

SEX EDUCATION IN THE BIBLE BELT

by 8589

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CHAPTER I

INTRODUCTION

I. THE CONTROVERSY

The controversy of sex education in the public schools has stormed into the Bible Belt of Kansas from Oklahoma not unlike a Spring tornado. This uproar has resulted in resignations demanded of school board members, ministers, and school teachers. There are deep-rooted feelings against sex education in Kansas, as well as strong feelings of the need for sex education.

Those people who strongly oppose sex education have joined forces in many areas of Kansas. In Topeka, their organization is called "TASTE", in Wichita, it is the "Concerned Parents for Responsible Education", in Newton a group of parents organized "Concerned Parents". The conservative John Birch Society's campaign is entitled the "Movement to Restore Decency" (MOTOREDE). The Bircher's president, Robert Welch, regards sex education as a Communist plot to destroy the morals of youth and to keep them obsessed with sex. The function of these organizations, and others like them nationwide, is to eliminate sex education programs altogether, rather than just control them.

People advocating sex education have not officially organized themselves in the way their opponents have. However, the main group the anti-sex education people are fighting their war with is SIECUS (Sex Information and Education Council of the United States).

SIECUS cooperates with the United States Department of Health, Education and Welfare. It publishes study guides and advises schools and agencies in setting up sex education programs throughout the United States. SIECUS' 50-man board, each serving three-year terms, includes physicians, clergy, educators and sex researchers.¹

II. STATEMENT OF THE PROBLEM

The purpose of this study was to envelop in one report both arguments of the sex education controversy: the proponents of sex education and why they believe such programs should be incorporated into the public school curriculum; and the anti-sex education adversaries and why they believe sex education programs should be eliminated.

III. SIGNIFICANCE OF STUDY

The presentation of this study should enable administrators and teachers to understand the strong feelings parents have regarding sex education. Its purpose also is to bring to light for the parents, the role of the schools in sex education -- what the studies contain and at what age levels the material is offered. Better understanding by both sides of the controversy is hoped for.

IV. METHOD OF THE STUDY

Arguments on sex education were scrutinized individually and then collectively. Opinions on sex education in the public schools, as related by television debates, newspaper articles, and magazine publications were

¹Ernest Dunbar, "Sex in School--the Birds, the Bees and the Birchers," Look, September 9, 1969, p. 16.

used for reference. Newspaper articles were especially used as a means of relating the immediacy of the controversy.

As Director of the Kansas Health Museum at Halstead, Kansas, the writer was solely responsible for teaching classes on Human Growth and Development to over 10,000 young people. His position at the Health Museum gave him a personal insight to the divided opinions existing over sex education in the Kansas Bible Belt. During the writing of this report, no solution or compromise has been agreed upon as far as the organizations and SIECUS are concerned. In some schools sex education programs have been studied and re-evaluated, cancelled, and sometimes defended and unchanged. This controversy developed into name-calling, mud-slinging arguments and has possibly established a veil of distrust of teachers by some parents. It also may set a precedence of parent involvement in education.

V. LIMITATIONS OF THE STUDY

Heresey, gossip, and other unsubstantiated information was used only where such claims were made by either party. Only direct quotations or printed materials were used as references and answers to charges are presented where possible.

VI. STATEMENT OF THE OBJECTIVES

1. To argue the side of sex education advocates.
2. To argue the side of sex education adversaries.
3. To validate each argument.
4. To present alternatives to the school programs.

VII. DEFINITION OF TERMS

Sex Education²

Instruction to develop understanding of the physical, mental, emotional, social, economical, and psychological phases of human relations as they are affected by male-female relationships, is considered sex education. It definitely includes more than the "facts of life," emphasizing attitudinal development and guidance related to associations between the sexes.

Bible Belt

The non-geographical terminology being used in this report to distinguish certain areas of Kansas in which the inhabitants proudly live by the Good Book and who are considered ultra-conservatives, holding uncritical allegiance to the literal accuracy of the Bible.

Human Sexuality³

A concept that includes those biological, physiological, and psychological characteristics that relate to one's personal identity as man or woman.

²Mary Ann Vanmeter, "The Development of a Sex Education Program for Kindergarten - Twelfth Grade" (unpublished Master's thesis, Kansas State University, 1968), citing Joseph S. Darden, "A Study of Placement of Sex Education in the Curricula of Selected High Schools in Georgia" (unpublished dissertation, New York University, 1963).

³Ibid.

CHAPTER II

THE ARGUMENTS

I. THE ARGUMENTS FOR SEX EDUCATION

In a recent article in the Manhattan Mercury, Manhattan, Kansas, "Advice by Ann Landers" (a syndicated column), Miss Landers was questioned regarding her stand on the sex education controversy. She replied:

Our children are getting "sex education" every day of their lives whether we like it or not, and much of the education is the wrong kind. They are being stimulated and titilated by TV, advertising, radio, records, magazines, billboards and movies. Sex is presented as glamorous, fun -- the "in thing".

Children must be taught early (fifth grade is not too soon) that sex is not something people do for kicks -- that every sex act carries with it a solemn responsibility, not only to the person with whom he is having sexual relations, but to one's family and one's community.

The ideal place for sex education is at home. Unfortunately the vast majority of parents are ill-equipped to do the job because they are uninformed, and unable to discuss sex comfortably and objectively with their children...I firmly believe our children need this program. They are bound to profit from it by learning to accept their sexuality as a normal, healthy, positive, uplifting force in their lives.

Dr. Quentin D. Groves, Supervisor of Health, Physical Education, Safety and Athletics of USD Number 501, Topeka, Kansas, appeared on WIBW-TV on July 29, 1969, on a special television debate to defend sex education in the Topeka public schools with Mr. Paul Clemmer, identified as an "interested parent", and who also is a member of Topeka's TASTE group.

¹"Advice by Ann Landers", The Manhattan Mercury, Manhattan, Kansas, 1969.

The following excerpt was taken from that debate which was broadcast at 9:30 p.m., "after most youngsters are in bed", according to the WIBW-TV narrator. Although a transcript of the broadcast was not available, the debate is quoted as nearly as elementary shorthand transcription would allow at the time.²

Clemmer: My main concern as a Christian man is the moral aspect. I believe that sex is a very sacred thing between parents and children. It has to be left alone in the family. But I don't think that the school boards. . . Well, there are some things they are just going to have to let parents take care of. They preach masturbation to such a degree. In a film, "Boy To Man", in the last portion of this film, it states that masturbation, medically speaking, is not harmful. Masturbation is a sin. The Old Testament teaches this throughout. Now when my child goes into the classroom and the teacher says masturbation is all right, and she backs it up with a doctor's statement, is the teacher right or Dad and Mom? Some will discuss it with their parents, some won't. None of them [teachers] have said, go home and discuss it with your parents. I would say that all parents should see these films prior to their children seeing them. The parents should see the films.

Groves: Growth is a constant change. What they [children] play, how they act of all ages. . . The primary responsibility rests with the home. He begins to learn what is expected of him as a boy, as a girl. The role of the school is one of complementing and supplementing. We have no intention of slighting the teaching done in the home. Our purpose is to strengthen such teachings in the home. Sex education is a planned, supplementary program designed to aid students by men and women of our society. It is not set up as a separate entity. Our teachers are prepared emotionally to do this teaching. I have great confidence in our teachers and in our administrators. They are parents themselves; religious people themselves. We believe that we are qualified to assist the home in these matters.

Narrator: At what age does a child begin learning about sex in school?

Groves: The formal instruction and the showing of films, etc.,

²Opinions expressed by Quentin Groves and Paul Clemmer in a debate ("Sex Education in Topeka Schools") at WIBW-TV Studios, Topeka, Kansas, July 29, 1969.

doesn't begin until the fifth grade. We prefer to call it "Human Growth and Development". Very early in the home a child hears, "act like a young man" or, "you should be more ladylike", at different levels of maturity. A church plays a very important supplementary role. And other agencies: Brownies, Girl Scouts, Boy Scouts, all of this has to do with character development as a boy or as a girl. The school is not the only agency to do this teaching. We need teamwork in supplementing the program in the home.

Clemmer: I read an article; one having to do with SIECUS, that this might be somewhat tainted by Communism.

Groves: There are always people who will right away call somebody "Red" because they have a different opinion of something.

Clemmer: But, when you read down a list a look at their background and you read some are in their own special world; some lack your opinion of moral character. . . There are people on the board and on the staff who have various backgrounds: Rubin, accused as being a member of the Flatbush Club, pointed out by a member of the police department. . . And took the Fifth Amendment. Dr. Kirkendall . . . to mention a magazine, which I won't name because I don't want young people seeing this magazine, which is put out and edited by many members of the SIECUS board. It is an absolute filthy, trashy sheet. I have read what these people say about masturbation; free love. It's opposed to my religious upbringing.

Groves: We have read some of their materials. Some of their materials are very good because of many good authors. We have not used the SIECUS work as a consultant. We have developed our program ourselves. We have made it permissible for parents to view what their children will see. In the film "Boy To Man", it does tell, with the subject less than a minute, "that masturbation is a natural outlet and in no way harmful by the adolescent. And, when he has a marriage of his own. . . "

Clemmer: We don't know the moral character of the teacher. You started the program without special teacher training.

Groves: The parents were informed as we began to increase our program. In the junior and senior high levels we sent a rough draft to the PTA council; Topeka Council of Churches. These people reviewed all of the program. I want to reaffirm our confidence in our teachers, and I hope that teachers have not been shaken by some of the rumors in the community. We have had a very fine relationship between teachers and parents. We must not become so involved in defending a position or in promoting a cause that we forget the children of the community. The final outcome of this

job should be a matter of . . . We grow physically, emotionally, right and wrong. We do not want to discount anything that has appeared in the home. This is the key. With regard to the facts of life, some parents do an excellent job of informing their youngsters. Some parents look for the opportunity, some just don't get around to it; the opportunity never seems to come, and we delay this until they receive it in some other way. The information may not all be correct.

Clemmer: Who decided our children were delinquent [in their sex education]?

Groves: Many teachers and curriculum people.

Clemmer: Who were the people who decided the children of Topeka needed sex education? We want some changes made. We want our moral standards and moral values raised. The only thing we want is to take sex education out of the schools. Young people have to be left alone.

Groves: You are being confused a little bit about when we begin this teaching. We are not doing any formal teaching, except if the teacher answers the questions in a simple manner. We answer the child at that level. The child isn't pre-taught or coached.

Clemmer: Kindergarten, first and second graders shouldn't be asking teachers about sex. You're tampering with a young child's life; they are way, way early. Your program is totally out of line as far as grading is concerned.

Groves: The only film that we are currently offering fifth and sixth graders is a film used many years. . . for 25 years.

Continuing with the debate, Mr. Clemmer expressed a fear that "perverted" people could get into the teaching field with the purpose of "using" students. Dr. Groves re-affirmed his belief and faith in his Topeka school teachers.

People living outside the Kansas Bible Belt have well-expressed their opinions which coincide with those of Kansas residents for sex education. Proponents have written to the editors of several magazines to express their feelings.

"Your article on sex education in schools was very informative. It tells both sides of the subject. I think it is about time people

stop whispering about the subject and tell it like it is.

Where I go to school in Newtonville, Mass., there's a Family Life and Sex Education course. It taught me a lot of things which neither I nor my parents knew. It taught a lot more than sex--it taught that the emotions are involved and many other things. . .

Cynthia A. Wise
West Newton, Mass."³

"I would like to say something to parents: Go ahead and protest sex education in schools. Go ahead and let your son or daughter find out for themselves. You may never see your grandchild. My parents never did.

Name withheld,
Boise, Idaho"⁴

"Wow! When I read your article on sex education I flipped! I'm 13 and have recently received a course on sex education. It was nothing like what your article implied. Actually it was pretty dull. I mean, that by the time you get to eighth grade and you don't know what's happening, you'd better forget it. That's why I feel that sex education should be taught to the lower grades (fourth, fifth, and sixth). Young kids should have the right to get the right information first.

Bill
Pittsburgh, Pa."⁵

"This big hubbub about sex education bugs me. While it was fun learning in the catch-as-catch-can way my generation did, I want my grandchildren to get it straight in school. One thing, though: I'm surely going to check on their homework.

Hank Oetinger
Chicago, Ill."⁶

Numerous professional organizations such as: the American Medical Association, the National Education Association, the National Congress of Parents and Teachers, the National Council of Churches, the American Public Health Association, the American College of Obstetricians and Gynecologists endorse sex education. "The results of all this go far

³Back Talk, "Sex -- It's Controversial", This Week, September 7, 1969, p. 19.

⁴Ibid.

⁵Ibid.

⁶Ibid.

beyond sex education. You don't turn off hatred just like that. It spreads and spreads. People in the community have stopped talking to each other. People come to school board meetings now and question our textbooks on other subjects. Where will it all stop?", asks Anaheim, California School Superintendent Paul Cook. He also says, "Many kids who come to us have never had a conversation about sex with an adult whom they either believe or respect. We try to suggest the practicality of moral behavior. If you lecture or threaten kids, they will turn you off."⁷

According to Walter Goodman in Redbook magazine, "Many parents are honestly concerned about how this delicate subject is being taught to their children. But there are organized protest groups--dangerous and growing stronger--interested not in improving schools but in controlling them."⁸

II. THE ARGUMENTS AGAINST SEX EDUCATION

The arguments against sex education are more publicized than those arguments supporting it.

"Why is it that there is such difficulty understanding those against sex education? Most of us are pictured a politically motivated, religious fanatics, prudes, and/or borderline idiots...We are not objecting to sex education, per se, but to mixed groups, and too much too soon, and to the sneaky way our authority is being undermined.

Mrs. Dieter A. Bertsch
San Jose, Calif."⁹

⁷Dunbar, op. cit., p. 17.

⁸Walter Goodman, "The Controversy Over Sex Education: What Our Children Stand to Lose," Redbook, September 1969, p. 78.

⁹Back Talk, loc. cit.

Generally, a person against an idea will want to express his opinion more readily than a person who feels things are in his favor. Some might call this apathy; others might call it human nature.

"Nothing seems more disgusting to me and ill chosen for public issue than the present outburst of sex education. Education in itself implies being able to provide for one's livelihood. Sex has nothing to do with education in that respect. And as in everything, there is a time and place.

Just as sex belongs to the institution of marriage it certainly is not for children. Let's be careful in trying to promote it we do not develop bigger problems.

Mrs. George D. York
Route 4, Junction City, Ks."¹⁰

The following argument against sex education was published in an advertisement paid for by the Concerned Parents for Responsible Education Committee of Wichita, Kansas. The parents might well be "Concerned", if this is the actual program being presented to students. However, Wichita teachers deny such a cold, impersonal program as this is being taught.

"DOES YOUR CHILD KNOW THE ANSWERS TO THESE QUESTIONS:"¹¹

1ST GRADE -- Why don't some people have babies when there's a daddy?
Why do some people adopt babies?
Where does the baby come from?

2ND and 3RD GRADES -- What is sex?
Why should you cover up something that God has made and put on the earth?
To have a baby you have to be married, don't you?
Do babies come in sacs in mothers?
Where do you go to get a baby out?

4TH GRADE -- Why can some teen-agers have babies when they are not married?
Can men and women decide how many babies they have?
How does a woman keep from having a baby before she is married?

¹⁰To The Editor, Topeka Daily Capitol, July 12, 1969, p. 3.

¹¹Advertisement, The Wichita Eagle-Beacon, March 9, 1969, p. 4B

Can a sperm ever get into a woman if she isn't married?

6TH GRADE -- What do you do about boys teasing you about menstruation?
How does the sperm get from the father to the mother?
What does the pill do?
What is an abortion?

7TH GRADE -- What is intercourse?
Is it all right to have intercourse the day after a boy has gotten rid of the sperm?
Is there any special time you are going to do this -- night or day?
What is a "contraceptive"?
Discuss abortion and miscarriage.

8TH GRADE -- When a man and wife are married legally do they automatically feel a sexual attraction? If so, when should this be carried out and what mood should they be in?
When is intercourse performed?
How close of contact must the boy and girl have before sexual intercourse occurs?
Do women get pregnant just before their period?
What is birth control?
How can a teen-ager who is pregnant not have the child?

9TH GRADE THROUGH 12TH GRADES -- What do you do on the night after you are married?
What is expected of you on a honeymoon?
What causes some people to want more sex stimulation regardless of their partner, whether they like him or not?
Is this a nymphomaniac?
What is broken or done to a woman when an abortion is performed?
Why is such a fuss put up over premarital sex?

*Five questions from the Journal of School Health were omitted here because they were too offensive for a family newspaper. The questions are on page 100 -- 1, 2, 3, 4, 5, under the heading of sexual stimulation and sexual intercourse.

When is it safe to have sexual intercourse?
What exactly do homosexuals do?
Why do girls wear falsies?

THESE QUESTIONS COULD BE TAUGHT IN '69. The above is taken verbatim from the "Blue Book," THE JOURNAL OF SCHOOL HEALTH, to be used by the Wichita School System, and can be taught and discussed according to the wishes of the teacher.
* * * Original text has been re-worded. Was not acceptable to a family newspaper.

Have You Seen
"HOW BABIES ARE MADE"

A film for kindergarten children? It shows paper sculptures of animals and human beings in the act of sexual intercourse.

PUBLIC RALLY

Dr. Francis Grubbs

"Sex Education: Is It Education or Exogamy?"

Fri., Mar. 14, 7:30 p.m. South High Auditorium. Come and Bring a Friend.

Address all correspondence to:

CONCERNED PARENTS FOR
RESPONSIBLE EDUCATION

2410 South Minnesota, Wichita, 67216"

CHAPTER III

WHAT IS SIECUS AND THE ARGUMENT AGAINST THIS ORGANIZATION?

SIECUS, Sex Information and Education Council of the United States, is a clearing house for information on sex education. Anti-sex education proponents say SIECUS is the chief culprit in the drive to bring immorality into the classroom, and the teacher is its agent.

Though SIECUS does not have a specific sex-education program of its own, it does publish study guides and advise schools and agencies in setting up sex programs.

One of the members of the 50-man board of SIECUS is Dr. Isadore Rubin, Ph.D., a key target in the school controversy. Rubin edits Sexology, a popularized sex journal whose contents include such titles as: Will Mate Swapping Solve Sex Problems?, Positions in Intercourse, and What to Do About Too-Quick Ejaculations. The board also includes eminent figures such as Elizabeth Koontz, former head of the National Education Association and currently director of the Women's Bureau of the U. S. Labor Department; Dr. Wardell Pomeroy, one of the authors of the Kinsey Report; Dr. William Masters of the Masters-Johnson sex study; and the Rev. William H. Genne, head of the Commission on Marriage and Family Life of the National Council of Churches in the U.S.A.

But Dr. Rubin and Sexology have drawn the wrath of the Birchers and others opposed to sex education in schools because he once refused to answer Congressional probers on possible Communist affiliations, and

because the magazine uses bold titles.¹

The attitudes toward sex of the most prominent spokesmen for SIECUS are decidedly more permissive than those of most Americans. Dr. Mary Calderone, in particular, is an outspoken woman from whose lectures opponents of sex education have no difficulty extracting phrases for use in their campaign. In response to a student in New Jersey who asked, "What is your opinion of premarital sex relations among teenagers?", Dr. Calderone replied, "What's yours? Nobody from on high determines this. You determine it . . . I don't believe . . . The old 'thou shalt nots' apply any more." This response, taken out of context, is being widely circulated by SIECUS critics who do not trouble to add that in all her appearances, Dr. Calderone emphasizes needs for honesty and individual responsibility in relationships between boys and girls.³

The attack on SIECUS, which Christian Crusaders call the "Pornographic arm of the liberal establishment," marks a return to the tactics of the late Senator Joseph McCarthy. Birchers make much of the fact that a man who helped found SIECUS and who was until recently its treasurer, took the Fifth Amendment sixteen years ago before the Senate Internal Security Subcommittee after being identified as a former member of the Communist Party. From this piece of evidence it is an easy step for the Birchers to conclude that SIECUS, whose board of directors boasts distinguished educators from a dozen major universities as well as prom-

¹Ernest Dunbar, "Sex in School -- the Birds, the Bees and the Birchers," Look, September 9, 1969, p. 16.

²Walter Goodman, "The Controversy Over Sex Education: What Our Children Stand to Lose," Redbook, September 1969, p. 193.

³Ibid.

inent figures in business and government, is Communist-controlled. When a Kansas congressman, Larry Winn, Jr., tried to get the House Committee on Internal Security to investigate SIECUS, however, he was informed that the organization has never been cited as subversive by any federal authority and that no reference to it even appears in the extensive files of the House committee.

Yet the constant identification of SIECUS with Communism and a seemingly sensational magazine, is designed to feed anxieties over family-life programs that have nothing to do either with Sexology, Communism, and sometimes, not with SIECUS.

The anti-SIECUS campaign scored a partial victory in the Spring of 1969 when the California State Board of Education tacked on to a resolution supporting family-life courses, an amendment declaring the SIECUS materials are not appropriate for California schools. Similar resolutions were passed in Nebraska and Utah.⁴

In a personal interview by Playboy magazine with Dr. Mary Steichen Calderone, director of the five-year old program, SIECUS, Dr. Calderone relates that she scarcely anticipated that within four years of the founding of SIECUS, she would be accused of corrupting children and countenancing communism. Their aim had been nothing more sinister than "to establish man's sexuality as a health entity." According to their statement of purpose, this means:

"to identify the special characteristics that distinguish (human sexuality) 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

⁴ Ibid.

give leadership to professionals and to society, to the end that human beings may be aided toward responsible . . . assimilation of sex into their individual life patterns as a creative and re-creative force."⁵

The following excerpt is taken from the interview by Playboy with Dr. Calderone:

Playboy: Sex education in the schools has been under vociferous attack this past year and a half from a large number of pressure groups. Supporters of sex education claim that virtually all of these organizations are fronts for the John Birch Society. Are they?

Calderone: Not all of them. Many are unquestionably inspired and encouraged by the John Birch Society, but just as certainly, they include a great number of well-intentioned individuals who ask serious questions about sex education, -- just as SIECUS does.

Playboy: [H. L. Hunt's] Life Line says, "SIECUS has tainted itself with Moscow-oriented thinking, and Moscow has not been noted for its tender mercies toward the American way of life." Are there any facts to support these allegations of communism in SIECUS?

Calderone: No facts at all. One person on the board of SIECUS once had an accusation before an official body made against him, and that was all. During the McCarthy period, his name--among many--was read off by a police spy before a meeting of the House Un-American Activities Committee. He was accused, along with several others, of having attended a Communist Party meeting in the Forties. He was not even present at the committee hearing to confirm or deny the accusation. Prior to that, he had been asked by the counsel for another Congressional committee whether he was or ever had been a member of the Communist Party. Our board member answered in the negative, under oath; and apparently the committee was satisfied because no official charges of perjury or disloyalty have ever been made against him. . . . If our opponents are genuinely interested in sex education, let them stick to the issues.

Playboy: As unpleasant and irrational as your critics may be, they appear to have marshaled support throughout this country far in excess of their own numerical strength. Doesn't this indicate that a great many moderate citizens--people

⁵Playboy Interview, "Dr. Mary Calderone," Playboy, April 1970, p. 63.

who wouldn't dream of indulging in smear tactics--are following the lead of these extremists because they, too, disapprove of sex education for children?

Calderone: That's very possible; and, if so, they've missed the point of what SIECUS is trying to do. My personal belief is that a society gets what it wants. If society doesn't want sex education for children, then no one should impose it on society. That's why we've never adopted an aggressive program of disseminating sex education in the schools--a fact our critics conveniently ignore. SIECUS has simply responded and will continue to respond to requests for information. That's been our policy all along. In fact, we are far more interested in educating the adult segment of society. Obviously, if the attitudes of adults about sex and sexuality were other than they are, the kids wouldn't be in so much trouble. They wouldn't have the hangups, the difficulties, the ignorance. They wouldn't be confused by an excess of eroticism on the one hand and an excess of repression on the other; this would work toward eliminating all the pathetic overacting that we see in kids.

Playboy: . . . In the five years since its inception, what do you think SIECUS has accomplished?

Calderone: Let me backtrack a little. Our purpose is stated as being "to establish man's sexuality as a health entity." Having found in society a distinct sense of unease--or perhaps I should say "disease"--concerning this vital segment of man's life, we have been determined to help him achieve health in it. This means "a state of complete physical, mental and social well-being" with respect to his sexuality. More specifically, our goal has been to bring sex education into broad focus throughout all of society, not just in the schools. We believe that, in a democracy, people must think for themselves, and we want to help the American people do so by providing facts about sex and its role in their lives. We've published two books about this . . . As for how well we have succeeded, we still have a long way to go and the path has been obstructed, as you know, by a band of bigots whose only purpose is to stifle free discussion. But SIECUS has accomplished something that is unique in society. We have succeeded in establishing in the minds of leaders in all professions and religions the concept that human sexuality is, in and of itself, a healthy and vitally important part of man's life above and beyond the erotic acts that may or may not accompany it. We are proud of this accomplishment and still prouder that we've done it in only five years . . . ⁶

⁶Ibid.

Dr. Calderone's statement at Blair Academy in New Jersey to some 320 boys, is related below. This statement has given sex-education critics a lot of ammunition against her, SIECUS, and sex-education. However, she claims that those words underscored are being deliberately left out in their arguments.

"What is sex for? It's for fun, that I know, for wonderful sensations. It's also for reproduction, sedation, reward, punishment. It's a status symbol, a commercial come-on, proof of independence, a form of emotional blackmail. Many of these are negative ways of using sex. What we are trying to feel our way toward are the positive ways. Sex is not something to be feared or degraded or kicked around or used. Sex is not something you turn off like a faucet. If you do it's unhealthy. We are sexual beings, legitimately so, at every age. Don't think that sex stops at the age of 50. It doesn't."

We need new values to establish when and how we should have sexual experiences."

Playboy charged that the persons misquoting Dr. Calderone not only misquoted her but seems to have done so with deliberate malice and intent to deceive, rather than with carelessness.⁷

In a letter to the Editor of Playboy, Isadore Rubin, Ph.D., and editor of Sexology magazine, wrote: "The current controversy over sex education reinforces my belief that our biggest need is not sex education for youngsters, but for adults."⁸

⁷ Ibid.

⁸ Ibid.

CHAPTER IV

AN INSTIGATOR FROM OKLAHOMA

Into the Bible Belt of Kansas from Oklahoma not unlike a Spring tornado . . . and from Oklahoma City, the Rev. David F. Webber of the Southwest Radio Church was a strong force in the turbulence over sex education in Kansas as well as Oklahoma.

To inform parents of the present or proposed programs of sex education in the public schools in the Bible Belt, the Rev. Webber broadcasted several sermons condemning sex education. Two of the broadcasts are partially quoted below, to enable better understanding and clarification of Rev. Webber's argument against sex education.

A CRITICAL STUDY OF SEX EDUCATION IN THE PUBLIC SCHOOL SYSTEM¹

The subject under discussion is most controversial, "Sex Education In The Public Schools." We have enough information either at hand or readily attainable, to speak for a month on this new study course that is rapidly being introduced in public, private, and parochial classrooms. However, we would not dare discuss sex in the terminology these books, charts and visual study aids used in the schools. Kindergarten children in schools where the sex educational courses have been instituted use language in discussing sex that I would be embarrassed to use in conversation with a personal friend in the privacy of my study, much less use this language or refer to the things being taught over this broadcast. But in keeping our remarks in good taste so as not to offend anyone, the subject matter to which we can refer is greatly reduced. Make no mistake, sex education is coming to the American School System unless there is a sudden and vigorous protest by the parents. Such a protest of the magnitude sufficient to halt the program is not in evidence at this time; because if the sex education propaganda material is even reasonably accurate, the majority of

¹Rev. David F. Webber, "A Critical Study of Sex Education in the Public School System" (Oklahoma: Southwest Radio Church, 1968), p. 1 - 8. (Mimeographed.)

parents are in favor of it. I feel this is because that they have not studied the entire scope of the study, the record of those behind it, or thought about the possible ultimate consequences. Nevertheless, there are some parents who are greatly concerned and worried about what effect this school program will have on their children and the moral and spiritual issues involved. It is for the benefit and enlightenment of those who are writing to us for information and advice that we bring these messages to you. For example, I quote from a letter written from a mother in Kansas: "Dear Brother Webber...I do trust you will be able to help me with a need I have. Our grade school principle (sic) has gone all out for 'Sex Education'. He has purchased a set, in fact several sets of slides, tapes, ect (sic)., produced by the 3M Company. Anyhow he mentioned 3M several times in his presentation the other night at P.T.A. These slides are -- I've not a word to explain my thoughts on them. The (sic) show a (and I will have to omit even the brief description of these slides given by this listener). This is what they want to show our 6th grade children. They claim the more they know about it the less apt they are to try it. I'm sure I'm not telling you anything you did not know. Now it is help I need. I personally want to learn all the dangers of this thing and also I want to know how I may inform others." (end quote)

Many are wondering how and why the sex education program is being introduced into the public school systems, and there does seem to be an air of mystery which surrounds the exact procedure. It appears that these programs do not originate, or are they necessarily sanctioned by the state, but they are introduced directly to the boards of education of the school districts from outside organizations. I have before me a manuel (sic) proposing the wisdom and urgency of instituting a sex education program in the public schools. This manuel (sic) is addressed to the Superintendent of Schools and it was mailed direct by Henk Newenhouse, Inc. of Northfield, Illinois. Besides the Newenhouse Co., there is the 3M Company, Churchill Films, Wexler Film Productions, Medical Arts Productions, Clearvue, and at least a dozen other subsidiaries. However, the controlling (sic) and coordinating organization of the entire sex education program is SIECUS. SIECUS is financed by a number of foundations and a Federal Agency of the United States Government, House (sic) Education and Welfare. According to the June 29, 1968 edition of "The Saturday Evening Post", last year HEW invested 1.5 million dollars in the planning and programming of sex education in the schools.

As a Christian minister of fundamental beliefs, if I were called upon to formulate any kind of a program, and especially a youth program, the overall design of this program that I would institute would conform to certain Christian principles, the most basic would be to lead those being taught to a saving faith in the Lord Jesus Christ. If a Communist were given the authority to formulate a program, the overall theme of this program would be to make Communists out of the students, or at least contribute to their being susceptible to Communist conquest. This is only natural. Therefore, it is of primary importance for parents to know the people behind the sex

education program and understand what these people stand for. Now keep in mind that sex education is a great experiment for no one can say in all certainty what the end results of it will be. And parents should realize that the principles of this experiment are not white mice or guinea pigs, but their children. To consent to such a program without first informing yourselves as to what it is and who is promoting it constitutes the grossest of apathy, carelessness and negligence (sic). Keeping in mind that the controlling and coordinating agency of the sex education program is SEICUS (sic), I quote from the June 26, 1968 Congressional Record, Page E 5850. Congressman Rarick of Louisiana is the speaker who makes the opening remarks. I am now quoting:

Mr. Speaker, the present promotion of compulsory education in sex of our children from age five to high school seeks justification on the basis of improvement of society. Yet a moral degeneracy, sex crimes, and illegitimacy rates would deny any success from sex education and suggest the opposite - that sex education by untrained instructors is contributing to the cause, instead of bringing about a cure. We might be amazed to learn how few parents are aware that the "filthy books" have been promoted from the corner bookstore to be made respectable by being called "education for our kids."

Mr. Speaker, I include Mr. Capell's Herald of Freedom in the Record followed by a current article by John Kolbler from the Saturday Evening Post:

A LOOK AT SEX EDUCATION
(From the Herald of Freedom, June 14, 1968)

Sex and Communism are involved in the personnel of a fairly new organization with an impressive board of directors and high-sounding purposes. One of the main targets of its "educating" process is the youth of America which is always a fertile field for such organizations which operate under a cloak of respectability, mixing innocent do-gooders with not-so-innocent plotters. "A voluntary health organization", the Sex Information and Education Council of the U. S. (SEICUS) (sic), present address 1855 Broadway, New York, N.Y. 10023, was established during 1964 and in full bloom beginning in 1965 to "create something new in the world: knowledge in depth, and attitudes in breadth, about the part of the human individual that is so central to his total well-being, his sexuality."

An article in "The Tustin News" (Tustin, California) sounded a warning concerning this organization which is invading the schools and homes of America. It states:

"An organization which purports to 'dignify' man's sexuality has been charged with in fact exploiting it through members of its own board of directors. Tustin Elementary District Coordinating Council composed of the presidents of the district's parent-teacher organizations, was presented information linking some members of the Sex Information Education Council of the United States (sic) (SIECUS) to

a 50-cent magazine which has been labeled 'pure trash' by at least one nationally known college administrator. In referring to 'Sexology', a paperback magazine which contains 'frank and authoritative sex guidance', Mrs. Arthur Vandenberg, last year's council president, declared, 'It would seem to me that despite one of SIECUS' expressed purposes being to keep 'sexuality' from being exploited, this is exactly what its board members are doing...Mrs. Vandenberg pointed to the fact that two editors of the Sexology' (sic) magazine are (sic) well as two members of the 'board of consultants' are members of the SEICUS (sic) BOARD OF DIRECTORS...Mrs. Vandenberg listed such prurient titles of articles appearing in Sexology as 'Alcohol Can Solve Sex Problems,' 'Group Sex Orgies,' 'My Wife Knows I'm Homosexual,' and 'Gangs That Hunt Down Queers,' and asks the question: 'These are educational acts?' (end quote)

I interrupt here to point out that SEXOLOGY, a publication of the Sexology Magazine, is one of the recommended study aids of the school sex education program. Quoting again.

"In the issue of Sexology (June 1968) are such titles as: 'My Most Unusual Sex Case' by Wardell B. Pomeroy (of both Sexology and SIECUS), 'Wife Objects to Foreplay,' 'What Couples Don't Know About Lovemaking' and 'The Many Ways to Ask for Sex.' The 'respectable' half of the Sexology-SIECUS partnership was announced to the public January 8, 1965 although the organization received its charter in May of 1964 and began its 'functions' on July 1, 1964. Writing about 'SIECUS': Its Present and Its Future in Vol. 1, No. 2, of the SIECUS Newsletter, Mary S. Calderone, M. D., M.P.H., Executive Director." (end quote)

I interrupt again because the next several paragraphs in this documented article in the Congressional Record gives Mary Calderone's account of the organizational structure of SIECUS and how they coordinate their efforts in formulating the school sex education program. Also given is a long list of SIECUS officers. We will not take the time to read all this information or the names of the officers for all this date (sic) is in this article which we are making available to you. The main officers are: Rev. William H. Genne, B.D., M.A., Secretary; Isadore Rubin, Ph.D., Treasurer, and Mary S. Calderone, Executive Director. Quoting again:

"Dr. Mary Calderone as Executive Director would appear to be the person who is running the organization...Dr. Mary S. Calderone was first an intern at Bellevue Hospital, New York City, from 1939 to 1940 and then became a health officer in training from 1940 to 1942. She was next employed by the American Public Health Association from 1942 to 1943 in their Testing Service Division. Her next employment listed in her biography is as a school physician for Great Neck, N.Y. public schools...Mary's husband, Dr. Frank A. Calderone, was formerly Deputy Commissioner of Health of the City of New York and for four years was Chief Administrator of the World Health Organization (under the auspices of the United Nations) the head of which has been Dr. Brook Chisholm whose radical ideas and beliefs have been well publicized.

Dr. Mary Calderone attracted national attention through her work as Medical Director of the Planned Parenthood Association and made many contacts as a result. Informants in the Great Neck area, familiar with the activities of both Doctors Calderone, describe them as 'ultra-liberal one-worlders.' Stronger words can be used to describe Mary's close associate in the growth and operation of SIECUS, Dr. Isadore Rubin, the treasurer.

Dr. Isadore Rubin was identified as a member of the Communist Party by Mrs. Mildred Blaufelt in public testimony before the House Committee on Un-American Activities on May 3, 1955. Mrs. Mildred Blauveit (sic) was a detective of the New York City Police Department who was an undercover operative for the New York Police Department from April 1943 until November 1951, during which time she was assigned to several different Communist Party groups within the New York area. (end Quote) (sic).

I interrupt once more because I do not want to take the time to read all the record of the House Committee on Un-American Activities where Isadore Rubin, the treasurer of SIECUS, the organization that is coordinating the sex education program for the schools, was positively identified by an undercover agent as a member of the Communist Party. It is also brought out in this testimony that Rubin was the editor of the New York Teachers News, the official publication of the Teachers Union of New York...which was expelled from the AFL-CIO because it was Communist controlled. Isadore Rubin stood on the fifth amendment when asked by the committee if he was a member of the Communist Party. Quoting again:

"Isadore Rubin now resides at...Brooklyn, New York...where he has lived since 1965. He is the editor of the magazine...Sexology... Dr. Rubin, who obtained his Ph.D. late in life, is treasurer and a member of the executive board of SIECUS. Another editor of Sexology who has been on the Board of Directors of SIECUS from the beginning is Lester A. Kirkendall, Ph.D., Professor Family Life (sic), Oregon State University and former consultant, U.S. Office of Education. He is the author of 'Sex Education as Human Relations' and 'Premarital Intercourse and Interpersonal Relationships'...Among those listed as the Board of Consultants of Sexology are the Rev. William H. Genne, Dr. John Money, and Dr. Wardell B. Pomeroy, all of whom are on the Board of Directors of SIECUS.

Rev. William H. Genne...is a co-founder of SIECUS and in 1966 was their national secretary. He is Coordinator, Commission on Marriage and Family of the National Council of Churches of Christ in the U.S.A. and the author of "Husbands and Pregnancy." A report dated May 22, 1968 of 'Information from the Files of the Committee on Un-American Activities-U.S. House of Representatives' on the subject of Rev. William H. Genne shows the following Communist fronts which he has been involved." (end quote)

I will not take the time to read all the Communist Fronts with which Rev. Genne has been affiliated, because it is a rather long list."

The Reverend David Webber's critical study continues with further explanation of the political affiliations purportedly supported by members of the Board of Directors of SIECUS. According to the Congressional Record, 91st Congress, the rather long list of Communist fronts with which the Reverend William H. Genne has been affiliated is a list of three: 1949 Committee for Peaceful Alternatives to the Atlantic Pact; 1950 World Peace Appeal; 1951 National Committee to Repeal the McCarran Act.²

The following speech by Reverend Webber, sponsored by the Southwest Radio Church, adds more fuel to the arguments against sex education in the Bible Belt, or elsewhere.

SATAN, SIECUS, AND SEX EDUCATION³

...As we view the tree of knowledge in our nation today, we see that it has grown tremendously high and its branches have spread far and wide. But like any tree it needs constant pruning to get rid of the dead wood and a good spraying to rid it of insects, which in our case is moral rot, socialism and anarchy.

While God's Word inform us to judge not, we are told by our Lord that by their fruits ye shall know them. So we come...not as judges, but rather as fruit inspectors to examine this strange new fruit that Satan today is offering our children from the Tree of Knowledge under the label of "Sex Education".

The pattern established...in all areas where sex education in some form has already been instituted is: (1) the sex education was introduced into the school without their knowledge (2) the sex education program was misrepresented to them when first presented (3) they were not consulted later as promised (4) not allowed to make a critical observation in the PTA (5) told by the school officials that it was already in and there was absolutely nothing they could do about it.

...Today in our nation everything from corn plasters to automobiles

²U.S., Congressional Record, 91st Cong., (1968), Vol. 114, No. 110.

³Rev. David F. Webber, "Satan, SIECUS, and Sex Education".

is promoted by a half-naked woman. The image of woman has changed from the angel of the home to a voluptuous siren covorting on the beach in a bikini trying to seduce some poor enchanted male. TV shows have become so utterly profane and vile that any concerned parent has to stand by ready to switch channels at a moments notice ...

Now the average parents will at least make an attempt to protect their children from the smut and filth that permeates even the very air of today's America. And an organization by the name of SIECUS, which stands for the Sex Information Education Council of the United States (sic), just happened to come up with the idea of sex education in the public schools. When the average parents first hears (sic) that junior is going to be taught about sex in school they usually become ecstatic. Now their child through education will learn the evil of a life of sin and be protected from the modern dangers that beset him on every hand. But, it is not quite that simple. In the first place many teachers have no religious standards . . .

Also from Oklahoma, Dr. Gordon V. Drake of Tulsa, a sex-education critic, wrote concerning his pamphlet, "Is the School House the Proper Place to Teach Raw Sex?" that the pamphlet "concerns the debauchery of America by Sexual-freedom lovers, such as psychologist Albert Ellis, SIECUS director Mary Calderone, her pack of earnivorous sexologists and Playboy (magazine)." Regarding sex education he states:⁴

A classic teaching aid for instructing three-to-ten-year-old children in the mechanics of mating is the SIECUS consulted film-strip "How Babies Are Made," which is reportedly being used in over 1200 schools throughout the United States. The series shows copulating chickens, dogs, and mom and dad -- mounted but covered. The narrative tells the children: "Human babies begin just like chicks and puppies. A sperm from the father must join an egg from the mother....To do this, the father and mother lie down facing each other and the father places his penis in the mother's vagina." The filmstrip also features full color illustrations of animal and human reproductive systems, including "Fido" with a penile erection, the developing fetus in the human mother's uterus and a view of the nude mother giving birth, the infant emerging with the assistance of two rubber-gloved hands...The series is psychologically and ethically confusing as it belabors the point that "human babies begin just like chicks and puppies." It seriously fouls the facts to draw a comparison between the human family and fabled, nonexistent chicken or dog

⁴Playboy Forum, "Sex-Education Critic", Playboy, November 9, 1969, pp 75 - 76.

families, where the "mother" is a husbandless bitch and the baby puppies are bastards. Though similar social arrangements may be found among humans, and within the pages of Playboy, this is hardly the ideal to point out to children as an example of family living...

Common sense tells us that the young child, while maturing at his own physiological, intellectual and emotional rates, can best learn about family life and human reproduction from the parents, who know the emerging maturity and interests of their child.

In conclusion, I ask: (1) Exactly what, how and where would Playboy recommend teaching three- to ten-year-olds about sex and family living? (2) Would Playboy be willing to run a series on the fourth R -- Rapid Reproduction, also called Bunny Math? R-2 could also be integrated into an umbrella course in family living titled "Bunny Tales".

Playboy magazine retorted:⁵

We haven't seen the filmstrip "How Babies Are Made" but, on the basis of your description, it sounds like a well-made sex-education film to us. The anthropomorphizing of animals is not an animalization of man and is widely used in teaching all subjects, including reading, writing and arithmetic. Children are not seriously misled or confused by such techniques--we have never heard of a child actually expecting Chicken Licken, Ducky Lucky or other barnyard friends to talk to him. As for the fact that animals literally do not get married, this may make their offspring bastards in Dr. Drake's eyes, but most people--including farm children, who learn about animal copulation long before entering school--somehow understand the difference between the mating rites of humans and those of cows and chickens.

⁵Ibid.

CHAPTER V

TO TEACH IT OR NOT TO TEACH IT?

In Oklahoma City, a PTA meeting dissolves into an angry shouting match . . . In Kansas, a public official receives a threatening note. Not since John Scopes' Arkansas "Monkey" trial in 1925 for teaching evolution, has there been such an explosive topic in elementary and secondary education, as sex education.¹

From one camp come charges that sex education in schools is un-American, unhealthy, immoral and obscene, and that it will undermine American youth and usurp the duties of parents and churches. "Teach children to read, not breed," is the battle cry. From the other side come claims that right-wing extremists are behind the anti-sex education campaign, that they are misleading well-intentioned parents with scare tactics and blinding them to the fact that physical and mental health depends on good, above-board sex education. "Take sex education out of the back room into the classroom", they argue.²

What are some of the organizations calling themselves who are helping in the fight against sex education? They have titles such as:

SOS (Sanity on Sex)

CHIDE (Committee to Halt Indoctrination and Demoralization in Education)

POSSE (Parents Opposed to Sex and Sensitivity Education)

PAUSE (People Against Unconstitutional Sex Education)

MOTOREDE (Movement to Restore Decency)

MOMS (Mothers for Moral Stability)

¹Readers Digest: Sex Education: Powder Keg in Our Schools, October 1969, p. 73 (Pleasantville, N.Y.)

²Loc, cit.

POPE (Parents for Orthodoxy in Parochial Education)

PAMS (Parents Advocating Morality Standards)

POSE (Parents Opposed to Sex Education)

ACRE (Associate Citizens for Responsible Education)

And such organizations, without catchy names as:

Parents Committee on Moral Education

Concerned Citizens of Hawaii

Citizens Committee of California

All over the nation, parents have joined forces against sex education. But their campaign did not take on a truly national tone until it was joined by two far-right anti-communist organizations, the Christian Crusade and the John Birch Society.

The Christian Crusade, founded by Billy James Hargis in 1947 specializes in promotions of conservative causes via radio, TV and pamphlets. Its Director of Education, Dr. Gordon V. Drake, author of "Is the School House the Proper Place to Teach Raw Sex?", has become their No. 1 spokesman. He blends God, patriotism, and homespun values with emotionalism and eye-catching examples to shock the audience. He charges, "They've thrown God and the Bible out of school and put sex education in."

The John Birch Society calls sex education a "Filthy communist plot". They cite a 1919 communist document which they say advised revolutionaries to "corrupt the young . . . get them interested in sex."

Says Readers Digest: "If the charges of communist leanings weren't so vicious, they would almost be amusing."

Most parents, however, even though associated with organizations

³Loc. cit.

such as MOMS, POPE, etc., are truly concerned about what degree of sex education is being taught their children. They feel, generally, that some sex education is appropriate; that the school can teach the children the facts better than they themselves can; that the school teachers are reliable, educated and respectable people who have learned from years of training, in college as well as the classroom, at what grade level certain topics should be taught. They realize teachers spend a lot of time with children of all ages and know their capacity for education -- sex education or arithmetic.

Possibly just the name of the "sex" education shocks most parents. Most schools call their programs such names as "Family Life", or "Human Growth and Development". But as some parents would say, "A rose by any other name . . . ". Some parents cannot understand that children compare notes; that children still talk on many subjects among themselves. Or that dirty jokes are still being circulated, as they were when the parents were children. And, that distorted facts, passed from one child to another, can be more harmful than any shock treatment as claimed by the opponents to sex education. Neither dirty jokes nor shock methods are recommended.

Stanley Fowler, head of the University of Oklahoma Family Life Institute, says, "These are not how to do it classes for little ones."⁴ These parents are concerned that their little ones not be subjected to free-sex, sex not associated with the moral aspect, or sex orgies. These are really concerned parents who have been stirred up, whether justly or unjustly, over their babies being taught about sex in the schools.

⁴Ibid.

Parents have been told that sex-education is a Communist-backed plot to overthrow and undermine the school system. What American parent would not perk up at the thought that someone was trying to put Communism into the classroom and thereby take over the nation. In their arguments, parents ask why every school system didn't let them know about sex-education programs. Many school officials say that this was presented at Parent-Teacher Association meetings. However, all parents are not members of the PTA, and though some are members, they do not attend every PTA meeting. Such apathy in other areas has been shown by parents that many school officials claim they did not expect any dissent over sex-education; any more than they received complaints about prayers being banned from the classrooms. Why didn't the God-fearing parents speak up as loudly during the Supreme Court rulings against prayers in the schools?

As far as patriotism is concerned and the Red threat, how many parents have protested against the permissive attitude toward Students for a Democratic Society (SDS) organizations in the colleges. This organization has been reported as admitting its direct connections with Communism. Some parents do not believe that the anti-Communist John Birch Society charges "Red" at everything and everyone they disagree with. When will parents be able to distinguish between the claims and the truths. It is like the little boy hollering "Wolf", they just won't know when the Birchers have a real case of Communism to bring to the public. It was ironic when the John Birch Society was called a Communist plot--rallying people behind it to break up school systems; question American leaders' loyalty; and splitting the country over anything and everything it can.

Can there be a compromise program of sex education. Should sex education be federally controlled? Such federal governmental control of

schools has been opposed for years by conservatives. And the Bible Belt is ultra-conservative. What alternatives are there for teaching sex education if sex education is not to be taught in the classroom? What sources can parents refer to to enable them to teach their children about sex -- authoritatively and factly? If parents want to teach sex education at home, what information shall they give their children? How far should they go; at what age? If they do decide against any teaching of sex education to their children, what would happen? Would there really be any drastic adverse affects on the children? Is sex education really needed? Should we sweep sex education under the rug and forget any teachings about life, living and loving?

Questions such as these are reeling around in many parents' heads. People cannot get together on their attitudes on sex education and many parents feel that the school is trying to override any plans they have for educating (or not educating) their children about sexuality. They generally do not want to raise their children ignorant of sex, but then again they do not want tainted sex education. Just the word "SEX" makes many parents cringe. They do not want sex open for scrutiny. And one cannot blame parents for not wanting pornography presented to their children. But, would teachers really ever allow pornography presentations? If each parent could attend a sex education seminar, one that explains what their children would be learning, this might temper the arguments against sex education. Or, have parents been so warned against sex education they wouldn't dare go to see the presentations themselves?

A group of New Jersey parents were offended by some of the material suggested for their school's use and felt that the children were being given too much information too early . . . "when all they're interest-

ed in is Santa Clause or the Easter bunny." All of the parents were indignant at the prospect of having their obligations in the religious area taken over by a board of education. Whatever one thinks of such views, Redbook magazine says, parents obviously deserve a hearing. The very fact that discussion of sex is considered appropriate for the school-room suggests an openness about the matter that startles some parents. Nor is concern restricted to conservative parents alone; some liberals too are questioning whether individual programs sufficiently take into account changing concepts in child psychology.⁵

But the anti-sex-education barrage of recent months has little to do with objective study or temperate criticism. In many towns the emotions of parents are being worked on by experienced agitators who are attempting to transform legitimate concern into passionate protest. Those behind the campaign are less interested in education than in ideology. They are not seeking to improve the family-life programs; they are frankly bent on destroying them. And if their past actions are any guide, they are⁶ seeking to move in on other parts of the school curriculum. . .

Sex education within and without the Bible Belt has most certainly become a vicious circle of arguments and accusations. Unknowing parents, not knowing who is right or who is wrong, are caught in the middle of the debate, being torn at by authorities and would-be-authorities on either side.

⁵ Redbook, September 1969, Vol. 133, No. 5: "The Controversy Over Sex Education: What Our Children Stand To Lose.", Walter Goodman.

⁶ Ibid.

CHAPTER VI

SYNOPSIS OF SOME SEX EDUCATION PROGRAMS

IN THE BIBLE BELT

I. WICHITA, KANSAS

The following is a synopsis of the sex education program for the Wichita, Kansas, public schools, grades 1 through 12, as outlined by the ASHA (American School Health Association) Committee on Health Guidance in Sex Education, entitled, "Growth Patterns and Sex Education."¹

GRADE ONE

Concepts stress that all living things reproduce, that the creation of new life is one of nature's greatest miracles, and that every child has a mother and father in the beginning.

Other facts of human life are taught:

The desire for privacy is a natural desire and each person should respect the privacy of others. There is nothing shameful about any part of the body.

Children should be cautious in dealing with strangers, not accept rides from them and gifts or other lures.

Teachers should attempt to form in children attitudes of a sense of wonder regarding reproduction along with a wholesome respect for all parts of the body, and a desire to learn and to use correct terminology.

GRADES TWO AND THREE

Discussion of reproduction and nurture of plants and animals, is offered, followed by a similar discussion on humans, explaining that "People reproduce from eggs within the body," the care parents provide for their children, the fact that human babies develop more slowly than animal babies, and that mammals breast-feed their young as do human mothers.

A study of cells, circulation and digestion, leading to a general

¹The Wichita Eagle-Beacon, March 9, 1969, p. 1B - 4B.

understanding of growth and reproduction, includes a discussion of waste excretion through urination, bowel movements and respiration. Stressed is the importance of being clean and well-groomed. There is also a discussion of proper foods to eat and the different sources of foods.

NATURAL STUDIES

Activities include collecting cocoons, frogs and tadpoles (sic) to be used in illustrating the ways lower forms of animal life reproduce and grow. In the first three grades, such animals as male and female guinea pigs, hamsters or gerbils (desert rodents with a short gestation period) may be kept in the classroom with the idea that the pregnancy of the female will give the opportunity to discuss aspects of pregnancy and birth.

Discussion of the many different occupations of fathers and the different ways mothers participate in community activities is part of this phase.

GRADE FOUR

Further discussion is offered on cell structures and cell functions; excretion in plants, animals and humans; the circulatory system; how physical characteristics are determined by heredity; understanding of chromosomes and genes; difference in growth rates between boys and girls; home duties and responsibilities; hobbies; understanding of emotions, what makes a person angry and acceptable ways of getting rid of angry feelings.

Activities include looking at cells of an onion skin through the microscope; having students list physical characteristics such as eye and hair color, then trace characteristics as far back as possible through the family, and study of the cross-breeding of corn.

Also discussed is the influence of environment and heredity on the lives of individuals and the importance of the family unit.

GRADE FIVE

Concepts include an understanding that hormones are responsible for the changes in appearance that occur as boys develop into men and girls into women, that "as boys and girls become men and women, their feelings and actions toward themselves and others change"; that "seminal emissions are nature's way of releasing stored-up sperm", and that "menstruation is a normal, healthful function which indicates that a girl is becoming a woman who will be able to conceive and have children."

Subject material includes a discussion of growth rates; the effects of hormones on physical growth, and visible body changes such as pubic, underarm and other body hair, male whiskers and female breast development.

OFFSETTING STREET TALK

This would include discussions on breasts and breast feeding to help "counteract at this age some of the unhealthy sex symbolism of the breast and help to develop a respect for an important human purpose of the breast."

The guideline recommends that "Changes in the Male and Female Reproductive Organs" be taught to boys and girls separately.

This would include the growth, function and care of the male and female reproductive organs, including the purpose and characteristics of the sperm, the mechanism of erection, the path of the sperm from production to ejaculation, and seminal emission; the process of ovulation and menstruation. (The guideline notes that "the study of menstruation may be omitted from the boys' discussion in the fifth grade. Many fifth-grade boys are not yet mature enough to accept this process.")

Another unit for fifth graders -- on the "baby" -- stresses the idea that "parenthood (becoming a mother or father) is the greatest gift in life, and reproduction is the privilege of a man and his wife." The guideline suggests this unit be taught to coeducational classes.

Under cell division and differentiation, the book suggests this as "the ideal place to emphasize the miracle of life and the ability of one fertilized cell to multiply and . . . the wonder of individual cells' ability to take on their different tasks of producing the complex parts of the human body."

A further study of care for the body and "living with parents and friends while growing up" is also suggested at this time.

SIXTH GRADE

At this level, new concepts introduced include "masculinity and femininity refer to patterns of behavior that are characteristic of males or females in a particular culture." These patterns are developed by experiences while growing up, the course continues, and by observing and behaving like men or women one may become known and admired.

Also taught is the concept that "no person is all male or all female" in the sense that there is "some degree of femaleness in all boys and some degree of maleness in all girls."

Attitudes aimed for include "a growing acceptance of and appreciation for the sexuality of oneself and others . . . and for the complex physical, emotional and social changes that one undergoes in the process of growing and developing into an adult."

UNFAIR NICKNAMES

The idea that "no person is all male or all female" is explained in the manner pointing out that "use of the terms 'sissy' or 'tomboy' for persons who exhibit behavior to take part in activities commonly associated with the opposite sex can be a 'traumatic' experience." Pupils are taught that some activities or behavior can be common to both sexes, such as males crying or females enjoying sports activity.

In the junior and senior high grades, the Wichita program calls

for the specific integration of sex education in only two classes-- 8th grade life sciences and 12th grade family living. Thus, 8th grade students would encounter material suggested by the guideline for both 7th and 8th grades. Seniors in high school would study some of the material designed for 9th, 10th, and 11th grades.

SEVENTH GRADE

Further discussion is scheduled on the relationship of the nervous system, emotions and personality, along with family structures and how families have changed throughout the years.

Students at this level are given a further review of the reproductive organs and, with more sophistication, deal with ovulation, menstruation, intercourse, fertilization, pregnancy, birth and miscarriage. Again it is suggested that the teacher use discretion on student treatment to determine whether students are ready for discussions and whether certain topics could best be taught separately to boys and girls.

Concepts stressed in intercourse are that it is "the privilege of married people in our society" and "the ultimate expression of mature love." This includes the suggested open discussion of "the misuses of sexual relations outside marriage and its possible consequences."

FACTS ON DATING

Also discussed is dating, one of the ways that men and women learn to "know and understand each other as sexual beings." For some 7th graders, and most 8th graders, it may also be appropriate to discuss such concepts as "in boys, the awareness and responsiveness to sex drive develops before or concurrently with the maturation of spermatazoa;" that the heightened sex drive finds natural expression in increased interest in the opposite sex; that in our culture, young men and women are "biologically capable of mating and reproducing several years before they are emotionally and socially able to fulfill the responsibilities of being parents;" and that "inappropriate means of expressing the sex drive create problems for individuals and for society."

EIGHTH GRADE

Eighth graders tackle the many problems related to dating, such as their respective responsibilities, the effects and limits of necking and petting and how old one should be before starting to date.

These discussions, the guideline states, are aimed at helping 8th graders to realize "that dating should be postponed until both boys and girls are mature enough to accept and cope with the responsibilities of dating."

Discussion on the family includes the different approaches to family living, parental controls and self control and that the selection of one's mate is a "fundamental factor in determining the kind

of family which will develop from a marriage."

Discussion includes that "sexual happiness between husband and wife influences the tone of family life" and that "physical sexual relations should be an expression of genuine mature love." These topics include the influence of advertising and the mass media upon "one's attitude toward mate selection," and also the negative effects of a broken home upon the children.

THE CORRECT WORDS

A review of the female and male reproductive processes includes the identification by correct terminology of all organs and an understanding of their function, and a study of menstruation, the care and protection of the female breast, and also the mechanism and causes of erection and an understanding of masturbation. Here again, it is stressed that these topics "may be more conveniently handled in classes separated as to sex."

Suggested activities include question and answer sessions (written or oral); role-playing of situations involving dating problems, such as when an 8th-grade girl wants to start dating and her mother insists that she is too young.

Concepts and attitudes stressed include the importance of self control in dating -- that the sex drive is "a natural, healthy force which is designed to assure the continuation of the species, and which finds its most appropriate expression in mating and reproduction, and that problems arising in dating from the sex drive can be handled most constructively if a person understands himself and his dating partner as sexual beings."

GRADE TWELVE

Sometimes, due to schedule conflicts, 11th graders are enrolled in the family-life classes. This class would cover the preparation for marriage; the family role of adults as wife, husband, mother and father; the consideration needed in selecting a marriage partner; a study of courtship -- "deciding whether it's love, infatuation, or sex" -- the engagement period, discussing the problems created by financial matters, religion, in-laws, goals and premarital sexual relations and the premarital physical examination.

Other units of study include "Adjustments in Marriage," "Planning for Parenthood" and "Family Living." This includes health care during pregnancy, spacing children within each family, adoption, care of the infant, the changing female role and current divorce rates and the effects of divorce upon children.

FACING PROBLEMS

A unit of "Attitudes Toward Sex and Sexual Behavior" includes a discussion of different moral systems and their implications, understanding deviations such as frigidity, homosexuality and perversion, the consequences of one's sexual behavior, and questioning whether one's sexual behavior is "consistent with one's values about other

aspects of living."

Concepts stress the importance of being mature before marriage, the greater risks for successful marriages of partners from vastly differing socio-economic, religious, ethnic or educational backgrounds; that our society is experiencing a transition in sex values and attitudes toward sexual behavior which creates problems in determining one's personal standard of sexual behavior, and that marital conflicts are most likely resolved if they² are frankly recognized and both partners work together to solve them.

II. NEWTON, KANSAS

Dr. Lee S. Fent, Newton, Kansas, school board president, made the announcement of that board's stand on sex education, stating that the board's philosophy is that sex education is more than that area involving the mechanics of reproduction and as such exists not as an entity in itself, but rather a part of the entire learning process, therefore having a place in such courses as science, biology, home economics and history. He further advised that several teachers in the Newton school system had taken specific college courses in this field to increase teaching proficiency in this subject. He also stated, "There isn't a program of sex education in Newton schools and none is anticipated."³

III. TOPEKA, KANSAS

The following pages present the study on sex education by the Topeka, Kansas, public schools.⁴ The "Position Paper on Human Growth and Development" is the stand taken by the Topeka Public Schools on this very controversial matter. This position is endorsed by the schools'

²Ibid. ³The Newton Kansan, February 28, 1969, p. 1.

⁴Dr. Quentin D. Groves, "Position Paper On Human Growth and Development" (The Topeka Public Schools, Topeka, Kansas, I.B. 69-1 S&E) 1969 (Mimeographed.)

superintendent, associate superintendent, deputy superintendent of instruction, assistant deputy superintendent of instruction (all of whom are Doctors of Education), and the consultant for elementary education. Dr. Groves, the writer of the paper, is Supervisor of Health, Physical Education, Safety and Athletics of Unified School District No. 501, of Topeka, Kansas.

SEX EDUCATION IN THE TOPEKA PUBLIC SCHOOLS

The major purpose of The Topeka Public Schools is to help contribute to the development of worthy citizens under our basic system of government. In this context, then, it is our purpose to help boys and girls to become responsible men and women.

Sex education is herein being described as education for masculine and feminine roles in our society. As boys and girls develop toward maturity, they experience many physical, social, and emotional changes. Being a boy or a girl affects one's sense of identity, ways of thinking and behaving, social and occupational activities, choice of associates, mode of dress, and virtually all learning activities in the home, school, and community.

The primary responsibility for all matters relating to the development of children rests with the family in the home. When a child is born or adopted into a home, one of the first questions to be asked is, "Is it a boy or a girl?" The manner in which he is accepted and loved in the home is the very beginning of his development toward maturity. He begins very early to develop an image of himself and his relationship to the rest of the family. He develops an image of his father, mother, brothers, and sisters in the home. He begins to learn what is expected of him as a boy or girl. It is during these early years that foundations are established for moral and spiritual values and for patterns of behavior. The influence of the home in these matters needs to be continued as long as the child is in contact with the home. For some children, these foundations are extended and strengthened by religious teaching at an early age for the child, but some children may not have this opportunity.

The role of the church, school, industry, governmental agencies, and youth organizations is one of complementing and supplementing the teachings of the home rather than supplanting them. When a child enters school, his association with others outside of the home is greatly increased. The National Congress of Parents and Teachers, the National Education Association, the American Association for Health, Physical Education and Recreation, the American School Health Association, the American Association of School Administrators, the American Public Health Association, the National School Board Asso-

ciation, the National Council of Churches, the American Medical Association and other agencies have long advocated that schools reinforce good home teaching.

Sex education as offered by The Topeka Public Schools is a planned supplementary program of instruction designed to aid students in gaining an appreciation and understanding of the roles assumed by men and women of our society. It is not set forth as a separate subject or discipline. The need for a sound and sensible sex education program becomes necessary to offset undesirable influences.

Education about life -- man, woman, husband, wife, parents, child, boy, girl, plants, animals -- and the interrelationship of all living things to the environment are of concern to the schools.

Are there controversies about curriculum? The following statement appears in the booklet entitled 'A Curriculum Guide for the Elementary Schools of Kansas,' issued by the State Superintendent of Public Instruction.

"Fortunately there are wide differences of opinion about the kinds of experiences children should have in school, and it is to be hoped that this will always be so. A static curriculum could exist only in a static world in which there would be no freedom, no opportunity and no progress -- three of the prime ingredients of the American way of life. Since the beginning of our history as a nation, the school program has reflected the dynamic nature of our American culture. The present pattern of the school has been forged under the hammers of criticism, attack and counterattack.

The people of Kansas are not a highly homogenous group. It is usually an over-simplification to speak of public will and of public opinion as if they were clear mandates. Within the framework of American democracy there is room for the opinions and wills of numerous publics. The school, since it is perhaps the most democratic of any of our social institutions, is often in the center of these clashing opinions and opposing forces. This is a desirable rather than an undesirable situation."

One of our curricular offerings is the subject of health. The whole subject of health is a unified concept and is 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 in his relationship to his family and to others in the community.

Health instruction begins at the kindergarten level and is continuous throughout all of the grades. Health instruction includes such themes as accident prevention and safety practices, personal health practices, selection of foods and eating patterns, dental health, sleep and rest, first aid, smoking, alcohol, narcotics, communicable disease, consumer health, social relationships, human

growth and development, civil defense (personal and family survival), anatomy and physiology, medical and self-help training, mental health and mental illness, health careers, community and international health, environmental health, and the control of degenerative diseases.

Teachers of the self-contained classrooms teach health in the elementary schools. Suggestions for teaching health and safety are contained in a booklet entitled "A Teacher's Guide for Health and Safety Instruction in the Elementary School," developed by a committee of elementary school principals in 1966. Teachers draw primarily from the science and the social studies content subjects for materials of instruction for grades kindergarten through four. Classroom sets of health texts are provided for grades five and six for additional content sources. These sets are published by Laidlaw Brothers, Lyons and Carnahan, and Scott Foresman.

Filmed instruction in the elementary schools that could be classified as sex education is limited to the showing of one film entitled, "It's Wonderful Being a Girl." This film is shown to fifth and sixth grade girls -- sometimes in cooperation with the Girl Scouts or Campfire Girl units, or with the P.T.A.; and always with a school nurse serving as a health consultant to the group.

Parents will be notified when the film will be shown. Generally, notification will be made by sending a note home with the girl. Mothers will be invited to view the film with the girls or may ask that their girl be excused from viewing it.

If parents of elementary school children desire additional help from the schools in teaching about any aspect of human growth and development, arrangements can be made with the school principal for the showing of additional films such as "Boy to Man" and "The Day Life Begins," with both children and parents in attendance after the close of the regular school day.

Health instruction at the junior and senior high school level is taught primarily by classroom teachers of health and physical education, but some health concepts are developed purposely as well as incidentally by other classroom teachers -- particularly in the area of home economics, science, and social studies.

Instruction by health and physical education teachers is based upon the following guides and textbooks:

"A Teacher's Guide for Health and Safety Instruction in the Junior High School," written and developed by health education teachers and endorsed by the Topeka-Shawnee County PTA Council, the Topeka Council of Churches, and the Shawnee County Medical Society.

"A Teacher's Guide for Health and Safety Instruction in the Senior High School," written and developed by health education

teachers and endorsed by the Topeka-Shawnee County PTA Council, the Topeka Council (sic) of Churches, and the Shawnee County Medical Society.

American Red Cross First Aid for Juniors developed by the American Red Cross.

Health Today and Tomorrow by Byrd, Bottom, Foster and Nicoll -- Laidlaw Brothers.

Modern Health by Otto, Julian and Tether -- Holt, Rinehart and Winston.

Health Education for Young Adults by Haag -- Steck-Vaughn Company.

Health instruction at the secondary level includes the broad range of themes listed previously. Although all themes relate to the development of responsible men and women; some themes such as social relationships, human growth and development, and mental health relate more directly to the moral, ethical, psychological, and sociological aspects of human behavior as well as to the biological processes of maturation and reproduction.

Instruction in these areas is designed to increase self-understanding and self-respect as well as to increase one's sensitivity and respect toward others. Instruction endeavors to develop responsibility in human relations -- boys and girls, children and parents, children and teachers and other adults. All instruction is given within the framework of socially accepted moral and spiritual values.

In addition to the teacher's guides and textbooks, teachers also use films in the instructional program. All films are previewed by personnel of the Department of Instruction.

Films concerning human growth and development approved for use in the junior high schools in the health education program are:

"It's Wonderful Being a Girl" for girls' classes
 "Boy to Man" for boys' classes
 "Girl to Woman" for girls' classes
 "Human Growth" for either boys' or girls' classes
 "Quarter Million Teenagers" for either boys' or girls' classes.
 "The Innocent Party" for either boys' or girls' classes.

Parents will be notified when these films are to be shown. Generally, notification will be made by sending a note home with the student. Parents are invited to view the films with their youngsters, or may ask that their youngster be excused from the films. Upon request, a scheduled showing will be arranged whereby all interested parents will have the opportunity to view the films prior to their showing in the classroom.

Films concerning human growth and development approved for use in the senior high schools in the health education program are:
(Films approved for junior high school use may also be used at the senior high school level.)

"Generation to Generation"

"Dance Little Children"

"Phoebe"

"Engagement, Romance, and Reality"

"Worth Waiting For" (tape recording)

The same procedures for notifying parents of senior high students will be used as for parents of junior high students with the parents having the same options.

Let it be understood that school officials are not trying to force parents and children to submit to educational activities which are not in good taste and beneficial. Much parent involvement is desirable and essential. We will honor the feelings and desires of parents who will discuss their wishes with us in a straightforward manner and if the requests are not contrary to State requirements. All our efforts will be beamed toward the long-range welfare of the children entrusted to our care of instruction under a democracy.

CHAPTER VII

THE KANSAS HEALTH MUSEUM

The Kansas Health Museum in Halstead, Kansas, is in what the residents call "the heart of the Bible belt". The museum has incorporated audio-visual methods in instruction of students in health education. The museum opened on August 2, 1965, with intentions of beginning a unique and exciting health education program for the mid-West.

Mr. Emmett Wright, the first Director of the Museum, wrote in a letter to administrators, teachers and group leaders, the objectives of the museum as he saw them:

To make the characteristics of good health visible is our first objective. To tell clearly the story of the normal human body and its functions is another. To teach young and old alike to care properly for this incomparably (sic) complex organism is equally important. Through these objectives, a deepened appreciation of the precious heritage of the healthy body is cultivated.¹

The museum is a project of the Hertzler Research Foundation, a non-profit organization chartered in 1948. The Board of Trustees of the foundation represent the fields of banking and business, law, medicine, public health and education. Over twenty board members, from Kansas communities, bring to the foundation their opinions and ideas toward carrying on the purposes of the foundation.

In 1958 the Kansas City Star carried an article on the opening of the Hinsdale Health Museum in Hinsdale, Illinois. The Vice President of the Hertzler Research Foundation, Dr. Irene Koeneké, visited the

¹Emmett Wright, letter, in brochure, "The Kansas Health Museum".

museum in Hinsdale and was so impressed with the museum, she convinced the foundation's Board of Trustees to sponsor a health museum of Kansas and the mid-West area to be located in Halstead, Kansas.

The Hertzler Research Foundation memorializes the late Dr. Arthur E. Hertzler, known to laymen as the "Horse and Buggy Doctor". Dr. Hertzler, however, was world renowned for his work in medicine.

Because of the controversies which surrounded him, his unquestioned abilities, his frank and outspoken manner, and his ready and biting wit, Hertzler came to be regarded as a colorful and energetic figure. During his lifetime he received many honors, including the LL.D. degree from Washburn College in 1902, Ph.D. from Illinois Wesleyan in 1903, selection as a fellow of the American College of Surgeons in 1913, fellowship in the American College of Anatomists in 1938, the LL.D. degree from Southwestern College in 1939, the Sc.D. degree from Boston University in 1939, and the Lit.D. degree from Bethel College in 1940.²

The philosophy of the Kansas Health Museum is to depict only the normal, healthy body. As the museum Director, in his Annual Report 1968-1969, the writer stated:

In recent years, there has been a marked increase in parents' desires to have their children receive a better education. The Kansas Health Museum serves to foster in this function in teaching about the human body.

It is a known fact that children fear the unknown. Unfortunately many parents try to shield their children from unpleasant realities, because we think they won't understand anyhow. But children feel more uncomfortable and threatened by the unknown -- the imagined fears -- than by truths.

In our Kansas Health Museum not only can we make the characteristics of good health visible, we can take away false superstition and innumerable fanciful notions. We can tell² the truth about the most precious thing we have -- our human body.

"Human Growth and Development" is the title preferred by the

²Jerrad J. Hertzler, M.D., "Arthur E. Hertzler, The Kansas Horse and Buggy Doctor: A Biographical Sketch", (Sophomore thesis).

³William F. Bollinger, "Annual Report 1968-1969, Kansas Health Museum, Halstead, Kansas", March 1969.

museum for its sex education classes, as the growth and development of human beings is considered a science, not limited to sex alone.

The museum is open to individual and family browsing visitors as well as formal lecture groups, for a nominal charge. From March 1968 through February 1969, 19,605 people visited the museum; 12,383 in groups and 7,222 individuals. In the months of April and May 1969, over 3,000 visitors of school age attended formal classes at the museum. Table I shows the number of groups and individuals visiting the museum during the March 1968 through February 1969 period.⁴

The months of March, April and May, are consistently busy times for the Museum. Table I also explains the monthly attendance in the Spring as compared to the Fall and Winter months. Although the Summer months of June, July and August are low in the number of group visitors, the number of individuals doubles, due to summer vacation periods and the schools being closed. The attendance rise in the Spring months over the Fall months is attributed to the fact that schools plan visits to the museum as a normal follow-up to classroom instruction of health education. The museum personnel, however, strive for visitations by the schools preceding their study in the classroom as well as follow-up visitations.

Although the museum is in the heart of the Bible Belt, and the heart of the sex education controversy as well, the writer taught human growth and development classes to over 10,000 school age children in a nine-month period. And the museum has maintained its popularity throughout the duration of the controversy.

The museum is a popular institution for adult groups to learn of

⁴Ibid.

their body systems and, quite often, family living lectures are given to the adult groups. Table II shows the breakdown of types of groups visiting the museum. From March 1968 through February 1969 a total of 59 adult groups, consisting of 818 people, visited the museum. These groups represented churches, home demonstration units, medical fields, Parent-Teacher Associations, and various social organizations from 31 Kansas communities.

Table III analyzes by towns of Kansas, the number of groups and the total attendance recorded from each town. Hutchinson, Kansas, although offering only 6 groups from their area as compared to 8 groups from the larger Wichita area, had 166 persons in attendance. The average number of persons in attendance from these 31 Kansas communities was a little over 28 people per town.

Halstead, Kansas, has a population under 2,000; however, more than 140,000 school-age children live within 80 miles of the town. The museum's accessibility required at most, a day's time for travel, lesson and browse at the museum. Normally, the groups from schools hired or borrowed their local school bus; sometimes they came in private cars.

The museum's ultimate role is to supplement health education for school groups. Its purpose and programs are directed to children. Dr. Koeneke, Vice President of the Hertzler Research Foundation, and widow of Dr. Arthur E. Hertzler, knew the doctor was interested in visual education primarily for children; consequently her dedication and devotion to the museum.

In writing an article for a magazine for doctors' wives, a local resident wrote of the museum:

Through sight, sound and touch the Kansas Health Museum offers an

TABLE I
KANSAS HEALTH MUSEUM MONTHLY ATTENDANCE
FROM MARCH 1968 THROUGH FEBRUARY 1969

Month	Number of Group Visitors	Number of Individuals	Total
March	2,322	760	3,082
April	2,482	673	3,155
May	3,307	652	3,959
June	326	814	1,140
July	227	1,000	1,227
August	274	1,208	1,482
September	202	545	747
October	820	548	1,368
November	1,047	379	1,426
December	467	184	651
January	453	236	689
February	575	223	798
Total	12,383	7,222	19,605

Table I shows the attendance by group visitors and individuals on a monthly basis, to the Kansas Health Museum. Notice that the months of March, April, and May, visitations by groups are well over twice the number of individual visitors in the other months. This is due to the spring follow-up programs in Human Growth and Development presented by the Museum. The number of individual visitors increases during the vacation summer months of June, July and August.

TABLE II
KANSAS HEALTH MUSEUM ADULT GROUP ATTENDANCE
FROM MARCH 1968 THROUGH FEBRUARY 1969

Type of Group	Number of Groups	Group Attendance
Church Affiliated	8	127
Home Demonstration Units	22	370
Federated	6	70
Medical	2	18
Parent-Teacher Associations	4	45
Social	3	22
Miscellaneous	14	166
Total	59	818

The Kansas Health Museum's adult group attendance from March 1968 through February 1969 is presented in Table II. The Home Demonstration Units visited the Museum more frequently than other groups, having 22 groups with a total attendance of 370. Adults are encouraged to have their group programs held at the Museum rather than have the Director travel to their meeting places. Better use can be made of the Museum's audio-visual facilities and more complete programs are presented. The Director is handicapped in his presentations away from the Museum because of the usefulness of the displays. However, when necessary, the Director will travel and take with him the required films or filmstrips.

TABLE III

KANSAS HEALTH MUSEUM ADULT GROUP ATTENDANCE BY TOWN
FROM MARCH 1968 THROUGH FEBRUARY 1969

Kansas Town	Number of Groups	Attendance	Kansas Town	Number of Groups	Attendance
Argonia	2	21	Madison	1	10
Ashton	1	16	Medicine Lodge	1	9
Attica	1	16	Moundridge	1	13
Augusta	1	6	Newton	4	46
Caldwell	2	19	Nickerson	1	28
Cheney	1	8	Oxford	1	15
Clearwater	1	11	Potwin	1	15
Derby	1	15	Rose Hill	1	10
El Dorado	4	35	St. John	3	25
Eureka	1	14	Stafford	1	6
Halstead	5	51	Wellington	1	8
Haven	1	21	Whitewater	1	29
Hutchinson	6	166	Wichita	8	119
Iuka	1	10	Winfield	2	35
Jamestown	1	5			
Lindsborg	1	13	Total	59	818
McPherson	2	23			

Table III analyzes by towns in Kansas the number of adult groups and the total attendance from each town. Hutchinson, Kansas, although offering only six groups from their area, had 166 persons in attendance.

unparalleled chance for children in rural Kansas to learn about themselves--and the kids really "dig" it. Wrote one fourth-grader after his tour: "I liked Valeda very much. Tell her thank you."⁵

Young people ask many questions of the Director about sex during their visits to the museum, questions their parents accompanying them usually were visually surprised to hear come from the mouths of their babes. This might support the pro-sex education side of the controversy in illustrating the communication gap and in supporting the need for sex education. As director of the museum, the writer published a list of some of the questions asked by young people, for use by the museum and schools. Some of the questions asked were:

What if a girl loves the boy and he doesn't like her and something happens and she has his baby?

Why does the baby die sometimes?

What happens if I start menstruation during a school day?

Why do they give blood tests when a young couple decide to get married?

Are sex and love the same thing?

What do you think about a 15-year-old having sexual relations?

Does it hurt when Mother has a baby?

Does it hurt when the doctor cuts the umbilical cord?

Who makes a boy baby? Mother or Father? (What determines the sex?)

How can Mother have two babies at the same time?

What is the difference between fraternal twins and identical twins?

Can identical twins be of the opposite sex?

What is meant by a Caesarean operation?

⁵MD's Wife, "Valeda, the Plexiglas Lady", March 1969, p. 24.

What is meant by a Tubular pregnancy?

If you're going to have a baby, how do you tell your parents?

Aren't there new conceptions now of morals about sex? (Boy)

Have the churches really helped us on all this?

What causes V. D.?

Is V.D. always spread by direct sexual contact?

How can you learn about love without experiencing it?

What do you do when you go out with a boy and he tries to take your clothes off?

Why do boys look at your legs before they look at your face?

Do you think a girl should be able to return to school after having a baby?

The Director of the Health Museum visits school superintendents during the Fall, when the museum's slack season arrives. Usually it is a re-visit, for most of the schools in the area send their elementary students or secondary students to the museum in the Spring when the weather is more dependable and better for travel. The classroom teacher, often accompanied by the school principal and nurse, attends these classes along with the students and several parents of the students.

Table IV analyzes by towns in Kansas the number of youth groups (as opposed to school groups) and the attendance for the youth groups, from March 1968 through February 1969. A total of 68 groups with a total attendance of 1,204 youths from 20 Kansas towns visited the museum that year. As the table indicates, the largest number of youth groups visiting the museum was from Wichita, with 30 groups and 500 school-age students. However, Wichita is the largest populated town in that area. A group from Wichita is required approximately 30-minutes' travel time to the museum. The locale of the museum is such that the second largest

visitation group, from Newton, which is East of Halstead, has only a 10-minute drive as compared to Wichita, Southeast of Halstead.

Almost 8 per cent of Newton's total population and 1 per cent of Wichita's total population visited the museum in youth groups in 1968-1969, according to the 1960 population count by the North American Van Lines of Fort Wayne, Indiana.

During this same period, four boys' groups (Boy Scouts - 1, Cub Scouts - 3) compared to 23 girls' groups (Camp Fire Girls - 12, Girl Scouts - 10, and Brownies - 1) indicate more of an interest of girls to visit the Health Museum than by boys. Table V, in showing the breakdown of youth group attendance, indicates the interest church-related groups have in the museum (16 groups, 107 visitors), as well as the different social organizations, with 16 groups for a total of 407.

Table VI indicates by school-aged groups the number of groups and the number of visitors according to educational level. The elementary schools brought to the museum 9,062 students; secondary schools, 1,087 students; college, 112 students; professional nurses, 22 students; and vocational classes, 78 students.

Table VII shows, by Kansas towns, the total number of groups and school-age students in attendance at the museum's classes from March 1969 through February 1969. A comparison of Table IV and Table VII shows that Wichita, with thirty youth groups and forty-two school groups, is the Kansas Health Museum's greatest customer.

The Director of the museum is often called on to talk with Parent-Teacher organizations; Home Demonstration Units, etc., at their meeting places, so that group travel will not discourage members from learning what the museum offers. Although it was felt the museum was the most

TABLE IV
KANSAS HEALTH MUSEUM YOUTH GROUP ATTENDANCE BY TOWN
FROM MARCH 1968 THROUGH FEBRUARY 1969

Kansas Town	Number of Groups	Group Attendance	Kansas Town	Number of Groups	Group Attendance
Alden	1	23	Haysville	1	23
Argonia	1	20	Hutchinson	2	42
Belle Plaine	2	71	Lyons	5	77
Burrton	1	7	Marion	1	13
Caldwell	2	65	Moundridge	1	5
Derby	3	43	Newton	9	129
El Dorado	1	22	Pratt	1	27
Galva	1	13	Salina	2	32
Great Bend	2	38	Towanda	1	13
Halstead	1	31	Wichita	30	500
			Total	68	1,204

Table IV analyzes by towns in Kansas the number of youth groups and the attendance for the youth groups, from March 1968 through February 1969. A total of 68 groups with a total attendance of 1,204 youths from 20 Kansas towns visited the Museum that year. As the table indicates, the largest number of youth groups visiting the Museum was from Wichita, with 30 groups and 500 school-age students. Although the numbers do not seem overly impressive, one must consider the fact that the groups usually make annual visits to the museum, thereby actually reaching approximately 80 per cent of the total youth population in each town, over a period of years.

TABLE V

KANSAS HEALTH MUSEUM YOUTH GROUP ATTENDANCE
FROM MARCH 1968 THROUGH FEBRUARY 1969

Type of Group	Number of Groups	Total Attendance
Miscellaneous	18	407
Church	16	107
Camp Fire Girls	12	145
Girl Scouts	10	242
4-H Clubs	8	209
Cub Scouts	3	62
Boy Scouts	1	32
Brownies	1	24
Total	69	1,228

TABLE VI

KANSAS HEALTH MUSEUM SCHOOL ATTENDANCE
FROM MARCH 1968 THROUGH FEBRUARY 1969

School Level	Number of Groups	Total Attendance
Elementary	184	9,062
Secondary	38	1,087
College	4	112
Professional Nurses	2	22
Vocational Classes	3	78
Total	231	10,361

TABLE VII

KANSAS HEALTH MUSEUM SCHOOL ATTENDANCE BY TOWN
FROM MARCH 1968 THROUGH FEBRUARY 1969

Kansas Town	Number of Gps	Attend- ance	Kansas Town	Number of Gps	Attend- ance
Alcott	2	38	El Dorado	2	40
Andale	1	29	Elmdale	1	31
Andover	4	251	Emporia	1	20
Anthony	3	152	Eudora	1	99
Arlington	1	10	Ellsworth	1	47
Atlanta	1	36	Galva	2	72
Augusta	3	160	Garden Plain	2	110
Blue Ridge	1	61	Geneseo	1	20
Buckner	1	85	Goddard	3	172
Buhler	3	127	Goessel	1	36
Burrton	1	50	Great Bend	1	4
Bushton	1	25	Halstead	30	850
Canton	1	22	Harper	1	33
Cheney	4	227	Haven	3	79
Clafflin	1	13	Haysville	3	155
Colwich	6	184	Hesston	3	80
Cottonwood Falls	1	53	Hillsboro	3	77
Deerfield	1	13	Hudson	1	23
Derby	3	352	Hutchinson	9	433
Douglas	1	47	Kingman	3	85
Durham	1	20	Kiowa	1	41

TABLE VII (Continued)

Kansas Town	Number of Gps	Attend- ance	Kansas Town	Number of Gps	Attend- ance
Lakin	1	25	Sawyer	2	33
Larned	3	27	Sedgwick	5	187
Latham	1	26	Stafford	1	35
Lincoln	2	124	Spivey	1	15
Lindsborg	3	51	Sterling	2	69
Little River	2	50	Strong City	1	48
McPherson	5	171	Sylvia	1	31
Manhattan	4	98	Talmage	1	16
Marquette	1	28	Turon	1	23
Maize	1	88	Udall	1	20
Moundridge	1	34	Valley Center	1	58
Murdock	2	62	Whitewater	2	27
Newton	14	605	Windom	2	73
Partridge	2	75	Wichita	42	3,606
Peabody	2	92	Winfield	6	58
Roxbury	1	38			
Salina	3	86	Total	231	10,361

effective place for health education lectures, the museum Director was willing to travel and did so often. The director normally supplements his lectures with a film or film-strip.

The nucleus of the museum is, of course, its exhibits. There are 22 exhibits and displays at the museum. These audio-visual aids are built with the intention of being handled by children. There are no "do not touch" signs at the museum, for all exhibits are to be fully utilized. The museum is a teaching and working museum; that is what makes it unique.

The following descriptions of the exhibits at the Kansas Health Museum are re-printed with cooperation of Mr. William Schaaake, the Executive Director of the Hertzler Research Foundation.

"VALEDA" - The Plexiglas Lady who tells by recording, the organs in the body. She was assembled bit by intricate bit. The original model was made by completely coating a 28-year-old German woman with a rubber composition which was allowed to harden. This was then peeled off and formed the mold for her plastic skin. Her skeleton is made of aluminum and is situated exactly as it is in the normal human body and tucked inside are her internal organs made of plastic and all scientifically correct. Many students have shown surprise that her gall bladder is so small, though realistic. Actually only about one-third of the gall bladder shows, the rest being behind the liver.

Coiling and branching just under the plastic skin is her network of arteries and veins, made of red and blue plastic-coated wire (actually 6-1/2 miles of them). But, if you took all the blood vessels of an adult human and laid them end to end, they would go around the earth four times (sic). We adults have 100,000 miles of blood vessels in our bodies.

The lymphatic system, shown in green, is shown only on her right side and her nerves, in yellow, only on her left side. Only the largest of the superficial vessels and nerves are shown, for if every one were shown, there would be so dense a network you could not see through. Her organs are lighted by minute bulbs, some thirty of them.

She is the physical prototype of all women. She is five-feet, seven-inches tall and, while she would weight (sic) about 145 pounds if she were human, her actual weight is 98 pounds. She is attached to her pedestal by her heels, so extreme caution must be taken to prevent her from falling.

While the electrical wiring for "Valeda" was done at the Gesundheits, the electronics were designed by W. W. Cranford in

Chicago, Illinois. The scripts for the recordings were written by Edith Roberts of the Hinsdale, Illinois, museum. The total cost of Valeda was \$14,105.00.

"A CHILD IS BORN" - A relief in plastic, depicting the mystical warmth and tenderness of a mother holding for the first time her newborn child.

"PATHWAY OF THE EGG" - Sections of the uterus, and a tube and an egg rupturing out of its follicle, its path through the tube, its fertilization and early stage of division, and eventual implantation in the rich lining of the uterus.

"ENDOCRINE GLANDS" - Life size models of a woman's torso showing the location of the endocrine glands. Each gland light up in sequence with a panel describing the function.

"REPRODUCTION" - Midsagittal sections of models showing the genitourinary tract of the male and female. This panel explains the anatomy and function of the reproductive organs.

"FATHER DETERMINES SEX" - A description of the twenty-third pair of chromosomes which dictates whether the child is a boy or girl.

"FROM EGG TO EMBRYO" - Bathed in blacklight are phosphorescent models of the embryo up to 35 days old. These accurate representations show the steady development of size and form of the young life inside the mother's uterus.

"WHEN TO EXPECT BABY" - This panel has a device by which expectant mothers can dial the approximate time of birth. Also, models showing the stages of monthly development are illustrated.

"BIRTH SERIES" - These models are sculptured studies of the infant during the birth process and are based on X-ray pictures made by an obstetrician.

"BODY SENSES" - Careful consideration reveals the inaccuracy of the popular notion that man is equipped with but five senses--vision, hearing, taste, smell and touch. Considerably more than touch is experienced from skin stimulation. Sensations of pressure, heat, and cold are a few possible ways the skin detects. There are certain senses dealing with the balance of the body and with the experience of rotation. Hunger and thirst are true sensations from the interior of the body. The Museum's developed nervous system "feels" the world around and in us, and from this constant gathering of information responses are determined.

"INSIDE THE MOUTH" - The inside of the mouth, nose, and throat are visible from both front and rear on this three-dimensional over-size head. Taste areas on the tongue, the structure of the nose, the location of the adenoids, tonsils, Eustachian tubes, epiglottis, vocal cords, and the esophagus are labeled.

"SOUND AND BALANCE" - A greatly enlarged three-dimensional section of the ear demonstrates the structure of the outer and inner ears. By pushing a series of buttons, the student can trace sound through the external ear and across the middle ear into the cochlea. Mounted on the panel are actual specimens of the ear bones and semicircular canals. Also explained is the operation of the hearing aid. Beside the ear is a greatly enlarged model devoted to the semicircular canals which are important in balance.

"THE EYE" - A panel explaining the anatomy and function of the eye. By pushing buttons, the student can see and hear what is meant by normal vision, far-sightedness, near-sightedness, and astigmatism. By the use of lenses it is demonstrated how distorted vision can be corrected. Included are lighted panels for the test of colorblindness and vision.

"SKIN SECTION" - A greatly magnified section of skin representing a cubic centimeter, fashioned from plexiglas, shows hair and hair follicles, arteries, veins, sweat glands and oil glands in full color. It explains how the blood vessels in the skin serve as a thermostat to keep body temperature constant; how sweat glands carry off waste and help cool the body in the summer; how oil glands operate to prevent entry of bacteria. This panel is used in correlation with "Sense Organs of the Skin".

"SENSE ORGANS OF THE SKIN" - The sense of "touch" as illustrated in this exhibit includes pain, contact, heat, pressure, traction, cold and tickle. Each type of nerve receptor is illustrated. Included with each illustration is an explanation of function and the number of receptors per square centimeter of skin. The student can experience all of the sensations of touch by feeling different objects displayed on the front of the panel. There is a braille card mounted at the side to demonstrate how some people "see" with the tips of their fingers.

"CROSS SECTION OF THE NOSE" - A large striking cross section of the nose displays the sinuses and nasal passageway. Pin-pointed is the olfactory lobe where the nerve cells that detect odors are located. At one side and styled in plexiglas is a detailed colored relief of olfactory nerves. Included with the panel is the concept of flavor.

"YOUR TEETH" - Each part of a giant transparent tooth--the crown and root--lights up as a narrator (on recording) defines it. Next, the various substances--enamel, tementum, dentine, pulp cavity, periodontal membrane, jawbone, and bum--light up and are described by a narrator (on recording) who emphasizes that a tooth is a living organ. Why teeth have to be straightened and the difference between the teeth of a six-year-old child and an adult are shown on enlarged transparencies.

"HOW AND WHY YOU BREATHE" - This exhibit is a composite of three panels: Why You Have Lungs; How Your Lungs Work; and What Is Your Lung Capacity. The first panel, Why You Have Lungs, illustrates by

use of photographs and drawings the function of the alveoli. Included on the first panel is a diagram of the human body on which is mounted, in plastic, a facsimile of the circulatory cycle. By activating a hidden pump the pattern of blood circulation in the human body is shown as the fluid passes through the four chambers of the heart in proper sequence, with pulmonary circulation clearly discernible. The second panel, How Your Lungs Work, displays a life-size, cut-away model of the lungs which demonstrates the mechanism of breathing. The third panel, What Is Your Lung Capacity, incorporates the use of a "Vitalometer" to permit each person to test his lung capacity by exhaling into a tube and reading the result on a meter. Charts on the panel indicate normal capacity.

"THE HEART" - The heart exhibit is also a composite display. A 4-1/2 minute color sound film describing the work of the heart is operated by a push button. A life-like and life-size model of a human heart is suspended behind a clear plastic cover. As the electrocardiograph is explained by the recorded narrator, a greatly enlarged graph of a human heartbeat lights up in sequence with the description. You can "see" and "hear" your own heartbeat by means of an electronic stethoscope and an attached oscilloscope. The heart exhibit is demonstrated by Museum personnel.

"WALKING MOTION OF THE LEG" - This exhibit explains the movement of the human leg in motion.

The Kansas Health Museum has a large film library on a variety of health-associated subjects. Table VIII shows the frequency of film usage from March 1968 through February 1969; the number of times each film was shown and the number of viewers for each film. Of the 21 films shown during this time, eleven films might be considered "sex education" films, while the other ten are un-related to sex education. However, in comparing the times shown and the number of viewers in attendance for each film, it is interesting to note that the human growth and development films were shown 66 times, to 1,686 persons, while the other films were shown only 28 times, to 742 visitors, during the indicated 12-month period. According to the Director, the museum is growing each year. In the months of April and May 1969, a total of approximately 2,000 students visited the museum; at least 75 per cent of the elementary students were given the Human Growth and Development lessons.

TABLE VIII
KANSAS HEALTH MUSEUM FILM USAGE

Name of Film	Times Shown (Mar. 1968-Feb. 1969)	Attendance
Human Growth	22	589
Human Machine	9	299
From Generation to Generation	10	225
Smoke, Anyone?	8	206
Gateways to the Mind--Part I	7	201
The Day Life Begins	6	133
Girl to Woman	5	105
Human Heredity	4	89
Quarter of a Million Teenagers	3	79
You and Your Five Senses	2	77
It's Wonderful Being a Girl	2	53
Hemo the Magnificent--Part II	2	52
Human and Animal Beginnings	2	52
Red River of Life--Part I	2	50
Gateways to the Mind--Part II	1	47
You, The Living Machine	1	35
Exploring the Human Nervous System	2	32
Human Body: Skeletal System	1	27
Boy To Man	2	27
Human Body: Respiratory System	1	25
Human Body: The Muscular System	1	25

CHAPTER VIII

SUMMARY

Although the sex education controversy is a nationwide problem, the Bible Belt has been thrown into a frenzy of accusations and mistrust. Those groups opposing sex education have organizational titles such as "TASTE", "Concerned Parents for Responsible Education", and "Concerned Parents". People advocating sex education have not officially organized their groups, however, and the main target of the anti-sex education people is SIECUS (Sex Information and Education Council of the United States).

SIECUS consists of a 50-man board of professionals including physicians, clergy, educators and sex researchers. SIECUS has been charged as supporting the Communist conspiracy to undermine the school systems by preoccupying children's minds with sex. SIECUS director, Dr. Mary Calderone, defended the board members stating that the charges were completely false.

In a televised debate from Topeka, Kansas, the Supervisor of Health, Physical Education, Safety and Athletics of USD Number 501, at Topeka, Kansas, Dr. Quentin Groves discussed the sex education program with Mr. Paul Clemmer, an interested parent. Dr. Groves presented and defended the Topeka program and announced that it would continue, unchanged. Mr. Clemmer expressed the fear the teachers were immoral and that "perverted" persons could get into the school system, for the purpose of teaching sex education.

Many parents are honestly concerned about how this "delicate" subject is being taught to their children. It has been charged that the organized protest groups are interested not in improving schools, but in controlling them.

According to the director, SIECUS' aim has been simply: to "establish man's sexuality as a health entity . . . to identify the special characteristics that distinguish (human sexuality) 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 . . . "

Dr. Isadore Rubin, a member of the SIECUS board stated, "The current controversy over sex education reinforces my belief that our biggest need is not sex education for youngsters, but for adults".

In Oklahoma City, Oklahoma, the Rev. David F. Webber has presented radio broadcasts supported by the Southwest Radio Church, which strongly spoke against sex education. He might be credited with being a strong force in the turbulence over sex education in the Bible Belt. In one of his broadcasts, Mr. Webber declined to read a "rather long list" of Communist fronts which the Reverend William H. Genne of the SIECUS board, has been affiliated with. This list was a total of three, which may have taken one minute to read, but by not reading the "long" list, listeners were left with the impression that it might have been much longer. The Reverend Genne denied these charges by the Reverend Webber and others.

Dr. Gordon Drake of Tulsa, Oklahoma, wrote a pamphlet entitled "Is the School House the Proper Place to Teach Raw Sex?". The pamphlet concerns, he claims, the debauchery of America by Sexual-freedom lovers,

and SIECUS' pack of carnivorous sexologists. Dr. Drake is the Christian Crusade's No. 1 spokesman. He blends God, patriotism, and homespun values with emotionalism and eye-catching examples to shock his audience. He charges, "They've thrown God and the Bible out of school and put sex education in."

Readers Digest stated: "If the charges of communist leanings weren't so vicious, they would almost be amusing."

Generally, parents feel that some sex education is appropriate and that the schools can teach the children the facts better than they themselves can. But, the thought that the sex education programs are promoted by Communists, prompts many parents to squelch the sex education programs. Other parents do not want sex open for scrutiny, and cringe at the thought that their babies are being taught tainted sex education.

Two of the larger cities in Kansas, Wichita and Topeka, have planned programs of sex education and have publicized them. Wichita starts their program on a moderate scale in the first grade and strengthens the program for eighth and twelfth graders. Topeka, Kansas, has made available their "Position Paper on Human Growth and Development", stating that it is not their intention to force parents and children to submit to educational activities which are not in good taste and beneficial.

In the "heart" of the Kansas Bible Belt, in Halstead, Kansas, is the Kansas Health Museum. The Museum presents a unique and exciting health education program for the mid-West, according to the Trustees. It uses audio-visual methods of instruction to make the characteristics of good health visible and tell clearly the story of the normal human body and its functions. "Human Growth and Development" is the title preferred for its sex education classes. The growth and development of human beings

is considered a science. From March 1968 through February 1969, 19,605 people visited the Museum either individually or in groups. Over 10,000 of these visitors were school-age students. There are twenty-two audio-visual exhibits in the Museum. It is a teaching and working museum; there are no "do not touch" signs anywhere. The Museum has a film library of twenty-two films or film strips. When school groups attend the Museum they are offered three main types of tours: browsing, lecture, or a combination of the two. The most often used lecture for school age groups is the presentation on "Human Growth and Development". These presentations are follow-ups to classroom lessons, and the Museum is trying to get the classes to visit the Museum for pre-classroom studies as well.

There are true, deep-rooted feelings against sex education in the Bible Belt, as well as strong feelings of the need for sex education. On either side of the controversy, however, the children's needs should be the utmost consideration.

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SEX EDUCATION IN THE BIBLE BELT

by

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B. S., Kansas State University, 1968

AN ABSTRACT OF A MASTER'S REPORT

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requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
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Purpose and Procedure

The purpose of this study was to assemble in one report both arguments on the sex education controversy: the proponents of sex education and why they believed such programs should be incorporated into the public school curriculum, and the anti-sex education adversaries and why they believed sex education programs should be eliminated.

The presentation of this study will better enable administrators and educators to understand the strong feelings parents have regarding sex education for their children. Its purpose is also to bring to light for the parents, the role of the schools in sex education in the Kansas Bible Belt. Better understanding by both sides of the controversy is hoped for.

Arguments on sex education were scrutinized individually and then collectively. Opinions on sex education in the public schools have been related by television debate, newspaper articles, and magazine publications.

In some schools, sex education has been studied, re-evaluated, and sometimes cancelled. However, some schools have defended their programs and continued teaching sex education.

This controversy developed into name-calling, mud-slinging attacks from both sides. Many school board members and superintendents have lost their jobs because of their positions on sex education. And, a few elected officials will not be re-elected.

The programs of sex education in Topeka, Kansas, and Wichita, Kansas, have been presented as recommended by the local school officials.

The Sex Information and Education Council of the United States (SIECUS) has been studied and the strong opposition to the organization

has been scrutinized. SIECUS is charged with being a Communist organization, plotting to undermine the school educational systems and to keep children pre-occupied with sex.

As Director for nine months of the Kansas Health Museum at Halstead, Kansas (in the "heart" of the Kansas Bible Belt), the writer has been personally involved with the sex education controversy. The writer was responsible for teaching Human Growth and Development classes to over 10,000 young people. The Museum offers a supplemental sex education program to be used as introductory and follow-up presentations for sex education studies.

Is sex education in the public schools a worthy addition to the public school's curriculum? The arguments supporting and condemning the programs are of utmost importance to administrators, educators and parents. There are others who should be considered while the mud-slinging arguments are going on. Those who have been almost ignored in the battle and who have been unable to speak for themselves due to the fights above their heads. Let us consider foremost, the children.