

present tendencies of this special educational movement. While recognising that the widespread dissemination of startling facts regarding the social evil and its concomitant diseases has played a leading part in awakening teachers, parents, physicians, and others to the need of instructing young people concerning problems of sex, Professor Bigelow defended the proposition that sex-education should no longer be centred around the social diseases, for these constitute only one of several very important sex problems that education should attempt to help solve. There should be four aims of a rational system of sex-education in which both the home and the school should co-operate: (1) Sex-education should aim to develop an open-minded, serious, scientific, and respectful attitude towards the problems of human life which relate to sex and reproduction. (2) Sex-education should aim to give young people that personal hygienic advice which is of direct value in making for the most healthful and efficient life of the individual. (3) Sex-education should aim to develop personal responsibility regarding the psychical and eugenic aspects of sex as affecting the individual life in its relation to other individuals of the present and future generations; in short, personal responsibility for sex-instincts and actions in relation to society. (4) Sex-education should instruct young people during adolescence concerning the hygienic, social and eugenic facts regarding the two destructive diseases which are chargeable to sexual immorality. Since these four aims include more than physical health, the phrase "sex-hygiene" is inadequate, and "sex-instruction" or "sex-education" is preferable. The logical basis for sex-education is the nature-study of the elementary schools, the biological courses of the high schools and colleges, and the courses of general hygiene on a biologic basis in all these types of educational institutions. Sources or series of lessons should not be announced to the pupils by any such title as sex-hygiene or sex-instruction; but the desirable teaching should be quietly and unobtrusively included in the regular courses named above. A report of a committee of three (Dr. Prince Morrow, Dean T. H. Balliet, and Prof. Bigelow), appointed by the American Federation for Sex Hygiene, was referred to as indicating the desirable selection of subject matter and methods. Biology taught as an applied science naturally includes nine-tenths of the facts needed for sex-education and relatively few supplementary lessons by specially prepared teachers will make the important application to human life. The latter part of the paper recognised that ethical and other teaching are necessary for complete sex-education; and that sex-education will not solve all the sex problems of to-day. The full text of this paper will appear in the transactions of the hygienic congress, and in a volume under the title "Sex-Education," which Professor Bigelow, with the co-operation of a committee of the American Federation for Sex-Hygiene, is preparing for publication next summer.

STATE REGISTRATION OF NURSES AT THE LYCEUM CLUB.

The question of State Registration of Trained Nurses was the subject of discussion at the Lyceum Club on February 26th, when Mrs. Smedley occupied the chair, and Mrs. Bedford Fenwick opened the Debate with a speech giving cogent reasons for the passing of a Nurses Registration Bill and the steps which had been taken to secure it, ending with the announcement that in reply to a recent question in the House of Commons by Mr. Athelstan Rendal, the Prime Minister had promised that the claims of the Nurses' Bill should be considered.

At the conclusion of Mrs. Fenwick's speech the chairman said that it had been impossible to find any member of the Club to oppose State Registration of Nurses, but invited any of those present in the well-filled room to state any objections they might feel. No one responded, the only speeches made being in support of the principle advocated by Mrs. Fenwick.

In bringing the proceedings to a conclusion, Mrs. Smedley said, after Mrs. Fenwick's noble exposition of the subject she thought that all present would not only desire to help on the cause, but would consider it a duty to do so, in order to help to protect the public from inefficient nurses.

LEGAL MATTERS.

CHARGE OF ATTEMPTING TO PROCURE.

We quote the following case from *The Times* in continuation of the report published last week:—

At Clerkenwell, before Mr. d'Eyncourt, Flora Johnson, 45, of Swinton Street, Gray's Inn Road, was charged on remand with unlawfully attempting to procure Ethel Maud Driver, twenty-eight, a nurse, for immoral purposes. The case was reported in *The Times* of February 21st.

Driver, recalled, told the magistrate that she was wearing the uniform she had when she first became a nurse. She wore it when she was at the Homes of Hope, but she had left the homes several years ago. She left her last situation in February because the doctor said she was suffering from gastritis and insomnia.

Sidney Woodhouse, of Hull, a commercial traveller, said that early on the morning of February 19th, he was near King's Cross when he saw the prisoner with the nurse. The nurse was intoxicated. The prisoner asked if he would spend the night with the nurse. The nurse said, that she wished she was back in Yorkshire. The witness offered to pay her fare to Hull, and at that the prisoner started to swear and told the nurse that she must get her living some way. Eventually the prisoner went away.

Mr. d'Eyncourt.—You acted like a thorough gentleman throughout.

After evidence of arrest had been given the prisoner, who denied the charge and reserved her defence, was committed for trial.

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