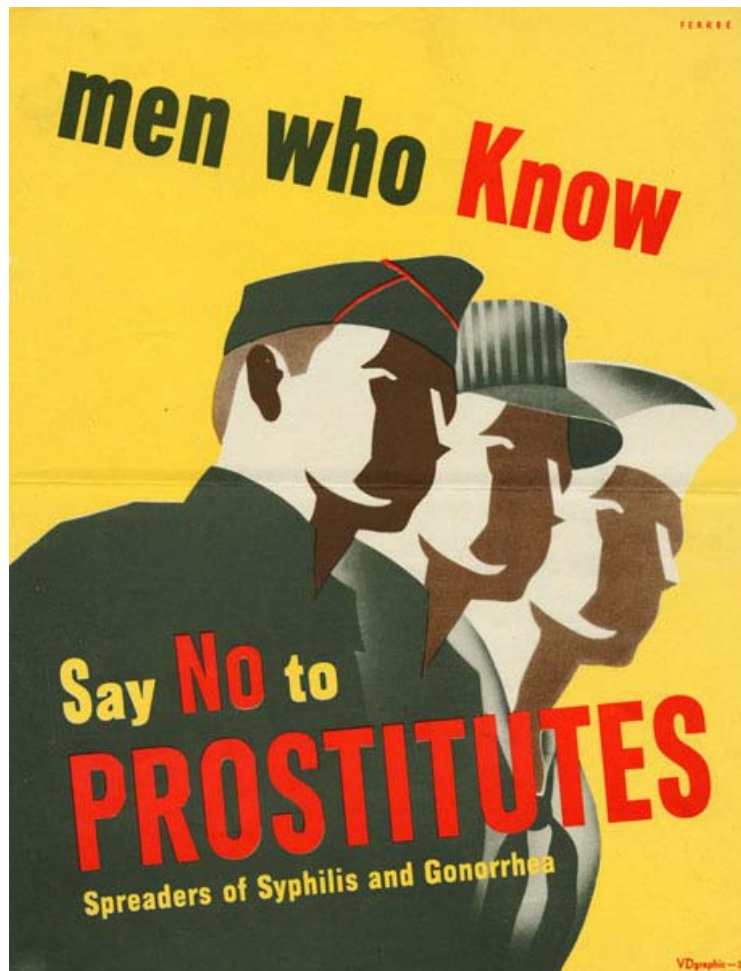


The History of Sex Education in the United States

A Bibliography



Amanda Goodman

Information Sources and Services

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"We look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression--everywhere in the world.

The second is freedom of every person to worship God in his own way--

everywhere in the world.

The third is freedom from want--everywhere in the world.

The fourth is freedom from fear--anywhere in the world."

--President Franklin Roosevelt, 1941

Scope

This paper covers the history of sex education in the United States from 1900 to 2010. Sex education refers specifically to education that is endorsed by public funding by the government since it is difficult to obtain accounts of instruction being taught in the home during this time period. It is important to note that often the federal government did not put their name directly behind campaigns but encouraged local community groups to take credit even though the government was funding the projects. Sex instruction was at times heralded as a way to protect the country's health while at other times it was deemed intrusive to a family's morality. Women's rights during this period also changed dramatically as women gained more autonomy over their bodies and reproductive rights.

Lists of subject headings as well as the Library of Congress and Dewey Decimal classification system are included to aid further research. Resources are arranged by type in alphabetical order because of the diversity of information provided over the span of 110 years this bibliography covers. Primary resources are included in the bibliography to give a historically correct context of the wording and opinions endorsed by the government and public at the time. Other sources include sex education books written during the period covered, institutions

associated with the continued studies of human sexuality, as well as more contemporary books that study the history of sex education.

Introduction

Pre-Twentieth Century

The rigid stance on sexuality in Victorian England reached across the seas and the globe to influence the sex lives of people around the world. Women of good standing and of any decency were expected to remain chaste until marriage and then to only concern themselves with being mothers. They were not to enjoy sex. Men on the other hand, were known to be unable to resist sexual temptation and society recognized the necessity of prostitutes—fallen women—to relieve the sexual urges of men.

In the United States, a bias against extramarital sex led to a host of laws and challenges that affected the private lives of Americans. The first prominent figure was Anthony Comstock who went on a crusade against what he saw as the lowered morals of Americans. He blamed the rise of prostitution and promiscuity on the recent influx of immigrants. Comstock eventually succeeded at getting a law that would come to be known as the Comstock Act passed which gave the government the power to arrest citizens for the possession of any materials that could be considered obscene or sexual in nature.

One of the groups that Comstock was involved with early on was the Young Men's Christian Association (YMCA). The group focused on the upbringing of virtuous and healthy young Christian men. In order to achieve this, participants were taught one of the earliest forms of public sex education which included information on sexually transmitted diseases, or what they called "venereal diseases" at the time.

Another government run group in the same period was called the Marine Hospital Services (MHS). This organization was created to protect the health of merchant sailors who were then the lifeblood of the United States' international commerce. The MHS was the first organization to require their medical doctors to submit to rigorous training in medicine before they were allowed to practice. This made them the first qualified doctors in the country. Over time, the mission of the MHS spread inland and covered civilian health issues such as clean water, vaccinations, and controlling diseases outbreaks through quarantines. With the government's support and funding, the MHS eventually rose in prominence to become the Public Health Services (PHS). As the PHS, the organization began their mission to create nationwide sex education programs for the betterment of America's health.

1900s

Coming out of the Victorian era, sex education was still a sensitive topic for the government and the PHS to address. However, many factors were converging to cause the increased spread of venereal disease in the country. First, 20 million immigrants arrived between 1880 and 1924. Since the PHS was examining these immigrants as they arrived, they were able to expand their knowledge of venereal diseases on a large scale. Second, medical professionals had discovered germs and were beginning to understand how diseases were spread. Third, many immigrant women came to the United States only to discover that the American dream was further off than they had hoped and so were forced to turn to prostitution in order to support their families. This led to a widespread belief amongst native citizens that immigrants were promiscuous which played into Comstock's earlier xenophobic remarks. Finally, with the Industrial Revolution in full swing, both sexes were out working in the cities and for the first time, free to mingle with one another away from chaperones. This was the beginning of modern

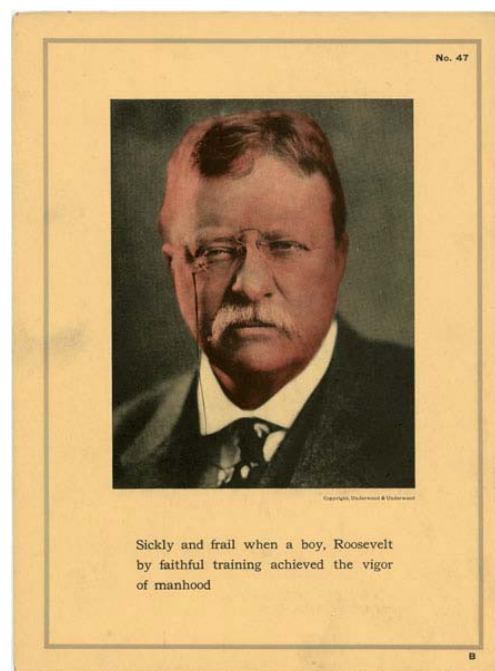
dating. With these factors combined, venereal diseases such as syphilis and gonorrhea were decried as being real threats to American public health.

As fears grew about the spread of venereal disease the PHS seized upon the opportunity to promote sex education. Their message was well-accepted because people began to realize that venereal disease could happen to anyone. This openness allowed the PHS to directly advocate for sex education. Their first campaigns were focused on reproduction, child care, the meaning of marriage, abstinence before marriage, and marital fidelity. By advocating a focus on the family and abstinence, their message was very popular at the turn of the century.

1910s

Picking up on the public's increased desire for sexual safety, the YMCA created the Keeping Fit program. The campaign was aimed at young men between 14 and 21 years of age. The emphasis was that manliness came not from sexuality but from the ability to be completely self-controlled. This self-control meant that they resisted their sexual urges.

Then in 1914, another group formed calling itself the American Social Hygiene Association (ASHA). They used the term social hygiene since it was the polite terminology for discussing sex education. However, this group was just an umbrella name for many smaller groups which were banding together to fight the rise of venereal diseases. The ASHA's goals were to:



This poster reminds boys to master self-control if they too want to grow up to be capable men.

1. End the silence surrounding the discussion of venereal diseases.
2. Have sex education taught in schools and reach the public.
3. Research into the cause of venereal diseases.
4. Bring down the cost of medical care for venereal diseases.
5. Get public officials to talk about the effects of venereal diseases on the United States.

However, opportunities for the ASHA to spread their message did not fully mature until the United States entered World War I.



Warnings about the health dangers of prostitutes and disease were posted around military bases.

When young men were away from the eyes of their parents, they were free to experiment with their sexuality in ways that they would have been unable to at home. As soldiers, men had the capabilities to discover sex for themselves. However, the price of sex came with the risk of contracting venereal diseases from the prostitutes they encountered near their bases. The rise of syphilis and gonorrhea in the ranks forced the creation of the Commission on Training Camp Activities (CTCA) in 1917. This program promoted abstinence among soldiers. Sex education was also being taught through propaganda films. These films often had the plot of a soldier

contracting syphilis from a prostitute then passing it onto his wife, who would later give birth to a deformed or dead child thanks to the infection. An impressive number of these films were made and shown at the time.

Another way for the government to try and stop the spread of venereal diseases was the 1918 Chamberlain-Kahn Act. This act allowed the government to round up women suspected of being prostitutes and test them for disease. This led to the detention of 18,000 women during the war. Thirty-two states also created their own laws stating that suspected prostitutes had to be tested too.

Indiana launched a program called, "No Armistice with Venereal Disease." The high medical cost of fighting the diseases promoted their actions. A series of laws were also enacted that outlawed prostitution, shut down red light districts, and allowed local governments to shut down locations suspected of being used by prostitutes as places to meet Johns. Private and public programs also stressed that sex education needed to be done in the home by the parents instead of allowing children to learn misinformation from older schoolmates or malicious adults. Sex education was stressed as a means to protect the family structure.

A notable development during this period was Margaret Sanger opening the first birth control clinic in the country. She opened it in October 1916 in Brooklyn. Within two weeks her clinic was raided and she was arrested. However, Sanger was not to be dissuaded from her mission. She had witnessed her mother die after becoming pregnant nineteen times. Sanger fled the country and waited for the political climate to change.

1920s

After the war, people were encouraged to take the newly developed Wasserman Test which allowed doctors to diagnose syphilis through laboratory testing. However, the test was not yet

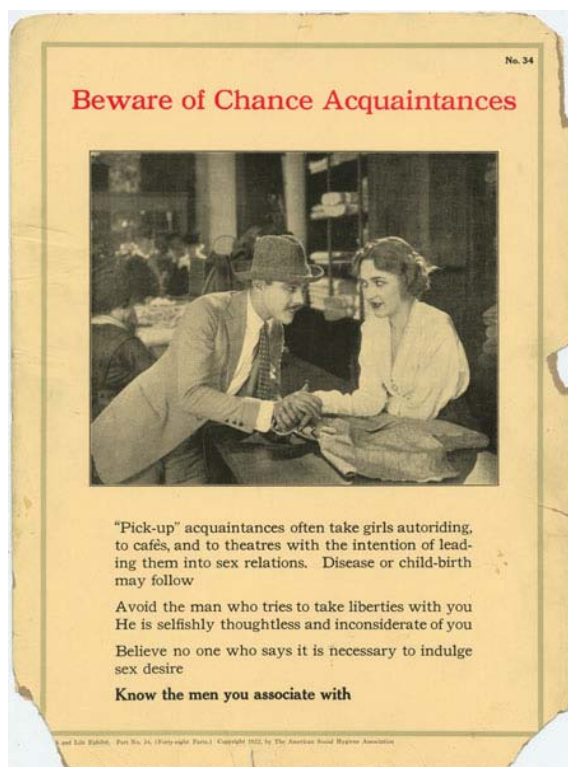
perfected and led to a lot of false positives. This led to some hysteria as people began to fear that syphilis was everywhere.

The PHS jumped at this opportunity and led the crusade against venereal disease by playing on racist fears. They issued dire warnings that whites were in danger of going extinct if they contracted syphilis by sleeping with immigrants. Since syphilis leads to infertility, white people were soon going to be unable to reproduce at all if they did not stop sleeping with immigrants.

However, racism was nothing new to the PHS or other sex education advocacy groups. The prevailing assumption of the era was that African-Americans were more sexually promiscuous than whites. A rallying cry went up

that the chastity of white women had to be protected against black men. In reaction to this,

the black community rejected sex education efforts by the PHS, as they saw it as genocide to their people. This fear along with the general lack of concern towards minority health allowed venereal diseases to increase in these communities. As for the PHS, by the end of the 1920s, their budget from the federal government was sharply cut as the Great Depression approached, and sex education lost priority in the eyes of the public.



Young women were warned to guard their chastity against seductive men.

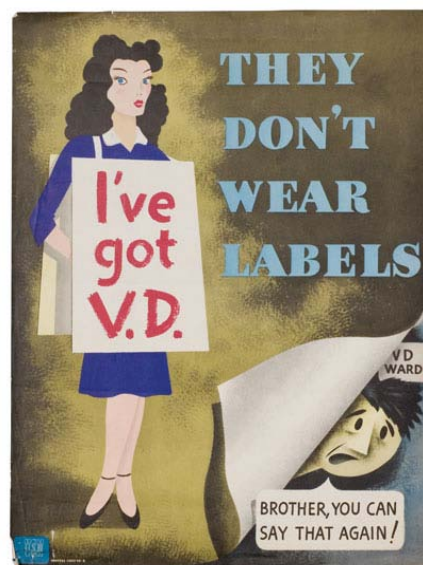
1930s

In 1930, the Supreme Court ordered condoms illegal if they were used for the purposes of contraception. However, they could be purchased if they were used to prevent the spread of venereal diseases. Condoms use became widespread as they became available for sale for the first time in 1936. The Supreme Court's ruling caused a reemergence of the idea that sex was the domain of the federal government. During this decade, the government became a centralized force for sex education as they government promoted it through pamphlets, newspapers, luncheons, radio broadcasts and even PTA meetings. The reason for this renewed interest? The fear of venereal diseases was back on the radar.

Partnerships between local and the federal governments allowed for the dissemination of sex education information in communities. College students were one of the most vocal supporters of sex education and at first they were supported, until it was discovered that they had one of the lowest rates of venereal disease in the country. This discovery led to them being dropped as a target audience.

By 1938, a Gallup Poll showed that 90% of Americans wanted information about venereal diseases. They got their wish when the National Venereal Diseases Control Act of 1938 was passed. The act set aside funding for the rapid treatment of syphilis in local treatment centers.

Two other legal events also took place during this decade. The first was the Tuskegee Syphilis Experiment. African-American men's cases of untreated syphilis were studied to



This poster highlights how you cannot detect venereal disease by just looking at a person.

discover the different stages of the disease as it progressed. This deadly experiment would not become publically known until 1972. The other legal event was the passing of the Hays Code. This code made it illegal for films or any other medium to have frank discussions about sex. Hollywood by this time had progressed to erotic films which was the target of the code. However, it also meant that fully informed films about sex education were barred from production. The Hays Code put a damper on the widespread advancement of sexual health knowledge.

1940s

Soon into the 1940s, the United States was forcefully dragged into World War II after the bombing of Pearl Harbor, Hawaii. In a moment that mirrored the spike of venereal disease during World War I, many soldiers were found in their health inspections to be infected. Red light districts also emerged again near army bases which magnified the problem. The May Act in 1941 for the first time gave the federal government the ability to regulate prostitution near military bases. This led to mandatory government sex education for all soldiers, which came along with fifty million condoms being distributed to U.S. soldiers each month during the war.

The PHS and ASHA also responded by creating the Eight Point Agreement in 1940. The purpose of this agreement was to fight off venereal diseases amongst the troops. Using the earlier stated goals of the ASHA renewed efforts to track the spread of infections; they created a successful campaign to inform the public of their work. They also partnered with Hollywood PHS to produce dramatic radio shows and short films about the dangers of venereal diseases for a new generation. The silent films of the past were no longer effective tools in educating a more worldly population.

Meanwhile back home, young women were also getting a government funded sex education program. Reports of teenage promiscuity had gone up as local girls entertained themselves by spending time with stationed soldiers in their hometowns. Parents demanded more vigorous sex education that taught morality and chastity in the schools. The PHS and U.S. Bureau of Education took it upon themselves to further their objective of getting sex education in the schools by further spreading rumors of promiscuous immigrants. It was proposed that the way to end these perceived lifestyles would be to directly teach sexual morality to immigrant children in the schools. So, as the decade ended, sex education was back in the schools right where the PHS wanted it to be.

1950s

Unlike the students of the 1930s with their low venereal diseases rates, the spread of disease in teenagers of the 50s was spiking. When the nation's attention was distracted by the war, teenagers had become accustomed to the freedom of having sexual partners. As teen pregnancies began to climb, American society looked for a solution. What they chose was radical: encouraging teens to marry. The mindset was that the sooner a teenager was safe within the confines of marriage—seen as a healthy and safe place to let their sexual energy loose—America's moral high ground could be regained.



During this era, it was believed that parents should be the first educators about sex for their children.

Society was accommodating to this idea of young marriage. The G.I. Bill allowed soldiers to get an education, a year of unemployment, as well as affording them low interest on loans. At the same time, mortgage lending practices were eased which made it easy for young couples to afford a home. Together these circumstances saw that by 1959, half of all brides were under the age of nineteen years old. Sex education in the schools became focused on family life and training girls how to manage a household instead of worrying about disease.

These early marriages led to increased birth rates and what we call the Baby Boomer Generation. Young couples were completing their families at an early age which then led to a demand for a way to prevent further pregnancies. The government heard their complaints and allowed condoms to be sold over the counter for the first time. Other contraceptives that also came out during this period were douches and spermicides.

Alfred C. Kinsey's reports on the *Sexual Behavior of the Human Male* (1948) and the *Sexual Behavior of the Human Female* (1953) also revealed that the sexual morals endorsed by society did not match their actual sex behaviors. Promiscuity, sex before marriage, as well as other controversial sexual behaviors like homosexuality was made public for the first time. Homosexuality was considered a mental illness that needed to be cured. As for minorities, they were continually left out of the sexual health arena as in all other areas of public concern.

1960s

President Johnson presented his Great Society plan in 1964 which had a component to end poverty in America. He believed that birth control methods were an important way to eradicate poverty since too many children strained a family's budget. His support smoothed the way for contraceptives and more widespread support of sex education.

Then in 1960 the revolution that Margaret Sanger had been waiting for arrived: the birth control pill. Initially tested in Puerto Rico, the pill was the first orally taken contraceptive. The arrival of it proved prudent as unwanted pregnancies were a hot topic thanks to President Johnson and women were looking for ways to control their fertility. By 1968, a national trend of unmarried couples living together was picking up. However, as the decade began to close out, distrust of the government was growing thanks to the Vietnam War. The government and the PHS began to lose their ability to teach comprehensive sex education in the classrooms across America.

1970s

In the 1970s, Americans were still unwilling to accept that teenagers were having sex. The government responded by creating the *Teenage Pregnancy: Everyone's Problem* pamphlet which discussed six methods of birth control: the pill, IUD, diaphragms, condoms, spermicide foams, as well as the withdrawal method. The pamphlet was groundbreaking in its depth of knowledge but there was a problem: you had to mail a request in to receive it. Therefore, the pamphlets had an obstacle to overcome in reaching the intended audience. It is unknown how many copies found an audience.

The court case that changed America was decided in 1973 when *Roe vs. Wade* legalized abortion. Abortion had been happening all along, but now that it was legal, it could be regulated and made safer for women everywhere as standards were set. This gave women greater reproductive freedom.

The later years of the decade were focused on fears of overpopulation thanks to the Baby Boomer Generation. Two government acts were created to deal with these fears. The first was the Family Planning Services and Population Research Act which formalized President

Johnson's earlier warnings that unwanted pregnancies led to poverty. The public also believed that these unwanted children were more vulnerable to child abuse than their wanted counterparts. The act also allowed for greater contraceptive education. The second move by the government was the creation of Title X. This program allowed all citizens access to sex education and contraceptives.

1980s

With the election of President Regan, sex education in America came under scrutiny as

the conservative movement took over the political scene. Regan's election led to the passing of the Adolescent Family Life Act of 1981 which called for abstinence-only programs. It would become known as Title XX, a sharp contrast to the previous sex education encouraging Title X. Funding was directed toward the Religious Right's sex education programs as the country tried to fight the increase in teen pregnancy and sexually transmitted diseases (the modern term for venereal disease). Another clause included in this act was the "squeal rule." This rule stipulated



Sex was no longer the forbidden topic it had been previously and laws had been relaxed, allowing Hollywood to resume making motion pictures that would have been considered lewd in earlier times.

that if a teen sought contraceptives, their parents were notified. This turned teens away from securing information about sex education. The rule was in place at any clinic that accepted federal funding.

Regan was fighting what he believed to be a moral battle against the evils of extramarital sex. The Religious Right conservative movement was against the more European based model of sex education as a preventative measure in the battle against diseases and unwanted children. By making the issue of sex education a moral issue, each side was able to demonize the other. People began to see the government as an entity involved in their health care, and instead looked to private organizations such as SIECUS, Planned Parenthood (founded by Margaret Sanger), and the Guttmacher Institute for their sex education needs.

The government was also downsized under Regan's presidency which led to many PHS hospitals being closed down. The closing of the hospitals greatly diminished the PHS's ability to reach out to the community to provide comprehensive sex education. Regan's downsizing of hospitals came at precisely the wrong time as the AIDS crisis began in 1981. The president refused to allow government officials to speak about the sexually charged issue until 1986 when Surgeon General C. Everett Koop broke the silence.

Surgeon General Koop was a vocal but religious man who skillfully used his position to advocate for better sex education and wrote a widely read report on the AIDS crisis. The *Surgeon General's Report on Acquired Immune Deficiency Syndrome* advocated for the use of condoms in preventing sexually transmitted diseases. He also warned against the sharing of needles which was known to be a means for AIDS to be transmitted. His report was written in a frank, jargon-free style which allowed many people to understand his message. The report was followed in 1986 by the "*Understanding AIDS*"--*The National AIDS Mailer* which was the first

time the government sent out information about a sex related issue to every household in the United States. This report and the increased awareness of the spread of AIDS led to a demand for comprehensive sex education as the decade ended.

1990s

In 1990, the United States Congress began to plan for a government backed sexual behaviors study akin to the one Kinsey had done in the 40s and 50s. However, word got leaked out to the Religious Right whose outrage caused the study to be cancelled. Funding was instead directed to more abstinence-only education for students. Total funding per year for these programs reached \$50 million. Surgeon General Antonia Novello, under President Bush, Sr., expressed her support that sex and AIDS education should be taught in the home instead of in the schools. Contrary to this, President Clinton's Surgeon General Joycelyn Elders pushed for the teaching of contraceptives in school and therefore became a controversial figure to the Religious Right. When she was reported to have described masturbation as a natural part of human sexuality, she was forced out of office due to the public outcry. The 1990s were characterized by this pushing back and forth of sex education as each Surgeon General handled the issue in their own way.

2000s

Surgeon General David Satcher released *The Surgeon General's Call to Action to Promote Sexual Health and Responsible Sexual Behavior* report in 2001 under the second President Bush. His report added no new information as he spoke of the continued spread of sexually transmitted diseases in the United States. He did however assert that there was no scientific backed knowledge that sexual orientation could be changed. Homosexuality was a topic back on the radar following the murder of Matthew Shephard in 1998 because of his sexual orientation. Towards the end of the decade though, several states passed laws legalizing same-

sex marriage though Proposition 8 in California overturned a law allowing California same-sex marriages in November 2008.

By 2005, the United States had the highest teenage pregnancy numbers of any industrialized country. This led to an examination of the abstinence-only sex education curriculum. It was revealed that 80% of the information being taught in these private but federally funded programs was false or misleading information. To further compound the issue, 67% of Americans believed that condoms distribution should be allowed in schools by 2007. However, the issue of sex education was not a major concern in the life of most Americans between the economic recession and worries over terrorism and war.

2010s

In March, the 2010 Health Care Reform Act allotted \$250 million for Title V abstinence-only sex education programs. This monetary extension will allow for another five years of conservative sex education. Despite the government's stance to fund abstinence-only education programs, several states have decided to opt out of federal funds and teach their own more comprehensive programs.

Conclusion

The role of sex education in America has been focused on preventing sexually transmitted diseases, preventing pre- and extramarital sex, the rights of women to choose how to manage their own reproductive health, and a battle of morality versus medicine. Each decade since 1900 has seen fluctuating opinions on the place of sex education in society. The effects of war called for policies that gave the government the means to enforce mandatory sex education on soldiers. Since the policies were against the spread of disease, Americans embraced them. Yet when the issue was sex outside of marriage, Americans reacted by pushing for young marriages

or refusing to acknowledge that people will have sex despite their marital status. This negligence helped lead to the AIDS crisis since people were poorly educated in preventive safety measures.

The future of sex education is uncertain in America, though the Internet has allowed more people than ever before to gain access to materials that would have been impossible to have obtained prior to online accessibility. Laws are often slow to acknowledge societal changes but as today's youth grow up in a more sexually accessible culture, the role of sex education may finally evolve to allow comprehensive sex education for everyone. It will be federally funded, of course.

LOC Subject Headings:

Below is a list of the Library of Congress subject headings which may be helpful in finding further information. Since sex education is such a controversial topic in the United States, not only is the topic of the history of instruction useful, but so is considering different aspects of sexuality, hygiene, medical policies, diseases, as well as including political points of view. All of these fields have influenced the teaching of sex since the Victorian era.

Contraception—United States—History

Family life education—United States—Handbooks, manuals, etc.

Homosexuality—United States—History—20th century

Hygiene, Sexual—Study and teaching—United States—History

Medical policy—United States—History—20th century

Motion pictures in sex instruction—United States—History

Public Health

Religion and politics—United States—History—20th century

Religious Right—United States—History—20th century

Sex—United States—History—20th century

Sex customs—United States—History—20th century

Sex educators—United States--History



This poster came out after the first child contracted AIDS due to a blood transfusion.

Sex instruction

Sex instruction—United States—History—20th century

Sex instruction for children—United States

Sex instruction for girls—United States—History—20th century

Sex instruction for teenagers—United States

Sexually transmitted diseases—United States—Prevention

Syphilis--Prevention

Video tapes in sex instruction—United States—History

Classifications

As shown with the LOC subject headings, the topic of sex education includes several different areas. The “Family. Marriage. Women” classification yields the most results in the LOC system. However, is important to not only look at the social customs, but also the religious, health, and education areas to find more resources about sex education.

Library of Congress

BC Practical Theology

BV652.95 – 657 Mass media and telecommunication in religion

BV900 – 1450 Religious societies, associations, etc.

BV1000 – 1220 Young Men’s Christian Associations

BV4625 – 4780 Moral theology

BV4625 – 4280 Moral theology

BV4625 – 4627 Sins and vices

BV4630 – 4647 Virtues

HQ The Family. Marriage. Women

HQ1 – 2044 The Family. Marriage. Women

HQ12 – 449 Sexual life

HQ31 - 64 Sex instruction and sexual ethics

LC Special aspects of education

LC65 – 245 Social aspects of education

LC71 – 120.4 Education and the state

LC251 – 951 Moral and religious education

LC321 – 951 Religion and education. Education under church control

LC1390 – 5160.3 Education of special classes of persons

LC1390 Men. Boys

LC1401 – 2572 Women. Girls

LC2574 – 2576 Gays. Lesbians. Bisexuals

RA Public aspects of medicine

RA421 – 790.95 Public health. Hygiene. Preventive medicine

RA639 – 642 Transmission of disease

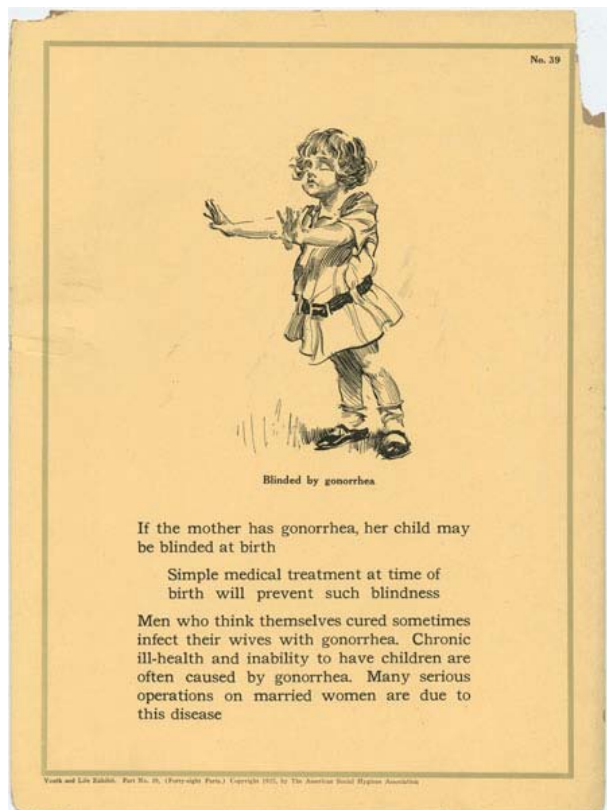
RA643 – 645 Disease (Communicable and noninfectious) and public health

RA646 – 648.3 War and public health

RA773 – 788 Personal health and hygiene

RG Gynecology and obstetrics

RG133 – 137.6 Conception. Artificial insemination. Contraception



Dewey Decimal System

173 Ethics of family relations

176 Ethics of sex & reproduction

306 Culture & institutions

613 Promotion of health

649 Child rearing & home care of children

973 General history of North America; United States

This 1922 American Social Health Association and United States Public Health Service strongly illuminates the dangers of gonorrhoea for unborn children.

Resources

Due the variety of formats used between 1900 and 2010, resources are grouped by type and then listed in alphabetical order. Below is a list of the different formats included in this bibliography:

Associations and Research Centers

Biographical Information about Professionals in Field

Contemporary Books

Current magazine

Dissertations

Encyclopedia and Hand Books

Films and TV

Government Documents

Periodical Articles

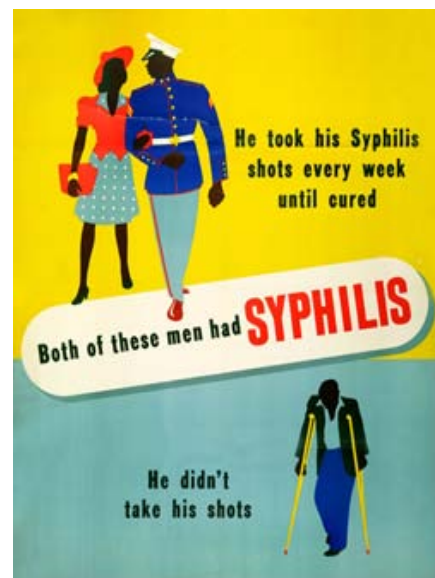
Periodicals

Play

Publisher

Scholarly Books

Websites



Soldiers were reminded in this 1940s poster of the importance of seeking medical care if they contracted syphilis.

Associations and Research Centers

Center For Sexual Health Promotion. *Center For Sexual Health Promotion*. 2010.

<http://www.sexualhealth.indiana.edu/index.html> (accessed April 8, 2010).

The Center focuses on creating a network of scholars at the Indiana University of Bloomington campus as well as globally who seek to advance the field of sexual health. They advocate including local communities and health experts in collaborating in their research efforts.

Guttmacher Institute. *Guttmacher Institute*. 2010. <http://www.guttmacher.org/> (accessed April 7, 2010).

This institution was looked upon in the 1970s as one of the leading organizations for comprehensive sex education. Today, the Guttmacher Institute advocates for changes in sex education policy as well as providing information on a variety of sex related issues from abortion to men's reproductive rights.

National Institutes of Health. *National Institutes of Health*. 2010. <http://www.nih.gov/> (accessed April 7, 2010).

The research arm of the Public Health Services that studied, developed, and promoted information against venereal diseases. Later, NIH would become the leader in the fight against AIDS.

National Sexuality Resource Center. *National Sexuality Resource Center*. 2010. <http://nsrc.sfsu.edu/> (accessed April 8, 2010).

The NSRC is a group that publishes and promotes information that not only covers sexual health and reproduction, but also gender issues.

Planned Parenthood. *Planned Parenthood*. 2010. <http://www.plannedparenthood.org/> (accessed April 7, 2010).

One of the leading organizations within the United States, Planned Parenthood has had a pivotal role in the sexual health and education of Americans for nearly a century. They provide valuable educational resources about sexual health, reproduction, and disease prevention and testing information. They have partnered with many government initiatives to increase the sexual knowledge of all Americans.

Population Council. *Population Council*. 2010. <http://www.popcouncil.org/> (accessed April 7, 2010).

In the 1950s, Population Council helped fund research into new contraceptive methods. They partnered with Planned Parenthood during this time period to advocate contraceptives in order to ease the overwhelming baby boom following World War II. From their website, they seek to “improve the well-being and reproductive health of current and future generations around the world and to help achieve a humane, equitable, and sustainable balance between people and resources.”



Capitalizing on vernacular language spoken by youth, this poster promotes condom usage.

SIECUS. *Sexuality Information and Education Council of the United States*. 2010.

<http://www.siecus.org/> (accessed April 7, 2010).

SIECUS was one of the leading organizations that Americans were getting comprehensive sex education from in the 1970s. Today they continue with their mission of teaching about human sexuality, sexual rights, sexual health, and sexuality education. They are a valuable source that as stated on their website, seeks to “make sexuality education available to all.”

The Kinsey Institute. *The Kinsey Institute for Research in Sex, Gender, and Reproduction*. 2010.
<http://www.kinseyinstitute.org/> (accessed April 8, 2010).

The legacy of Kinsey's work is his institute located at Indiana University. The Institute continues to do research into human sexuality and provide information on the latest studies in the field.

Biographical Information about Professionals in Field

Beisel, Nicola. *Imperiled Innocents: Anthony Comstock and Family Reproduction in Victorian America*. Princeton: Princeton University Press, 1997.

This work discusses Anthony Comstock linking recent immigrants to the United States to what he believed was sexual moral corruption. Beisel writes that Comstock's motives were heavily political as he worked to portray minorities as negatively as possible.

Gathorne-Hardy, Jonathan. *Sex The Measure of All Things: A Life of Alfred C. Kinsey*.
 Bloomington, IN: Indiana University Press, 2000.

This book is written as a reaction against the homophobic judgment in James H. Jones' book, *Alfred C. Kinsey: A Public/Private Life*. Gathorne-Hardy instead focuses on careful researched documents he obtained from the Kinsey Research Institution while also criticizing the earlier work's interpretation of Kinsey.

Koop, C. Everett. *Koop: The Memoirs of America's Family Doctor*. New York: HarperCollins, 1993.

The memoirs of the former Surgeon General Koop discusses his life and the controversies he faced in office.

Snyder, Lynne Page. "New York, the Nation, the World: The Career of Surgeon General Thomas J. Parran, Jr., MD (1892-1968)." *Public Health Reports*, 1995: 630-632.

Dr. Synder's article discusses the life and he challenges Dr. Parran faced in his lifetime. The lingering impact of Dr. Parran's work is also discussed.

Sanger, Margaret. *Margaret Sanger, An Autobiography*. New York: W.W. Norton, 1938.

A nurse who advocated women taking control of their life and health, Margaret Sanger opened the first birth control clinic in Brooklyn in 1916. She was a controversial figure that sought to improve the lives of women by freeing them from the inability to control their reproduction. She went on to found Planned Parenthood.

Contemporary Books

Bristow, Joseph. *Sexuality*. London: Routledge, 1997.

This work covers the lingering influence of Victorian morals on modern society. Bristow also discusses Freud's impact, queer sexuality and other contemporary issues.

Eberwein, Robert. *Sex Ed: Film, Video, and the Framework of Desire*. New Brunswick: Rutgers University Press, 1999.

Eberwein explores the history of film that has been used as a vehicle to teach sex education for nearly a century. Originally used by the army to inform soldiers of the dangers of venereal diseases, film was eventually used to teach children about basic reproduction, then marriage manuals and finally the art of pleasure for adult viewers.

Fields, Jessica. *Risky Lessons: Sex Education and Social Inequality*. New Brunswick, New Jersey: Rutgers University Press, 2008.

Set in the middle schools of North Carolina, Fields explores how schools, teachers, and students interpret sex education policies in the classroom. She asserts that students do not merely want to be told about the dangers of sex, but also how to deal with their own powerful and confusing feelings.

Freeman, Susan K. *Sex Goes To School: Girls and Sex Education before the 1960s*. Chicago: University of Illinois Press, 2008.

While modern sex education classes struggle with teaching abstinence versus comprehensive sex education, Freeman explores how it used to be about conforming to social norms and promoting the family in the 1940s and 1950s. She further writes specifically about the education girls were being given in the schools which were more interested on how to raise a family rather than preventing sexuality.

Herdet, Gilbert and Cymene Howe, ed. *21st Century Sexualities: Contemporary Issues in Health, Education, and Rights*. New York: Routledge, 2007.

In the 21st century, there are many publically acknowledged facets of sexuality. The series of essays in this book covers the issues of sexual literacy, homosexuality, rape, transexuality, and race.

Herzog, Dagmar. *Sex in Crisis: The New Sexual Revolution and the Future of American Politics*. New York: Basic Books, 2008.

This book explores how politics has entered the American bedroom from both the Left and the Right wings of political ideologies. Herzog explains how conservatives have gained the upper hand in this war.

Luker, Kristin. *When Sex Goes To School*. New York: W.W. Norton & Company, 2006.

Luker studies four communities' views on sex education in the schools. Each group has a different perspective on who teaches sex education to their children and at what depth. Luker also reflects on the past movements that have created the modern disagreements on sex education.

Current Magazine

Lewis, Matthew, ed. *SeXis Magazine*. Berkley, California: Eden Fantasys.

A recently started magazine by an adult erotica store, SeXis Magazine publishes articles aimed at educating the public about contemporary sex education. They include articles about sex related topics, answer reader's questions, and have a website at <http://www.edenfantasys.com/sexis/>.

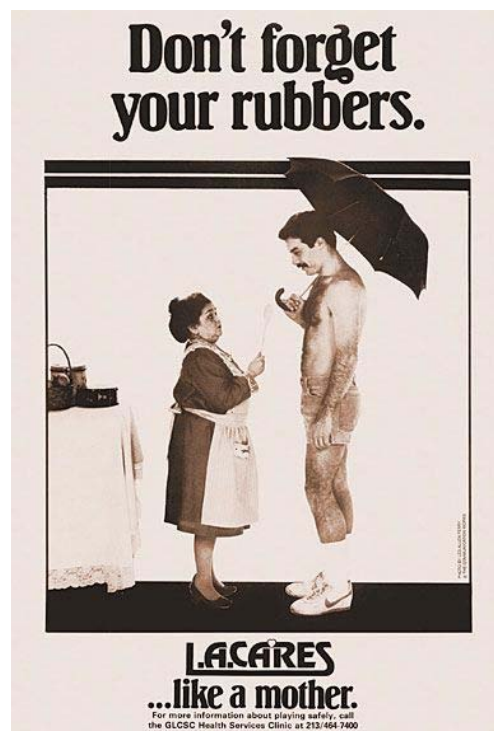
Dissertations

Vescolani, Megan Jane. "Ethical and effective sex education to prevent teenage pregnancy." Master's Thesis, Georgetown University, 2009.

Vescolani compares comprehensive versus abstinence-only sex education programs and their effects on teenage pregnancy. She also considers the home environment that students come from and that effect it has on teen pregnancy rates.

Kaestle, Christine E. and Carolyn Halpern. "Sexual health of young adults and age at first intercourse." PhD diss., University of North Carolina at Chapel Hill, School of Public Health, 2006.

Kaestle and Halpern investigate the age of first sexual intercourse of young Americans, their risks of sexually transmitted diseases, and their later sexual activities. They used information from the Waves I through III of the National Longitudinal Study of Adolescent Health in their research.



This LA County AIDS awareness poster from 1984 reminds men to wear a condom.

Webster, Nicholas. "What are teens really learning from blogs?: bridging the gap between sex education and the internet." Master's Thesis, Ohio State University, 2007.

Webster explores the way that American teenagers really learn about sex in the era of the Internet when their schools are only teaching them abstinence-only sex education. He also discusses how students communicate about their sexuality through the use of blogs.

Encyclopedia and Hand Books

Arcus, Margaret E., Jay D. Schvaneveldt, and J. Joel Moss, ed., *Handbook of Family Life Education: The Practice of Family Life Education*. Vol. 2. Newbury Park, California: SAGE Publications, Inc, 1993.

Listed as a manual by the Library of Congress classification system, this book is a grouping of articles about the practice of family life and sex education. It includes extensive bibliographies to use for further reference.

Beigel, Hugo G. *Encyclopedia of Sex Education*. New York: Stephen Daye Press, 1952.

Beigel's goal in writing this encyclopedia was to teach all aspects of sex education rather than just the biological facts. He wrote about the confusion of young people who needed questions about the social and mental answers aspects of sexuality rather than just how their parts worked.

Campos, David. *Sex, Youth, And Sex Education: A Reference Handbook*. Santa Barbara, California: ABC Clio, 2002.

This reference book lists general facts about the history of sex education in the United States. Campos also includes articles, references, and lists organizations that can assist in teaching about sex education.

Cornog, Martha and Timothy Perper. *For Sex Education, See Librarian: A Guide to Issues And Resources*. Westport, Connecticut: Greenwood Press, 1996.

In this book that deals with the censorship of sex education materials in the library, Cornog and Perper explore the history of denying the public access to materials that others deemed inappropriate for them to read. They discuss how to select and evaluate sex education materials, how to deal with retaliation vandalism, and the moral, legal, and ethic concerns of librarianship in the realm of sexual censorship.

Films and TV

Damaged Goods. Directed by Thomas Ricketts. USA: American Film Manufacturing Company, 1914.

One of the most popular silent films of the era dealing with the dangers of syphilis and the damage it can cause the family. A young lawyer contracts the disease from a prostitute and then goes on to marry a senator's daughter despite warnings to the contrary. He passes it to his wife and later their daughter is born with the disease.

Fit To Win. Directed by Edward H. Griffith and Lewis Milestone. USA: American Social Hygiene Association, 1919.

This silent film originally titled, *Fit To Fight*, was used by the U.S. military as a sex education tool. It is a form of propaganda that in one case shows a soldier contracting syphilis after only kissing a prostitute. One of the messages of the film was the widespread belief that all prostitutes were carriers of disease and also that anyone could become a victim of catching a venereal disease.

James at Fifteen. Directed by Marc Daniels, Ernest A. Losso, Joseph Hardy, Ernest Pintoff, and James Sheldon. USA: 20th Century Fox Television, 1977-78.

This short lived TV show was very controversial in a time where in other shows, adolescent characters were saying no to sex. The characters tackled issues the American public did not discuss yet like teen sex, abortions, sexually transmitted diseases, and pregnancy.

Kinsey. Directed by Bill Condon. USA: Fox Searchlight Productions, 2004.

This film follows the career of Alfred C. Kinsey in his work of studying human sexuality as well as the struggles as he deals with exploring his own sexuality at the same time.

Know For Sure. Directed by Lewis Milestone. USA: Research Council of Academy of Motion Picture Arts and Sciences, 1941.

This black and white film reuses the plot of a father unknowingly passes syphilis onto his unborn child. However, unlike the other films, this one was very popular and played nationwide. It discussed using prophylaxis as a method against venereal disease which caused some controversy for critics believed that teaching prevention encouraged promiscuity.

Sex Hygiene. Directed by Otto Brower and John Ford. USA: U.S. Army Signal Corps, 1942.

An army released film discussing various types and treatments of venereal diseases. This movie can be seen watched online at <http://www.archive.org/details/SEX.HYGIENE>.

The End of the Road. Directed by Edward H. Griffith. USA: American Social Hygiene Association, 1919.

The Solitary Sin. Directed by Frederick Sullivan. USA: New Art Film Company, 1919.

A silent film endorsed by the secretary of the Iowa Board of Health about a man who kills his after due to his obsession with masturbating. The film was shown free of charge to Iowans.

The Spreading Evil. Directed by James Keane. USA: James Keane Feature Photo-play Productions, 1918.

This silent movie was geared towards servicemen in reminding them about the dangers of contacting syphilis from sex with European women. It also discussed the consequences syphilis could have on unborn children of men who participated in “immoral conduct.”

Government Documents

Davis, David. "Understanding AIDS"--The National AIDS Mailer." *PubMed Central*. 2010.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1580336/pdf/pubhealthrep00187-0058.pdf> (accessed April 7, 2010).

In 1988, the United States government mailed out 126 million copies of “The National AIDS Mailer.” It reached approximately 60% of the population. The purpose of the mailer was to publically and directly address the AIDS crisis to the American people.

Gruenberg, Benjamin. *High Schools and Sex Education: A Manual of Suggestions on Education Related to Sex*. Washington, D.C.: Government Printing Office, 1922.

This pamphlet discusses the sex education programs that should be implemented at the high school level. It was first published in 1922 and then again in 1940. Gruenberg wrote from a xenophobic perspective that venereal diseases, high divorce rates, and illegitimate pregnancies could be blamed on new immigrants.

Public Health Service. 1937. *Gonorrhea: Its Cause, Its Spread, and Its Cure*. Washington, D.C.

This pamphlet described gonorrhea frankly and warned of its many dangers for all members of the family. It would remain in circulation for decades.

Public Health Service. 1937. *Syphilis: Its Cause, Its Spread, and Its Cure*. Washington, D.C.

Released at the same time as the Gonorrhea pamphlet, it reached the same audience and taught about venereal disease in the same frank manner. Graphic pictures were used as a scare tactic that showed the effects of the disease on an infected person's life.

Surgeon General's Report on Acquired Immune Deficiency Syndrome. Surgeon General's Report, Washington, D.C.: Office of the Surgeon General (DHHS/PHS), 1986.

This report written primarily by President Reagan's Surgeon General, C. Everett Koop, was the first major document produced by the government discussing AIDS. Koop writes in a frank, jargon-free style about exactly what AIDS is, how it is transmitted, what was being done to contain and stop the disease.

Surgeon General. "The Surgeon General's Call to Action to Promote Sexual Health and Responsible Sexual Behavior." *Publications and Reports of the Surgeon General*. July 9, 2001. <http://www.ncbi.nlm.nih.gov/bookshelf/br.fcgi?book=hssurggen&part=A321> (accessed April 7, 2010).

This report written by Surgeon General David Satcher was scientific based with the assertions that there was no evidence that sexual orientation could be changed or that comprehensive sexual education led to promiscuity. He did write that the United States continued to suffer from sexually transmitted diseases and unintended pregnancies. His report was criticized for bringing nothing new to light but the majority of Americans agreed with him.

Periodical Articles

Isaacs, Harold. "Youth: Shall Our Schools Teach Sex?" *Newsweek*, May 1947: 100-102.

This article informed late 40s readers that sex education was already being taught in many American schools.

Parran, Thomas, and Paul De Kruif. "We Can End This Sorrow." *Ladies Home Journal*, August 1937: 88-90.

Parran created a firestorm with this article that was directly focused at reaching American housewives about the dangers of syphilis. Of the hundreds of letters written to the journal in the weeks following, only one was negative. The impact of the article was further expanded upon by a short story by Nancy Hale entitled, "The Blue-Muslin Sepulchre" that also appeared in the same issue. Hale's story told a fictional account of a mother kept in the dark by the family physician about her husband's syphilis which led to the birth of two infected daughters.

Associated Press. "Parents Blamed in Sex Problems." *Holland (Michigan) Evening Sentinel*, June 15, 1949.

Fritz Redi, a member of the Public Health Services, is quoted in the *Holland* that sex education should begin in childhood. He advocated that questions asked by children should be answered frankly before children start picking up incorrect sex education from their peers.

Periodicals

American Sexuality Magazine. Online. Published by the National Sexuality Resource Center http://nsrc.sfsu.edu/american_sexuality (accessed April 2, 2010).

This online magazine covers sexual rights, education, lectures and sexual health issues that matter to the American public. They also include contemporary sex related court cases including the Roman Polanski rape case.

American Journal of Sexuality Education. Published by Routledge. New York.

This journal covers contemporary sex education, research, and reviews new materials related to the subject.

Sexuality Research and Social Policy. Online. Published by Springer Science+Business Media, LLC. <http://ucpressjournals.com/journal.asp?j=srsp> (accessed April 7, 2010).

From the parent website: “The official online journal of the National Sexuality Resource Center (NSRC) publishes multidisciplinary, state-of-the-art empirical research on sexuality, theoretical and methodological discussions, and the implications of this evidence for US and international policies regarding sexual health, sexuality education, and sexual rights in diverse communities.”

Play

Blue Denim: A Play in Three Acts. By James Leo Herlihy and William Noble. New York: Samuel French, 1959.

This imaginative play is written about the grandson of George from *Damaged Goods* by Upton Sinclair. The play reflects the time period in that instead of Arthur being unaware of the dangers of syphilis, he has no sex education about contraceptives which results in an unwanted pregnancy.

Publishers

Routledge: Taylor & Francis Group. New York. <http://www.routledge.com/> (accessed April 10, 2010).

This publishing company focuses on academic research and publishes several books on human sexuality and education.

Rutgers University Press. Piscataway, New Jersey. <http://rutgerspress.rutgers.edu/index.html>
(accessed April 17, 2010).

Rutgers, the State University of New Jersey publishes many academic and trade publications. On their website they describe themselves as publishing “from humanities to the sciences, diverse subjects, [and] dynamic authors.”

Scholarly Books

Brown, Lorna, ed. *Sex Education in the Eighties: The Challenge of Healthy Sexual Evolution*. New York: Plenum Press, 1981.

This selection of contributions discusses the difficulties of teaching well-rounded sex education in the United States at the beginning of the eighties. It covers such topics as marriage, children, and the legalities of sex.

Bullough, Vern L. *Sexual Variance in Society and History*. New York: John Wiley & Sons, 1976.

This fascinating book covers the known history of human sexuality from ancient Biblical times to contemporary society. For the current era, it deals with the impact of religion, Victorian morals, laws governing sex, and sexual ethics.

Kinsey, Alfred C., Wardell B. Pomeroy, and Clyde E. Martin. *Sexual Behavior in the Human Female*. Philadelphia: W.B. Saunders Company, 1953.

The second volume of Kinsey’s studies caused more outrage than its predecessor when it revealed that American women of the 1940s were far more sexually active than what society was ready to believe at the time. The study’s method was doing personal interviews with the subjects.

-----*Sexual Behavior in the Human Male*. Philadelphia: W.B. Saunders Company, 1948.

The first of the two volume report, Kinsey's studies revealed for the first time that Americans' sex lives did not reflect the purported social norms that society claimed to embrace. Kinsey's interest was to find out what people actually did in their sex lives, not the ideals they espoused.

Parran, Thomas. *Plain Words About Venereal Disease*. New York: Reynal & Hitchcock, 1941.

Written by the United State's Surgeon General, this book charged that the United States military leaders were endangering the country's safety by not promoting sex education. Soldiers were creating this weakness by contracting venereal diseases which was maiming and killing them and their families when they returned home.

-----*Shadow on the Land*. New York: Reynal & Hitchcock, 1937.

Written by the United State's Surgeon General, this book led the fight against syphilis under President Franklin Roosevelt's administration. Parran argues for a medical based approach to fighting the disease. His book became a best seller.

Sanger, Margaret H. *What Every Girl Should Know*. Girard, Kansas: Haldeman-Julius Company, 1922.

Written as a series of articles, Sanger writes about the reproductive cycle of women. It covered topics such as menstruation as well as adolescent sexuality.

Websites

New York University. *Margaret Sanger Papers Project*. 2010.

<http://www.nyu.edu/projects/sanger/index.html> (accessed April 7, 2010).

This website lists updates about the editorial project to publish Margaret Sanger's papers. So far two microfilm series have been released as well as two books. Only a few excerpts

are published on this website, but there are links to where to purchase the books and microfilms.

Pros and Cons of Controversial Issues. *Historical Timeline*. August 3, 2009.

<http://prostitution.procon.org/view.resource.php?resourceID=000117> (accessed April 5, 2010).

This timeline starts in 2400 B.C. and goes to the modern era on the history of prostitution around the world. The easy-to-read chart highlights several movements in the United States as citizens in different times took varying stances on the legality of prostitution.

SIECUS. *SexEd Library*. 2010. <http://www.sexedlibrary.org/> (accessed April 8, 2010).

From the website is “the most comprehensive online sex ed resource in the nation.” They include lesson plans on many different aspects of sex education as well as information on sexually transmitted diseases and contraceptives.

The Free Library. *Sex Education*. 2010. <http://www.thefreelibrary.com/Sex+education-s17838> (accessed April 8, 2010).

This website contains a list of recent articles about sex education.

University of Minnesota Libraries. *American Social Hygiene Posters*. May 14, 2007.

<http://special.lib.umn.edu/swha/IMAGES/home.html> (accessed April 8, 2010).

This online archive contains social hygiene posters from 1910-1970.