVED BY
THE FOLLOWING NATIONAL ORGANIZATIONS

American Academy of Pediatrics

American Association for Health, Physical Education and
Recreation (AAHPER)

American College of Obstetricians and Gynecologists
(Committee on Maternal Health)

American Medical Association (AMA)

American School Health Association

American Public Health Association (Governing Council)

National Congress of Parents and Teachers (PTA)

National Council of Churches

National Education Association (NEA) and American Medical Asso-
ciation (AMA) (Joint Committee on Health Problems in Education)

National School Boards Association and American Association
of School Administrators (Joint Committee)

National Student Assembly, YMCA & YWCA

Sixth White House Conference on Children & Youth

Synagogue Council of America

United Nations Educational, Scientific and Cultural Organ-
ization (UNESCO)

United States Catholic Conference

United States Department of Health, Education & Welfare
(U.S. Commissioner of Education)

SUPPORTIVE STATEMENTS

...The initiative of the school in the strengthening of family education can be effective only if the school understands its own role correctly ...The starting point is the children, with their individual pre-school histories, their family relationships and the conscious and unconscious attitude of their parents. The school should be well informed about all this, for it then can cooperate with the parents in developing various methods to help the child attain balanced adjustment.

UNESCO Report, June 1960

...that the school curriculum include education for family life, including sex education...the family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school and that this formal education emphasize the primary importance of family life.

Sixth White House Conference on Children & Youth, 1960

...The responsibility of the school in education for family life is no longer a matter of debate. The tasks of the school in supplementing and complementing those of the home and of the social structure in which children and youth are growing and developing their attitudes, character, and capabilities for relating themselves to other people, are now recognized as inescapable in total balanced education.

Elizabeth S. Force, Director of Family Life
American Social Health Association

...that the schools accept appropriate responsibility for reinforcing the efforts of parents to transmit knowledge about the values inherent in our family system, and about the psychic, moral, and physical consequences of sexual behavior, and be it further resolved that this be done by including in the general and health education curriculum the physiology and biology of human reproduction beginning at the elementary level and continuing throughout the school years at increasing levels of comprehension, and that the study of venereal diseases continue to be a part of communicable disease education during early adolescence, and be it further resolved that the concept of the family as a unit of society based on mature, responsible love be a continuing and pervasive educational goal.

Joint Committee on Health Problems in Education,
NEA and AMA, March 1964

The school is a powerful agency in the development of healthy habits of living and moral values. Surely one aspect of life that cannot be divorced from character and moral attitude is sex.

Helen Manley, Executive Director
Social Health Association of St. Louis, 1964

...create a climate of acceptance for family life education in the schools. Encourage the inclusion of sex education for boys as well as girls in school programs in family life education.

National Congress of Parents and Teachers, 1965

...in combating promiscuity, illegitimacy, venereal disease, perinatal mortality, marital disharmony and divorce is sex education, including a thorough treatment of human biology, to be started at the elementary school level and continued through higher education.

Committee on Maternal Health, American College of
Obstetricians and Gynecologists, 1965

There seems to be an emerging consensus that we need to develop a more adequate understanding of man's sexuality in its human wholeness and totality. Sex is indeed such a fundamental dimension of human existence, by reason of its connection both with man's desire for personal-fulfillment and happiness and his consequent need to establish satisfactory relationships with others, that we cannot long avoid clarifying our stance in its regard.

Reverend John L. Thomas, S.J., SIECUS Board, 1965

...Schools are not giving students an adequate education in sex; too many teachers give the once-over-lightly treatment -- if any treatment at all.

National High School Youth Conference, Feb. 1966

...urge schools to assume the responsibility of providing sound sex education including human reproduction as one part of a complete health education program. ...urge colleges and universities to include family living instruction including sex education in the general education of all students. ...encourage churches, civic organizations, and other community groups to strongly support programs of sex education.

Resolution, Board of Directors, AAHPER, March 1966

...If our aim is adults who will use their sexuality in mature and responsible ways, we cannot begin sex education later than early childhood. ...inasmuch as parents are also entirely unprepared to do the in-depth kind of job that is required, the schools will have to assume the main burden and responsibility for planning, and carrying out adequate sex education programs.

Mary S. Calderone, M.D., Executive Director
SIECUS, March 1966

...To assist communities and educational institutions which wish to initiate or improve programs in this area (family life education and sex education), the U.S. Office of Education will support family life education and sex education as an integral part of the curriculum from pre-school to college and adult levels; it will support training for teachers and health and guidance personnel at all levels of instruction; it will aid programs designed to help parents carry out their roles in family life education and sex education; and it will support research and development in all aspects of family life education and sex education.

Harold Howe II, U.S. Commissioner of Education, August 1966

While parents have the primary responsibility for family life and sex education, the school cannot ignore its responsibility for education in this area. Family life and sex education should be included as a planned portion of the regular curriculum and should recognize the sociological and psychological aspects of sex education as well as the biological processes of maturation and reproduction. A sequential, coordinated program with clearly defined objectives is necessary for grades K-12 if we are to provide children with a sound basis for making rational judgments regarding human interaction.

Duane J. Mattheis, Minnesota Commissioner of Education, Nov. 19, 1966

The American Public Health Association encourages the development of programs that aim to help parents and community groups to promote healthy sex attitudes and to meet their respective responsibilities toward the problem more fully. Elementary and secondary schools should provide organized programs that give students opportunity for guided discussion appropriate to their stage of readiness and maturity so that better knowledge associated with parental counseling may help them develop a better ethical and moral foundation for healthy adult sexual adjustment. American Public Health Association (APHA) Governing Council, October 1967.

stration is nature's way of disposing of the unfertilized egg. Some information should also be given as to the structure and function of the sex organs of the opposite sex.

Masturbation is a very common problem in the adolescent of 12 to 20. Feelings of inferiority and frustration are often the cause, and parents should discourage the habit by adding more affection and more satisfying activities to the child's world. The more satisfaction he gets from the outside world, the less will he seek them in himself. Make sure, also, there is no physical reason, such as defective circumcision or unclear sex organs. Wholly false stories of insanity and blindness resulting from masturbation may worry him to the point of much mental suffering. Often, relieving him of the worry will lead to a reduction in the habit itself.



there should be a reason

It is just as important to use suitable occasions to explain sex to your child as it is to have the right, simple words. When the child asks a question, you have such an opportunity handed you. Family pets often lead to such questions. Life stories of various creatures are very interesting to young children and give you a chance to say something about sex and the care of the young. The boy or girl on the farm has a familiarity with mating and birth that the city child lacks. At the same time, the farm child as well as the city child should not grow up to regard the physical aspects of sex as the whole story. Love and devotion between parents should be apparent to the child as something based on more than physical rela-



tionship. If your child doesn't ask questions about sex, it means that his natural curiosity has been somehow curbed. Then make your own opportunity—for instance, when a child of the opposite sex is being bathed—to see that he gets the right grounding in sex education.

We begin learning about sex in earliest childhood and continue to learn about it through the years into adulthood. It is so closely linked with the business of living with others that there is a great deal to learn about it. Some of your child's information is learned consciously but much of his attitude towards the opposite sex, and towards sex behavior, is learned from seeing the day-to-day attitudes of his parents to each other—whether respectful and affectionate or demanding and intolerant.

further reading

PAMPHLETS

When Children Ask About Sex—Child Study Association of America, 221 West 57th St., New York 19, N. Y.

Sex Education: Facts and Attitudes—Child Study Association of America (See above).

Your Own Story—by M. L. Faegre, University of Minnesota Press, Minneapolis, Minnesota.

BOOKS

Growing Up—by K. de Schweinitz, Macmillans, Toronto. For young children who can read.

Being Born—by F. B. Strain, Ryerson Press, Toronto. For junior high school age.

New Patterns in Sex Teaching—by F. B. Strain, Ryerson Press, Toronto. For Parents.

The Happy Family—by Levy and Monroe, Ryerson Press, Toronto. For Parents.

This is one of a series of leaflets on child training produced by the Information Services Division, Department of National Health and Welfare, Ottawa, Canada. Permission to reprint this series in the United States has been granted to The Mental Health Materials Center, New York 19, N. Y.

364-M

CHILD TRAINING

sex

**what should I
tell my child**

provided as a service of the
Division of Maternal and Child Health
Kansas State Department of Health

INFORMATION OR MISINFORMATION

Every child learns about sex. He learns names for sex organs, where babies come from, and other information, if not from his parents then from other sources which are usually inaccurate and misleading. Most parents are aware of their duty regarding their children's sex education. They want their children to develop healthy attitudes and acquire useful information about sex but aren't quite sure how to go about it. They ask: "What is important for my child to know?" and "How should I tell him?"

The cardinal rule is: Tell your child the truth, giving him enough information to answer his immediate question and in language that he can understand. Always use the correct names for bodily parts, such as penis, vagina, testicles, ovaries. And tell him that such matters are best talked about only in the family circle.

no cause for alarm

Often the first sign of sex activity in your child is the handling of his sex parts while exploring his body. It is nothing to be alarmed about if there is no physical cause such as irritation or in-



testinal worms. Direct the child's attention elsewhere, for instance, by the use of toys. If he is over a year old, see that he has companionship. Similar action in a child of three or four is not uncommon. He may do it if he is troubled or unoccupied. Avoid any action on your part that would connect guilt to his habit—particularly shun punishment!

Encourage outside interests so he won't tend to inactivity and day-dreaming. Make sure he feels secure in his parents' affection and that jealousy isn't being stimulated by favoritism towards another child, or by too frequent exhibitions of affection between parents.

See that your young child's sex parts are clean, his clothing comfortable and his visits to the toilet supervised. Be familiar with his associates and informed as to his activities at different times of the day.

he's curious about babies

Your child's next evidence of sex interest is often the question: "Where do babies come from?"



He is interested in his own origin, or the new baby's. Not only what you answer but the way you answer is important. The information should, of course, be facts told casually. Lying or evading the issue is likely to cause unhealthy interest in the subject and worry. Don't try to cover the entire field of sex in your answer; just enough to satisfy his curiosity at the moment.

The father's role should certainly be told and in terms your child will understand. For instance,

the father's sperm or "seed" unites with the ovum or "egg" in the mother's body and growth takes place there.

Don't tell him he is too young to understand about it. In fact, don't discourage your child's questioning on any subject. Questions about sex should be answered just as matter-of-factly as questions about where the snow comes from! The questions he will ask about sex will be few and far between. Be glad when he does bring up the subject because you will then have the chance to inform him correctly and guide his thinking about sex in a healthy manner.

Don't be afraid that your child will lack modesty if told about these things, or if allowed to see another small child undressed. Children quickly learn adult habits and want privacy as they grow out of early childhood.

As your child grows a little older he becomes curious about the physical difference between sexes. This usually has its beginning when he sees a child of the opposite sex being bathed, or through talk with other children. If your child has had the chance to learn of these physical differences and also of his parents' matter-of-fact attitude toward such a difference, he is unlikely to carry on further investigation.



tell them in advance

In the case of older children, tell your daughter about menstruation and your son about nocturnal emissions (wet dreams) before these events happen. Explain to the boy that nature provides an excess of seminal fluid; to the girl, that men-

RESOLUTION

Adopted by the
Joint Committee on Health Problems
in Education
of the National Education Association
and the
American Medical Association,
February 26-28, 1967



Balanced Curriculum

- WHEREAS*, it is essential to teach health effectively in all our schools; and
- WHEREAS*, each year demands are made upon the schools to emphasize certain more dramatic issues in the health curriculum; and
- WHEREAS*, we encourage updating and improving the health curriculum; therefore be it
- RESOLVED*, that schools be encouraged to be flexible enough to meet the current needs of our times; and be it further
- RESOLVED*, that schools make every effort to teach all important aspects of health with the proper emphasis and to discourage an overemphasis on popular problems at the expense of a total balanced health education program for children and youth.

Joint Committee of the
National School Boards Association
and the
American Association of School
Administrators



Representing NSBA:

Harmon G. Harrison, Tucson, Arizona
Mrs. Leonard L. Mancuso (ex officio),
President, NSBA; Glassboro, New
Jersey
Richard N. Schnacke, Proctor, West
Virginia
R. Winfield Smith (ex officio), First
Vice-President, NSBA; Pennsburg,
Pennsylvania
Robert A. Tidwell, Seattle, Washington
Harold V. Webb (ex officio), Executive
Director, NSBA, Evanston, Illinois

Representing AASA:

FORREST E. CONNER (ex officio), Execu-
tive Secretary, AASA, Washington,
D.C.
WILLIAM H. CURTIS (ex officio), Super-
intendent of Schools, Manchester,
Connecticut; President, AASA
DONALD W. DUNNAN, Superintendent of
Schools, St. Paul, Minnesota
JOHN B. GEISSINGER, Superintendent of
Schools, Tenafly, New Jersey;
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ber
JOHN L. MILLER (ex officio), Superin-
tendent of Schools, Great Neck,
New York; President-Elect, AASA
PAUL A. MILLER, Superintendent of
Schools, Cincinnati, Ohio; Vice-
President, AASA

Health Education and Sex/Family Life Education



A Statement by
The Joint Committee of the
National School Boards Association
American Association of School Administrators

Health Education and Sex / Family Life Education

The permanent Joint Committee of the National School Boards Association and the American Association of School Administrators meets periodically to identify and discuss problems and issues of concern to board members and school administrators. At its January 1968 meeting the Committee explored several problem areas. One area of concern which was given special attention and on which the Joint Committee decided to speak was that of sex and family life education. The Joint Committee affirms that—

School boards, administrators, and curriculum staffs of school systems throughout the United States are presently being pressured to offer courses in sex and family life education.

This is not a unique experience. Schools traditionally have been imprompted by well-intentioned groups to give time and emphasis to special interest areas in the school program, often without inquiry or concern as to whether an appropriate framework exists to include the topic in the curriculum. All of these organizations are eager to reach the school-age population of over 50,000,000 young people.

In the field of health education, school boards and administrators are urged, at one time or another, to provide special time in the curriculum for as many as 30 categorical topics, including smoking, drug abuse, alcohol education, venereal disease, accident prevention, tuberculosis, cancer, nutrition, in addition to sex and family life education.

The Joint Committee of the National School Boards Association and the American Association of School Administrators is aware of the present emphasis on sex and family life education, as well as the pressures from the many other specialized interests in the health field.

The Committee is unanimous in its firm belief that the only effective way in which the school can fulfill its responsibility for meeting the health needs of youth is through a comprehensive program of health education in grades K through 12. Such a program establishes the organizational framework for meeting the health needs, interests, and problems of the school-age group as well as preparing them for their role as future parents and citizens.

Including sex and family life education with the other categorical health topics in one sound, interrelated, and sequential program not only saves time in an already-crowded curriculum, but assures that all topics will be part of a long-range program and will receive more complete and detailed consideration at the appropriate level of the student's development.

Such a comprehensive approach should be supported by groups interested in a single health area because it assures an orderly and progressive consideration of the separate topics in the context of total health and, hence, offers more effective student exposure through the grades. It avoids "band wagon" approaches, crash programs, and piecemeal efforts focused on one or a few

topics that happen to be enjoying popularity or extensive press coverage at a particular time—an approach which on the basis of past experience has proved to be largely ineffective.

The Committee wishes to emphasize that it must be recognized that the school curriculum is already overloaded. Literally, if something new goes in, something must come out. There is neither time nor justification for separate courses in any of the categorical areas advocated by specialized interest groups.

Health is a unified concept. It must be approached with consideration of the total human being and the complexity of forces that affect health behavior. It is concerned with the health attitudes and behavior of the individual, his family, and the community. It is concerned with knowledge, attitudes, and practices—that is, health behavior in its totality. This cannot be achieved with a piecemeal approach.

The Committee recommends a coordinated attack on all health problems with a comprehensive health education program extending from K through 12 and encompassing the total scope of such a program.

Such a program places a responsibility on local school boards and administrators, state departments of education, and teacher training institutions to provide qualified teachers, adequate time for instruction, authoritative and up-to-date materials, and supervisory assistance for health education commensurate with other curriculum offerings.

tions of physical and emotional health, pleasure, practical consequences, or aspects of personality development.

education must respect the cultural, racial and religious backgrounds and beliefs of individuals and must teach that the development and behavior of each individual cannot take place in a vacuum but are instead related to the other aspects of life and to his moral, ethical and religious codes.

should point out how sex is distorted and distorted in our society and how this places responsibility upon the individual, the family and institutions to cope in a constructive manner with the problem thus created.

must recognize that in school sex education insofar as it relates to moral and religious beliefs and values, complements the education conveyed through the family, the synagogue or the synagogue. Sex education in the schools must proceed constructively, with understanding, tolerance and acceptance of diversity.

must stress the many points of harmony between moral values and beliefs about what is right and wrong that are held in common by the major religions on the one hand and the widely accepted legal, social, psychological, medical and other values held in common by service professions and society generally.

the strong differences of opinion exist on what is right and wrong sexual behavior, constructive, informed and dignified discussion of both sides of such questions should be encouraged. However, in such cases, neither sponsors of an educational program nor teachers should attempt to give definite answers or to represent their personal moral or religious beliefs as the consensus of the religions or of society generally.

- g) Throughout such education human values and human dignity must be stressed as major bases for decisions of right and wrong; attitudes that build such respect should be encouraged as right, and those that tear down such respect should be condemned as wrong.
- h) Such education should teach that sexuality is a part of the whole person and an aspect of his dignity as a human being.
- i) It should teach that people who love each other try not to do anything that will harm each other.
- j) It should teach that sexual intercourse within marriage offers the greatest possibility for personal fulfillment and social growth.
- k) Finally, such a program of education must be based on sound content and must employ sound methods; it must be conducted by teachers and leaders qualified to do so by training and temperament.

The increased concern and interest in this vital area of human experience now manifested by parents, educators and religious leaders are cause for gratitude. We urge all to take a more active role—each in his own area of responsibility and competence—in promoting sound leadership and programs in sex education. We believe it possible to help our sons and daughters achieve a richer, fuller understanding of their sexuality, so that their children will enter a world where men and women live and work together in understanding, cooperation and love.

10¢ each

Order from any source below:

United States Catholic Conference
Family Life Bureau
1312 Massachusetts Avenue, N.W., Washington, D.C. 20005

Department of Publication Services
National Council of Churches
475 Riverside Drive, New York, New York 10027

Synagogue Council of America
Committee on the Family
235 Fifth Avenue, New York, N.Y. 10016

INTERFAITH STATEMENT on SEX EDUCATION

by the

National Council of Churches
Commission on Marriage and Family
475 Riverside Drive
New York, New York 10027

Synagogue Council of America
Committee on Family
235 Fifth Avenue
New York, New York 10016

United States Catholic Conference
Family Life Bureau
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Approved for release June 8, 1968

about this Statement...

ment was drafted by the Interfaith Commission on Marriage and Family Life created by sponsoring organizations. The officers are:

*Mordecai Brill, Chairman
Maughn, Vice-Chairman
William H. Genne, Secretary*

*ment develops further some of the affirm-
made in the Commission's earlier Joint
on Marriage and Family Life in the
utes (June 8, 1966).*

*d to our respective communions to stimu-
activities within their own groups and to
r support of the increasing number of
y efforts in sex education.*

*d to community leaders and teachers as
t of the common affirmations of the major
ps of our country.*

*faith Commission welcomes reports of
inter-faith projects or involvement in
y and school activities. Please write to
organizations listed on the front cover.*

INTERFAITH STATEMENT ON SEX EDUCATION

*sexuality is a gift of God, to be accepted
ksgiving and used with reverence and
more than a mechanical instinct. Its many
s are intertwined with the total personal-*

ity and character of the individual. Sex is a dynamic urge or power, arising from one's basic maleness or femaleness, and having complex physical, psychological and social dimensions. These dimensions, we affirm, must be shaped and guided by spiritual and moral considerations which derive from our Judeo-Christian heritage. The heritage teaches us that the source of values to guide human behavior is in God.

The sexual attitudes of children develop as part of their general social attitudes. Furthermore, respectful and considerate sexual attitudes help create healthy social attitudes. When the family and society view sex as loving and fulfilling, rather than prurient and exploitative, then both the social and sexual attitudes of children benefit. A healthful approach to sexual relations, willingness and ability to impart sexual information in a manner proportionate to the child's stage of development—these are among the elements which foster healthy sexual attitudes and behavior in the young. So, also, is resistance to social pressures which in some instances lead to premature sophistication or unhealthy attitudes in young people.

Responsibility for sex education belongs primarily to the child's parents or guardians. A home permeated by justice and love is the seedbed of sound sexual development among all family members. Both the attitudes and the activities of the parents—toward each other and toward each child as an individual—affect this development. Healthy attitudes toward sex begin in the child's earliest years; they can best develop in an atmosphere that fosters in him a deep sense of his own self-worth, bolstered by love and understanding.

Sex education is not, however, only for the young; it is a life-long task whose aim is to help individuals develop their sexuality in a manner suited to their stage of life.

We recognize that some parents desire supplementary assistance from church or synagogue and from other agencies. Each community of faith should provide resources, leadership and opportunities as appropriate for its young people to learn about their development into manhood and womanhood, and for adults to grow in understanding

of their roles as men and women in family and society in the light of their religious heritage.

In addition to parents and the religious community, the school and other community agencies can have a vital role in sex education in two particular ways:

1. They can integrate sound sexual information and attitudes with the total education which the child receives in social studies, civics, literature, history, home economics and the biological and behavioral sciences.
2. They can reach the large numbers of young people whose families have no religious identification but who need to understand their own sexuality and their role in society.

For those who would introduce sex education into the schools, however, the question of values and norms for sexual behavior is a problem—indeed, the most difficult problem. It is important that sex education not be reduced to the mere communication of information. Rather, this significant area of experience should be placed in a setting where rich human, personal and spiritual values can illuminate it and give it meaning. In such a setting, we are convinced it is not only possible but necessary to recognize certain basic moral principles, not as sectarian religious doctrine but as the moral heritage of Western civilization.

The challenge of resolving this problem of values in a pluralistic society makes it all the more imperative that communities planning to introduce sex education into the schools not only call upon educators to become involved in decisions about goals and techniques, but also invite parents and professionals in the community to take part in shaping such a curriculum.

To those groups responsible for developing school and community programs in sex education we suggest the following guidelines:

- a) Such education should strive to create understanding and conviction that decisions about sexual behavior must be based on moral and ethical values, as well as on con-



Ways to Combat Undemocratic Pressures on PTA's, Schools, and Libraries

In the PTA Appoint a committee to become informed on extremist groups, their "front organizations," and their tactics.

- ★ Devote a meeting to a factual report by the committee on extremist groups; their efforts to infiltrate PTA's and influence them to withdraw from the state and national organizations; and their undemocratic pressures on schools and libraries.

- ★ Establish the policy that resolutions and motions on controversial issues will not be voted on until the meeting following their introduction. This assures that the membership can be alerted and all views on an issue can be fairly represented and heard.

- ★ If someone comes up with a loaded, unanswerable question, ask him to rephrase it. Usually he can't, because it's a "canned" question.

- ★ Never mislay your sense of humor. A humorous remark has more than once pricked an inflated balloon.

- ★ Set a definite, reasonable time for adjournment. This assures that decisions will not be made by an extremist minority that outstays the moderate majority.

- ★ Look gift speakers in the mouth. Find out why they want to speak and whom they represent.

- ★ Keep the community and the press supplied with facts about PTA purposes and projects.

Schools Urge school boards to do the following:

- ★ Have written statements of policy placing responsibility for curriculum decisions and selection of textbooks, films, pamphlets, and other teaching materials with teachers and educational administrative officials.

- ★ Have an information program to sustain community understanding of these policies.

- ★ Have clearly defined procedures for dealing

with complaints on curriculum, books, and teachers. For example, require that charges and complaints be made in writing and signed by the complainant, referred to a special committee, and so on.

Libraries Urge library boards also to have written policies on book selection; a public education program; and definite procedures for handling complaints.

Prepare in advance

- ★ Invite representatives from schools, churches, libraries, labor, industry, press, radio, and TV to a meeting to consider sound, democratic ways of dealing with extremist pressures.

- ★ Establish a joint committee for a continuing exchange of information and ideas.

- ★ Conduct a joint, vigorous education campaign to make the community aware of the importance of freedom of speech and freedom to read, to teach, and to learn.

If an attack comes

- ★ Bring it out in the open.

- ★ Insist that charges and complaints be specific, written, documented, and signed.

- ★ Ask the school board or library board to hold public hearings.

- ★ Get full press, radio, and TV coverage.

- ★ Seek advice and help from the National Congress of Parents and Teachers, your state congress, and from such groups as the state education association, the National Education Association, the American Library Association, the National Council of Teachers of English, the National Council of Teachers of Social Studies, and local and state colleges and universities.



Extremist Groups

A Clear and Present Danger
to Freedom and Democracy

Extremist Groups

Both of the Right and of the Left

Most of us believe in the right of others to hold and to express views, even extreme ones, that differ from our own.

Extremist groups try to stifle free expression of views opposed to their own.

Most of us believe that free access to information and a diversity of opinions are essential in a democracy.

Extremist groups try to purge school and public libraries of publications that are objectionable to them.

Most of us believe the public schools should not indoctrinate students in the political, economic, religious, or social views of any group.

Extremist groups put pressures on schools to adopt courses and textbooks that reflect their views.

Most of us believe that criticism of public institutions and officials is healthy, but that criticism should be informed, constructive, and based on facts.

Extremist groups make irresponsible, venomous, and near-libelous attacks on individuals, institutions, and organizations that disagree with them.

Most of us believe that political, social, and economic change should be brought about by legal, democratic procedures.

Extremist groups use coercion, intimidation, and even violence to prevent or force change.

Most of us believe that patience, good will, and intelligent, cooperative effort are needed to deal with complicated issues and problems.

Extremist groups are likely to believe there are easy, simple, fast solutions to complex problems and to advocate oversimplified, very often dangerous, measures.

Most of us believe in rule by the majority, subject to criticism by a "loyal opposition."

Extremist groups believe in rule by their own minority and label any opposition as disloyal.

Tactics of Extremist Groups

Front groups

Extremist groups set up front organizations with high-sounding, patriotic names to promote their views.

Free speakers

They offer to provide free speakers in order to spread their propaganda.

Infiltration

They infiltrate democratic organizations like the PTA and try to capture key positions like the program chairmanship.

They send representatives to meetings with prepared, loaded, unanswerable questions to harass speakers whose views differ from theirs.

They prolong meetings so they can make minority decisions after the worn-out majority has gone home.

"Divide and Conquer"

They try to discredit state and national organizations and create distrust of their leadership in order to isolate local associations and capture control of them.

They encourage irrelevant programs and debates over organizational details to disrupt the work of an organization and divert it from its own productive activities.

Blacklisting and Labeling

They probe into the personal history and political affiliations of educators, clergymen, and authors and label as "subversive," "un-American," "radical" those whose beliefs and affiliations differ from theirs.

Hysteria and Fear

They create fear and insecurity by highly emotional, inflammatory charges of subversive influences in schools, government, and community organizations.

Coercion and Intimidation

They threaten investigations of school administrators, teachers, librarians, and members of school and library boards who resist pressures for conformity to their views.

Some groups use social ostracism, economic pressures, and even violence to silence disagreement and impose their views on a community.

Misrepresentation

They make false charges and use quotations taken out of context.

They distribute smear literature and poison-pen pamphlets, usually imported from outside the community.

National Congress of Parents and Teachers
700 North Rush Street, Chicago, Illinois 60611
15 cents each; \$5.00 per 100 copies.



The PTA Where Democracy Prevails

Open Membership

PTA memberships, now about eleven million, represent a fair cross section of America.

Membership is open to all who want to work for children and youth. There are no barriers of color, creed, occupation, or income.

The PTA is nonsectarian and nonpartisan. No one is asked what his religious and political beliefs and affiliations are.

The PTA is an educational organization dedicated to promoting the welfare of children through home, school, church, and community. It welcomes all who want to learn more about children and act on their behalf.

Procedures The PTA practices democracy. It welcomes dissent as well as assent. It does not impose conformity to any doctrine or dogma except democracy.

In the national organization, the state organization, and the local association, the rule is to abide by majority decisions and to respect the right of the minority to disagree and work for change.

Unity and Diversity What brings us together in the PTA — our common concern for children — is greater than anything that can divide us. Although there are bound to be differences of opinion where children and schools are concerned, PTA members are not youngsters who pick up their marbles and go home when they have their way.

PTA members can tolerate diversity and act with unity and enthusiasm on majority decisions. This is the democratic way, the PTA way.

Copy 1

"SEX EDUCATION IN THE BIBLE"

1. Pre-marital intercourse is sinful - I Thessalonians 4:3-7; Hebrews 13:4.
2. Even the handling of the breasts, when unmarried, is a mark of whoredom, Ezekiel 22:3,8,21. Even improper to embrace everywhere - Eccl. 3:5.
3. Masturbation is not of God - I Cor. 7:4.
4. Adultery is sin - Exodus 20:14; 2 Samuel 11:1-27; Hebrews 13:4. Note Job's sexual purity when married - Job. 31:1-12.
5. Between a married couple, sexual intercourse is not sinful - Genesis 2:24-25; I Cor. 7:4-5; Prov. 5:18-19; Eccl. 9:9; Song of Solomon 1:13, 2:6; 7:6. They should sleep together - Eccl. 4:11.
6. Warnings against fornication and adultery - Hebrews 13:4; Prov. 2:16-19; 5:3-20; 6:24-35; 7:5-27; 9:13-18; 23:27-28; 23:33; 29:3; 31:3; Deut. 23:17-18.
7. Rape and pre-marital sex - 2 Samuel 13:1-22, particularly verse 15.
8. Incest - Genesis 19:33-38.
9. Sodomy - Homosexuality - Romans 1:24-27; I Cor. 6:9; Genesis 19:1-11; Lev. 20:13; Deut. 23:17-18; Judges 19:21-30.
10. Humans and animals - Lev. 20:15-16.
11. David's Great Sin - 2 Samuel 11. His repentance - 2 Samuel 12; Psalm 51.
12. Eli's wicked sons and God's punishment - I Samuel 2:22-24 cp. I Samuel 3:11-14.
13. Numerous sexual Scriptures: Lev. 20:10-21; Deut. 22:13-20; Genesis 9:21-23; Deut. 21:11; Amos 2:7; Hab. 2:15-16; Genesis 34:2-31; 38:1-30; Ezekiel 23:1-21; Rom. 1:24-28; I John 2:16; I Cor. 5:1; Ezekiel 8:5; 8:14; Amos 2:7.

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"THE CHRISTIAN AND SEX EDUCATION"

By Rev. Charles Pack

The Christian and Sex Education: What does the Bible have to say about this most unusual subject? Now I want to ask five questions and answer those questions. Who should teach sex education? Where should it be taught? How much should it be taught? What should be taught? and Why should sex education be taught?

First of all I believe that sex education should begin in the home. It should be taught, number one, in the home. The basis for this belief is the Word of God in the book of Proverbs, chapter 1-7. We remember that Solomon was the wisest man that ever lived, and Solomon is the author, as inspired by the Holy Spirit, of most of the Proverbs. And we notice in chapters 1 through 7 that Solomon is instructing his own sons. Yes, I believe the fathers ought to teach the sons in the home about sex education. Now lets see what Solomon said. In chapter 2, verse 1 we read: "My son, if thou wilt receive my words and hide my commandments with thee,"...and when he comes down to verse 16 he says this..."to deliver thee from the strange woman." That means the immoral woman, the prostitute..."even from the stranger which flattereth with her words; which forsaketh the guide of her youth, and forgetteth the covenant of her God. For her house inclineth unto death, and her paths unto the dead. None that go unto her return again, neither take they hold of the paths of life." In other words, Solomon was telling his sons that to give themselves to immorality could be the means of sending them to Hell. Then we go on to chapter 5:1 and he says, "My son, attend unto my wisdom, and bow thine ear to my understanding: That thou mayest regard discretion, and that thy lips may keep knowledge. For the lips of a strange woman drop as an honeycomb, and her mouth is smoother than oil: But her end (or literally in the end) is bitter as wormwood, sharp as a twoedged sword. Her feet go down to death; her steps take hold on hell." Then he goes on talking about the immoral woman, trying to warn his son about her. He talks to his son about venereal diseases. Yes, that's in the Bible, a father teaching his son. Not the school teacher in the public school but the father teaching his son. And he says in verse 10, "Lest strangers be filled with thy wealth; and thy labours be in the house of a stranger; And thou mourn at the last, when thy flesh and thy body are consumed, (that's venereal diseases) And say, How have I hated instruction, and my heart despised reproof;..." So you see, here Solomon teaches his son about venereal diseases. Then also he teaches him in verse 15 about extra-marital sex. He says to his son, - "Drink waters out of thine own cistern, and running waters out of thine own well. Should thy fountains be dispersed abroad, and rivers of waters in the streets (In other words should you give yourself to every woman that comes along after you're married, he says) Let them be only thine own, and not strangers' with thee. Let thy fountain be blessed: and rejoice with the wife of thy youth." And so we notice in chapter 5 that Solomon taught his sons about first of all, pre-marital sex, the strange woman; secondarily he warned him about venereal diseases, about his body and his flesh being consumed; and then thirdly he warned him about extra-marital sex. Solomon taught his own sons.

Then in Proverbs chapter 6, verse 23, we notice that he once more talks to his son about sex, he says..."For the commandment is a lamp; and the law is light; and reproofs of instruction are the way of life: To keep thee from the evil woman, from the flattery of the tongue of a strange woman (there's that strange woman again, he says)...Lust not after her beauty in thine heart; neither let her take thee with her eyelids. For by means of a whorish woman a man is brought to a piece of bread: and the adulteress will hunt for the precious life. (and then he warns his son, he says)

Can a man take fire in his bosom, and his clothes not be burned? Can one go upon hot coals, and his feet not be burned? So he that goeth in to his neighbour's wife; whosoever toucheth her shall not be innocent." And he goes on talking to his son about this particular matter. And then we come to chapter 7 and again he says in verse 1: "My son, keep my words, and lay up my commandments with thee." And this whole chapter is given to the account of a young man who watches a immoral woman as she begins to intice him, and then this young man goes into her house of ill repute, has relations with her, and this is how the chapter is summarized in verse 26 and 27, "For she hath cast down many wounded: yea, many strong men have been slain by her. Her house is the way to hell, going to the chambers of death." So here we notice that Solomon instructed his own sons. Now I believe that you parents, you Dads ought to instruct your own sons. I have seven children, I have taken my two older sons on a fishing trip three days, and we talked about many things. One of the things that we talked about was the very thing that Solomon talked about with his own son. And even just recently I talked with my university son, we talked about the very same things that are recorded here in the book of Proverbs. My boy is in the university, and yet I was instructing him and discusing with him the very things that Solomon did.

Now I believe that the Mothers should instruct their daughters. In Titus chapter 2, verse 3,4 and 5, we have a passage that indicates that the older women should teach the younger women. Titus 3:2 says this: "The aged women likewise, that they be in behaviour as becometh holiness." (and it goes on describing them). Verse 4..."That they may teach the young women to be sober, to love their husbands, to love their children, To be discreet, chaste,..." And there's that word "chaste" where we get the word chastity. In other words, the older women should teach the younger women about chastity. And Mother, it is your responsibility, not the public school teacher, to teach your daughter about chastity. And you, Mother, ought to take your daughter aside when she begins to reach the age of puberty and discuss with her the changes that are coming in her life, and teach her, from the mother's standpoint, just like Solomon taught his own son. Now if you do not know how to do this, if you're a shy, backward sort of a mother, maybe you don't know much about it. There is a very good little booklet called "Almost Twelve" by Kenneth Taylor, that has all the answers. Take your Bible, and with this little book and it's diagrams, you can train your own daughter in the home. Are you going to do that? Or are you going to let this woman, who is going up and down the land teaching the things that she does, do it-that the public school teachers ought to be the ones to teach our children. I am reminded of that verse in Revelation 2, verse 20, as I think about that woman that heads the SIECUS organization, "thou sufferest that woman Jezebel, which calleth herself a prophetess, to teach and to seduce my servants to commit fornication..." This is what you're permitting, these people to teach your children to commit immorality because you parents have neglected to do it in the home. Some one may say, "Well, I don't believe parents are intelligent enough to teach sex to their own children." Isn't that strange? You know animals do not have to be taught about the sex relationship, God has given them a natural instinct. But isn't it interesting in Tulsa, where I live, the County Health Superintendent said, "You have to have a license to drive, you have to have a license to operate a restaurant, but any Moron can be a parent." I resent that. I believe that I, as the father of seven children, have had enough experience and have enough knowledge that I can train my own sons in the matters of pre-marital sex, and what's wrong with it; the matter of extra-marital sex, and what's wrong with it; and also in the matter of venereal diseases. I believe that I have enough sense to do that. And Dad I believe you have enough sense; and Mother, I believe you have enough sense to do it. If you are a parent, you ought to be able to do it. And so number one, sex education should be taught in the home.

And now then number two: I believe that sex education should be taught in the church. Pastors, listen to me, I am the pastor of a church and I know the respon-

sibilities that you have, but I believe that you and I have been neglecting to instruct our people, at the right age level, in the right sort of groups, about the matter of sex education.

Now the Bible tells us in II Timothy 3:16,17, "All scripture is given by inspiration of God, and is profitable for doctrine, (teaching) for reproof, for correction, for instruction in righteousness: That the man of God may be perfect, thoroughly furnished unto all good works." Now Pastor, do you believe that? Christian worker, do you believe ALL Scripture is given by God to help people, to train them and teach them? Now if you believe that, why aren't you teaching your people about the matter of sex? Why aren't you doing it? Is it because you're not willing to teach the whole counsel of God? Someone is saying, "Well now, I don't believe these things should be discussed publicly." Well the Bible says, ALL Scripture is given for this purpose. Listen again, in Psalm 119, verse 140, "Thy word is very pure:..." Psalm 12 verse 6 says that the Word of God is purer than silver that has been refined in a furnace seven times. And you are not teaching this Word of God about sex education to your people? Now I know what you're thinking. You're thinking, "Well, now I can't get up on Sunday morning and preach a sermon on sex education. I can't get up on Sunday night and preach on sex education. Why there's little children in the congregation, I can't do that - and there's young girls and young boys present." Alright, let me make a suggestion to you Pastor. Why don't you, once a year, set aside two or three night in which you are going to teach your boys, your young men, and your married men on the matter of sex. I would suggest for boys who are in 10th, 11th, or 12th grade up through the older men. As pastor, you are going to teach them. It's going to be above board. You are going to answer their questions. You are going to try to help them, because when a boy gets in the 10th grade, he's old enough to be a father, and he ought to be taught these things either in the home or by the pastor in the church, or by both. Now then, how about the ladies in the church? How about the young girls when they reach the 10th grade up through high school; when they reach young womanhood? I believe that your wife, the pastor's wife, ought to teach these the truths about these things. Well, you may say, "My wife is timid, she's shy, she couldn't do a thing like this." Well surely there is a dignified, spiritual Grandmother in your church, or perhaps an older Mother, who is intelligent about these things, and she can take the Bible and teach the girls and the young women. The Bible says the aged women should teach the young women these things. And so Pastor, if you don't do this, you are neglecting to teach the truth of what the Bible says that you are responsible for doing; and that is to declare the whole counsel of God. These things are in the Bible.

In Proverbs, chapters 1 through 7, we have seven chapters that are about this, and most Pastors have neglected to teach it. We have the Song of Solomon, the most beautiful and wonderful book in the world for a young married couple to study about love and about sex; and Pastors have neglected to teach it.

Now then, here is the second thing that sex education should be taught in the church. The third thing I want to share with you is this, in counseling with your daughters, or with your sons, or you as a pastor counseling with your people as you teach them these things, are some passages that you can use to help them. Number 1: you need a passage to counsel with young boys and the older women with young girls on the matter of masturbation. The question has been asked me frequently, does the Bible say that masturbation is wrong? I want you to turn to I Corinthians chapter 7, verse 1, where I believe that the Bible teaches that this is outside the will of God. Regardless of what the doctors say about it, in I Cor. 7:1, there is a passage that has to do with the matter of sex, and it says in verse 3, "Let the husband render unto the wife due benevolence; and likewise also the wife unto the husband.(now notice) The wife hath not power of her own body, but the husband: and likewise also the husband

hath not power of his own body, but the wife." Now you will notice here that it is God's plan that a member of the opposite sex not have the authority over his body as it relates to sex except by the other person. In other words, the male does not have the authority except through the female; the female is not to have authority except through the male. And so then, in this passage we recognize that masturbation is not right in the sight of God. Even though the doctors' say it won't cause you to go crazy, even though they say it will not affect you later on in life, it still is not the will of God for the Christian. And we are talking about the Christian and sex education.

Now the second passage of scripture that you can use in counseling has to do with pre-marital sex. If I were you, Mother and Dad, I would take my daughter or son and I would turn to the book of II Samuel chapter 13. Here we have the story of Amnon and Tamar. They were half brothers and sisters. And you remember how Amnon seduced his sister Tamar, under the guise that he was ill and wanted her to make some food for him and to serve it in his bedroom. And when she came into the bedroom, Amnon raped Tamar. Now I would show this to my son, and to my daughter particularly, and then I would summarize it with II Samuel 13, verse 15 where it says after this evil thing happened, "Then Amnon hated her exceedingly; so that the hatred wherewith he hated her was greater than the love wherewith he had loved her. And Amnon said unto her, Arise, be gone." And let me tell you this young lady, if you're listening in and you are not married, this is the way that a man is going to look at you if you give him your body before you are married. And Mother this is what you ought to teach your daughter. This is the eternal Word of God.

Now Parents there is another passage that you could use to counsel with your children about extra-marital sex. That's in II Samuel, chapter 11 and 12, the story of David, Uriah and Bathsheba. You remember how David committed adultery with Bathsheba, the wife of Uriah. This man Uriah was on the battle front fighting the Lord's battle. David should have been up there fighting also, but what did he do? He committed adultery with this man's wife. You remember the story how God caused the little baby to die on the seventh day. And you remember how God through the prophet Nathan said to David that he would be punished fourfold and this punishment, some of it, would go on the rest of his life. I want to tell you Dad and Mom, you ought to read that to your sons who have reached their teens. You ought to show them how terrible it is to be guilty of extra-marital sex and warn them that they ought to be true and faithful to their wives or to their husbands when they get married.

Now someone may say, "Well this is just too simple; there is so much that is going on today in sex perversion." I want to tell you if you want to know about perversions, you read the Bible in Leviticus chapter 20:10-21, and Deuteronomy chapter 22:11-30. You know there is no new thing under the sun. God gave in the law of Moses, the prohibitions about perversion. Why we have examples here of women lying down before beast. We have all sorts of things; sodomy; homosexuality, all these things are recorded in the Old Testament Law and God's prohibition of those, and how under the law that the children of Israel were to put to death anybody who was guilty of these terrible perversions. You may train your children about perversion from the Bible.

God has informed Parents in His written Word that it is the responsibility of the father to teach the son what he needs to know about sex; and that it is the responsibility of the mother to teach the daughter what she needs to know about sex. God has also instructed the pastor to supplement home training with special instructions from the Bible to the men and women of his congregation. May God help mothers and fathers, and the pastors, to read their Bible and understand exactly where the responsibility for sex education really lies.

... bringing into captivity
every thought to the obe-
dience of Christ.
Cor. 10:5b

THE
SCHOOLHOUSE

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Vol. 1 No. 3

A CHRISTIAN ANALYSIS

March, 1968

Sex Education for Your Child: Sacred or Secular?

What do Children's

Questions Mean?

"Mommy, where did I come from?"
Fourth grade Johnny had just burst excitedly into the kitchen and greeted his mother with this startling question.

His mother, aware of the importance of giving full information to curious young minds, had carefully prepared for just this question. Quietly she drew Johnny to her lap and seizing this "teachable moment" formed him with full detail concerning reproduction and delivery process.

At the conclusion of her instruction she added, "And now Johnny, do you have any questions?"

"Well, yes, Mommy."

His mother cast about in her mind for any contingency that had not been covered by the information that she had just given her curious boy.

"There was a new boy in school today. He says he comes from Detroit. Mommy, where do I come from?"

Effective Communication

Know what the question means is a sound rule for effective communication whatever the age level of the persons conversing may be. It is of tremendous importance as parents communicate with their children concerning all areas of intense interest in their exciting and expanding universe.

As questions of this sort come, the best single word of advice is to urge one more question, "What do you mean, son?" before launching into the answer. By clarifying the statement of the problem one is delivered from over-reacting and he prepares the way for future discussion of other dimensions of the problem.

It is most important to receive the question seriously, explore its dimensions carefully and answer it simply and directly. By establishing this atmosphere the freedom to ask a second question next week, or next month, will be preserved and continual communication between the concerned parent and the curious child will be maintained.

It's too late to debate whether or not there should be sex education in the schools. It's here. Schools have not merely accepted sex; they have embraced it . . ."
Sex Education by Marjorie F. Iseman, McCalls, January, 1968, p. 36.

The Facts of Life for Christian Parents

Christian parents must recognize that sex education in our schools is an operating fact. The most intimately personal of man's relationships, so fraught with spiritual value as to be used by God as a symbol of the relationship of the believer with our God, is the current curricular fad of American education.

It is of significant interest to the Christian parent that American education, having denied God as Creator and expelled Him as sustainer, feels impelled to provide extensive explanations for this facet of life which most uniquely combines physical and spiritual considerations.

Christian parents should know something of the content and operation of the courses in sex education which will be taught to their children in the schools of our land next September, or very soon thereafter. The information that we share is vivid and factual. Christian parents must know what their children are being taught if the influence of the home and church is to enrich this instruction with a Christian perspective.

Secular Sex Education

The development of interest in sex education courses was gradual until three or four years ago. Since then sex education in the schools has moved forward at startling speed. Experts estimate that two years from now, 1969, 70% of the nation's schools will have broad thorough sex education programs.

Beginning in Kindergarten

The programs now being presented to the schools of America unanimously provide for sex education beginning in kindergarten. Instruction, even at this early age, is made as specific as possible. Mrs. Rose

Cont. p 2, col 1.

Biblical Morality in Sex Education

Christian parents who accept biblical morality must actively teach and personally demonstrate it to their children. When the child of the Christian home begins to talk about what he learned in school, Christian parents must be prepared to listen and then discuss the facts and morals thus communicated.

Sex education courses have been developed because of the fact that there is significant extra-marital sexual activity in our society today. All records indicate that it is increasing. The objective of sex education courses range from promoting pre-marital chastity and marital fidelity, to promoting complete freedom from the guilt and consequences of uninhibited sexual activity.

Since the physiology and vocabulary of all sexual activity is being made a part of

Cont. p 4, col 1.

How Will Sex Education be taught where it is believed that:

- man is an animal, the highest product of the evolutionary process?
- all values are relative; a majority vote determines acceptable conduct and standards?
- biblical teachings are not relevant to our modern age?
- social problems are the result of ignorance?
- man, even immature teenagers, is inherently good and acts logically?
- the denial of personal pleasure (inhibition or frustration) creates warped personalities?
- life is a series of unrelated "faithful episodes" (situation ethics) i.e., that past values and future consequences have no bearing on present actions?
- man has no responsibility to God?

The Schoolhouse Weathervane

Editor: John F. Blanchard, Jr.

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Facts (cont.)

aniels, sex education consultant in Glen ve, a suburb of New York city, briefs er five year olds on the principal anatomical discrepancy between boys and girls by conducting a bi-sexual expedition into the school men's room to give them a clue om the urinals—although purists in sex education frown on any association of imination with sex. Elementary grade achers in Anaheim, California, commonly assign children to model the male and male genitals in clay or to make drawings of them and their workings.

Movies make it clear

Teachers get much help from movies in schools that can afford them. From the airily tame animal films on the kindergarten level, they range to "Human Reproduction" featuring bodily models with all organs clearly labelled; and "Fertility and Birth," a cartoon (animated we understand) depicting sexual intercourse and subsequent hospital delivery, which is supposed to be used only in "emergencies," meaning when children specifically ask about fertilization.

Vocabulary

It is a further conviction of the experts in sex education that if one wishes to change attitudes towards sex, one begins with vocabulary. Teachers at Anaheim (California) permit classroom use of four gutter words in order to strip them of their forbidden thrill value. As a teacher from Evanston, Illinois, commented recently, "If a teacher can't say words like 'penis' or 'vagina' as easily as 'chalk' and 'blackboard' then she is going to be in trouble with our fifth graders." Most of the time the language is straight forward and clinical with the result that parents are sometimes staggered by breakfast table mentions of seminal emissions and clitoral excitation.

Related Problems

The expectations for sex education have now gone far beyond teaching the facts of reproduction. High schools are being pressured to have their teachers lead discussions on such topics as masturbation,

homosexuality, pre-marital relations, standards of sexual conduct, venereal disease, birth control, divorce, abortion, adoption, child-rearing and even what constitutes love. Up to the present, most sex education courses avoid talking about contraception and sex techniques.

Morality

Probably the toughest question about sex education that concerned educators face is whether it should be straight information or have moral direction.

The morality that many designers of sex education courses have in mind is "Situation Ethics." Its tenets are well expressed by Dr. Alan Guttmacher. "I think all we ask of our young generation," he recently told a Manhattan audience of tenth and twelfth graders, "is a feeling of sexual responsibility. . . . Pre-marital sex should be entered into as a faithful episode. You choose your mate carefully and remain faithful at the time. But please, you must use effective controls. There is too much trauma in a pre-marital pregnancy. . . ."

Parents who feel that the principles of situation-ethics are inadequate cannot and should not look to the schools for decisive help. They will have to re-define and re-assert their own morality in the home and in society at large and that will take a great deal more than sex education or education of any kind.

Lessons in Sex Education from Sweden

Sex education was made universally compulsory in Sweden in 1956. From the early forties sex education courses had been offered in some of the larger cities.

The historical roots of the Swedish sex pattern reveal that sex relations among unmarried persons is and has always been fairly common. Although the church fought against such customs, it did not succeed in eradicating them before modern times brought its request for greater freedom for the individual.

Two diverse concerns came into focus in the period immediately following World War II. On the one hand was the desire for greater personal freedom mentioned above. Since freedom can be best exercised with understanding, it was urged that to avoid the disintegrating effects of "free love," young people and children should be educated in the responsibilities and use of that freedom.

On the other hand, rates for abortion, children born out of wedlock, divorce, alcoholism and juvenile delinquency, all were rising rapidly. It was urged that sex education be used to halt the disintegrating trend that these statistics reported. What does the record show since compulsory sex education classes began?

- increased maternity among women 15-

18 years old.

- increasing rate of venereal diseases among the youngest groups. Dr. Malcolm Tottie, senior medical officer of the National Health Board of Sweden and World Health Organization, expert on venereal disease says, "Education does not influence the venereal disease rate."
- the rate of births out of wedlock has turned upwards again since compulsory sex education and in 1962 more than 12% of the births were illegitimate (compared to 9% over the previous 20 years).
- all indices measuring divorce rates point to an increase in recent years (added to one of the highest rates in Europe).
- crimes committed by young people have tended to increase at a rate exceeding that for adults.
- alcoholic abuse has increased among the young. The curve for drunkenness used to peak at the age of 25, but now it lies in the range from 18 to 20 years.
- incidence of pre-marital intercourse has risen and the age of first experience has dropped.

Dr. Gusta Rodhe, chief medical officer of the Royal Board of Education, is reported as saying that the purpose of Sweden's sex education program is "to make people more free, to not be so terribly inhibited." It would appear that the Swedish sex education program has remarkably succeeded in accomplishing this objective.

It is also quite clear that another announced objective "to counteract less desirable sexual behavior, such as sexual intercourse at too early an age," has not been accomplished.

What Are the Lessons?

If it is the objective of sex education to reduce the personal and social tensions that threaten the stability of society, the Swedish record indicates conclusively that it is a failure.

Inhibitions may be destroyed, sexual ignorance may be eliminated, physiological understanding may be tremendously expanded; but courses in sex education do not lead to happier individuals, do not reduce the social burden of unwanted babies and the treatment of social diseases. Sex education classes do not contribute to happier or more stable homes.

Taxpayers who are concerned for the mounting costs of education and the rising bill for welfare and relief support of unwed mothers and unclaimed children, should consider this information carefully.

Christian parents who desire to raise their children in the modesty, chastity and virtue commanded in the Bible must acquaint themselves with the inescapable results of education without Christian morality.

Sources

"The Social Structure of Sweden," "Swedish Youth," and "Society and Sex in Sweden" as published by The Swedish Institute, Box 3306, Stockholm 3, Sweden. Additional information is secured from "Ten years of Sex Education in Sweden," *Look* magazine, November 15, 1966. A personal conversation with an American couple represented the Greater Europe Mission in Sweden for several terms completed the investigation.

A Parent's Guide to Christian Conversation about sex

The parent who honestly and easily answers the first questions concerning the child's origin and body will find the number and complexity of questions multiplying. A most helpful tool preparing a parent for these conversations has been recently prepared and published by the Concordia Publishing House. Using the same title as that given to our article, this 125 page volume establishes some basic principles for these conversations and then, in chapters dealing with various age groups, suggests the questions most often asked at the various stages of physical, emotional and social development.

This little volume does not give a specific set of answers for the questions that it asks. In every conversation the parent must determine the depth of the question and stated circumstances that will affect the answer. In some cases general answers are suggested. Not all parents who use this book will agree with the suggested answers but are proposed.

Parents Must Agree

It is a rare couple whose childhood upbringing is identical. When parents suddenly discover that each brings a different reaction to a problem of child rearing, and endeavor to reconcile the differences in conversation in the presence of the children, it is most confusing to the child who looks to his parents for agreement and consistency.

Another value of this volume is that by bringing the questions children and young people ask to the attention of parents it is possible for parents to do their homework before the question catches them unprepared. The parent who is informed concerning typical questions and who has determined the family answer to these questions, will be doing much to further the wholesome education of his children in this significant area of life and Christian faith.

Sex education courses are being introduced into our schools. Literature for every age group discusses the physiological, sociological, and psychological aspects of our bodies. Christian parents must prepare themselves to give Christian answers and lead their children to an understanding of their responsibility to their Creator, Savior and Sustainer, in this tremendously important area.

Program or Atmosphere

Some of the outstanding work in sex education, according to Mrs. Iseman in the *McCall's* article, is being done in schools where concern focuses on teacher selection rather than vividly illustrated manuals. Since private schools enjoy a freedom in employment practice and teacher assignment not allowed in most public school situations, it comes as no surprise to discover outstanding non-programs that communicate a healthy understanding of the place of sex education in the school's total emotional environment.

With carefully selected teachers throughout the school, students hear a number of views and hear them in many contexts: physiology, art, history, literature, anywhere. In this way the students can explore the subject of sex in a framework that approximates life.

The private Christian school has an unprecedented opportunity to make the Christian view of sex, and the tremendously important spiritual and social relationships that relate to it, a part of the total education of its students. In no other educational situation can the Christian parent have such total reinforcement and support for the Biblical teaching regarding sex than in the Christian school.

Special Acknowledgements:

Significant material from several outstanding sources has been included in this issue without specific acknowledgment. These sources are:

- Calderone, Dr. Mary S.; Ferber, Ellen; & Sofokidis, Jeanette H., "Goodbye to the Birds and Bees," *American Education* (Nov. 1966) p. 16 ff.
Gagnon, John H. & Simon, William, "The Pedagogy of Sex," *Saturday Review* (Nov. 18, 1967) p. 74 ff.
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"On Teaching Children About Sex," *Time* (June 9, 1967) p. 36 ff.

The Sex Education Course and the Concerned Parent

Every parent should secure certain information concerning the sex education program in his child's school.

1. What is being taught? (Teacher's syllabus, student manual, audiovisual materials. The manner of the teacher and the reactions of the children may be the most important thing you will learn.)
2. Who is teaching the course? (Marital status and experience, general preparation, specific preparation.)
3. Get the facts about "horror stories."
4. Express your opinions where they will do the most good. (Classroom teacher? Board of education?)
5. Insist that the position of Christian morality be presented as a valid option chosen by a significant percentage of the community.

"We have more information, more means of getting more information, than at any time in history. And yet we are bewildered." Robert M. Hutchins.

God says, "The fear of the Lord is the beginning of wisdom and the knowledge of the Holy is understanding." Proverbs 9:10.

"The first major commitment to what should be taught tends to make sex education a study of reproductive biology . . .

The other major content component of standard sex education programs attempts to respond to the undeniable fact that a considerable part of managing sexuality also involves managing social relationships."

This element which is tragically missing from sex education programs must be applied by the Christian parent through instruction in Christian principles in sex education.

NEED HELP?

Order the 127 page paperback book by Erwin J. Kolb mentioned in the article at left.

Please send me _____ copies of
*Parents Guide to Christian Conversation
About Sex @ \$1.95*

WEATHERVANE REPORTS

Order extra copies (@ 20 for \$1) of *The Schoolhouse Weathervane* to alert your friends.

Please send me:

- _____ copies of #1: *The New Social Studies*
_____ copies of #2: *The Battle for Your Child's Mind*
_____ copies of #3: *Sex Education for Your Child: Sacred or Secular?*

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Sex Education for Your Child: Secular or Biblical?

Box 28, Wheaton, Ill. 60187
National Association of Christian Schools

The Schoolhouse Weather-vane

Biblical Morality (cont.)

The education of American children from first through twelfth grades, it is imperative that parents who believe that marriage is more than physiology and psychology take action to communicate Biblical morality in the sex education of their children.

Christian Principles in Sex Education
Principles that must characterize sex education that is Christian are:

1. *The Bible is God's revelation to man and reveals eternal truths that apply to personal and sexual relations.*

From this revelation we receive our standards of faith and conduct.

2. *We are God's creation.*

Man is far more than a mere animal. The difference in degree and kind are so vast that they outweigh any superficial similarities.

3. *God created male and female.*

The physiological differences between male and female are a part of God's creative plan. This part of our study of God's creation must be most reverently undertaken.

4. *God established the family as the fundamental unit of society.*

For our individual blessing and the stability of society, the Bible teaches us that one man and one woman are to leave their childhood home to establish a life-time partnership to the glory of God and for the purpose, as God enables, of producing, providing for, and educating the children that make up the family.

5. *The marriage relationship is to last until death.*

The full impact of this teaching depends in considerable measure upon the effectiveness with which parents communicate the authority of the Bible.

6. *"Be not unequally yoked with unbelievers."*

This truth must be communicated to pre-school and primary youngsters. By delaying this teaching until children are twelve-sixteen years of age we vastly diminish its impact.

7. *True love involves giving and a deep concern for the welfare of the object of one's affection.*

True love will not claim privileges until it has accepted responsibilities. True love will provide for the welfare—physical, psychological and spiritual—of the beloved before claiming anything for itself.

8. *The different roles of husband and wife in the marriage relationship must be understood as defined in the Bible.*

There are some parents that will need to re-examine Bible teaching in this particular before talking about it to their children. The Divine order in this regard is significantly different from widely held popular belief today.

9. *The Biblical judgment on promiscuity, perversion and infidelity must be clearly taught.*

Influential voices in our time are denying the sinfulness of sin. God's Word still stands and its truth is confirmed in the heartache of divorce, the loneliness of rootlessness, and the psychic shock of premature and immature involvements.

10. *The Biblical principles of modesty and adornment must be understood.*

The principles that God established for His people in the midst of Sodom and Gomorrah, Corinth and Ephesus are valid for us today. Principles given when men were more open in the practice of evil than they are today, certainly deserve careful attention by the Christians in a world that is rapidly returning to such open demonstrations of evil.

Attention parents!

Do you know:

The Scriptural Foundation of the Christian School
What is the Best Education for Your Children?
Parental Responsibility in Christian Education
Common Errors Made by School Parents

Veteran Christian school administrator and father,
Dr. Roy W. Lowrie, discusses these and other matters in

Your Child and the Christian School.

To: N.A.C.S., P.O. Box 28, Wheaton, Ill. 60187

Please send _____ copies of *Your Child and the Christian School* @ \$1.00

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advisable to conduct the study of physiological aspects of maturation and reproduction in separate sections of boys and girls. Later on, when the content is concerned with sex in its social setting, classes should be conducted on a coeducational basis.

There probably are some advantages to offering sex education in the schools, but isn't such a program likely to cause children to experiment with sex or encourage sexual misconduct?

Not at all. In fact, it may replace some of the need for experimentation and lead young people away from misconduct. As a society we have such a great fear of sex and its supposedly overriding power to sweep away rationality that we greatly overestimate the danger. The real danger lies in leaving youth exposed to only one kind of teaching—that which they pick up for themselves—and to the erotic stimuli to which our society constantly exposes them in the communications media.

All right, it looks like a good program, but how do you get a community to accept sex education in their schools?

Often it isn't easy. Those who wish such a program have to indicate their concern and stand behind the school authorities. The community itself must be educated to the serious need for this kind of program, and probably, in the beginning, schools will get further if they allow the child of any parent who seriously objects to the program to be excused from it. A successful approach has been to invite parents and students to a special briefing on the need for and proposed content of sex education courses. Community members are surely aware that sex is a most important and basic reality of every individual's life and that if people are to integrate it into their lives healthily and happily, it must be not only accepted, but understood, respected, and protected.

A new, voluntary health agency, SIECUS (Sex Information and Education Council of the United States), has just been established in New York City. One of its many purposes will be to provide assistance to communities and schools wishing to embark on sex education programs. SIECUS will act as a clearinghouse for research and education in sex, as a source of information about sex education in the schools, and as a

public forum where consideration of various aspects of man's sexuality can be carried out in dignified and objective fashion. Interested citizens should write to the Sex Information and Education Council of the United States, 1790 Broadway, New York, New York 10019.

For information on current and projected programs on sex education in the schools, write to American Association for Health, Physical Education, and Recreation, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

One of the best sources of additional information is the Sex Education Series published by the AMA-NEA Joint Committee on Health Problems in Education. Each of the booklets listed below is available at 30¢ per copy.

Approaching Adulthood (Stock No. 244-06976)

Facts Aren't Enough (Stock No. 244-06978)

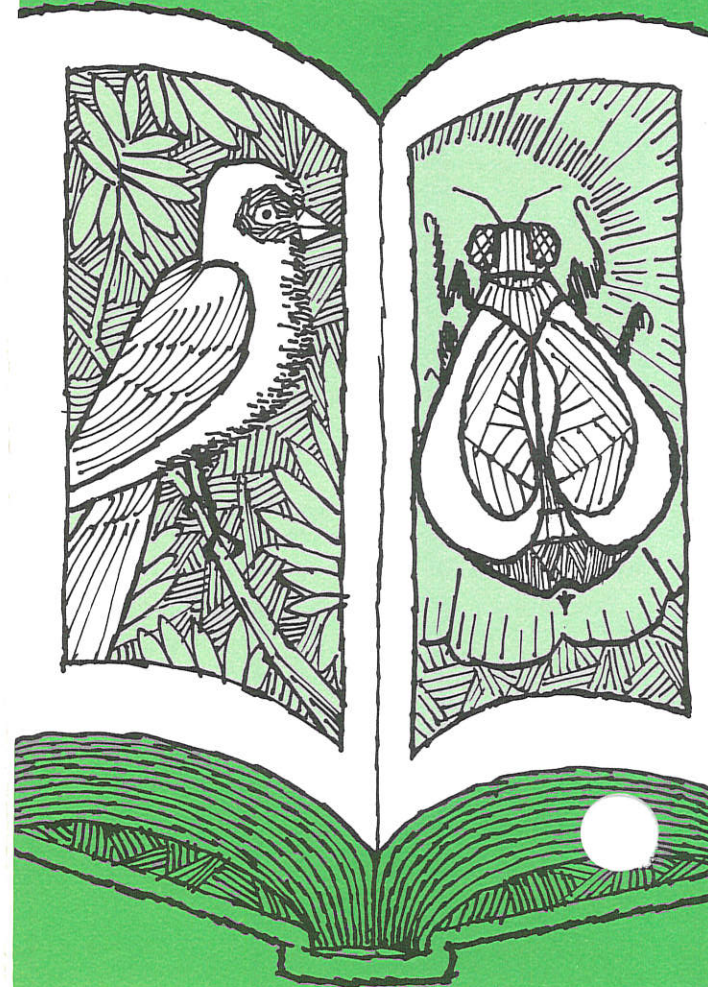
Finding Yourself (Stock No. 244-06846)

Parents' Responsibility (Stock No. 244-06852)

A Story About You (Stock No. 244-06854)

"What Parents Should Know About Sex Education in the Schools" is published by the Publications Division of the National Education Association. It was written in cooperation with John Cooper, health education consultant, American Association for Health, Physical Education, and Recreation. Additional copies are available at 35¢ for \$1 (Stock No. 051-02066). Order leaflets and booklets from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. All orders not accompanied by payment will be billed with shipping and handling costs added. Orders amounting to \$2 or less must be accompanied by payment.

WHAT PARENTS SHOULD KNOW ABOUT SEX EDUCATION IN THE SCHOOLS



The time is right for doing something constructive about sex education in America, because the barriers concerning sex have been lowered. Sex has become an integral part of entertainment, advertising, fashion, books, magazines, and the mass media. In the face of this vast exposure to sex, today's youth faces greater stimulation, temptation, and opportunity than ever before; and with easy access to the automobile, the apartment key, cash money, and urban anonymity, a young person is often confronted with the same situations he sees in the movies or reads about in magazines. For the most part, adults have abandoned the weighty responsibility of teaching children and youth about sex and its proper role in human relationships, and because of this abrogation, thousands of America's young persons are finding themselves tragically enmeshed in emotional and physiological difficulties about which they have no understanding. In short, they have misunderstood and therefore misused the sexual drive.

As with so many other areas affecting society as a whole—driving, nutrition, smoking, narcotics, physical fitness—the school has emerged as the agency best equipped to help young people learn to live comfortably with the evolving sexual ethic of the adult world. Through programs of sex education schools can do much to enlighten young people about sex and to combat the high rise in teen-age venereal disease and broken youthful marriages. But the primary objectives of sex education programs are not negative. Such programs are to teach young people to understand that the full exercise of their sexual powers is for use in a mature and responsible manner when they have become mature and responsible persons, to live comfortably with the phenomenon of sex, and to integrate sex into their lives creatively and constructively rather than destructively.

Traditionally, sex education has been a function of the home or of the church. Is it now a proper function of the school?

Yes, because all the evidence shows that most children are not receiving adequate sex education at home, in church, or elsewhere. They get bits and pieces of information on reproduction here and there, but little that could truly be termed sex education. The schools can provide a body of accurate knowledge about sex that most parents seem unable or unwilling to give their children. Skilled teachers can relate the latest research to the basic principles of human rela-

tions to which we must adhere. They can also handle the subject with the help of up-to-date teaching aids such as films, charts, and books.

Furthermore, there is a tendency for parents to be a bit embarrassed or ill at ease when discussing sex with their own children, and often the children feel the same way in asking questions of their parents about things which concern or disturb them. A competent adult who has no emotional connection with the child may be more at ease and create a calmer, more objective atmosphere than could a member of the family.

Open discussion with his teacher and classmates helps the child understand that sexual feelings and attitudes are not forbidden mysteries but are facets of normal life. Since the school holds a central position in at least ten years of a child's life, it is in an excellent position to provide a well-rounded, sound, continuing program of reproductive and sex education. Ideally, it takes all institutions working together—home, school, and church—to provide not only knowledge about but sound attitudes toward sex, essential for a healthy and happy maturity.

If the schools assume responsibility for sex education, it means that it will be handled by classroom teachers. Are teachers really prepared to teach about sex?

Some are, and many can become so. Teachers dealing with sex education need first of all to be persons who are sympathetic to and interested in youth, willing to listen and think with young people. Such teachers can be prepared if their preparation is inadequate.

Much sex education can be given as a normal part of class work in biology and chemistry, which can contribute knowledge of cell structure and composition, reproduction, and other physiological characteristics associated with human growth; in economics and civics courses which can easily include units on family relations and social and legal customs. Questions concerning sexual emotions and mores may be treated in literature, history, and social studies courses. Of course, these approaches give only an indirect treatment of a matter seriously affecting the health and well-being of all young people. To be of real value, they must be incorporated in a well-coordinated, continuing health education program for all students, beginning in the kindergarten.

There is something appropriate to be taught at every age; it is a matter of keeping pace with

development and of being alert so that pupils may approach teachers when they feel the need to do so.

Sex education should be given sometimes to classes of just boys or girls and sometimes to mixed classes, but always to the end that the sexes will be able to understand and respect one another. Children enter school with widely varying amounts and kinds of information about reproduction, having learned, for example, that they came from "Mommy's tummy" or a stork or a cabbage. They also know there are sex differences between boys and girls. In the early grades, the teacher's task should be to welcome unexpected questions and answer them truthfully in a warm, calm manner. Later on, during the fourth and fifth grades, when children enter puberty and become aware of the social implications of sex differences, sex education should become more intensive, for this is the ideal time to provide all the basic factual material possible. The approach must be scientific—human reproduction can be studied along with that of plants and animals, but the primary emphasis should be on friendship and human relations. Girls should be prepared for the onset of menstruation, and boys for seminal emissions—and both should understand fully these phenomena of both sexes.

In the junior high school, the study of the physiological aspect of sex education can be given more complex and specific treatment, including fuller explanations of cell structure and genetics. From this point through high school, the emphasis will be on social questions and problems and on sexual standards and mores. High school students need to understand and direct their new emotions and to learn about family relations, venereal disease, overpopulation, and other related problems. Again the approach to these topics should be scientific and objective, with continuing emphasis on the creative and positive aspects of the sexual relationship and on the essential need for sexual responsibility for a moral and orderly society.

Does this mean sex education shouldn't be given as a separate course?

In general, authorities agree that sex education can best be given as part of established courses at various levels, rather than as a separate course, which would tend to create an undesirable atmosphere of separation from other facets of normal life. In early adolescence, however, when students have become acutely conscious of their own sexual development, it is

... The schools must take the responsibility for development of a comprehensive curriculum in health education, including family life and sex education. This curriculum should include, at an appropriate age and maturity level, instruction in human biology and reproductive physiology to augment the efforts of parents and physicians..... American Academy of Pediatrics. 1969

... Including sex and family life education with the other categorical health topics in one sound, interrelated, and sequential program not only saves time in an already-crowded curriculum, but assures that all topics will be part of a long-range program and will receive more complete and detailed consideration at the appropriate level of the student's development.... Joint Committee of the National School Boards Association of School Administrators. 1968

In recent years there has been a growing understanding and appreciation of the need for sound programs of sex education for our children and youth. This recognition of need has been accompanied by the realization that while parents have basic responsibility for sex education of their children, the church, the school, and certain other community agencies have supplementary roles. The American School Health Association urges that to reinforce the efforts of the home and as an integral part of health instruction, the schools, and other appropriate agencies develop suitable programs of sex education for all of our children and youth in all our American communities. American School Health Association. 1968

... resolved that: a total institutional approach to human sexuality be initiated in the schools; schools develop sequential K-12 health education programs which encompass family life and sex education; schools assume leadership in involving parents and other responsible community leaders in the development and interpretation of school programs in family life and sex education; schools employ competent staff professionally prepared to assume leadership in the development and direction of comprehensive health education programs; in-service programs for better understanding of the school's responsibility be developed. American Association for Health, Physical Education, and Recreation (AAHPER). May 1969

and lovin' have gotten into your schools or not, look for and with others in your community who share your concern. Concerted action will increase your chances of getting such courses out and keeping them out of your schools.

But Freedom is a two-sided coin. Rights are but one side, responsibilities are the other. To demand the Freedom to exercise a right and then not attempt to meet the corresponding responsibility — is NOT responsible Freedom. Parents should assist their children to understand the normal, but often mystifying physical and emotional changes in life. This means answering questions, at the time they are asked at the level of maturity of the child and providing that vital moral concept of right and wrong in the question of sexual activities. If to meet this responsibility requires that parents read some books, and otherwise invest a little of their time... that is the demand that Freedom makes... for every right, a responsibility.

Youth of today will become the leaders of tomorrow. How well they are able to lead when their day arrives, depends to great extent on how their parents met the responsibilities of parenthood. Our children have been entrusted into our care. The struggle continues between those who believe in parental responsibilities and those who seek to seize control of the thinking of America's youth. Join in this struggle today, for the future of YOUR children and YOUR nation is at stake.

1. TIME OF YOUR LIFE series, Lesson Title: A New Life. Produced by KQED Instructional Television Service (San Francisco), Distributed by National Instructional Television Center (Bloomington, Indiana).
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3. ST. MICHAEL'S NEWS (Zarephath, N.J.), Sept. 1968, Vol. II, No. 5, page 3.
4. SEX KNOWLEDGE INVENTORY — FORM X REVISED, Family Life Publications, Box 6725, Durham, North Carolina.
5. Pamphlet published by MOTHERS ORGANIZED FOR MORAL STABILITY, P. O. Box 2174, Orange, California.
6. AMERICAN OPINION MAGAZINE, March 1969, page 13-14.
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8. SATURDAY EVENING POST, June 29, 1968, page 27.
9. LOOK, March 8, 1966, page 21.
10. Ibid., page 22.
11. IS THE SCHOOLHOUSE THE PROPER PLACE TO TEACH SEX?, Dr. Gordon V. Drake, page 6.
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14. NEW YORK TIMES, Feb. 9, 1951, page 1.
15. U.S. Senate Report, SUBVERSIVE INFLUENCE IN THE EDUCATION PROCESS, Part I, Sept.-Oct. 1952.
16. H.C.U.A. Report, INVESTIGATION OF COMMUNIST ACTIVITIES, NEW YORK AREA — Part III, May 3 & 4, 1955, pages 854-855.
17. SEX & SOCIETY IN SWEDEN, Birgetta Linner, published 1967, Pantheon Books (Division of Random House, New York).
18. Ibid., pages 30 and 34.
19. U.S. NEWS & WORLD REPORT, Feb. 7, 1966, page 60.

This is the script of a 28-minute full color 35mm sound film-strip available from:

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SEX-ED: CONDITIONING FOR IMMORALITY

SEX-ED: CONDITIONING FOR IMMORALITY

This is America; land of beauty and richness, of prosperity and abundance. A land where free people work... relax... and worship. Exercising their Freedom and meeting their responsibilities in the manner of their own choosing. A land made great by the people, for the people are its strength. Solid, responsible people with strong family, community and national ties. Proud of their heritage and the freedom they enjoy.

Throughout America's history, the family unit has been the backbone of this great nation and the family unit still remains the most influential factor in the people's lives. This is especially true with regard to the education and guidance of children. But it is not just the family that exerts influence and has impact on young people. In the home, television, if permitted to do so, can exert considerable influence on young minds; eager for knowledge and burning with a natural curiosity of every facet of life. Outside the home, they are exposed to racks of lewd magazines, billboards, posters and signs, theatre marquees... blatant sexual enticements aimed at the adult mind that can hardly help but stimulate the curiosity of young people.

A strong sense of moral values is vital if impressionable youth are to resist this avalanche of sexual enticements. Providing the training that can create such moral values is a responsibility of the parents. It is not a responsibility that should be neglected, any more than that of providing food, shelter and clothing. For when parents do shirk these responsibilities, it is the children who suffer.

Life is a continuing series of new adventures for children. They grow physically and emotionally, as they go through the perplexing and difficult years of growing-up, and most emerge as fine, responsible young adults, ready to take their place in this society of free people. But an increasing number seem to falter during those difficult years. They fall victim to their stimulated curiosity in the sexually saturated atmosphere in which they find themselves and their lives become permanently scarred by the tragedy.

The number of young people who become involved in sex-associated tragedies is increasing! Many parents concerned that their children might fall victim next, begin searching for an easy answer... a simple solution to the problem. From every direction, articles in slick magazines with circulation in the millions, Life, Look, McCall's, Saturday Evening Post, and others, claim that young people lack adequate knowledge in matters of sex and all appear to urge the same solution.

SEX EDUCATION! Sex-Ed courses in the public schools, beginning in kindergarten is offered as the panacea for the problem. The advocates of these courses insist that parents are unwilling and too incompetent to educate their own children in the matter of sex, that it must be done by the Experts. They claim that instructing children in matters of sex is now the responsibility of society... the schools... in simplest terms... the GOVERNMENT for schools are essentially an agency of Government. So once again the battlelines are clearly drawn in the seemingly endless struggle for control, between the individual and government, which is always eager to expand its power.

The terms SEX EDUCATION and SEX COURSES are misleading to most of today's adults. They recall their school days and biology classes where an explanation of male and female anatomy constituted what was considered SEX EDUCATION. The SEX-ED courses of today are something radically different. The courses deal with the emotional and psychological aspects of sex, becoming in fact, lessons in the art of livin' and lovin'. Every

facet of sexual relations between people, normal and abnormal, is explored and explained in vivid detail, through the use of movies, filmstrips, photographs and drawings.

Thus, during their most impressionable years, children are exposed to every aspect of sex. The advocates of such courses not only insist that children need such information, but also that the information be given without any "Moralizing"... any representation of right or wrong.

Time of Your Life, prepared by KQED Instructional Television Service in San Francisco, is a series of films used in schools at the 4th, 5th and 6th grade levels. The series is designed to be broadcast directly into the classroom on special TV channels. The national distribution rights to Time of Your Life were recently assigned to N.I.T. — National Instructional Television Center in Bloomington, Indiana. Apparently this tax-exempt group, with offices in San Francisco, Milwaukee and Boston is better equipped to get Time of Your Life into more schools. The following excerpt describes sexual intercourse for groups of boys and girls as young as age 9.

"When a couple has sexual intercourse, they are usually lying down very close to each other and usually in a bed. They usually start by kissing and holding each other. Each person, the husband and the wife, gets a very strong feeling of love for the other and excitement in being together. The man's penis has an erection and the woman's vagina becomes moist or wet. At this point, as the couple is lying very close together and because the penis of the man is designed by nature to fit into the vagina of the woman, the man, gently but firmly, pushes his penis into his wife's vagina."

Time of Your Life goes on to describe how wonderful all of this feels, for its audiences of impressionable, curious 9 to 12 year old boys and girls.

While N.I.T., the distributor of Time of Your Life, is anxious to relay the mechanics of sexual intercourse to children, they do an abrupt about-face when it comes to the parents. Apparently, only those whom the distributor classifies as officials of schools planning to embark on a Sex-Ed program may preview the films. National Instruction Television Center is headquartered in Bloomington, Indiana at 317 East 2nd St., with sales offices in Boston, Milwaukee and San Francisco. Parents viewing this film are invited to contact N.I.T. direct and attempt to obtain Time of Your Life for viewing.

Time of Your Life is not unique in Sex-Ed courses in public schools across America. Many films just as graphic and just as vivid expose youth to every phase of sexuality, however, films are but a part of these courses. Occasionally students in some classes, rather than just being observers, actually participate in classroom demonstrations of the art of livin' and lovin'.

Parents in Madison Heights, Michigan were outraged to learn that during a Sex-Ed course in a local school, a group of boys and girls in their teens were herded into a darkened room, and then told to touch, feel and embrace each other. After the "lesson", they were asked to write about the sensations they had felt.²

In Flint, Michigan, a local Sex-educator became so engrossed with the subject, that she stripped in front of her class. In response to complaints from local parents, the school board praised the teacher and said "Her intentions were in the best interest of her class."³

Young people subjected to the Sex-Ed courses are quizzed to see just how well they are learning their lessons. The following questions are from a nationally distributed Sex Knowledge Quiz for teenagers beginning in the 9th grade.

#15. When she is sexually excited a woman's clitoris may be noticeably enlarged and quite firm. What is likely to happen to the enlarged clitoris as the woman progresses in sex desire to readiness for sex relations? #18. Of the following, which is the best position for sex relations? #46. When consistently and intelligently used as directed by a competent authority, which of the following is an effective method of birth control? #72. What is the effect of masturbation on sex desire, on capacity to reach orgasm, and on ability to cause pregnancy or to become pregnant later in life? ⁴ Questions from the students are encouraged and the stimulated curiosity of young minds can run rampant.

Following are a few of the questions placed in their classroom Question Box by students in the Sex-Ed courses in an Anaheim, California High School.

What happens to a girl who gets PG by a donkey? How does it happen? Does she have a baby or what? What is the sexual act of homo-sexuals? What do you do when the penis gets caught in the vagina? Exactly what does 69 mean? ⁵

These questions illustrate the stimulated curiosity of young people and all their questions on sex are answered in vivid detail . . . BUT without any foundation of the morality that is the basis for any solid personal and family life.

In the March 1969 issue of American Opinion Magazine, Dr. Max Levin, the noted New York Psychiatrist, is quoted concerning such a baseless approach to the subject of sex. "There cannot be emotional health in the absence of high moral standards and a sense of human and social responsibility. I know that today morality is a 'dirty word', but we must help our youth to see that moral codes have meaning beyond theology: they have psychological and sociological meaning." ⁶

There is an enormous gap between courses for youth which offer anatomical studies of the human body and courses that describe in words and with visual aids how to perform the ultimate acts of sex. A logical question would be: Who is it that seems so anxious to gain control and manipulate the thinking of American youth in the matter of sex? Just who is promoting the Sex-Ed courses? Most of the community-leaders and others who seem to favor moving sex instruction from the home to the school house are undoubtedly sincere, concerned and upset. They are disturbed over the problems they see and in their concern, accept the solution being offered by the Sex-Ed "experts".

But across the nation a large and rapidly expanding number of groups and organizations, national and local, have mushroomed up from nowhere and are trumpeting the demand for Sex-Education in the schools. They present a maze of confusion, but an examination of the material used by many of these groups and the people who control the groups is very revealing. A close look shows that one group turns up time after time. S.I.E.C.U.S., Sex Information and Education Council of the United States with headquarters in New York City.

S.I.E.C.U.S., formed in 1964 by a small band of like-minded Sex-Ed advocates, enjoys tax-exempt privileges and has received millions of dollars from tax-exempt foundations . . . AND the United States government. ⁷ In just a few years, this New York City based organization has become clearly the most influential group working to move control of Sex instruction from the home to the school. S.I.E.C.U.S. publishes a Newsletter, numerous pamphlets and by recommendation puts its stamp of approval on a wide

range of books, pamphlets, teachers guides and films. The individuals who control S.I.E.C.U.S. seem to turn up constantly . . . as advisors, consultants and even directors of many of the other groups of Sex-Ed advocates.

Heading S.I.E.C.U.S., as Executive Director, is Dr. Mary S. Calderone, a founder of S.I.E.C.U.S., after 11 years as medical director of the Planned Parenthood Federation of America. Dr. Calderone described by Saturday Evening Post as "A sweet-faced, silvery-haired grandmother, with the evangelical fervor of Joan of Arc . . .", travels the length and breadth of America, again in the words of the Saturday Evening Post, " . . . to preach the S.I.E.C.U.S. gospel to representatives of the local power structure." ⁸

This is the Dr. Calderone who, speaking to a group of several hundred young boys at Blair Academy in New Jersey, declared, "What is sex for? Its for fun, that I know, for wonderful sensations. . . Sex is not something you turn off like a faucet." ⁹ This is the same Mary Calderone who has proclaimed that the 'Thou Shalt nots' no longer apply. ¹⁰ Feeling thusly, it is not surprising to discover that she is strongly opposed to moral concepts of right and wrong being included in the Sex-Ed courses she advocates.

One might reject Dr. Calderone's so-called logic, even question her sincerity . . . but to overlook her importance would be tragic, for this "sweet-faced, silvery-haired grandmother" is an amazingly effective super-saleswomen for the Sex-Ed promoters.

Dr. Lester A. Kirkendall, a professor at Oregon State University, is another of the roving band of sexologists promoting the S.I.E.C.U.S. brand of Sex-Ed for youth. Kirkendall reportedly believes that any absolute moral standards are unthinkable . . . except for the absolutism of non-restraint. ¹¹ In numerous speeches he stresses that sex education for youth must not be "moral indoctrination." In some ways Dr. Kirkendall is a very practical person. On the question of how to get the courses into the schools over the objections of local parents who supply the children . . . and the money, Kirkendall's advice is to "just sneak it in." ¹²

Another key pulpiteer for S.I.E.C.U.S., is Dr. Isadore Rubin. One of the founders of S.I.E.C.U.S., he has also been its treasurer since its inception. Dr. Rubin is in the sex promoting business in a big way.

He is editor of Sexology Magazine. This monthly bit of blatant hard-core sex exploitation features articles with titles such as Sex Pleasure From Cruelty, The Need For Sex Variety, Sex Relief For Widows, Secrets Of Lovemaking, and many more.

The earlier discussed Dr. Kirkendall is also on the staff of Sexology as Parent Guidance Editor and recently stated that with a change of cover and title, Sexology would be suitable for use in his brand of Sex-Ed courses for the schools. ¹³

Rev. William Genné, Dr. John Money and Dr. Wardell Pomeroy, each an influential member of the S.I.E.C.U.S. group, along with Dr. Kirkendall, occupy 4 of the 11 positions as Consultants on Sexology Magazine. This list of Consultants with their strings of degrees may be impressive to some people but magazine stand operators place Sexology magazine right where it belongs, with the nudie, lewd, smut magazines.

Dr. Isadore Rubin, Treasurer of S.I.E.C.U.S. and Editor of Sexology; is the same Isadore Rubin fired from a teaching position in New York City schools when he refused to deny or confirm his membership in the Communist Party, ¹⁴ the same Isadore Rubin who was Editor of New York Teacher News, published by the New York Teachers Union, expelled from organized labor by the C.I.O. (Congress of Industrial Organizations) as being Communist controlled ¹⁵ and the same Isadore Rubin, who in this Congressional Report, is identified as a dues paying member of the Communist Party, in sworn testimony by Mrs. Mildred Blauvelt, a New York Police Department undercover agent within the Communist Party. ¹⁶

Rubin, Kirkendall, Calderone and their cohorts criss-cross the nation, constantly expounding the S.I.E.C.U.S. slant. In speeches, interviews and articles extolling the virtues of detailed sex courses with no-holds barred. Sweden is their most often cited example of how "an enlightened nation" meets the problem of preparing youth to accept the responsibilities of life. Let us look closely then at their example.

The people of Sweden labor under the heaviest taxes in the world because the government in their welfare state has grasped responsibility for ALL the basic necessities of life. Since no government is productive, the handouts can be given only by seizing from the people, through taxation, the wealth they are producing.

Sex instruction in Sweden's schools began over 20 years ago and was introduced through the classic two-step method. First, the courses were completely voluntary, but within a decade they had become compulsory. Sex instruction starts with kindergarten. Every emotional and psychological aspect of sex is presented, but without the introduction of any moral concepts of right and wrong. Sexual intercourse between unmarried young people is presented as acceptable. Masturbation is not only acceptable, but a desirable means of relieving tension. Having an illegitimate baby is nothing to be ashamed of. Youths are instructed in the use of every manner of contraceptive device and may obtain them without cost. But moral concepts of right and wrong . . . rejected.

Birgitta Linner, Swedish authoress of Sex & Society in Sweden, ¹⁷ is often quoted in the United States as an outstanding authority on Sex-Ed in Sweden. Her book is an enthusiastic endorsement of the system but she admits that there are still a few problems.

In Sweden, one of every three brides is pregnant on her wedding day. Of every eight babies born in Sweden, one is illegitimate. ¹⁸ Dr. Kirkendall, writing in the preface to Sex & Society in Sweden, concurs with Mrs. Linner's conclusion that the sex courses in the schools of Sweden have not encouraged young people to experiment in matters of sex. Unless pregnancy in Sweden is brought about by some means other than intercourse, Mrs. Linner and Dr. Kirkendall's conclusion, concerning sexual experimentation by the youth of Sweden, is absolutely incredible.

Venereal disease among young people in Sweden has been described as "Catastrophic". New cases of gonorrhea increasing over 100% in just 6 years and new cases of syphilis increasing over 600% in the same period. ¹⁹ Hardest hit have been girls in the 15 to 19 year old age group. This is the other side of the coin to the example our Sex-Ed promoters cite. If this is what American parents want for their children, the tragic example of Sweden clearly shows that Sex-Ed courses in the schools will help bring it about.

Audio-visuals for Sex-Ed courses in the schools has become big business. As if by magic, and almost overnight, a deluge of films, filmstrips and slide presentations have appeared. This should not be surprising . . . for the law of SUPPLY & DEMAND actually works! As demand for a product or service increases, producers respond automatically by increasing the supply. Supply always adjusts itself in response to any change in the demand. The demand for audio-visuals to teach America's youth about Sex is growing rapidly! But, is this growth in demand a natural phenomena or the results of some artificial stimulation?

This colorful and highly professional brochure describes for school administrators the many films available from Guidance Associates, a division of Harcourt, Brace & World. It also hastens to point out that any and all of the films listed may be purchased by schools under various Federal Aid to Education Programs. The Elementary and Secondary Education Act, Titles I, II, III, National Defense Education Act, Title III and the Vocational Education Act.

It is Government who is stimulating the demand for Sex-Ed films by offering to the schools, millions of tax dollars, dollars specifically

designated for the purchase of audio-visuals. Rushing to artificially stimulated increase in demand for Sex-Ed film, many of America's largest corporations. IBM, 3M, and Harcourt, Brace & World are but a few. In a wild scramble to grab a share of the multi-million dollar market, they pour forth this deluge of films, filmstrips and slide presentations.

Sex: A Moral Dilemma for Teenagers, a filmstrip from Guidance Associates, is cleverly designed to help convince young people that they need sex instruction, free from parental control. The message it presents is clear. Parents do not understand their children and cannot help them with their problems or answer their questions . . . present moral standards are outmoded and completely new standards are needed. This is the S.I.E.C.U.S. slant . . . however this should not be too surprising. Dr. Calderone, Executive Director of S.I.E.C.U.S. narrates and was consultant for the film. In films from company after company, the S.I.E.C.U.S. slant appears. But in every phase of the spread of the Sex-Ed courses, another and even more ominous presence is noted.

GOVERNMENT, by giving tax dollars to groups such as S.I.E.C.U.S., has been instrumental in promoting the idea that Sex instruction courses are needed in the schools. GOVERNMENT, by giving tax dollars for the purchase of audio-visuals has stimulated the demand and thus triggered the production of films for the sex instruction courses. GOVERNMENT, with tax dollars, was instrumental in creating N.I.T. — the largest distributor of films for class-room TV broadcasting. Prior to September 1968, N.I.T. was known as the National Center for School and College Television, and received direct government subsidies in 1965, 1966 and 1967 from the Department of Education. Promotion — Production — and Distribution — the hand of government influence is in each.

In a society of free men and women, the exercising of Self-restraint is the key to responsible Freedom. Free men and women choose to NOT do certain things; some from fear of punishment, but most because of their moral concept of right and wrong. Sex instruction — without the presentation of moral concepts of right and wrong — provides knowledge and stimulation for impressionable youth, without providing the moral reasons why they should exercise self-restraint in matters of sex. Such courses become conditioning that enables young people to accept the rampant sexual immorality of the hippie world as a way of life.

"A foot in the door" . . . is usually the first step for the promoters of the sex courses and they go to almost any lengths to achieve this vital first step. They know that the courses, once gotten into the schools, can be up-dated, modified and expanded to just what they desire. Occasionally they attempt to move on a state-wide basis.

In January 1969, during the Forty-seventh General Assembly in Colorado, State Representatives Mullen, Cooper, Hamilton, Lamm and J. E. Newman introduced House Bill #1082, which would make sex education courses mandatory for all public schools in Colorado. However, the most intensive sex course promotion is aimed at the local school district level.

This type of piecemeal expansion enables the sex courses to penetrate into a rapidly growing number of schools — while the promoters face only local, usually unorganized opposition. What the Sex-Ed promoters fear most, is a nationwide surge of awakened and aroused parents. Parents who oppose their goals and are willing to join in the battle to determine who is to control the training of young people in matters of sex. To join in this battle and to be effective, requires knowledge as well as concern.

Go to your local schools and see if Sex-Ed courses are being presented. The courses you should look for go under numerous names; Life Adjustment Courses, Family Life Education, Family Living Courses and many others. Sometimes sex instruction is presented not as a separate course, but as a part of Social Problems, Physical Education and of course Biology. Find out just what is being presented in your local schools. Whether courses in the

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“Our Families— Under Attack”



LT. COL. GORDON “JACK” MOHR, AUS RET.

(Lt. Col. Mohr was one of the most highly decorated men to come out of the Korean War; he was a prisoner of the Communists, was tortured, stood before a People's Court, was “brain washed” and faced a firing squad. In 1953, he worked with American servicemen returning from the Communist prison camps of North Korea and Manchuria. As a result of his extensive background with Communism, he wrote the lesson plans for instruction in the Code of Conduct, given to army personnel. He is an ^{our} sensitive spoken lecturer against Communism, having ^{the} spt about in many areas of the United States and is on the National Roster of the American Opinion Speaker's Bureau.)

Someone once said: "It ain't so much from not knowin' t' Alwayses the trouble, as it is from knowin' so much t' ition h't so." More than a century ago, British historian, Thomas (Lord) Macauley wrote to an American friend: "Your Republic will be fearfully plundered and laid waste by barbarians in the 20th Century, as the Roman Empire was in the 5th — with this difference; the Huns and Vandals will have been engendered within your own country, by your own institutions."

We are seeing this come true. In the summer of 1968, people across this nation watched in horror, on their TV screens, as hordes of ragged, filthy, incoherent 'flower children' descended on the National Democratic Convention in Chicago, shouting their obscenities, flying their flags of revolution, degrading the very name of American youth.

Regardless of how you feel about the Chicago confrontation, or similar ones which are going on across our college campuses, there is no denying one simple truth . . . a large number of the so-called 'children of the hippie generation' are not young men and women at all, in the generally accepted sense . . . they are like slovenly, uncontrollable wild beasts.

American parents . . . ask yourself this question. "What do I really desire for my children?" Look at that baby boy of yours, as he lays gurgling happily in his crib. Can you visualize him as a hairy, dirty militant, high on 'pot', hurling a Molotov cocktail at some police car? Or think about your baby daughter, as she comes fresh from her morning bath, sparkling like a rose in the morning dew. Equate her, if you can, with a staring, obscenity spouting, stringy haired, metallic female in lumpy pants — encrusted with dirt — a product of the 'turned on' generation.

Glance at the 'new look in youth,' with the morals of an alley cat . . . with teenage crime which is increasing eleven times as fast as the teenage population . . . with use of dope which has become as common place as chewing gum among more normal youth . . . with sex which has reverted to a level lower than that of animals. Look closely at them, American parents, and I will show you a generation, where respect for authority, for religion and decency, have been deliberately destroyed.

Thank God, a great majority of our youth do not subscribe to this filth. But we would be foolish to minimize the danger, for our youth problem is spreading with the rapidity of cancer cells, until it menaces our very existence as a nation.

The average American student hates the idea of Communism . . . his parents hate it too . . . but who has time to be involved in an active fight against it? So mom and dad sit home, before their TV set, bemoaning our nation . . . turning crimson at the sight of students fighting on the campuses of a Berkley, or a University of Wisconsin. They deplore the rise of the 'New Left' . . . they dutifully fly their flag on appropriate holidays and pledge allegiance to it when the occasion arises . . . but they

pledge precious little of their time in becoming involved, or doing something concrete to stop it.

Much of the startling change in American youth can be attributed to lack of parental concern, especially among our affluent 'middle-class.' But let's stop beating about the bush and tell it like it is . . . adult delinquency. For whether we want to admit it or not, American parents have been shying away from necessary guidance and control of their offspring, following the idiotic teachings of such as Dr. Spock and others of his ilk. They have spared precious little time from their golf games, from the bridge tables, and the corner cocktail lounge, to teach Junior how to live a decent life in this world of ours.

As a result, the social scientists, the enlightened educators, the government experts, have stepped in to do the job. They have shrugged their shoulders at what is happening, calling it 'youthful behavior,' and laughed with glee, as parents have groveled at the feet of immature tyrants in their own household.

The trouble with our youth is not in the 'generation gap' which has been defined by the liberals as being the cause of all trouble among our young people. The trouble is not with the 'credability gap,' or the 'missile gap.' It is to be found in the 'God-man gap!' Man has become so pre-occupied with 'doing his thing,' that he has misplaced spiritual values with the dogma of humanitarianism. In reaching for the stars, we have forgotten the wonders of the universe; in splitting the atom, we have taken upon ourselves credit for creating the atom. We have become like the people of ancient Babel . . . we would build a tower to the heavens and sit on the throne of God Himself.

There are parents in our land however, who still believe in the fundamental principles which made our country great. These are the people who have the courage (and it does, indeed, take courage nowadays) to be responsible FOR our children, rather than TO them! These are the folks who believe that if God had intended human children to be self-directing, He would have lifted them no higher than animals, able to fend for themselves at six weeks.

Recognize this, concerned parents are constantly searching for an answer to the dangers which face their children — and finding these answers, they work with every weapon at their command to defeat the enemy which seeks to destroy their young. These are those parents sneeringly referred to as 'old fashioned,' who believe the Biblical injunction: "Train up a child in the way he should go; and when he is old, he will not depart from it."

Lest we wish to see a whole generation go 'down the drain,' taking our country along with them, the time has come when concerned, conscientious parents, can no longer avoid the truth, or forestall decisive action.

In the late 40's, a Catholic priest was thrown out of Communist China. He had been convicted of spying . . . he was declared to be an enemy of the people . . . why he was exiled instead of being executed he never knew.

This man was Father Frederick Becka, a member of the Maryknoll Order of Missionary priests. I tell his story here, because I believe it is vital to the safety of this country and needs to be heard by countless millions of Americans.

Before going to China, Fr. Becka was a student of communism. He knew that they achieved control over vast hordes of people through economic pressures and fear . . . but he also observed, that they could not gain loyalty through these means. Their task in China was made doubly difficult because of the tremendous importance placed on the dignity and importance of family life.

Communism can not stand for family loyalty, any more than it can stand for loyalty to God. Realizing this, they began a planned program to get the youth of China away from parental authority and influences. These new techniques brought about astonishing changes with great rapidity.

The techniques used in China are standard throughout the communist world. Father Becka quoted from a Communist textbook, to show how this was done. The textbook was on the subject of PSYCHOPOLITICS, which is the art of controlling the thinking of an entire nation. Let me quote a paragraph from this book: "By making readily available drugs of various kinds, by giving the teenager alcohol, by praising his wildness, by stimulating him with sex literature . . . the psycho-political operator can create the necessary attitude of chaos, idleness and worthlessness, into which can then be cast the solutions which will give teen-agers complete freedom everywhere." He went on further to quote: "If we can effectively kill the national pride and patriotism of just one generation, we will have won that country. There must be continual propaganda abroad to undermine the loyalty of citizens of that country and the teen-ager in particular."

My friends, you may not want to believe this, but we are going through this same process, right here in the United States. Only here, we dress it up in more refined terms and call it the NEW MORALITY, or SITUATION ETHICS and back it with praise from liberal educators and equally liberal churchmen.

Let's spend a little time in analyzing the current American scene. Our family life is under severe attack. You may consider me crazy, but overwhelming evidence points to these evil influences which are tearing our colleges apart and alienating our youth, as being promoted and directed for a specific purpose, by an evil conspiracy which is nothing but atheistic Communism!

I know we don't like that word CONSPIRACY . . . it's a dirty word in the liberal vocabulary. But its there, whether we want to admit it or not!

In the early days of the 30's, a little Austrian paper hanger by the name of Adolph Hitler, wrote a book called MEIN KAMPF, in which he outlined his plans for conquering the world. People everywhere laughed at him and called him insane. Then the day came, when we lost millions of men and poured countless billions of our

wealth into a war to keep that idiot from carrying out his boasts. It has been said: "He who will not learn from the mistakes of others, is bound to repeat the same mistakes!" I wonder if Khrushchev had this in mind, when he told the Russian people, following a visit to the United States: "I spit in their faces and they called it dew!"

Always remember this. When you see anything happening on as vast a scale as the present Sex Education and Sensitivity Training drive, somewhere behind it is a 'blueprint,' a reason for it all. If you examine Communist writings down through the years since the Communist Manifesto of 1848, you will find their plan for us clearly outlined. No amount of liberal screaming that they are 'mellowing' towards us has changed their plans of conquest.

So I ask you to listen to me! I don't ask that you believe what I have to say . . . I only ask that you put it under the powerful magnifying glass of truth, dissect it and find out for yourselves, then have the guts to do what you know needs to be done.

Whether you are willing to face the facts or not . . . your family and you, are under direct attack. Your children are in deadly danger and you MUST become involved whether you want to or not. There is no 'fence sitting' in this battle . . . there is no 'middle ground,' you must become involved, for you will soon be forced into involvement. The battle lines have already been drawn.

These kids you see screaming on the TV screen today didn't just happen. They are the product of twenty years of progressive education — education which has been so full of innovative twists and group-adjustments; that somewhere along the line, many educators have lost sight of the basic purpose of education. According to Webster, this is "discipline of mind or character, through study and instruction."

If you through pride in your intellect have rejected God, the Bible warns that you will suffer increasing enslavement and hopelessness. In Romans 1:22 and 28, the Apostle Paul warns: "They said they are wise, but they are fools . . . Because men refuse to keep in mind the true knowledge about God, He has given them over to corrupted minds, so that they do things they should not."

All over this country of ours, parents of all colors, faiths and ethnic backgrounds have begun to realize they are up against a massive, nation-wide program, specifically designed to demoralize, degrade and pervert their children.

Despite recent Supreme Court rulings, our government, to my knowledge, is not yet subsidizing pornography, or prostitution. It is however, actively engaged in subsidizing national programs of Sex Education and Sensitivity Training. If you want me to be brutally honest about it, you parents are paying out hard earned tax dollars for the subversion of your own sons and daughters, in a program which would make you doubt your own sanity.

If you American mothers and dads can sit back com-

placently in your easy chairs and allow this to happen without fighting actively against it . . . God have mercy on you! If this country of ours is ever lost to Communism, or totalitarianism of any kind, the epitaph on the tombstone of American civilization will have to read: "This civilization died because the American people didn't want to be bothered!"

Just what is 'Sensitivity Training?' It is a 'cultural first cousin' of the brainwashing techniques used by the Chinese against our servicemen in Korea. They used a better term and called it 'thought control.'

The most descriptive term I've found, came from a far left magazine, which described it as: "A sort of vomiting of the soul." Its basic purpose, whether found in the classroom, a nude marathon, or at a church retreat, is to disorganize the human mind and morals, through carefully applied stress, to the point where you reshuffle them into a completely different pattern of belief. In Sensitivity Training, normal people are transported back to infancy. Not only do adults neck and nuzzle like teenagers in a spasm of 'puppy love,' they also sit on each others laps and 'cry like babies.' They do a lot of crying too, for crying is sort of a 'status symbol' in Sensitivity Training. The feelings which sensitivity training induces may be wonderful at the time . . . or it may be mental torture for others . . . but as Dr. Farson, an eminent psychologist says: "they seldom last, for they cannot be transplanted in the soil of real life."

Dr. James McConnell, a psychiatrist at the University of Michigan makes this claim: "I can take any normal American youth, and in two weeks, if they will cooperate with me and it is physically possible, I can change them from what they now are, into anything you want them to become. I can't make them fly by flapping their arms, but I can take a Christian and change him into a Communist and vice versa." I don't know how this statement affects you, but it sickens me with its implications for evil and mass people control.

Sensitivity Training has been described by its proponents as a process of shedding inhibitions — mental and physical. Inhibitions, as you well know, are 'self-restraint' and 'self-discipline.' But we don't like to talk about discipline these days, so why not 'let yourself go?' Join the 'brain-washed mob;' join the new movement where everything goes, where there is no 'right,' no 'wrong;' no 'black,' no 'white.' Join the NEW MORALITY — a morality without morals where anything is right if you desire it enough. It really isn't the NEW MORALITY; you know! It's the same OLD IMMORALITY which destroyed the world at the time of Noah. It's a massive game, not of "I've Got a Secret," but of "I Had a Secret and Here's What it Was," a massive invasion of personal privacy.

During the Korean War, we saw these same techniques at work and called it 'brainwashing.' It was the brain-child of the Russian psychiatrist Dr. Ivan Pavlov and was specifically designed to achieve control over the

thinking of people. It has been a well established fact, that large masses of people cannot be controlled for long periods by fear alone . . . so the Communists came up with this thing they call 'thought control.' To aid in this process, they use what they call 'self criticism.'

This is the same process used in modern sensitivity sessions. Does it seem strange, that many of these sessions involve gutter language, and sometimes mixed nudity (this is becoming more popular all the time), and often violence and other forms of bestiality which are contrary to norms of civilized behavior? For sensitivity training seeks to break down the moral and physical inhibitions of its victims. It masquerades under a variety of names such as Group Dynamics, T-Grouping, Synanon Games, Human Relations, Group Encounters, Group Prayer Therapy, Cursillo, and many others. It asks that we give up everything in which we now believe — in exchange for a belief in nothing — in order that we disagree with no one.

The most familiar form is 'non verbal communication.' Body awareness exercises are often used. Can you imagine a group of influential adults crawling on their bellies on the floor, covered with sheets, bumping into each other and feeling of each other's bodies without uttering a word, all in an effort to understand themselves and each other better?

Yet this is but one of many silly games indulged in by bored, masochistic adults, who pay hundreds of dollars to play these games at some week-end retreat, with a bunch of strangers as sick as they are.

On the West Coasts these sessions are advertised in papers. Let me give you a few examples: GROUP THERAPY: For couples — married or not. Ambivalent about remaining together? Improve communication and enhance enjoyment through this daring, swinging approach. Eves from 9. For information call Irv Rich, therapist, 386-8271.

Or do you like this one better? SEX HANG-UPS? Just "Normal?" We need you! Write giving phone and "sketchy details" to: BEHAVIORAL ASSOCIATES — 720 North Brand, 105C, Glendale, California . . . or how about this: THE SEXUALIZATION EDUCATION: The Organic-Historic reality of consciousness-expansion. Inventive experimental approach to learning (problem solving, communication, etc.,) Blake College, 342 E. 10th St., Eugene, Oregon?

This is the kind of 'rot' our Federal Government is subsidizing with your tax dollars . . . for the teachers who will be responsible for the sex education of your sons and daughters.

Many Americans, especially among our students and so-called intellectuals, are willing to try anything that is new, or different, or with a scientific label attached. (Note the use of LSD in this group) They fail to realize that adults too, have their matches to play with and that it is too late to stop playing when the house is on fire. As a result so many of our people are being 'hooked'

with this psychological stuff, it is imperative we take a long, hard look at what is happening.

We know that drugs, hypnosis and psycho-analysis can be ethically and beneficially used to cure certain diseases. But if someone stood up in your next PTA meeting and advocated using sodium pentathol, or scopolamine, or hypnosis on your child, in the classroom, on a compulsory basis, the dangers would be so obvious only a moron would fail to scream out against it. For some reason, otherwise intelligent parents cannot seem to see the dangers inherent in Sex Education and Sensitivity Training. Yet they are fully as dangerous as the use of drugs and hypnosis.

Without the shadow of a doubt, the most dangerous program aimed at American youth is in the field of sex education. This overall program is sometimes referred to as FAMILY LIFE EDUCATION . . . it could more accurately be described as FAMILY BREAKUP EDUCATION. It is the major carrier of sensitivity training in our schools.

Not even Samson slew so many men with the 'jawbone of an ass' as have our modern sex educators. The score and music of life, once the theme of poets and novelists, has now become a gadgetry lesson in high school physics. What was once beautiful and somehow mysterious and thrilling, has been made duly functional.

This new education program spans the entire range of society for subject matter. Don't think your family will be safe from it's prying tentacles, for it will delve in great and intimate detail into the most private facets of your family life . . . no secret will be sacred from its interrogators. It often attacks relationships between parents and children, encouraging group decisions as to what is right and wrong . . . throwing aside the guidance of parents and church. In general, under the guise of creating a more adjusted child, it seeks to destroy the very fabric out of which the American family has become the bulwark of our society.

For definite reasons which are hard to understand — it has become a current fad to educate children for responsible sexuality before they are out of 'three cornered' pants. Anyone with an iota of common sense, knows you cannot turn a ten-year-old into an amateur gynecologist without risking serious trouble. Yet on every side, the mass media eagerly propagates the theory that our children will suffer untold horrors in later life, if they do not have all the facts of life vividly described to them before they even start school. Psychologist, William McGrath tells us: "Premature interest in sex is unnatural and will arrest or destroy the development of a child's personality."

Parents are crucified if they will not teach their children every detail of sexual intercourse before they are even old enough to become curious. While the National Education Association, tells us that only the school is adequately prepared to teach our children about sex and its proper role in human relationships.

They fail to inform us that the teachers who will be guiding our children in this most important area are unprepared to teach it too. Not only are they unprepared, many are unfit to teach it . . . they are often marital drop-outs themselves. Or what about the sex ed teacher who has been brainwashed through a sensitivity course, until morality with sex is never mentioned? Or what about the sex deviates that naturally gravitate towards this subject? Does the National Education Association have the gall to tell us there are no sex deviates in their ranks? We know differently! Are you willing to take the chance of getting a sex education teacher like that?

The NEA, the American Medical Association, and the National Parent-Teacher's Association, all steer clear of mentioning that this same sex education course they advocate, has been tried in Sweden for years with nothing but disaster resulting from it. Reluctant teachers are being pressured and exploited and have little recourse if they wish to retain their teaching credentials. Public school teachers are literally forced to attend Sensitivity Training Workshops, often held at religious institutions to soften the impact. At these sessions, imported Socialists and anti-God humanists desecrate both God and country in the fraudulent name of education.

Unfortunately, even among our clergy, there are too many 'over-trusting' souls . . . for 'strange bleatings' among Christ's sheep indicate that not all who piously say: "Lord, Lord," are what they seem to be. The wolves in sheep's clothing are definitely in our midst and are devouring the flocks.

Many American in recent years have become too intelligent to bother with God . . . they have discarded God, along with the moral and spiritual laws He has set down for happy living. Yet these are immutable laws which cannot change. Men of 'super-intellect' (?) have for centuries tried to discount God's laws. These have disappeared into the dust of history, while the laws still exist.

Look with me beyond the trees, to the forest of Communism. "We don't ask much," they say, "Just one small, helpless child in every American town and city. Give us a child for eight years . . . forget the adults . . . for what matter they when we have the youth? With youth we will take the world." (Lenin)

We must remember that a child is worth all the care and attention we can give him . . . he is not the finished product . . . he is a 'diamond in the rough.' It might be well for us all . . . parents, educators, theologians, governmental leaders, to remember the words of Christ, spoken in Matthew 18:6: "But whoso shall offend one of these little ones which believe in Me, it were better for him that a millstone were hanged about his neck and that he were drowned in the depth of the sea." God will have no mercy on the one who leads a child astray, whether it be parent, 'hep' educator, or liberal theologian. All will someday stand before the Judgment Throne of Almighty God, to give account for what they

have done.

Always remember this, parents, everywhere sex education has been tried in the school system, it has been followed by a rise in teenaged promiscuity, venereal disease, premarital births and other related ills. If you don't want to believe me, check the statistics coming out of Sweden, or better yet, Anaheim, California.

Our modern education program has caused us to end with homogenized children — the average child . . . they are killing individuality, creativity, morality, the very things which made this country the greatest on the face of the earth. In it's place, we find 'pabulum fed adults,' with the moral strength of babies and no will to fight for what is right and against evil.

"It can't happen here, you say!" But it is happening! SDS literature is being passed out on college campuses advocating destruction of our way of life. Pornographic, immoral hippie newspapers are being distributed on the school grounds of many of our high schools and are often most easily obtained at church sponsored coffee houses.

The web has been woven, strand by strand, ribbon by ribbon, as our children have danced around the Maypole. Unless you and I work to preserve the fruits of the freedoms we now enjoy, they will soon be a thing of the past along with the dinosaurs and dodo birds. Powerful forces are at work, determined to tear down the moral and spiritual strength which made our country strong. The concrete termites are working to destroy the foundations of our nation.

It should be the determined will of morally strengthened, spiritually guided Americans to meet this challenge head-on! It is our responsibility to hand on to our children, the freedoms we have enjoyed. Only as parents are alert to the dangers that threaten us, can we keep our children from becoming 'guinea pigs' in some collectivist laboratory. An aroused citizenry must rectify the errors of usurpation of privileges and responsibilities which have traditionally belonged to American churches and homes.

Whatever the costs, we cannot . . . we will not, allow our children to be deprived of their spiritual destiny. Death here below, is still preferable to death in the hereafter.

We can win this battle if we put our hearts and minds to it . . . if we are willing to humble ourselves before Almighty God and ask His help. There is a mighty power laying dormant in the American people . . . you and must release it, if we wish our children to live in a better world of freedom tomorrow.

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TO: Pastors and Coordinators of Family Ministries

FROM: General Committee on Family Life Task Group on Sex Education

RE: What Church Leaders Can Do to Improve Family Life and Sex Education
in the School, Church, and Home

A growing number of communities are being involved in an emotional controversy over family life and sex education. Extremist groups are using the issue of sex education to organize a nationwide attack, not only on family life education, but on public education itself. This attack is designed to stir up fear and deliberately falsifies facts.

The United Methodist Church has long had a concern for quality sex education in the home, church, and school. This concern has been expressed in official statements by the General Conference, in manuals and other materials prepared by agencies of the church, as well as in approved curriculum resources of the church.

Pastors and other church leaders have an opportunity to give strong positive leadership, both within the congregation and the community at large. You may want to work with your Council on Ministries in setting up a task group to assist the public schools in developing new programs of family life and sex education or in improving those now being offered.

This folder is sent to you as a resource to give guidance in what may be done both in appraising the present situation and in deciding how your church can best fulfill its mission in relation to this crucial issue. On page 7 is an order blank for a much fuller *Sex Education Resource Packet*. These materials were prepared by a task group set up by the General Committee on Family Life at its 1969 meeting.

Sex education is concerned primarily with education for sexuality, the much broader concepts of masculinity and femininity—what it means to be a man or a woman in all aspects of human behavior and not simply with the "sex act" or with reproduction. In a time of rapid transition our boys and girls, young people and adults need help in order to mature as men and women and to function in healthy ways as husbands and wives and parents.

Your committee believes that you stand in a strategic position in a critical time!

Leonard Boche
Board of Christian Social Concerns

Norman W. Klump
Board of Missions

Allen J. Moore
School of Theology at Claremont

Merlin Outcalt
Board of Health and Welfare Ministries

Leon Smith (Chairman, Task Group)
Board of Education

The Church Says

"OUR CHILDREN HAVE A RIGHT TO KNOW"

"We advocate thorough educational efforts in home, church, and school designed to elevate our whole understanding of the meaning of sexual experience."

This straightforward sentence from the *Social Principles of The United Methodist Church* affirms our denomination's long-standing concern that our people receive adequate sex education.

While Methodists wrote this concern into the "Social Creed" only in 1964, General Conferences over the past three decades have adopted resolutions carrying this emphasis. The following statement showed up in the 1940 General Conference resolution on The Christian Home, and reappeared regularly in succeeding sessions:

"Our children desire and have a right to know before adolescence the facts regarding the origin of life and the nature of their personality as it relates to sex. Parents, if properly instructed, are best fitted to give this assistance; but if they are recreant to this duty, then qualified persons in the church should teach reverently the beautiful truths of life"

These words placed the responsibility for sex education squarely upon parents and the church. However, the 1952 General Conference resolution on family life, included a sentence which pointed to a new direction:

"We endorse the growing tendency in our public schools to include sex education under competent teachers as a normal part of their curriculum."

This statement recognizes and endorses the emergence of courses on sex education and family living. Twelve years later in the spring of 1964 the National Education Association issued a joint statement approving the principle of sex education in schools. Various private and public national groups also backed the courses.

Since 1964 more and more schools have added sex education courses to their curriculum with apparent widespread acceptance among students, teachers, school administrators, and parents. A majority of states introduced formal courses in family life and sex education in public schools, often beginning in kindergarten and continuing through grade twelve.

Extremists Organize Attack on Sex Education

In late 1968 a sudden torrent of protests about sex education began to bombard local, state, and federal school officials. State legislators and U. S. Congressmen received scores of petitions attacking the teaching of sex in public schools. Newspapers across the country got piles of letters decrying the evils of sex education, and angry parents used protest meetings to berate school officials for corrupting their youth.

THE CHURCH AND THE FAMILY is a much fuller statement of the church's position "approved for study" by the 1968 General Conference. It is in the *Sex Education Resource Packet* (No. 3161-C), or may be ordered free as leaflet No. 3006-B from the service Department, P. O. Box 871, Nashville, Tennessee 37202.

The continuing attack on sex education is, quite obviously, a well-planned, coordinated, and financed campaign, led by those extremist organizations of the "Far Right" who specialize in denunciation—villifying anything that does not fit their peculiarly tainted viewpoints—and sniffing out issues which will stir emotions and fill their coffers as they fan the fires.

The extremist campaigns to destroy sex education in the schools have included the usual name-calling tactics. John Birch Society leadership sees sex education as another "filthy Communist plot" to "destroy one whole generation of American Youth." (John Birch Society *Bulletin*, January, 1969, page 19.)

Other extremist tactics in the sex education attack include anonymous nuisance phone calls to teachers, harassment of teachers and school administrators, demands that teachers be fired, law suits against teachers and school boards, circulation of distorted reports of sex education courses, and even distribution of pornographic materials with claims of hints that the school courses include these materials.

If you think extremists are at work in your community, look for these identification marks:

1. Irresponsible, near-libelous charges about persons and organizations with whom they disagree.
2. Intolerance towards expressions of views that differ from their own, and they label opposition as disloyal to the United States.
3. Coercion, intimidation, and sometimes violence are used to get their way.
4. Seeking simple solutions to difficult problems.
5. Watching school and public libraries for publications to which they object.
6. Front organizations are set up, usually, with patriotic or high-sounding names (for example, "Christian Crusade" and "Movement to Restore Decency").
7. A corps of free speakers primed to spread their propaganda.
8. "Their people" sent to meetings to harass speakers and sometimes prolong the meetings to the point where the majority has departed and they can control the actions.
9. Attempts at discrediting state and national leadership, and labeling persons who differ from them as subversive and un-American.
10. Fostering fear and hysteria, making wild charges about subversion in schools, government, and community groups.
11. Attempts at infiltrating democratic organizations, even churches, to capture leadership positions.
12. Distributing smear literature and using quotations out of context.

Group Research, Inc. reports that more than 3,000 right-wing extremist groups are spread throughout the country pouring some \$40 million into their campaigns. (See "Same Extremists, New Target," page 3.) At present much of their effort focuses on sex education.

Their nationwide campaign has alarmed numerous parents who apparently did not realize that the public school sex education courses included the mechanics of human reproduction. Some of these have reacted with shock and anger to the sophisticated information their young children have received. Groups, most with names proclaiming their cause in sloganeering terms, many with close ties to parent

extremist groups, have sprung up across the country. ("Groups Opposing Sex Education," page 4.)

At the national level the extremists have leveled their guns at organizations supporting sex education in the public schools—the National Education Association, the American Medical Association, the National Congress of Parents and Teachers, the U. S. Department of Health, Education and Welfare, the National Council of Churches (always a favorite target of these pseudo-religious groups), and the Sex Information and Education Council of the U.S. (SIECUS). Familiar charges of "Communist," "subversive," and "smut peddlers" ring out from California to Maryland.

SAME EXTREMISTS, NEW TARGET

Right-wing extremist groups have led the attack on sex education, stirring up other uninformed persons with materials that are frequently falsely documented or obviously distorted to create wrong impressions. They have leveled their favorite tag of "Communist plot" and feigned shock and disgust at the frank details of school sex education courses.

These extremist groups have been around for a number of years, aiming the same tactics at other targets such as the UN, income tax, and the NCC. Here are some of the major groups and leaders.

The **John Birch Society**, founded and headed by retired Boston candymaker **Robert Welch, Jr.**, operates through some 4,000 semi-secret grass roots chapters. It publishes *American Opinion* magazine, has set up MOTOREDE (Movement to Restore Decency) committees to fight sex education, and aligns sex education with the "Communist plot" to take over the U.S.

Christian Crusade, organization of **Billy James Hargis** with headquarters in Tulsa, Oklahoma, mixes fundamentalist religion and anti-communism, and publishes *Christian Crusade* magazine. The Crusade's director of education, **Dr. Gordon V. Drake**, wrote the book which has become the "bible" for many sex education opponents, *Is the School House the Proper Place to Teach Raw Sex?*

Drake, who holds a doctorate in education (his doctoral dissertation dealt with music teachers) from the University of Denver, was formerly dean of Carl McIntire's Shelton College, a Wallace supporter, and frequent contributor to *American Opinion* magazine. Other personalities frequently speaking for Christian Crusade are **Dean David A. Noebel** and **Charles V. Secrest**.

Church League of America is headed by **Edgar Bundy** who regularly aims his barbs at the NCC and WCC. CLA carries out various radical right activities—issues a publication, makes tape recordings, prints pamphlets, compiles lists of subversives, provides "documented evidence" of left-wing activity.

American Council of Christian Churches, headed by NCC-WCC berater **Carl McIntire**, operates Shelton College. McIntire speaks to a nationwide audience on radio program,

"The Twentieth Century Reformation Hour," publishes *Christian Beacon*, parrots Birch line on sex education.

Manion Forum is the broadcast of **Clarence Manion** member of the National Council of the John Birch Society. This is a radio and television effort featuring interviews with conservatives and right-wingers.

Dan Smoot broadcasts the **Dan Smoot Report** on radio and television. Smoot is a former government agent, also one-time radio voice for H. L. Hunt, parrots the Birch sex education line.

Conservative Society of America, headed by **Kent Courtney**, a Bircher and avid segregationist working out of New Orleans, publishes the *Independent American*.

Liberty Lobby, a Washington, D. C. based politically-oriented organization, holds conventions, publishes *Liberty Letter*, and joined other right-wing groups to fight sex education in Maryland.

American Education Lobby, a relatively new group, publishes an opinion sheet, and also joined the Maryland attack. It is run by **Lee Dodson**, a former Liberty Lobby member and a one-time White Citizens Council worker.

This brief listing of a few right-wing extremist groups will do little more than alert the reader to the names of extremist organizations and personalities. For more information on these groups consult the following books (available through the Cokesbury center nearest you):

The John Birch Society: Anatomy of a Protest, by Allen J. Broyles. (BP) 1964, 169 pages. Cloth, \$4.50; paper, \$1.95. Includes keen judgments concerning the rightist attacks on the clergy.

The Radical Right: Report on the John Birch Society and Its Allies, by Arnold Foster and Benjamin R. Epstein. (RH) 1967, 239 pages. \$1.95. A detailed report on the John Birch Society and its allies.

Wild Tongues, Handbook of Social Pathology, by Franklin H. Littell. (MC) 1969, 156 pages. Cloth, \$5.95; paper, \$1.95. A handbook of social pathology by a well-known Methodist clergyman.

The Strange Tactics of Extremism, by Harry and Bonaro Overstreet. (NT) 1964, 313 pages. \$5.95. A basic book on modern extremism.

SIECUS ASSISTS IN UNDERSTANDING SEXUALITY

SIECUS has become a prime target because it serves as a clearing house for sex information. SIECUS is short for Sex Information and Education Council of the U.S. (For more information on SIECUS write to 1855 Broadway, New York, New York 10023.) SIECUS, a nonprofit, voluntary health organization founded in 1964, states its purpose this way:

"To establish man's sexuality as a health entity; to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; to dignify it by openness of approach, study and scientific research designed to lead towards its understanding and its freedom from exploitation; to give leadership to professionals and to society, to the end that human beings may be aided towards responsible use of the sexual faculty and towards assimilation of sex into their individual life patterns as a creative and recreative force."

To carry out SIECUS purposes, the professionals on its staff direct a comprehensive program of community services, professional and public education, and production, as well as review of publications in the field of human sexuality. The staff consults with community leaders wishing to introduce sex education programs into the school and/or for adults in the community. SIECUS emphasizes that *it can act only in an advisory capacity*, that full and final responsibility for all planning, programming, and decision-making must rest with individual communities.

"The major purpose of SIECUS is to promote healthy, responsible sex relations," the organization asserts. "Sex education does not attempt as its major goal to decrease VD or out-of-wedlock pregnancies. Rather the aim of sex education is to help in producing better human beings and eventually more competent parents."

"SIECUS believes that responsible sexuality is many things—the need to understand oneself as a sexual human being, that all children are born and grow up as sexual beings, that men and women need knowledge about sexuality before they can determine their attitudes about what it means to be a man or a woman."

SIECUS objectives parallel those of various churches, including The United Methodist Church, which have stated their concern that children receive proper sex education. The

church, actually a pioneer in sex education, is also concerned that persons understand what it means to be a man or a woman. In United Methodism's elective youth study, *Sex and the Whole Person*, author Frank E. Wier states that the course was designed "(1) that you may understand what it means to be male or female; (2) that you may rejoice wholeheartedly in being such a person; and (3) that you may express this joy, in relationship to persons, in appropriate and productive ways." (*Sex and the Whole Person*, Abingdon Press, 1965, p.5)

Many persons seriously concerned that their children understand human sexuality naturally raise a variety of questions about the courses in schools. Here are some of the most common answered by advocates of sex education:

Question: Does sex education usurp my right as parent?

Answer: Far from it. Programs in the institutions which society has established to educate its children—schools and churches—are intended to complement and supplement something that is more than parental right. Rather it is a parental obligation. Well conceived and carried out sex education programs in these institutions actually serve to strengthen parent-child relationships and communication.

Question: What effect does sex education have on youth?

Answer: With a soundly-based-and-planned continuing program, young people learn to look upon sex more seriously and more responsibly. They are better prepared to meet intelligently the sexual situations that they inevitably will face in our modern society.

Question: Should boys and girls be taught separately?

Answer: The decision to separate boys and girls in sex education courses is not related to possible embarrassment or over stimulation. Ordinarily neither of these is a problem. But separation provides an opportunity for dealing in depth with special needs and problems of each sex at various age levels. When boys and girls feel confident about their own sexuality, mixed group discussions can then become most productive for the group as a whole. The goal is to enable boys and girls to learn from and with each other. Short separate sessions—usually after puberty has begun—are one means to this goal.

Question: How do you build community support for sex education in the schools?

Answer: Like any other educational course, demand for sex education in the schools comes from a concerned, informed individual or community group. Set up a committee of representative community leaders (educators, parents, physicians, clergymen, etc.) to study the question. Curriculum building and review and choice of teaching materials is, of course, ultimately the responsibility of educators. However, keep the community informed of the interest and efforts of these specialists through newspapers, local radio and television, and public speeches by knowledgeable persons at community meetings.

Question: How do you persuade administrators to accept sex education in the schools?

Answer: School administrators are responsive to the demands of the majority of parents. They also know the problems related to teaching about areas of life for which people have strong emotions and opinions—religion, politics, human sexuality. Only when convinced that the understanding of and demand for sex education is genuine

GROUPS OPPOSING SEX EDUCATION

Sanity on Sex (SOS)
Mothers Organized for Moral Stability (MOMS)
Citizens for Parents Rights (CPR)
People Against Unconstitutional Sex Education (PAUSE)
The Citizens Committee of California Incorporated (CCCCI)
Movement to Restore Decency (MOTOREDE)
Mothers for Decency in Action (MDA)
Friends of the (name of a state) Schools
Concerned Citizens Information Council (CCIC)
Parents Opposed to Sex Education (POSE)
Citizens for Moral Education of Central Florida (CMECF)
Concerned Citizens of Hawaii (CCH)
Parents Opposed to Sex and Sensitivity Education (POSSE)
Illinois Council for Essential Education (ICEE)
Committee to Halt Indoctrination and Demoralization in Education (CHIDE)
Southwest Radio Church (SRC)
Associate Citizens for Responsible Education (ACRE)

d widespread throughout their district, will school administrators begin carefully to develop such programs.

Question: What about sex education for the parents?

Answer: Sex education is a lifelong process. Parents also have a right to formal access to knowledge about human sexuality. Any complete program of sex education should consider parent and adult education an integral part of its total approach.

Clearly parental hangups about their own sexuality is a part of the attack on sex education. Many adults now

decrying the schools' sex education programs obviously see themselves victims of improper childhood sex education. The Washington *Evening Star* accurately summed up the effects of such improper sex education in the conclusion of a recent editorial on the subject:

"The drive (to destroy sex education) must not succeed. For the alternative to proper, controlled and accurate sex education is the back alley and the washroom, with its guaranteed misinformation, anxiety and needless, lasting guilt."

SEX EDUCATION HAS WIDESPREAD SUPPORT

In addition to SIECUS and a number of denominations, many other well-known national organizations have recorded their approval for sex education in the public schools. These include:

- American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Illinois 60204
- American Association for Health, Physical Education and Recreation (AAHPER), 1201 16th Street, N. W., Washington, D. C. 20036
- American Association of Sex Educators and Counselors, 815 Fifteenth Street, N. W., Washington, D. C. 20005
- American College of Obstetricians and Gynecologists (Committee on Maternal Health)
- American Medical Association (AMA), 535 N. Dearborn Street, Chicago, Illinois 60610
- American School Health Association
- American Public Health Association (Governing Council), 1740 Broadway, New York, New York 10019
- National Congress of Parents and Teachers (PTA), 700 North Rush Street, Chicago, Illinois 60611
- National Council of Churches, 475 Riverside Drive, New York, New York 10027
- National Education Association (NEA), 1201 - 16th Street, N. W., Washington, D. C. 20036 and American Medical Association (AMA) (Joint Committee on Health Problems in Education)
- National School Boards Association and American Association of School Administrators (Joint Committee)
- National Student Assembly, YMCA and YWCA
- Sixth White House Conference on Children and Youth
- Synagogue Council of America
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United States Catholic Conference
- United States Department of Health, Education and Welfare (U.S. Commissioner of Education), Washington, D. C.

Statements from these and other organizations stress the need for programs complementing and/or supplementing the sex education which children receive at home. Here are samples:

"The American Public Health Association encourages the development of programs that aim to help parents and community groups to promote healthy sex attitudes and to

meet their respective responsibilities toward the problem more fully. Elementary and secondary schools should provide organized programs that give students opportunity for guided discussion appropriate to their stage of readiness and maturity so that better knowledge associated with parental counseling may help them develop a better ethical and moral foundation for healthy adult sexual adjustment." (*American Public Health Association Governing Council, October, 1967.*)

* * *

"We join with other national organizations, such as the National Congress of Parents and Teachers, the American Medical Association, the National Education Association, and support the interfaith statement of the nation's major religions in officially supporting health education, including family life and sex education. We urge programs that will create a vigorous and healthy social climate in which family life can flourish and which foster mature sexual behavior in each individual

"The schools must take the responsibility for development of a comprehensive curriculum in health education, including family life and sex education. This curriculum should include, at an appropriate age and maturity level, instruction in human biology and reproductive physiology to augment the efforts of parents and physicians" (*American Academy of Pediatrics "Family Life and Sex Education," Pediatrics, September, 1968. pp. 535, 536.*)

* * *

"In addition to parents and the religious community, the school and other community agencies can have a vital role in sex education in two particular ways:

"1. They can integrate sound sexual information and attitudes with the total education which the child receives in social studies, civics, literature, history, home economics and the biological and behavioral sciences.

"2. They can reach the large numbers of young people whose families have no religious identification but who need to understand their own sexuality and their role in society." (Excerpts from the *Interfaith Statement on Sex Education*, by the National Council of Churches, Synagogue Council of America, and United States Catholic Conference, June, 1968.)

71 percent of American adults favor sex education in public schools, according to a Gallop Poll in May, 1969, an increase of 2 percent since 1965.

WHAT

CHURCHMEN CAN DO

To counteract the efforts of extremists and others who would destroy the "mutually supportive role" of school, family, church, and the whole community in sex education, churchmen can take a number of steps which require effort, clear thinking, and information:

1. Identify the groups involved in the attack on family life and sex education in your community—the right-wing groups and the sincerely motivated groups by uninformed persons. Get acquainted with the tactics of extremist organizations.

2. Find your allies. This should not be difficult. A May, 1969, Gallup Poll shows that 71 percent of Americans favor sex education in the public schools (up two percentage points from 1965). Bring together those groups in your community which naturally oppose extremism—groups concerned with education, human relations, crime prevention, religious unity—and form a coordinating committee.

3. Get the facts. Attempt to discover the extremist goals in your community. Find out who's behind the action and how much community support they have. Become informed on the sex education courses in your schools.

4. Face the issues. Be as informed as possible and develop a careful case. Never underestimate the opposition. Facts and

truth become the best weapons against the wild charge of extremists. Retain your sense of humor. In plans for meetings, look carefully at guest speakers.

5. Teach the public. Take the issue to the people. Most of your fellow citizens will not be aware of the problem, so educate. (In a Maryland suburb of Washington, D. C., for instance, some highly intelligent, but uninformed citizens have misread the anti-sex education action of Carl McIntire's American Council of Christian Churches as negative action by the National Council of Churches.) With information about extremists, citizens can act to make them ineffective. Hold meetings and seminars. Write letters to newspapers and influential leaders.

6. Continually urge the citizens of your community to fulfill their voting responsibilities as a citizen and concerned Christian. In April, right-wing opponents of sex education won two of three open school board seats in an best-planned family life and sex education programs. Assuming that the school could easily confront the attack, many supporters of responsible sex education stayed home from the polls. Only 14 percent of the eligible voters cast their ballots (typical proportion for noncontroversial elections) and the sex education opponents now hold two of the seats on the five-man board.

7. Work for good family life and sex education courses in your public schools. Do not wait until the attack comes. Seek to create a climate of acceptance for family life education in the schools of your community.

IMPROVING SEX EDUCATION THROUGH THE CHURCH

The growing controversy over family life and sex education in public schools is an opportunity for the church to provide the community with constructive and positive leadership. Studies show that extremists' influence can be greatly reduced if community leaders and agencies, such as ministers and churches, will take the offensive with factual information and responsible programs.

The current campaign to destroy sex education programs comes close to religious heresy. Using the cloak of religion, extremists distort sex with negativism and attempt to separate sex education from the normal pursuits of knowledge. The pastor and the church have an obligation to counteract such distortions with Biblical and theological scholarship. See *Society and Love, Ethical Problems of Family Life*, by Roger Mehl, translated by James H. Farley. (WP) 1964. \$4.50.

Christian theology affirms sex as good and understands sex education in much broader ways than sexual intercourse and human reproduction. Good sex education is concerned with human sexuality—the meaning of the creation of man and woman and what it means to be male and female in all aspects of human relations. To study and discuss sex is a part of the task of coming to self-understanding and realizing the purposes of one's life. This is a theological enterprise even if it takes place in the school rather than the church or if the language is scientific rather than religious.

In order to respond to the sex education issue, the Council on Ministries may wish to establish a task force on

sex education. Members should be interested persons who represent a broad segment of the congregation—parents, women of the church, public school educators, physicians, nurses, social scientists, psychologists, youth and young adults, church and community workers with youth and families, and others. The task force should concern itself with the issues of sex education in public schools as well as the unique opportunities that the church has for sex education. Some possibilities are the following:

1. Find out the situation in your community. What are the needs and problems of children, youth, and adults? What are the present programs of sex education and are they adequate to meet the needs? Talk with community leaders, social workers, and others who have wide contact with children, youth, and adults to find out what is going on.

2. What is the sex education program in the public schools? How adequate is it? How can it be improved? Talk with public school teachers and administrators, examine the curriculum, and learn what is actually happening in the classroom. Are there attempts to destroy or limit family life and sex education in the public school? What are the sources of this criticism and is it related to a national movement? Get the facts and invite church members to a forum where they can be presented and discussed. Find ways to reinforce the positive work of the school.

3. Plan programs of sex education for parents and other adults in the church. Provide opportunity for them to deal with their own problems regarding sex, to get factual sex

IMPROVING SEX EDUCATION IN THE HOME

Churches can help parents understand the needs of their children in the area of sex and help them develop Christian attitudes about their sexuality and sexual functions. Here are some ways this can be done.

1. Begin by helping parents appreciate their own sexuality as men and women and to find sexual satisfaction in marriage, perhaps in a "Marriage Enrichment Retreat." (For resource persons trained to lead such retreats, contact your annual conference director of education or coordinator of family ministries, or write to the Director of Ministries in Marriage, P. O. Box 871, Nashville, Tennessee 37202.)

These books are available from Cokesbury:

- *Sex in Marriage*, by Dorothy Baruch and Hyman Miller. (HA) 1962. \$5.95.
- *Love and Conflict*, by Gibson Winter. (DD) 1958. \$1.45.

2. Hold parent-teacher meetings to discuss sex attitudes of children so that parents and teachers can have a shared approach to growing children. These meetings may be related to units in the church school curriculum such as the elementary unit on creation.

3. Give parents guidance in how to talk with their children about sex and how to help them develop healthy sex attitudes. Two simple but excellent resources are the Public Affairs pamphlet No. 149 *How To Tell Your Child About Sex*, by James L. Hymes (25 cents) and the book *What to Tell Your Children About Sex* by the Child Study Association of America (No. 901), 1968. Paper 75 cents.

information, and to explore Biblical and theological insights on the meaning of sex for these times. Help them understand the sexual issues of children and youth. (See "Improving Sex Education in the Home.")

4. Plan programs of sex education for youth. For help with resources and leaders contact your annual conference director of education of your program council staff, or the Division of the Local Church of the Board of Education, P. O. Box 871, Nashville, Tennessee 37202. An excellent resource is the book, *A Guide for Christian Sex Education for Youth*, by Thomas E. Brown (AY) 1968, \$7.95, which present guidelines and materials for church sex education for junior, middle, and senior highs.

5. Cooperate with district and conference groups in training resource persons to lead sex education studies.

6. Provide some of the best books on the subject through your church library, such as the AMA and NEA booklets by Lerrigo and Southard at 30 cents each from 1201 - 16th Street, N. W., Washington, D. C. 20036: *A Story About You* (No. 244-06854) for elementary children, *Finding Yourself* (No. 244-06846) for eleven to fifteen year olds, or *Facts Aren't Enough* (No. 244-06978) for parents and group leaders.

7. Study ways the church can expand upon the family life and sex education programs in public schools by offering supplementary courses in the church which are open to the community.

4. Provide resources for parents to use in the home with their own children, such as books, records, tapes, slides, or filmstrips. One resource you may review is a filmstrip of 43 frames entitled *How Babies Are Made*, available with 33-1/3 record for \$15, or as a set of 36 slides with captions for \$12. Filmstrip available from General Learning Corporation, 3 East 54th Street, New York, New York 10022. The slides may be ordered from Creative Scope, Inc., 1 East 42nd Street, New York, New York 11017. This same material is also in a four-color illustrated 88-page book, *How Babies Are Made*, by A. C. Audry and S. Schepp. (TF) \$3.95. The teacher's guide is 45 cents. Parents may review before deciding to share with their children.

5. Make available books for children at different age levels, such as *A Baby Is Born*, by Levine and Seligmann (Golden, 1966, \$2.95, paper \$1). It may be read to five to seven year olds or by eight to ten year olds. Another is *Being Born*, by Frances Bruce Strain (Meredith, 1954, \$3.95) for ten to fourteen year olds.

6. Organize parents' groups by ages of their children—preschool, early, or late elementary—using the leaflet *Young Parents' Study Plan* (3123-B, free from Service Department, P. O. Box 871, Nashville, Tennessee 37202) or a booklet like *New Ways in Sex Education: A Guide for Parents and Teachers* (McGraw, 1959, \$5.95).

7. Stimulate interest on the part of parents by distributing leaflets such as *Your Child and Christian Attitudes Toward Sex* (3112-C), available from the Service Department at 30 cents per dozen or \$1.50 per 100.

SEX EDUCATION RESOURCE PACKET

is available on order as indicated below. It contains a number of booklets, pamphlets, and article reprints on family life and sex education in the school, church, and home, and annotated lists of recommended books and films for use in the church.

ORDER BLANK

TO: Service Department, P. O. Box 871
Nashville, Tennessee 37202

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Some Good Books on Family Life, 1969 (3097-B). Free. Annotated with section on sex education.

Books for youth and adults:

Love and Sex in Plain Language, by Eric W. Johnson. (LP) 1967. \$3.50. For junior highs.

Love and the Facts of Life, by Evelyn M. Duvall. (AY) 1963. Cloth, \$4.95; paper, 95 cents. For senior highs.

Living With Sex: The Student's Dilemma, by Richard F. Hettlinger. (SN) 1967. Paper, \$1.95. For college students.

Sex Before 20, by Helen F. Southard. (NL) 1968. Paper, 60 cents. For youth.

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SEX EDUCATION FOLDER

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The United Methodist Church
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Sex education is one of the critical issues to be discussed in the work groups at the next National Conference on Family Life to be held in Chicago, October, 8-11, 1970.

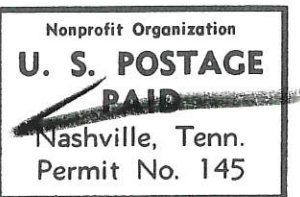
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In its statement on "Health, Welfare and Human Development" the 1968 General Conference recognized that we are living in a time of rapid transition "in the area of sex and sexual morality" and declared:

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TO: Coordinator of Family Ministries

%

"We advocate thorough educational efforts in home, church, and school designed to elevate our whole understanding of the meaning of sexual experience."

—from *Social Principles of The United Methodist Church*, 1968

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SIECUS

Sex Information and Education Council of the U.S.

The SIECUS Purpose

To establish man's sexuality as a health entity:

to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; to dignify it by openness of approach, study, and scientific research designed to lead toward its understanding and its freedom from exploitation; to give leadership to professionals and to society, to the end that human beings may be aided toward responsible use of the sexual faculty and toward assimilation of sex into their individual life patterns as a creative and re-creative force.

Sex Education, *SIECUS Study Guide No. 1*, was written by **Lester A. Kirkendall, Ph.D.** A Founder and member of the Board of SIECUS, Dr. Kirkendall is Professor of Family Life, Oregon State University, Corvallis. He is the author of the study *Premarital Intercourse and Interpersonal Relationships* and of other books and articles on family life education.

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Sex Education

This study guide is intended primarily for discussion leaders and for individuals interested in intensive, self-motivated study.

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How Shall We Look at Sex— and Sex Education?

Sex is far more than a physical expression; it is a major aspect of personality. As such it is intimately related to the individual's emotional and social adjustment and to his physical development. Probably nothing so greatly influences one's life pattern as his sex membership. An individual's sense of identity, his ways of thinking and behaving, social and occupational activities, choice of associates, mode of dress, and many other important factors are strongly conditioned by being male or female.

An individual's happiness, his success as a family member, and his civic contributions are either enhanced or diminished by his success or failure in fitting into his sex role, and in wisely managing and directing his sexuality.

Sex can never be fully understood simply by focusing upon it as a physiological process, by concentrating on the sex act, or by counting or classifying instances of sexual behavior. These facts do represent aspects of sex and they do need to be known. But the significance of human sexuality can be fully understood only by relating it to the total adjustment of the individual in his family and society. Developing these relationships becomes the task and scope of sex education. Anything less is shallow, distorted, and ineffectual.

Most people assume that, in the absence of direct instruction, no sex education takes place. Actually the parents' reaction to themselves and to each other as sexual beings, their feelings toward the child's exploration of his own body, their attitudes

toward the establishment of toilet habits, their response to his questions and his attempts to learn about himself and his environment, their ability to give and express their love for each other and for him, are among the many ways in which they profoundly influence the child's sexual conditioning. Avoidance, repression, rejection, suppression, embarrassment, and shock are negative forms of sex education. That fact cannot be escaped. Parents cannot choose whether or not they will give sex education; they can choose only whether they will do something positive or negative about it, whether they will accept or deny their responsibility.

Common Weaknesses of Sex Education Programs

Certain weaknesses presently characterize most sex education, particularly programs designed for children and adolescents.

1. *The sex education usually received by children can more accurately be labeled "reproduction education" or "moral instruction" than sex education.* Even those families that provide reproduction information easily and adequately usually fail to go beyond this level. Once the child has come to adolescence and needs to deal with sex in terms of human interaction and as an aspect of relating to others, for all practical purposes he is left without help from the adults who care for him most. Education with reference to the use of sex in relationships and its meaning in interpersonal associations is left by parents and teachers almost entirely to chance. Actually most of what the child receives is supplied by his peer group.

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The focus on reproduction and physical development is appropriate mainly at the childhood level, when boys and girls are consumed with curiosity about life and the world about them. They seek to understand origins, to know what they themselves will become. Even at this age, however, they should be helped to understand the place of men and women in the family and in out-of-family situations. It is a propitious time for attitude formation.

Reproductive and physiological information is more impersonal and has more preciseness about it than have discussions involving dating relationships, sexual behavior, and moral codes. The security of teachers or parents is threatened when they move to a consideration of issues and have to cope both with deep-seated feelings and a lack of knowledge. As a result they prolong the period for imparting biological information into adolescence and permit this postponement to crowd out consideration of the sensitive issues involving relationships and standards so much needed by adolescents. This insecurity also leads indirectly to the second weakness.

2. Sex education is something imposed—something "given."

That more and better education is obtained by interchange and the free interplay of ideas is an established educational principle. But few parents or teachers are adequately informed or sufficiently secure to engage in free and open dialogue with youth in matters of sex, especially when questions of standards, personal behavior, and development of moral values arise. A didactic approach may provide a feeling of security for the adult, but it teaches the child that free exchange and ready communication between the generations is impossible.

The openness of approach that is clearly needed, and the assumption that youth and adults are on the same plane in their freedom to express their views, are seldom present. As a result, the educative process fails to eliminate fears, misconceptions, and perplexities. Usually when specific sexual relationships become the focus of discussion, what youth then receives are injunctions and moralisms that provide little or no insight into situations facing them. The fundamental questions that youth of today faces in adjusting to human sexuality are seldom acknowledged and even less often discussed.

3. *Sex education is considered a "telling" process.*

The widespread acceptance of this view can be demonstrated by asking adults concerned with sex education to list questions about which they are perplexed. These questions almost always dwell on the timing, methods, techniques, and niceties of "telling" children about sex. This view overlooks the fact that much sex education is given and many attitudes are created during the normal day-by-day process of living — in the home, the school, and the community. Some of the most potent aspects of sex education are those experienced through nonverbal channels.

4. *Some education is regarded mainly as an insurance against moral "disaster."*

One could anticipate that most parents, could they but be assured that their children would lead conventional lives and would "stay out of trouble" without being "given" sex education, would doubtless heave a sigh of great relief. That sex education has further functions, for instance that it might serve to bring about richer, fuller, more successful man-woman relationships and therefore more complete lives, is seldom cited as a reason for sex education among rank-and-file teachers and parents. Even

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A comprehensive reference for the sex educator.

conflicting views and practices they will meet in out-of-family living than if their education is limited strictly to what the family can provide.

Even if the family is considered to have the greatest influence, the school, the church, and other institutions have important individual and collective roles to play. Unfortunately, the achievements of the school in sex education have fallen below hopes and expectations. There are numerous reasons for this deficiency, the main one probably being that the school as a cultural institution reflects the fears, prejudices, and biases of society. As a result teachers are being inadequately prepared to provide the kind of sex education needed and are limited in opportunities for obtaining the needed preparation. The excessive fear of administrators and teachers of arousing possible criticism if they do attempt sex education is another deterrent. Each school and each teacher giving sex education usually feels insecure and isolated, so that the little that is attempted in sex education is done as quietly as possible in an effort to avoid possible attack.

Thus, comparatively few schools include aspects in their programs that can legitimately be called sex education, especially if sex education is broadly defined.

The church has an important and essential contribution to make to a comprehensive sex education program because it plays a vital role in the formulation of ideals and in the development of moral values. Instruction concerning ethical and moral standards must be approached positively and should include all aspects of life and all periods of the life cycle. The central problem is always the development of a philosophy of life, the creation of a set of socially meaningful and understandable values,

6. The chief determinant of sexual conduct is not factual information but the general feeling of satisfaction and worth that the individual has been able to develop about himself as a person. One's pattern of sexual behavior is a reflection of one's total life pattern. An individual who feels he is accomplishing something with his life and feels reasonably successful in his endeavors will likely have enough satisfaction with life that the management of sex is no great problem. He will not be driven by guilt, anxiety, or compulsion to engage in sex with little regard for what this means to other persons or to his total situation. In other words, he is in a position to direct and manage his sexuality.

What does this mean for sex education? It means that, like all personal conduct, problems of sexual conduct need to be understood in terms of interpersonal relationships. The formation of patterns of fulfilling and responsible behavior (including sexual) will be facilitated by providing knowledge and, most of all, social experiences that enable individuals to set up meaningful, satisfying, and responsible interpersonal associations. As the individual finds increased satisfactions in his emotional relations with others, he will find decreased need for casual, irresponsible, and self-centered experimentation with sex.

7. The core of the educational structure that can provide for the kind of sex education needed must extend far beyond the public schools. This does not minimize or depreciate the role the schools should play, nor does it assume they will play a diminishing role. But other facets need to be regarded as integral to the sex education structure.

a. Mass media. The mass media are potent educational forces, but too often their thrust seems to

be toward casual, irresponsible sexuality. Motivated by the possibility of commercial gain, the mass media tend to emphasize the sensational, to play up "slants," to ignore the really educational in favor of the exploitative. This is not universally true; there have been some outstanding TV and radio programs, many good magazines articles, and a number of good books. These are overbalanced, however, by the massive overemphasis on the other side.

b. Professional preparation programs. Schools that provide education for the various professions need to give increased attention to teaching their professional trainees about man's sexual behavior in all of its many aspects. Physicians, teachers, nurses, religious workers, social workers, lawyers, journalists, and law enforcement officers are especially important categories. Schools that prepare these and other professional workers must incorporate this aspect of education in their preparatory and in-service training programs, and in their professional conferences.

c. Adult education programs. Churches, public schools, service clubs, YM and YW Associations, and similar groups typically develop programs of interest to adults. They provide an avenue for reaching many persons beyond school age, as do the mass media.

d. Higher education. Colleges and universities can make a highly significant contribution at this level. They have enrolled professional students as well as future community leaders. These people will play an important part in molding public opinion. Sex education should not only give help and insight for the present, but point the recipients to future leadership roles in their professions and their communities.

when parents and teachers do recognize this, how to attain this objective through the processes of education is not clearly understood.

5. Sex education is regarded as a wholly individual matter that is to be accomplished through reading or individualized teaching, and that is to involve as few persons as possible.

This concept probably is not as strong now as it was formerly, although many persons are still fearful of the consequences of group instruction and/or interchange. Because many believe in the overwhelming power of the sexual impulse if it is given any recognition whatsoever, coming together for group discussion is seen as a situation likely to produce sexual stimulation and desires. Those who hold this view are generally interested in confining and limiting discussion as narrowly as possible. Little or no recognition exists of the value and need for many different approaches on many different occasions, with much to be gained from person-to-person, peer group, mixed group, sex-segregated group, and cross-generational group discussions.

6. Sex education is considered to be a function of the home and an obligation of parents only.

Although this belief is seldom realized in practice, it probably still remains as an ideal for many persons, one that is both impractical and undesirable, even if it were attainable. It is impractical because parents are inadequately prepared to undertake this responsibility. No one or two persons can be adequately prepared in a cosmos that has become as complex and as varied as is today's world. This is what makes sex education confined to the home less effective than that derived from many sources. In the latter circumstances children are much more likely to be well prepared to cope with the numerous and

5. *Those providing sex education must take into account the current freedom in choosing and in personal decision-making that now exists.* Forty or 50 years ago, sex education scarcely recognized the possibility of choosing among alternative patterns of sexual behavior. There was only one "right" way. Only one course of action was considered acceptable: renunciation of all sexual expression in nonmarital situations. In the face of such monolithic unanimity the thought of consciously weighing and choosing a course of sexual behavior occurred only to the brash or highly emancipated. The flouting of conventional standards did occur surreptitiously, but it was regarded as a violation, rather than as a matter of choice.

Quite a different situation now exists. There is now a very real freedom for adolescent couples to speak far more openly and frankly about sexual matters than their parents or grandparents could ever have believed possible. Many young people in high school dating relationships mention discussions with dating partners about the possibility of intercourse. Explicit references to sex not only enter many dating relationships very early, but are constantly to be found in commercial advertising, books and magazines, the press, television, radio and movies, and phonograph records.

As a consequence, young people of high school age and above are faced frequently with situations that require them to decide for or against participation in some kind of sexual relationship. This holds true not only for premarital intercourse itself, but for other forms of sexual involvement as well. This emphasizes their need for insights, factual knowledge, and understanding that will lead to sound decision-making.

and the enthronement of a wholesome personality for oneself and for others as a major goal of life.

The churches are in the process of overcoming their former reluctance to deal openly with sex, and many denominations are now developing creative programs of sex education that will be a real contribution to their members.

It is clear that sex education is not a task for any one institution alone. Only as each contributes from its particular vantage point and its unique strength can one hope for a broadly balanced, societally-based-and-supported sex education program.

Objectives of Sex Education

The foregoing discussion suggests the following as desirable objectives of sex education:

1. To provide for the individual an adequate knowledge of his own physical, mental, and emotional maturation processes as related to sex.
2. To eliminate fears and anxieties relative to individual sexual development and adjustments.
3. To develop objective and understanding attitudes toward sex in all of its various manifestations—in the individual and in others.
4. To give the individual insight concerning his relationships to members of both sexes and to help him understand his obligations and responsibilities to others.
5. To provide an appreciation of the positive satisfaction that wholesome human relations can bring in both individual and family living.
6. To build an understanding of the need for

the moral values that are essential to provide rational bases for making decisions.

7. To provide enough knowledge about the misuses and aberrations of sex to enable the individual to protect himself against exploitation and against injury to his physical and mental health.

8. To provide an incentive to work for a society in which such evils as prostitution and illegitimacy, archaic sex laws, irrational fears of sex, and sexual exploitation are nonexistent.

9. To provide the understanding and conditioning that will enable each individual to utilize his sexuality effectively and creatively in his several roles, e.g., as spouse, parent, community member, and citizen.

Scope of Sex Education Programs

Since sex behavior is a function of the total personality, sex education must be broadly conceived, concerning itself with the biological, psychological, and social factors that affect personality and interpersonal relationships. It must be reality-oriented, dealing not just with ideal norms but with actual sexual patterns.

While no one has ever officially defined the scope of an ideal sex education program, the following areas for emphasis are important. Each should be included in a comprehensive sex education program.

1. *Biological.* This emphasis should include an understanding of the anatomy and physiology of the reproductive processes, sex as a universal biological function, the influences of body physiology upon sexual behavior, the relation of mental pro-

best expressed in the form of questions that in their answering obviously involve sex attitudes and practices. Shall laws regulating abortions be altered and, if so, in what ways? What is the relation of sexual expression and sexual standards to the public dissemination of contraceptive information, and to population control? What should be the legal and social attitudes toward homosexuality? Toward sexual offenders? What is a sexual offense and what makes it so? To what extent and in what ways should sexuality be emphasized in commercial enterprise? What sexual attitudes should the mass media stress? These are issues upon which rational, constructive policies need to be developed.

Such considerations point to the desirability of expanded and redirected programs for sex education. The social significance and implications of sex need to be understood by everyone.

4. *Sex education for adults must be given much greater emphasis.* Children and youth have typically been singled out as needing sex education. This has not been an error; they will continue to need help. But it cannot be repeated too often that adults are the ones most in need of help. Since a viewpoint on sex in keeping with advancing scientific knowledge and its relationships to individual and social living is so important, the needed education cannot be successfully crammed into early childhood and adolescence. It can be begun then, but it must be continued as long as life lasts.

Adults need sex education in their own right for several reasons: (a) to make their own sex lives and marriages more satisfying and creative; (b) to provide the informed public opinion needed to support desirable changes in attitudes, education, and laws as they relate to sex; and (c) to facilitate intergenerational communication.

2. *Sex education must be thought of as being education—not moral indoctrination.* Attempting to indoctrinate young people with a set of rigid rules and ready-made formulas is doomed to failure in a period of transition and conflict. Instead, the time-tested principle accepted in other areas of education must be applied: to equip youngsters with the skills, knowledge, and attitudes that will enable them to make intelligent choices and decisions.

3. *Sex education must help us understand sex in its relationship to social patterns and development.*

This can be approached from two points of view.

First, the distinction between what was and is personal in sex and what has social significance has changed greatly. Formerly, the chief social concern, as it related to sexual expression, was the repression of all aspects of sexuality from public consideration. Even such accepted aspects of sex as intercourse in marriage were seldom discussed. The sexual conduct of persons who were following conventional patterns of chastity and who were nonexploitive was never mentioned nor openly recognized as meriting approval and support. This is still the case.

Today the significance of such sexual expression as youthful erotic play, masturbation, homosexuality between consenting adults, mouth-genital contacts, and other variations from genital heterosexuality is being re-examined in the light of new knowledge. The enhanced capacity among educated people to look at sexuality with objectivity suggests that some things formerly considered to be of social concern might now be reclassified as private, personal concerns—or, if having social concern, for different reasons than formerly.

Second, a number of issues that involve sexual expression in relation to social decisions are now facing the American public. These can, perhaps, be

cesses and attitudes to physical urges, the nature of biological sexual maturity, genetics and eugenics.

2. *Social.* This emphasis should include consideration of sex in its broad social aspects and implications. The relation of sex to the family as a social institution; the relational aspects of sex; sex as a part of the total personality; the social significance of its uses and purposes within and outside of marriage; sex in its relation to population growth; the causes and treatment of deviancies; the social factors involved in such issues as abortion, control of obscenity, illegitimacy and prostitution—are suitable topics. The individual and social management of sex through education and the development of mores and appropriate legislation also need to be considered. The objective should always be to point toward a rewarding and fulfilling use of sex in individual lives and in its social setting.

3. *Health.* This emphasis should embrace the relationship of sex to general physical and mental well-being. The elimination of needless worries and concerns over normal aspects of sexual development and functioning, e.g., masturbation, sex play, and curiosity; cleanliness; the meaning of and adjustment to early or late maturation; the mental and physical health aspects of continence; information concerning venereal diseases; the basic patterns of individual and family living and relationships that promote mature and adequate expressions of sexuality—all of these provide suitable content here.

4. *Personal adjustments and attitudes.* This emphasis should include much material considered elsewhere, but the chief concern is for direct application of the material to the needs of individuals. Such topics as premarital standards; boy-girl associations; personal sex habits and practices; the

building of proper attitudes; a clear understanding and acceptance of specific manifestations of sex; and questions centering about personal development should be explored. Discussions concerning many of these topics have been found to be most fruitful when conducted in small groups under competent leadership. Provisions for individual counseling are also important in aiding personal adjustment.

By the time the individual reaches adolescence, he has formed a whole series of strongly-rooted emotional attitudes about sex. These attitudes cannot be changed by a casual, superficial kind of sex education but only by a process of serious education that recognizes the importance of emotional re-education and reconstruction.

5. *Sex in interpersonal associations.* Much of the material included here comes also under the preceding headings. The emphasis is so important, however, that it is listed separately. This emphasis should help each individual to understand and accept changing and evolving sex roles, and to work out his relationships to others immediately associated with him. It is essential for individuals to be aware of differential sex patterns, and to be able to accept and interact harmoniously with those whose sexual norms differ from their own. The importance of a sense of social responsibility and a desire to contribute to the good adjustment of others must be stressed. The family and its sex attitudes and sex education program are especially important.

6. *The establishment of values.* This is a difficult emphasis to outline in terms of specific topics, yet it is exceedingly important. The objective is to help individuals build values by which to live and stand-

ards by which to make important decisions, not only about sex conduct but about all other matters relating to individual and group well-being.

Building a value system is made especially difficult by the fact that we are in a period of transition that is characterized by a basic shift from sex denial to sex affirmation throughout our culture. No single system of sex values is currently accepted in theory or in practice by the great majority.

Because of this, many of the core values of sex education must be sought within the values accepted as inherent in a democratic society: respect for the basic worth, equality, and dignity of each human being; the right of each individual to self-determination; recognition of the need for cooperative effort for the common good; and faith in the free play of critical intelligence.

Sex Education— A New Look

The inadequacies and the narrowness of the traditional concepts of sex education that have been suggested earlier also point to new ways of looking at sex education.

1. *Once and for all, adults must accept as fact that young people of all ages are sexual beings with sexual needs.* The purpose of sex education is not primarily to control and suppress sex expression, as in the past, but to indicate the immense possibilities for human fulfillment that human sexuality offers. Sex education must attempt to give the individual sufficient understanding to incorporate sex most fruitfully and most responsibly into his present and future life.

how your child learns about sex



Understanding your emotional relations with your children will assist in their emotional development.

Things that are upsetting to you as a parent will also influence your child's feelings.

Discussing these inevitable upsets with your physician is helpful.

We can do much to help our children toward a mature adult capacity to love and be loved. We want them to grow up with the realization that sex should be a natural but not overemphasized part of their lives. And we all ask ourselves, "How can I best teach my children about sex?"

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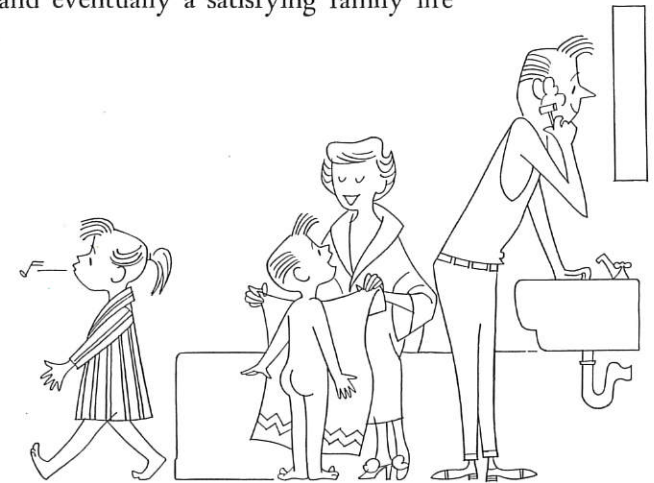


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If you find you are continuing to apply to your feelings a "badness" label of long ago, you can work toward being more gentle and kindly and less critical with yourself. If your background failed to teach you to apply limits on unthinking or inconsiderate behavior, you can work to develop self-discipline now. When your own attitudes about love are those of mutual consideration, you will hand on wholesome attitudes to your children with less difficulty.

You can give your children, from the start, a healthy respect for their bodies and their feelings about their bodies. You can teach them to respect themselves and to understand the right of other persons not to be exploited. You can help them learn to subordinate their immediate wishes and desires, in the sexual and other areas of living, so that they are better able to achieve sound and fuller personal relationships and eventually a satisfying family life of their own.



how your child learns about sex

around you were respectful and reasonably limiting, you can easily approach your sex feelings now with respect and consideration.

Your parents' attitudes may have been such that "badness" was attached to this interest. They may have passed on the idea that parts of the body and some of its functions are "dirty." If your curiosity about bodies was answered with a kind of silent censorship, refusal to answer implied that to ask questions about such things was improper.

Perhaps your parents failed to curb your sex curiosity and impulsiveness when these encroached on others. Your early relationships may have taught you to be fearful of or disgusted with the opposite sex.

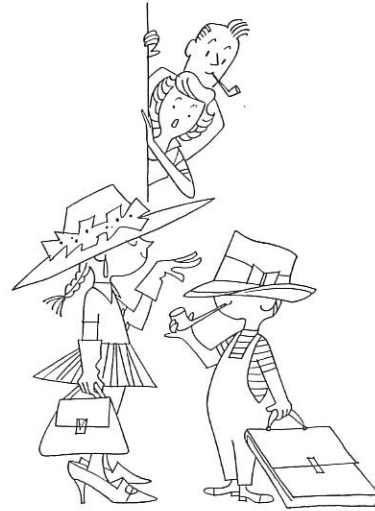
You may have been led to overromanticize love, so that you have come to expect a kind of love relationship that is unreal, as in movies and magazines. You may therefore be disappointed in what is in truth a good marriage, because you are not ready for the unavoidable, somewhat unglamorous day-to-day business of married life.

Healthy attitudes for your children

You can guide your children best if you can resolve some of the confusion in your own feelings about sex. Most often, a little looking backward can help recognize the attitudes toward sex that existed in your childhood family, and that have now come to be part of yourself. The doctor may be helpful in this process.



Your children learn more about sex from your attitudes than from any factual answers you give them, for your attitudes are absorbed by them for their own. How you respond to a child's curiosity and interest in sex, how you set limits on immature actions, how you preserve the dignity of yourself, the child and others—all these are the means by which you help him develop healthy feelings about sex.



Boy or girl

A child's expanding ideas of what is masculine and what is feminine is shaped by the individual examples of his parents. A boy generally feels that what his father is and does is manly, and tends to imitate him. A girl learns about being a woman mostly from her mother. Each gets his idea of what the opposite sex is like from the other parent.

The manner of living varies in a community; not all parents give the same appearance of masculinity or femininity. If a boy grows up in a home where mild manners and soft expression are prized, his ways may be considered unmanly by his more aggressive playmates. A girl whose mother is mostly energetic and businesslike may imitate the qualities of energy and efficiency and then not feel comfortable at the school dance, where fluffiness and coquetry are the more sought-after qualities.

Much of what your children learn about sex will come from your attitudes, particularly when you are not even aware that the children are being influenced. They observe your actions and expressions of judgment; they get most of their pattern of living and feeling from both parents.

For your children to attain mature attitudes toward sex, you first have to know your own attitudes about sex and love. If your ideas and feelings about this part of life are not clear, you may find yourself passing on to them your feelings of uncertainty.

Most of us have found, some with difficulty, that our sexual feelings contribute beautifully and significantly to our lives if we treat them with respect and if we keep them in reasonable control. We hurt ourselves and others when we treat these feelings scornfully or express them without consideration of others. If our lives are reasonably satisfactory with respect to love and sex, we can more easily teach our children sexual expression, but with responsibility.

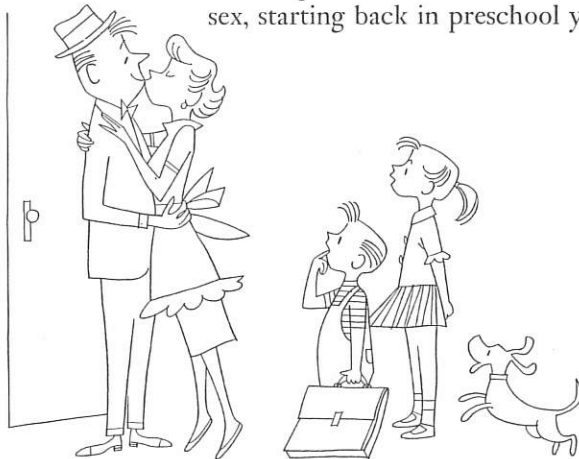
But it isn't always simple or easy to treat your own sex feelings with both respect and control. As an adult, you tend to borrow the attitudes your parents expressed toward your childhood interest in sex, and to use those same attitudes toward yourself now. These attitudes may have led to painful dissatisfactions, misunderstandings or unrealistic longings even while you were growing up, and may affect your present relationships. If the attitudes

cannot easily extend loving ties to individuals outside the family without feeling disloyal to the parent. He may grow into adulthood feeling guilty about loving others, even his spouse, if he was not permitted in childhood to develop attachments for others.

During the school years, children begin to develop capacity for unselfish affection in their companionship with a chum. This capacity is utilized later in adolescence, when companionship is eventually combined with more ardent feelings in attachments to persons of the opposite sex.

They learn by our attitudes and example

A person's difficulties with feelings about sex usually begin with the emotional responses his parents make to his spontaneous curiosities and investigations of sex, starting back in preschool years.



Sometimes, because of the reactions of his friends a child may temporarily feel concerned that the masculinity or femininity of his or her developing interests or characteristics is not in tune with that of the group. But it is important for the child to learn that there are many acceptable ways to be a man or a woman. We do want our children, as the occasion requires, to be gentle or vigorous. If parents are comfortable in their respective roles and accept their children as individuals, the boys will grow comfortably into manhood, and the girls into womanhood.



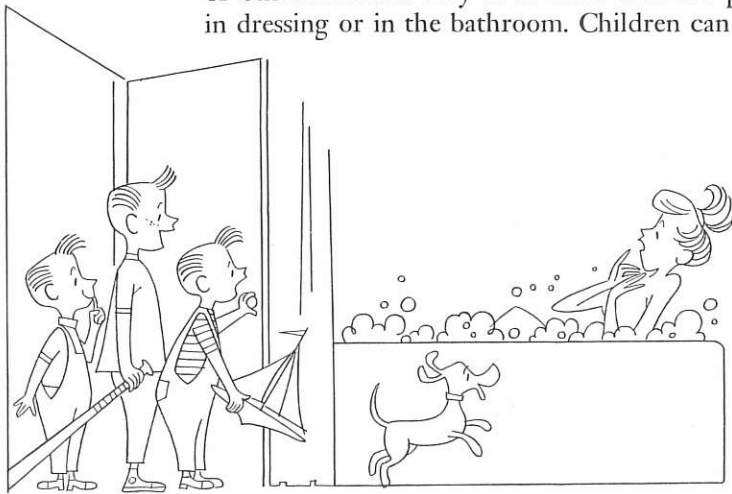
What is a child's interest in sex?

Children tend to repeat pleasurable sensations and to be curious. In preschool years they are often quite lusty little people, and not much concerned with the feelings of others. They are curious about all phases of living; this includes curiosity about bodies. They are actively interested in toilet activi-

ties and are innocently unaware of adult ideas of modesty. They are full of bathroom humor; they may want to look at and touch breasts and bottoms, their own and those of others. They touch and pull at themselves.

Children at this age are not to be judged for such actions in the way we would judge adults; this is how they are. If you call these activities "wrong," you connect "badness," in their immature minds, with their childhood curiosity. By respecting their curiosity and their actions as being natural, you help them learn.

At the same time, you must feel free to curb firmly your children's curiosity about sex when it interferes with the privacy or well-being of yourself or others. Parents vary as to their wish for privacy in dressing or in the bathroom. Children can accept



The tender component of loving

Just as interest in the physical or erotic part of loving is expressed by children, the tender part of loving is also in evidence. Both parents are the object of these warm, idealized feelings, although they tend to be stronger toward the parent of the opposite sex. Little boys like their mothers more, and little girls practice their coquettish wiles on their fathers. This is a close, affectionate period in parent-child relations, but parents must be prepared for a partial jilting later, a necessary step in the child's growth.

Sometimes a parent needs this close, warm relationship too much and for too long, perhaps because of the loss of his spouse. Under these conditions, the meaning that his actions have for the child is, "To feel accepted by me, you must always give me this full loving allegiance, because I need it so much." With such an attitude, the parent has difficulty letting go of the growing child. The child

At the same time you give your children the factual answers about sex, you can teach them that humans are infinitely valuable—so much more than just a means to personal pleasure. Your child's growing concept of acceptable behavior is fostered by the value you place on yourself and those about you and by the way you curb his actions when he disregards the rights and dignity of another.

There are some children who never seem to ask questions. It would be an error to assume that since no questions are asked no answers need be given. We provide appropriate teaching at appropriate times in all phases of learning without waiting for children to ask for it. If a child has not asked questions about sex, at some point you can try to find a suitable lead into the subject, rather than conveniently and gratefully continue to avoid the entire matter.



any reasonable limits that you wish to set to maintain comfortable privacy. In their play with other children, enthusiasm for the role of doctor or nurse which carries them beyond acceptably modest behavior will need curbing. In setting limits, however, you need not make the child feel ashamed or fearful.

For example, let's suppose you have just discovered your five-year-old son with the little girl next door, inspecting each other. You might handle the situation like this: "I know you are interested in how Sally is made (respect for childhood curiosity). She has a vagina rather than a penis like you have (simple statement of fact). But you and Sally are getting to be big schoolchildren now, and schoolchildren keep their bodies private" (setting firm limits). You have expressed your disapproval of his behavior but not of his curiosity. You have curbed his actions without labeling him "bad."

School-age children tend to be more actively interested in developing physical skills and learning to deal with their schoolmates. Their curiosity has broadened to include the hows and whys of the world. Interest in matters of sex occurs now and then, and briefly, as one of many things to ask about. They begin to be more modest and develop their own need for privacy, which you must respect.

Most children experiment with their genitals occasionally. Parents can become unduly alarmed about this. Such alarm is not helpful and in time may attach anxious, guilty feelings to all feelings of sex and loving.

However, if a child is spending considerable time alone, preoccupied with his own body and its sensations to the exclusion of usual childhood interests, there are underlying emotional reasons for this. You can seek out these reasons, by examining his relationships at home, school and play. You may then find clues to what changes could be made in your attitudes and expectations that will permit him other satisfactions and increase his self-respect. Trying directly to shame him or to force him out of his "habits" will only intensify the problem by making him feel more disrespect for himself. The doctor may be able to help find the reasons and work out necessary changes.

Children ask questions

Preschool and school-age children often ask questions that arise from their curiosity. Their questions can be answered simply at the time they are asked, without unnecessary elaboration. They will accept straightforward answers even though they may not completely understand them. It is reasonable that they should gradually learn the basic anatomy and body functions of their own and the other sex, and the simple facts of conception, pregnancy and the birth process. Preschool children can be told that a baby grows for about nine months in a special place provided for that purpose in his mother's abdomen, and that there is a special passageway to come out when the baby is ready to be born.



Schoolchildren may need more detailed explanations of labor and the birth process. They often want to know about the man's part in the making of a baby. You can tell them that when a man and woman are married they like to show their love for each other by being close together in every way—in their interests, their mutual goals and their appreciation for the developing capacities of each other. They often like to be physically close, too. When a married couple are physically close they sometimes bring their sex organs together, so that then the sperm, the father's part of the baby, can join with the ovum, or mother's part, and a baby can begin to grow inside the mother.

Children do not usually comprehend the facts of conception, pregnancy and the birth process at first, even after they have been told, but they need to know that their curious questioning is acceptable. They form their own theories, which are gradually relinquished for a truer appreciation of the facts as you continue to give them factual answers. The doctor can recommend books on "the facts of life" that he thinks can help you.