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TEACHER GUIDANCE OF THE SEX DEVELOPMENT
OF EIGHT, NINE, AND TEN-YEAR-OLD PUPILS

by

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CHAPTER I

INTRODUCTION

Significance of the Problem

The pendulum is swinging from the closed door of sex inhibitions and secrecy to an open door of sex instruction and guidance. In the past fifty years much progress has been made from the "hush-hush" attitude to the present one of honesty and frankness. In future years, just around the bend, there will be happier lives to live because many of the prevailing bans and bonds will be lifted. Even now, parents are meeting the sex aspect of their children's development with more factual knowledge, saner attitudes, and more stable emotions. As a result, the future parents will cope with the situation even more efficiently. Teachers, too, see clearly the dire need for instantly and frankly answering legitimate questions of their students.

How far sexual knowledge has advanced is evidenced in Life in the Making by Guttmacher who traces the history of the human race from the stage of complete ignorance to the stage of awareness of the results of sexual union. Prior to learning that the sex act caused reproduction, these ancient people believed a woman became pregnant by lying in the mud or as a result of a fish's passing over her mouth. These beliefs seem impossible and ridiculous to the present generation, which has advanced very far beyond this lack of knowledge and which has at its command a wide realm of facts proven by science. These people of pre-historic age have convinced the population of this age that the association in man's mind of birth with sexual intercourse

marked a comparatively sophisticated stage in human development and that this stage was not reached "until countless more obvious and dramatic explanations had been tried and found wanting." ¹ Thus, just as it took centuries to make sure of this one fact, now accepted, so it may take a few more years to arrive at other equally obvious facts.

"Sex guidance and teaching are rapidly moving in upon us," states Frances B. Strain. ² Family-life education is making itself felt in more areas than the United States; it is invading Canada, South America, England, and even Asia. When families and whole nations live in isolation, morals and mores are slow to change; but when families and nations mingle, then teachings, traditions, and customs mingle, too.

However, that which may be deemed modesty in this country may be considered the opposite in another. For instance, sexual ethics in the United States demands that people in this country wear clothing, whereas sexual ethics of the South Sea Islands requires the natives to go unclothed. Furthermore, the moral code of the people in this country, which was responsible for holding the knowledge of reproduction functioning from young people, breaks down in the congested quarters of modern apartments and small houses. Under the freedom of press, radio, daily speech, and growing public sanction, this code of ethics has become

1. Guttmacher, Allan F. Life in the Making. New York: Viking, 1933. p. 5.

2. Strain, Frances B. Sex Guidance in Family Life Education. New York: Macmillan, 1948. p. vii.

greatly modified.³

In an extended discussion of the various interpretations of modesty in regard to sexual ethics, Strain states:

Modesty is connected with women's feet in China, the hair of the head in India, greater or lesser portions of the body in America and Europe, always including the genital area. Not many years ago women went in bathing fully dressed in hat, shoes, stockings, suits with high necks and elbow sleeves.⁴

If the subject of going for a swim in the nude comes up, mothers are willing for the boys to do so in the boys' gyms; but mothers are unwilling for their girls to go in girls' pools sans attire. Mothers used to undress under the blanket of a nightie, thus retaining their feeling of modesty, but their daughters cannot do so, as pajamas do not offer this cover. Unless mothers have been re-educated, they do not always share the same slant on modesty as their daughters.⁵

Moral standards are not stationary but change with fashions and fads. However, while and where a certain code of morals prevails, it is a wise parent who advises her child to follow the fad.⁶

The ability to "translate" modesty into the right actions at the right time and place is only one of many abilities to be acquired in this complicated matter of living well and wisely. Thus, something must be done in educational guidance to assist in developing a more wholesome attitude. What is meant by education? Webster defines it as:

3. Ibid.

4. Strain, Frances B. New Patterns in Sex Teaching. New York: Appleton, 1937. p. 57.

5. Ibid.

6. Ibid.

The imparting or acquisition of knowledge, all that disciplines and enlightens the understanding, cultivates the taste, forms manners and habits. The totality of the information and qualities acquired through instruction and training which further the development of the individual.⁷

In commenting on the above definition, Chesser and Dawe assert, "It is because in the matter of sex, that in the majority of cases this is do badly done, that in my view, it is imperative for the school to take a hand."⁸

In the expression sex education, by far the more important word is education. Sex education without the aid of other subjects is inconceivable, for hygiene, biology, physiology, sociology, psychology, and ethics go hand in hand in the teaching of sex. According to Teagarden:

Factual information, important though it be, is only a part of the study . . . In addition to facts, the child must be given interpretation of the facts, idealism, exemplary adult behavior which he can imitate.⁹

Mistakes have been made in an attempt to educate children in sex in the same way that errors have been made in trying to teach in other fields of learning. Various concepts concerning the teaching of sex have been found. Some have thought it was a program against venereal diseases, a concept far from the whole truth. Others have thought that by giving a child factual information only that he could control his emotions and his habits. Still others have believed that sex instruction should be given at specified times and in courses

7. Chesser, Eutace C. and Dawe, Zoe D. The Practice of Sex Education. New York: Roy Publishers, 1946. p. 211.

8. Ibid.

9. Teagarden, Florence M. Child Psychology for Professional Workers. New York: Prentice-Hall, 1946. p. 353.

solely for that one purpose. Another school of opinion has tried to teach this subject in the same way that spelling and arithmetic have been taught, en masse. Some advocated that all sex guidance be given at home, whereas, others wanted it included in the school curriculum or in the program of some other public agency. All of these ideas and concepts represent the growing pains with which the new order has had to struggle.¹⁰

According to Chesser and Dawe,¹¹ sex is under the glare of publicity today. The spotlight reveals it as something still partly clothed in ancient apparel, keeping out the air and sunshine. However thoroughly the instructors and counselors try to remedy the ills of past errors, they will not be able to eliminate the results of many centuries of false teaching and ignorance in a year or in a number of years.

Among the errors to be corrected as soon as possible is one of grave importance - the failure of the adult to realize the recognition of sex in the very young child. Again there is a division of opinion on this matter, but most present day authorities agree that sex does not wait until puberty to manifest itself. Blumgart¹² maintains that the sexual life of the child antedates puberty - it begins at birth. In harmony with this belief are Chesser and Dawe¹³ who reiterate the fact that sex education actually begins at birth, and that for parents and

10. Ibid.

11. Chesser and Dawe, op. cit., p. 5.

12. Blumgart, Leonard H. "Parents and Sex Education," Child Study Association of America. Sex Education Facts and Attitudes, Washington, D. C.: The Association, 1934. p. 26.

13. Chesser and Dawe, op. cit., p. 6.

teachers to believe that sex begins to be a part of the child's life at or near puberty is far from the truth. Forty years ago it was believed there was no infantile or childish sexuality before puberty and those who manifested such behavior were abnormal. Blumgart¹⁴ states that as a result of Freud's studies this erroneous idea was changed. A much bolder statement asserts, "Embryologists even maintain that the first puberty occurs in the second quarter of fetal growth."¹⁵ From there on through childhood there are alternating periods of activity and latency.

Both Hoffman and Stern agree with Freud that:

To assume children have no sexual life, but that it is suddenly acquired in the years from twelve to fourteen would be, apart from any observations at all, biologically just as improbable, indeed non-sensical, as to suppose they are born without genital organs.¹⁶

Gruenberg asks:

If it is true, all living things are male and female, and that a new individual, plant or animal, originates in the union of an egg and a sperm, why should we deny the facts of reality? Why should we feel called upon to apologize for the constitution of the universe?¹⁷

From the beginning of sex guidance, the child must be helped to regard sex as something normal, natural, and in no sense "nasty" or unmentionable. This instruction will help him to accept the limitations and restrictions which society "deems wise to impose upon him for the good of the community. The great thing is to help the child be free within himself."¹⁸

14. Blumgart, loc. cit.

15. Ibid., p. 27.

16. Ibid., p. 29.

17. Gruenberg, Benjamin C. "Fearless Sex Education," Child Study Association of America. Sex Education Facts and Attitudes. Washington, D. C.: The Association, 1934, p. 24.

18. Chesser and Dawe, op. cit., p. 6.

Bigelow maintains:

The only safe and sure road to the needed control of sexual actions is to be found in knowledge, and the widespread recognition of this fact has led to a new movement for general enlightenment regarding sexual processes in their various relations to human life.¹⁹

Bigelow continues by asserting that the only sure pathway to health, attitudes, and morals is in beginning with young children and instructing them as gradually as the problems and questions of sex arise. There is a need to propagandize the extension of the sex education movement among the masses of people. Bigelow expresses the view that "sex-education should extend in the home and the school from childhood to maturity."²⁰

Apparently, Strain²¹ adheres to the same viewpoint by saying that a parent, if he is the teacher of his child, must make the most of the years before puberty; because after attaining this stage, it is usually too late to do any teaching due to fixed barriers. In many instances women discover that children who have arrived at the pre-adolescent age without having had sex teaching at home do not ask questions unless stimulated to do so.

So often the query is heard, "When is the best time to tell my children about sex?" Sex education is not "telling"; neither is it "when." It is a procedure, a skill, or perhaps even an art - the art of adapting a child to himself and to the whole world around him, in respect to his sexual nature.²²

19. Bigelow, Maurice A. Sex Education. New York: Macmillan, 1936, p. 19.

20. Ibid., p. 35.

21. Strain, New Patterns in Sex Teaching, p. 138.

22. Ibid., p. 1.

One essential task of sex education in its broadest sense is to guide natural human beings to "the recognition and choice of the best in the sexual sphere of life."²³ Unfortunately, there are a few still under the shadow of the traditional rejection of man's sexual nature, a few who do not yet see it as the energizing force back of their creative living, but these people are in the minority. In a generation or two, this shadow will have largely drifted from sight, and many will be left without conflicts and doubts, in the proud possession of their complete man and woman selves.²⁴

Statement of the Problem

This thesis is a study of teacher guidance of the sex-development of eight, nine, and ten-year-old pupils. The orderly development of the study requires adequate answers to the following sub-problems:

- I. What in the social and physical maturation of this age relates to sex?
- II. What sex interests have appeared?
- III. What information and experience can be given in school and home to meet the needs of this age group?

Delimitation of the Problem

The first delimiting factor is that the study be confined to sex education. Education in many subjects has been offered, but the subject of sex has hardly been explored. No other type of education will be considered.

The second and last delimiting factor is the sex education for

23. Bigelow, op. cit., p. 237.

24. Strain, New Patterns in Sex Teaching, p. 218.

eight, nine and ten-year-old pupils. Quite a few educators and psychologists have delved into sex studies and sex instruction and guidance for high school pupils, but very little has been done, said, or written in sex teaching for this latent age group. These youngsters represent a transitory stage, that of emerging from very childish humans to immature adults. This "in-between" age needs aid in solving questions and problems. This help should come from adults with wholesome attitudes.

Method

First, a careful survey was made to eliminate the possibility of duplicating previous work done in this field and to discover related studies. The following reference works were used:

Palfrey, Thomas R. and Coleman, Henry E. Guide to Bibliographies of Theses - United States and Canada. Second edition. Chicago: American Library Association, 1940.

United States Library of Congress. A List of American Doctoral Dissertations Printed in 1912-. Washington, D. C.: Government Printing Office, 1913-1940.

Doctoral Dissertations Accepted by American Universities. 1933-1934. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries. New York: The H. W. Wilson Company, 1934-.

Illinois University. College of Education. Bureau of Educational Research. Ten Years of Educational Research, 1918-1927. Bulletin 42, by Walter S. Monroe and others. Urbana, Illinois: University of Illinois, 1928.

United States Office of Education. Library. Bibliography of Research Studies in Education. 1926-1927-. Washington, D. C.: Government Printing Office, 1929-.

Good, Carter Victor. "Doctors' Theses Under Way in Education", 1930-1931-. Journal of Educational Research, January, 1931-

Gray, Ruth A. Doctors' Theses in Education: A List of 797 Theses Deposited with the Office of Education and Available for Loan. Office of Education Pamphlet, 1935, No. 60. Washington, D. C.: Government Printing Office, 1935.

Gray, Ruth A. "Recent Theses in Education." School Life XVIII. 1933-February, 1949.

Columbia University. Teachers College. Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy. Volume I, 1899-1936. New York: Teachers College, Columbia University, 1937.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education, New York University, 1890-June 1936. New York: New York University, School of Education, 1937.

Northwestern University. A List of Doctoral Dissertations ... 1896-1934. Evanston, Illinois. The University, 1935.

The survey of professional literature unlocked a storehouse of material on the subject of sex education and guidance, revealing the attitudes, ideas, concepts, and apperceptions of the layman and the professionals in the fields of medicine, psychology, teaching, and ministry.

Related Studies

Help was also received from a thesis, "Sex Education in the Public School," written by Wilda Mae Rosebrook at Ohio State University in 1926. The thesis was similar to the present study in that it dealt with sex education in the public school, but it was dissimilar in that it did not specify a certain age group, and was highly generalized.

Another contributory study was, "Provisions for Sex Education in the Public Schools of the District of Columbia," written by Mary Helen Stohlman at George Washington University in 1934. This dissertation was specifically concerned with this one school system, and the content was limited to that situation.

In order to establish a realistic approach, a survey was made in homes and in two schools of western Harnett County, North Carolina, and in one school in Sanford, North Carolina, to ascertain the social maturation in regard to sex and to determine the prevalent sex interests of youngsters eight, nine, and ten years of age and of students in grades three, four and five. This study included:

1. Questionnaires presented to parents and teachers.
2. Interviews and conferences with parents, teachers, and principals.
3. Incidental experiences gleaned from the investigator's personal sphere.

As a result of this survey, the need for sex education and guidance becomes self-evident.

CHAPTER II

SOCIAL AND PHYSICAL MATURATION IN RELATION TO SEX

In discussing Chapter II, the Social and Physical Maturation in Relation to Sex, the social and physical changes in the eight, nine, and ten-year-olds will be developed. Material for this explanation has been secured from the literature on the subject and from a personal survey in order to secure first-hand information from parents and teachers. The result of this study is shown by Figure I and Tables I and II. In investigating the subject of sex maturation, it is well to note that Freudian psychoanalysis maintains that in psychosexual development of children there are three periods - infancy, latency, and puberty. The first of these periods falls into three stages - oral, anal, and early genital. The eight to ten-year-olds are included in the latency period, which does not mean that sexual interest is nil, but that it continues to exist, though less obviously. In this latency period the cruder infantile manifestations of sex and sexual conduct drop or partially drop out of the behavior of the child. However, the force of these infantile manifestations is still felt in new interests and new activities.¹

Another term applicable to the eight-to-ten-year-old group is that of "transitory". This group of youngsters are emerging from the "baby stage" and they are on their way to becoming self-contained, self-directing, self-motivated persons. Though still close to their parents, still appreciating attention, love and sympathy, they are pulling out

1. Teagarden, Florence M. Child Psychology for the Professional Worker. New York: Prentice-Hall, 1946. p. 349.

for themselves, making friends, showing individual tastes, discovering new areas - lively, eager, gay, and often maddening creatures. They are greatly interested in objects and life surrounding them. Another evidence of transition is that the children change from bisexual attachments in the beginning of the period to homosexual attachments later in the period. Nor do they remain in the same stage, for they go from the anal stage into the early genital stage, and then revert to the former. Dodge says that this transition, though unstable, is the first part of society growth.² Therefore, the youngsters need much patience and understanding from their elders, and their counselors should be tactful and avoid shaming or ridiculing them in any way.

According to Bibby, "The educational problem must never be separated from the social problem. It is all a part of the general enterprise of civilisation in the provision of a truly civilised society."³ Many subjects have been isolated in the past, and the result of doing so was not satisfactory. Thus, the sexual subject cannot be segregated; neither can the social aspect of the sexual subject. A number of subjects and their various aspects need to be integrated.

One of the most important factors in wholesome sex education is the home with a happy family life. Howard contends:

Historically the family is the pre-dominant social unit. One of the great problems today is the relationship of the family to community life. Recognition of the family as a basic unit of our social structure, on which the community,

2. Dodge, Eva. Class lecture. July, 1948.

3. Bibby, Cyril. Sex Education. London: Macmillan, 1948. p. 15.

the state, and the nation are built, is essential to our democratic way of life.⁴

On the whole, as Galloway⁵ states, these eight-to-ten-year-olds are not too interested in academic knowledge, but they do possess a practical understanding, and an acceptance and appreciation of home and family life. This apperception should provide a wholesome basis for social use of sex later.

Parents do not discipline their children "strictly" as they used to do, but they try to prepare youngsters to live acceptably and in a friendly fashion in a world of other people. Society has certain restrictions to which everyone must conform or suffer the consequences, and children need a guide to teach them these laws. Even animals must conform to animal codes, or they may endure punishment which may result in death.⁶

In further discussing family life, Teagarden maintains that a home is not a home without love, sympathetic intimacy, emotional security, and opportunity added to the physical, moral, and social advantages.⁷ Fries puts much stress on family life in this statement, "I consider the parent-child relationship as the most important single factor in character formation."⁸

Adults are prone to forget their mental associations with certain incidents of their former life. This, more or less, carves a

4. Howard, Lowery. The Road Ahead. New York: World, 1941. p. 276.

5. Galloway, T. W. Sex and Social Health. New York: American Social Hygiene Association, 1924. p. 193.

6. Strain, Frances B. New Patterns in Sex Teaching. New York: Appleton, 1937. p. 47.

7. Teagarden, op. cit., p. 225.

8. Ibid., p. 229.

wide chasm between them and the youngsters whom they need to help. Adults may think children are hard to understand because the parents, or teacher, do not endeavor to span this wide gulf which they have left between the adult world and the child world. This lack of understanding is at the source of much poor mental hygiene exhibited by the child.⁹

Parents may cause their children mental anguish in several ways. Parents may want a baby boy when they are presented a baby girl. Instead of accepting the fact as adults should, they insist on a boy's name and clothes. Another cruel thing is to endow a child with some unusual name, or one which forces the child to live up to a specified code. Names may be an emotional millstone clinging to the child's neck. A third way in which a parent may cause mental disturbance in her child is to make him feel unwanted, unnecessary. Love is a fundamental factor in the home life. In one of her lectures last summer, Dodge¹⁰ stressed the fact that a child must know he is loved, know he is wanted, have a feeling of security, possess a special place of his own in the family group. Also, Teagarden lists love as the first criterion for making a home a good home.¹¹

Sometimes parents are not consistent in their decisions. They often prevent a child's maintaining social unity with his playmates by refusing to let the child do something which he wishes to do because

9. White, W. A. The Mental Hygiene of Childhood. Boston: Little, Brown, 1923. p. 17.

10. Dodge, op. cit.

11. Teagarden, op. cit., p. 225.

the other children are doing it. For instance, the parent may tell the child he is too young to stay out and play after supper and that he does not have to do as the other youngsters do. On the other hand, the parent may later insist on the child's doing something because it is what the other siblings are doing. This reversal of attitudes may cause disastrous results in later years when the parent tries to reason with the insubordinate adolescent.¹²

Groves says that "the information about sex processes is in itself nothing. It is the attitudes that accompany and the withholding of information that are important."¹³ In this same line of thought is Strain's opinion which denotes that more important than an understanding of the mechanism of birth is the attitude or feeling which is mixed with this understanding.¹⁴ Boys and girls are going to live together and work together in school, and, in later years, they will grow up to be mothers and fathers. For this reason, while they are young and impressionable and are forming the basis for future attitudes, they must not be antagonized and teased. For example, a boy must not be humiliated by being forced to sit by a girl against his will. This type of punishment only makes deeper the unwholesome attitude toward members of the opposite sex, and this is surely one attitude to be avoided.

When an unfortunate incident occurs, the attitude on the part of the participants is the most important factor to consider.

12. Strain, op. cit., p. 51.

13. Groves, Ernest and Gladys. Sex in Childhood. New York: Macaulay, 1933. p. 135.

14. Strain, Frances B. Sex Guidance in Family Life and Education. New York: Macmillan, 1948. p. 120.

Breckenridge maintains that the way in which the affair is handled and settled is far more important than the incident itself.¹⁵ An incident involving a sex manifestation occurred in a nearby city. A second grade girl was followed by an over-age fourth grade boy who threw her down and tried to take off her under-pants. The girl's mother went to the school authorities who referred her to the offender's parents. The manner in which that will be settled will have more effect on the little girl, and probably the boy, than the incident itself. Proper channeling in a matter of this type can leave a child with a minimum psychological scar. No child should be made to feel as if sex is greater than he is, but that he can be master of what is only one of his impulses.¹⁶

Another attitude to be developed is one towards modesty. Faegre states that if a four-year-old child sheds all of his clothes in the yard, it need not mean he will do the same thing at ten or twelve.¹⁷ He may do the same at ten; but if he does, it will be caused by neglect on the part of some one who is responsible for his sexual guidance and the formation of his attitudes. Under normal conditions, however, a child of ten, or younger, has had society's taboos impressed upon him so emphatically that there is danger of over-modesty.¹⁸

15. Breckenridge, Marian and Vincent, E. Lee. Child Development. Philadelphia: Saunders, 1943. p. 478.

16. Ibid., p. 487.

17. Faegre, Marion L. Your Own Story. Minneapolis: University of Minnesota, 1943. p. 50.

18. Ibid.

Oftentimes children remove their clothes because they love the freedom of movement and the play of muscle that relief from clothing affords. Disrobing for sexual reasons happens seldom. For example, a group of children in bedtime play after bathing become quite different personalities from those earlier in the day. Clothes seem to restrict children whereas nakedness tends to develop a true pride of self and sex that is wholesome and stimulating.¹⁹

Because these eight to ten-year-olds are developing respect for the privacy of others, they want privacy for themselves at times also. This fact was indicated by the incident of a nine-year-old boy's calling to his mother, "No females allowed in the room where men are dressing!" This boy is an only child, so, no doubt, he prefers privacy earlier in his development than some other nine-year-old who is a member of a larger family composed of both boys and girls.

Another viewpoint is proclaimed by Hymes when he states that human bodies are partially covered paractically all the time. It has become a sort of second nature to don clothes for most occasions. The purpose of wearing clothing is not to hide the bad but to follow custom or to secure warmth. Healthy modesty is controlled by the person, not the person controlled by modesty. This attitude develops usually in a child of eight, and it is not reflected in six alone. It develops as a part of the child's increasing feeling that he is a real and separate person. It is not obvious when an eight-year-old (seven or nine) shuts his bedroom door.²⁰

19. Strain, New Patterns, p. 63.

20. Hymes, James L. How to Tell Your Child About Sex. New York. Public Affairs Pamphlet No. 149, 1949. p. 11.

Among the gains which have been made in sex guidance is the lifting of the ban on honest questions, discussions, and research in sexual matters.²¹ Normal youngsters ask questions about many subjects, including sex. If children have not asked their parents about some aspect of birth by the time the boys and girls are eight years old, it is time for the parents to approach the subject with their offspring. So many children have already inquired about the birth of babies and at the age of eight are asking about the father's part in "borning" the baby. As children grow older, they perceive the many-sidedness of sex and learn there are various moods in which the subject may be approached. One of these is of the less serious type, as Wolf comments that "laughter should enter in, for as momentous as sexuality is, there are, thank heaven, its lighter sides and amusing aspects."²²

In his question-asking and discussing it seems only fair to warn the child that although he may speak freely at home, certain words and subjects are not spoken of among relative strangers and will not be tolerated. They must learn this fact because "children do have" as Chesser and Dawe write, "to be brought up to observe certain standards of social behavior, and their sex play can scarcely be given full rein."²³

Richmond states that the years between eight and ten comprise a homosexual stage; a time when boys form gangs and girls have secret societies. The sexes tend to withdraw. Girls are far beneath boys'

21. Wolf, Anna W. M. "The Dilemma of Sex Education," Child Study Association of America. Sex Education Facts and Attitudes. New York: The Association, 1934. p. 18.

22. Ibid.

23. Chesser, Eutace and Dawe, Zoe. The Practice of Sex Education. New York: Roy Publishers, 1946. p. 95.

horizon; in fact the former become nuisances, if the latter have to both with them. Boys are orienting themselves in a man's world.²⁴ To girls, most boys seem crude and coarse; and, as one girl expresses it, "queer, awkward creatures which get an unbelievable amount of pleasure out of pulling their [girls'] hair and wriggling worms in front of their [girls'] faces."²⁵ The girl and her girl friends have hundreds of interests in common. Crushes develop and are most ardent affairs for a time whereas boys have pals or buddies.

Since this is an age for wanting to be together as a separate sex, it is a known fact that knowledge will be swapped as well as marbles and clothes. Consequently, it is of no use to prohibit discussions among themselves "which seem both necessary and inevitable" as Strain²⁶ so aptly states it. However, an author, Eliot, of thirty-five years ago disagreed with her when he wrote

"... parents should be careful to explain [to children] that they should not talk to others. If they are properly brought up children, their modesty will respond and their trained obedience will keep faith."²⁷

If taboo conversations are engaged in too frequently within the gang or secret society, it would be well for adults to intervene and remind the children that this talk is not wholesome. But adults, in doing this, should not punish nor shame the offenders, but should keep a friendly attitude.

24. Richmond, W. V. An Introduction to Sex Education. New York: Farrar and Rinehart, 1934. p. 170.

25. Ibid.

26. Strain, Sex Guidance, p. 72.

27. W. G. Eliot, Jr. "Teaching Phases for Children," The Social Emergency. Edited by W. T. Foster. New York: Houghton, 1914. p. 113.

The social and ego drives, emerging with the affectual and biological,

. . . make up the strongest motivating mechanisms of conduct. The social drive, the desire to be with others, to be necessary to them, sought by them - is anything so coveted, so desirable as companionship? School offers it in its first abundance. The ego drive, the awareness of one's own ability to do or to accomplish, . . . building, writing, drawing, playing, dancing, marching - what more can one ask than these to stiffen one's sense of well-being and competence?²⁸

Strang²⁹ agrees that boys play with boys and that girls play with girls when they are eight and nine years old. At times there is positive antagonism between the sexes, and there is more competition than cooperation. The fear of failure or ridicule is more intense than that of physical injury. Girls, due to social pressure, are more afraid of being hurt than boys are. Ten-year-olds, especially boys, may feel affection, but they do not like to show it. They despise sentimentality. Mixed parties are not a marked success lest there be open teasing and antagonism between the sexes.

Much good can come from the gang activities. Breckenridge³⁰ avers that the gang teaches lessons that force consideration of others. The lessons are objective and impersonal, and that this method is good discipline. It is believed that the organization of gangs represent an effort on the part of maturing children to form a society commensurate with their interests and designed to meet their social needs. The chief aims in gang life are highly social. So interested do the members of the gang become that they unconsciously develop a sense of group unity,

28. Strain, Sex Guidance, p. 68.

29. Strang, Ruth. An Introduction to Child Study. New York: Macmillan, 1938. pp. 420-421.

30. Breckenridge, op. cit., p. 501.

and they tend to lose interest in play around home. Even family gatherings and adult outings begin to lose their luster.³¹ The love which these "gangsters" have centered upon themselves and family tends now to spread out. They are interested in sports, boy scout, and various other group activities. Their reading interests lean in the direction of adventure and realistic stories about animals in contrast to the girls' interests of home-life and romance.³²

Personal grooming of these eight to ten-year-olds receives very little consideration. This is the rough and tumble age, and the "rats and snails formula" certainly does apply to the young sons of this period. Their hair is on end, finger nails sadly neglected, shoes scuffed, and their whole body and its apparel appear to be somewhat unfriendly to water. At heart they care much for things worthwhile - family, friends and church. However, they care little for dress. Boys do not enjoy parties, dances, nor being with girls. They glory in coarseness in some fashion because they think it is "cute" and funny. This display of coarseness to them is a form of toughness which is part of the age.³³

Of all the ages and stages of childhood, the most provocative (to some the most provoking) is this one just before adolescence. As Strain says:

It is the grub-worm stage, the earthy period when manners and amenities of life make way for the reasons and realities that lie beneath. The world and all that

31. Thorpe, L. Child Psychology and Development. New York: Ronald Press, 1946. p. 588.

32. Jersild, A. T. Child Psychology. New York: Prentice Hall, 1941. p. 441.

33. Strain, New Patterns, p. 166.

is in it is for the time being this young adventurer's oyster and he is out to crack it.³⁴

Pre-adolescents are pure experimentalists. Theirs is the how-it-works stage, the try-anything-once period. They go for first-hand knowledge of the union of the sexes just as they go for the first-hand knowledge of any mechanism in which they might be interested.

A physical inferiority will cause youngsters to be shy when they undress before other people who are the same sex. The writer knows of a case which illustrates this fact. Rather obnoxious odors, which did not originate in the washrooms, began to be detected in a certain rural school. The fourth grade teacher found feces in her pot flowers in her room, behind the bulletin board, and backstage in the auditorium. After this continued for several days, the teacher discovered the offender to be an effeminate boy in her grade. The pupil admitted he committed the offenses, and gave as his reason that the other boys made fun of him when he was excused. Any physical defect can bring much unhappiness to a youngster if he is ridiculed instead of accepted.

When these inferiorities are defined and discussed by the pupil and an understanding, helpful adult, much good can result. For it is during this period of sex latency that a boy or a girl develops a wealth of aptitudes which help stabilize the approaching tumultuous years of adolescence.

It is well to know that the social life of boys and girls will hold fewer problems of a serious nature if the youngsters are provided plenty of fun and companionship with others of their own age and sex.

34. Strain, Frances B. Normal Sex Interests of Children. New York: Appleton, 1948. p. 118.

In regard to the physical maturation of these pre-adolescents, there is little that can be said. The most outstanding fact to be noted is that girls tend to mature earlier than boys. Howard agrees with this viewpoint in stating that girls usually mature physically earlier than boys;³⁵ Galloway maintains that girls develop sexually faster than boys, but that the latter are more rapidly initiated into some vulgar aspects of sex.³⁶ Moll asserts that it is an established fact that secondary characteristics make their appearance in the girl earlier than in the boy, "the boy remaining longer in the comparatively neutral condition of childhood."³⁷ At about seven years of age, the lower half of a girls' body begins to resemble that of a woman. During the following few years, this growth is more marked; the pelvis and hips widen, the thighs and the buttocks become more rounded. Gradually, the feminine development of the upper half of the body follows; the transition from the lower jaw to the neck becomes less abrupt, and the face is fuller. The girl's hair, cut or uncut, tends to grow longer than the boys. Later, the typical development of the breasts begins. As early as eight years, the surface of the areola mammae may become slightly raised.³⁸ Even at the age of nine, the axillary and the pubic hair may start a slow growth, although this is not the usual case.

35. Howard, op. cit., p. 263.

36. Galloway, op. cit., p. 160.

37. Moll, Albert. The Sexual Life of the Child. New York: Macmillan, 1924. p. 36.

38. Ibid.

Boys display a more passive part at this age than girls. Their shoulders often become wider and their muscles stronger. Their bodies are more angular and knobby in contrast to the rounding of the girls'.

The Figure I shows that there is no noticeable difference in physical growth of the sexes from birth to the age of eight. At this time girls begin to develop femininity, while boys are still in childhood where they remain until about eleven. After this age boys, more slowly than girls, begin to grow in masculinity. No longer are these youngsters mere children, but young adults who are being accepted into a mature adult world.

TABLE I

SEX MANIFESTATIONS OF CHILDREN

DATA SECURED IN A SURVEY OF SEX MANIFESTATIONS OF PUPILS
IN GRADES III, IV, AND V IN THREE SCHOOLS

NUMBER OF PUPILS	617
A. Harmless Manifestations	
1. Boy-girl attachments	54
2. Showing-off	150
3. Self-consciousness in boy-girl games	89
4. Occurrences of legitimate sex questions	19
5. Withdrawal by sexes	7
6. Minor courtesies to opposite sex	95
7. Jokes and riddles	65
8. Notes indicative of amorous ideas	18
9. Girl-girl crushes	15
10. Boy-boy crushes	11
B. Mild Undesirable Manifestations	
1. Marked words in dictionary	12
2. Sex drawings in books, on paper, etc.	5
3. Notes involving sex	15
4. Very suggestive jokes and riddles	6
5. Exposure of the genitals	2
6. Sex investigations	2
7. Boys' pulling up girls' dresses	9
8. Oral vulgar words	36
9. Signs suggestive of vulgarity	23
10. Obscene pictures and words in toilets	33
C. Serious Sex Manifestations	
1. Confirmed showing of the genitals	0
2. Forcible attacks	1
3. Masturbation	0
4. Mutual manipulations: boy-girl	1
D. Problems with Over-age Retarded Children	
1. Type of problem - vulgar talk	2

TABLE II

SEX MANIFESTATIONS OF CHILDREN

DATA SECURED IN A SURVEY OF SEX MANIFESTATIONS OF PUPILS
AGE EIGHT, NINE, AND TEN IN TWO COMMUNITIES

NUMBER OF CHILDREN		16
A. Questions asked:		
1.	What do you do to get a baby?	7
2.	Where was I before you married?	4
3.	Where do fathers keep the cells?	5
4.	Does it come out of fathers?	5
5.	How do you know you're going to have a baby?	9
6.	Can you feel the baby?	8
7.	How can you tell when it is ready to come?	3
8.	Must there be a father?	3
9.	How is baby fed in you?	7
10.	Must people be married to have babies?	5
11.	How do babies get in mothers?	3
12.	Why do some people have so many children?	3
13.	Can there be a baby if the father is dead?	2
14.	Why can't Aunt ___ have a baby?	2
15.	How can a girl in school have a baby?	1
16.	Why are babies boys and some girls?	3
17.	How can the place be big enough?	3
18.	How does baby breathe in you?	3
19.	How do babies start to grow?	3
20.	How big is baby when it starts to grow?	2
21.	How does such a tiny speck become a baby?	2
22.	Do you have to have babies?	2
23.	Can you stop babies?	3
24.	Why are some children crippled?	2
25.	Did you know M ___ is pregnant?	2
26.	Is there any other way to have babies?	1
27.	What does an addition to a family mean?	1
B. The child:		
1.	Has been allowed to see unclothed body of -	
	boy	15
	girl	13
	man	7
	woman	5
2.	Prefers being in a group	13
3.	Plays with genitals	1
4.	Sleeps - alone	10
	with brother	4
	sister	2
5.	Is noisy	1
	quiet	3
	medium	12
6.	Stays alone	2

FIGURE I

DEVIATION OF BOYS AND GIRLS FROM THE GENERALIZED
HUMAN STRUCTURE DUE TO HORMONE ACTION



GENERALIZED HUMAN
STRUCTURE

Note that differentiation starts early but is greatly accelerated at adolescence.

CHAPTER III

SEX INTERESTS

Too often youngsters are scolded for asking a "string of questions," for peeping into every paper bag and package to come within their sight, for investigating the pantry shelves and checking on the contents of the refrigerator, for opening the clocks and watches to see the wheels turn. Since this behavior is normal, those who live with boys and girls should be glad the youngsters are curious. Because they have curiosity, children, if taken to a parade, should be held so high that they can see. They need to feel and taste an icicle, to see and touch animals, to hold chickens. Language develops from these contacts with no short cuts; yet, adults forget that this is also true of sex understandings. In other matters seeing and feeling, although annoying, is acceptable, but in sex behavior these are called "peeking" and "being naughty". Usually, if discovered in the act of investigating, youngsters are reprimanded. Although it is natural for adults to have to tell boys and girls many times to wash their hands and behind their ears, to avoid hurried eating, and to say "thank you," it is expected by parents that their children will cease their peeking after one command. Consequently, youngsters do not peek just once and think no more of it, but they continue to peer off and on for years in the same way as they continue to forget the admonition to bathe. After all, the aim is not to keep these would-be learners apart because they are curious, but to bring them together because they are curious.¹

1. Hymes, James L. Jr. How to Tell Your Child about Sex. Public Affairs Pamphlet, No. 149. New York: Public Affairs Committee, 1949. pp. 35-37.

A child should feel free to ask and feel confident that he will get a truthful answer, no matter what the subject. As Brooks says, inquiries about sex arise from curiosity - for information - not emotionally toned.² Bro voices the same sentiment in this quotation:

Most of the questions our children first ask about "sex" are just such mechanical questions largely summed up in the simple phrase, "How did I get here?" Such a question springs from the same curiosity which makes them ask:

. . . "How did the world get made?" "How did the stars get in the sky?" If the answers call forth from the child any emotional reaction, it is the emotion of wonder. And the child's world is so full of wonders that he easily makes room for another.³

In the matter of answering, it is most important that all questions bearing on the sex life should take their coloring from persons with a wholesome attitude.⁴ So many types of questions have to be answered by someone in some way, and it is very necessary that this be done in the most helpful way known. The youngsters wish to know more about the insides of the earth - and of humans. There is an almost universal curiosity about babies - groping questions about the origin of life, procreation, and marriage. Girls explore family problems through a medium of paper dolls. They are inquisitive about human relationships. Interest in sexual knowledge, normally is not excessive.⁵ Eight-year-old boys especially are searching for facts about procreation. They are more apt to find out from observation of animals than from their mothers. The transfer of knowledge of sexual facts from animals

2. Brooks, Fowler D. Child Psychology. New York. Houghton Mifflin, 1937. p. 489.

3. Bro, Mauguierite H. When Children Ask. Chicago: Willett, 1940. p. 145.

4. Pilpel, Cecile. When Children Ask about Babies. New York: Child Study Association, 1930. p. 2.

5. Gesell, Arnold and Ilg, Frances. The Child from Five to Ten. New York: Macaulay, 1933. p. 165.

to humans may be slow but it usually takes place. Girls of this age, however, are beginning to ask about menstruation and how it enters into the later sex life.⁶

Hence, by the time the boys and girls reach their ninth year, they have made progress on the road of sexual facts and attitudes. They now have some comprehension of father's part in reproduction. They display a state of modesty acceptable to society. Their inquisitiveness about physiology and anatomy is on a higher level. The intellectual realism which is part of them saves them from romantic excesses.⁷ Nine-year-old girls show a strong and affectionate interest in younger siblings, and boys of this age are remarkable big brothers. Their attitude toward smaller playmates is a part of the total sex development, which will ultimately embrace family life.

Groves states that no child matures without some knowledge of sex.⁸ A sex void is impossible. That which is labeled as innocence, sometimes, is not a lack of interest in sex but may result in wrong ideas regarding it, through a lack of correct information. In another of his books, Groves says that if little children could learn about their internal reproductive organs as early and as casually as about their "tummy-aches," much distress would be avoided.⁹

6. Ibid., p. 193.

7. Ibid.

8. Groves, Ernest R. and Gladys H. Sex in Marriage. New York: Macaulay, 1938. p. 14.

9. Groves, Ernest R. and Gladys H. Sex in Childhood. New York: Macaulay, 1933. p. 63.

Too many parents fail to give their children sex instruction in the offsprings' early lives, and as a result much grief and dishonor is reaped in later years. This fact is illustrated in Gruenberg's study among two thousand adolescent Catholic boys, which shows that three-fourths of the boys have received no instruction from their parents.¹⁰ Another authority, Fleege, in his survey arrived at a similar conclusion - i. e. that there are three unwholesome sources of sex facts to one wholesome source.¹¹

This same datum is proven by Rosebrook as a result of questionnaires given to a group of mothers¹² in 1924. The questions dealt with the first sex impressions which these parents recalled. They admitted that their own definite sex impressions occurred about the age of seven or eight. These indentations were made by the comments overheard on the street or playground, or sad to relate, in the home. The unhealthy imprints on the minds of these young girls caused them to listen to nature stories tainted with a smudge of their first impressions of sex. Present-day parents have been reared with unwholesome attitudes, a fact brought out forcefully in interviewing parents.

At the age of puberty, sex is by no means the primary interest. It is makeshift when other things fail. Thus, if a child is sent home from school because of a sex misdemeanor, the punishment does not fit the case by depriving him of swimming lessons and of playing with his

10. Gruenberg, Benjamin C. How Can We Teach about Sex? Public Affairs Pamphlet No. 122. New York: Public Affairs Committee, 1946. p. 6.

11. Ibid.

12. Rosebrook, Wilda Mae. Sex Education in the Public School. Master's Thesis, Ohio State University, 1928. p. 5.

friends. He is actually thrown back upon the very thing which the parent is trying to avoid--sex play. He needs his sports and companionships, and his sex conduct will more readily take care of itself.

It is an unhealthy beginning to let children think that the genitalia are "nasty" or "dirty". Some grown-ups who are abnormal and do not enjoy proper sex relations have in large numbers advanced in years but not emotionally.¹³

Further comment is made by Howard when he contends that "the manner in which we express sex interests is governed largely by the way we were conditioned in childhood, by the environment in which we grew up."¹⁴ An individual reared in a puritanical home acts as if sex is a mystery. In this type of home, the child is not allowed to utter vulgar sex terms without severe reprimanding which engenders early ideas of shame and mystery.

Fundamental causes of the vast amount of mystery and taboo in sex knowledge are the failures to use correct terminology and to answer questions directly and without emotion. Childish curiosity is a natural trait. Sex expressions of one kind or another are the rule rather than the exception. Yet the child who is normal in this respect may feel as if he is unlike other youngsters - wicked and guilty. Early attitudes of shame have caused maladjustments and disharmonies in a number of personalities.

13. Child Study Association of America. When Children Ask about Sex. New York: Association, 1946. p. 7.

14. Howard, Lowery, The Road Ahead. Yonkers: World, 1941. p. 258.

A third grade teacher says that children in her class ask varied questions about sex because they are beginning to wonder about many things. The whole class hears the questions which are often brought up as a result of stories they read. The teacher answers, of course, before the entire group so that a wholesome attitude is exhibited before both boys and girls, just as it should be.

Floyd Dell asserts that if these childhood patterns of behavior and attitudes are wholesome, the boys and girls are carried along through school, work, and play securely toward the responsibility of manhood and womanhood.¹⁵

Awareness of the Opposite Sex

The eight to ten-year-old youngsters are termed a homosexual group, and evidences of this fact are easily seen. As a separate sex, these children are rivals, almost deadly enemies. But as individuals, they have their personal rights. To a boy, the girl is a different person. She may be admired and adored, but only when she is apart from her kind. A boy and a girl may have grown up next door to each other, have made mud pies together and have studied together, but if he meets her on the street in broad daylight, he does not see her at all — not if he is with the fellows and if he is ten years old. Gesell says that boys are secretive about girl-friends because they are afraid of being teased.¹⁶ Hymes thinks that older persons should not question youngsters about friends of the opposite sex.¹⁷

15. Dell, Floyd. "Sex in Adolescence," Child Study Association of America. Sex Education Facts and Attitudes. New York: The Association, 1934. p. 42.

16. Gesell and Ilg, op. cit., p. 177.

17. Hymes, op. cit., p. 15.

The two sexes are very much aware of each other but are somewhat reserved or shy about the fact. Apparently boys may be quite interested in a ball game while girls of their age pass by. But it is noticeable that the males yell louder and throw the ball more enthusiastically than previously. The females naturally look back and giggle although they did not even know the ball game was in process.

A principal saw some boys wrestling while girls looked on. In a short time, the girls ceased to look at the boys; consequently the latter discontinued their wrestling. As soon as the girls returned their undivided attention to the boys, a series of gymnastics started again.

These pre-pubic children tease each other about their friends of the opposite sex and about getting married, but they do not appreciate too much coaching from the wings. Their notes to each other are about hating "so-and-so" and "so-and so likes you" and "I love you."¹⁸ Another indication of sex-awareness is that the nine-year-old children may show embarrassment at exposing their body to or at being found in awkward social situations with the opposite sex.¹⁹

Vulgar Language and Obscene Pictures

Adults must learn to accept taboo terms and "sexy" pictures as a phase in normal development, and not as exceptional behavior. Hymes warns that mothers must not become too easily shocked and must not hear every taboo word children utter.²⁰ Parental panic in regard to outlawed words

18. Gesell and Ilg, op. cit., p. 201.

19. Ibid., p. 204.

20. Hymes, James L. A Pound of Prevention. New York: New York Committee on Mental Hygiene, 1947. p. 19.

endows the terms with magic, and causes the words to be buried in a magnet which keeps fresh their blood-stirring power.²¹ According to Gesell, forbidden talk of nine-year-olds is shifting from the earlier elimination type of vocabulary to one of sex allusions. Their rhymes have more pointed sex implications than previously. They repeat taboo words to shock their mothers.²² Although an adult must not register horror at coarse sex language, he needs to let the child who uses it know that this terminology is not news to the world as the meanings have been known for some time. Then, the older person can point out to the child that unacceptable talk is as much bad manners as is undressing in public or is nose-picking.²³

Often the small boy is repeating what he had heard an older one say. Two eight-year-old boys were using a four letter taboo word among their school mates. When the youngsters were questioned as to their knowledge of the meaning of the word, they admitted frankly and readily that they had not the vaguest notion of its association. They explained that they had heard high school boys using it rather freely and snickering; so these primary pupils thought they might get some attention from their fellow-classmates by including this "new" word in their vocabulary.

Sometimes, the younger child's picking up vulgar terms is an argument against permitting much older children to associate with eight to ten-year-olds. If the association is allowed, there needs to be a watchful eye and a listening ear on the parent's part. There was an

21. Groves, *Sex in Childhood*. p. 134.

22. Gesell and Ilg, *op. cit.*, p. 204.

23. *Ibid.*, p. 10.

incident of this sort in which an adult had to intervene. The mother has a son ten and a daughter eight who play with neighbor boys of twelve and fourteen. The boys are members of a large family of tenant farmers whose home environment is unwholesome. The older boys had been exposed to much "gutter" talk and wished to exploit their new knowledge before the two younger children, directing it especially at the girl. Fortunately, the girl felt free to go to her mother with the facts of the case, and her brother verified the story. The mother talked to, not scolded, the offender, trying to impress upon him that there was a better way to talk and offering to answer any of his questions. So far, there has been no repetition of a similar occurrence.

Obscene pictures as well as vulgar language often may be traced to older children. In both cases, the children, who are the originators or the imitators, should not be punished nor humiliated. In the pre-adolescent period when vulgar language is attractive to a child who may consider it smart to scribble indecencies on the wall, he must never be constrained to feel as if he is indecent.²⁴

In interviewing principals on the subject of boys' toilets at school, it is found that the educators agree that the fixtures are abused and that neatness is not practiced. One principal states:

In my observation of a number of washrooms used by boys I find that the boys take a great fancy in trying to be poets and artists. It seems that the tendency is vulgarity in their poetry-making rhymes relating to girls and insinuating sex relationship. Most of the times they write verses using a girl's name.

They draw pictures of nude girls and boys indicating sex extremes.

Probably this sort of thing is not done by the little fellows; still they use the same toilets and see these vulgarities.

24. Pipel, op. cit., p. 9.

A third grade teacher had in her room an over-age boy of very low mentality who drew pictures of the male genitals and talked to girls of the sex act. In another third grade in the same school, an over-age girl came to school late in the year. The other children resented her because she used vulgar language. The teacher tried to change the pupils' attitude while she attempted to aid the offender.

Sex Investigations

Parental panic caused from the discovery of sex-play in youngsters makes the forbidden all the more attractive. As was stated above, the aim of parents and teachers is not to keep would-be learners apart because they are curious, but to bring them together because they are curious. This statement applies to sex investigations of the eight to ten-year-olds. This sex interest is a natural one rather than the exceptional. If the children from one family delved into this sort of thing whereas children in one hundred families did not, then parents of the one family would have cause to worry. But, as Strain tells parents:

. . . the world over, in Europe, Asia, Africa, the islands of the sea, in high society and low, these explorative, investigative acts among children are to be observed. They are so general that at sometime in our own childhood, we ourselves . . . were probably either participants in such play or witnesses of it. Yet, here we are now, perfectly proper men and women, neither perverts nor degenerates, but respected citizens bringing up our children in a respectable way.²⁵

²⁵. Strain, Frances B. New Patterns in Sex Teaching. New York: Appleton, 1937. pp. 58-59.

Groves says that the aim of clear-thinking parents is not to encourage sex-play, but to educate themselves out of panicky reactions to childish incidents.²⁶

Parents need to be at ease in conversations with their youngsters at all times. In a bathroom, children may talk to their father entirely of shaving; or they may say, "What big shoulders you have!" or in the same natural tone of voice, they may exclaim, "Your penis is big!" In playing, the same type of thing may happen as the children engage in a cow-boy game for a short time and then change to mailman, after which they may dramatize some of their sexual knowledge.²⁷

Some youngsters are nine before they are conscious that there is a difference between boys and girls in their physical make-up, especially the genitalia. When a boy does realize that there is a difference, he is no more astonished than if the girl has six toes or a noticeable birthmark. This fact may go unnoticed except that it is an indication that the boy is ripe for constructive sex instruction. He may ask himself, Why are girls different? This is a difficult question for a nine-year-old to answer alone. Hence, if the child does not get help by questioning an adult, he may investigate for himself.

Gesell says there may be some sex play between eight-year-old girls and older boys. A few girls are very responsive to touch. They enjoy rolling on the floor with boys and become quite helpless because of the laughter. This type of girl is easily drawn into group sex play with older children and needs supervision.²⁸

26. Groves, Sex in Childhood, p. 91.

27. Hymes, How to Tell Your Child, pp. 8-9.

28. Gesell and Ilg, op. cit., p. 177.

Breckenridge asserts that nearly all children of five to ten years old encounter episodes of sex play, such as investigation, handling of genital organs, playing "father and mother," imitating adults in a sexual embrace, and playing hospital.²⁹

In an interview with a parent, this matter of "seeing" was mentioned. The parent's son of nine told his mother of some little boys measuring to determine who had the longest penis. This took place in a city in which the child was visiting. The child's attitude reflected the feeling that this sex play was somewhat on the vulgar side. For this reason, his mother, realizing that the affair was not taboo, asked him if he and his friends at home did not do the same thing. His reply was in the affirmative; and the whole matter took on a healthy color after his "conscience was clear." Just who was the winner, the writer failed to learn. Evidently, the comparison of the penis meant no more sexually than the comparison of a finger, arm, or leg.

Gesell maintains that less interest in reproduction is shown by nine-year-olds in case that interest has been satisfied earlier. However, if the child has not received the sex knowledge which he sought, he will show dissatisfaction. He is interested more in the details of his own organs and their functions than he is in those of the opposite sex. He may seek information, especially pictorial, in an encyclopedia or other reference books.³⁰

So often even mild investigations may be averted as Strain contends:

. . . if information comes first, an opportunity for observation and experience should follow when possible.

29. Breckenridge, Marian and Vincent, E. Lee. Child Development. Philadelphia: Saunders, 1943. p. 485.

30. Gesell, op. cit., p. 203.

A boy of nine, for instance, who has just been hearing a good deal about anatomical differences between men and women should be given an opportunity to see these differences in a legitimate way - if not in the family life, then by a visit to an art gallery or museum.³¹

Access to the Museum of Science and Industry in Chicago provides a quick and easy answer to many questions of little folk. As Hildebran states:

Thanks to its "Miracle of Growth" exhibit - a three dimensional picture - the story of the facts of life from conception to maturity is there for all to see. Conception, month-by-month growth in the mother's womb, and the actual process of birth are graphically portrayed. No ages are barred, no fee is required. . . . Many a parent has stopped at the desk on his way out to express his heartfelt gratitude for the experience he and his children have had.³²

This marvelous exhibit appeals to young and old, male and female. Over two million visitors have seen it since its opening - the average museum group being a father, mother, and two youngsters. Johnny, age eleven, is a normal boy spending Saturday afternoon at the museum. He enters the "Miracle of Growth" exhibit, and in the next half hour Johnny takes a long step toward maturity. Then, he walks out, his curiosity well satisfied, his mind at ease, his emotions proud. Also Mary, age fourteen, finds aid in stabilizing her turbulent emotions. She has just begun to menstruate and needs assurance of its function in her future life. After thirty minutes, she walks out content with her start toward womanhood.

Masturbation

The act of masturbation itself does not do great harm, but the fears which surround the act do - fears unfounded, produced by exaggerated

31. Strain, op. cit., p. 16.

32. Hildebran, Kit. "How to Tell the Story of Birth". Parents Magazine, pp. 29-31, July, 1949.

and untrue warnings as to the likely consequences. The question is not, Does a child masturbate? but Why?³³

Masturbation (auto-erotism) is found at every age level. The term is not correctly applied to children as "we understand by masturbation the conscious manipulation of the sex organs for purposes of sexual pleasure."³⁴ There probably is some return of pleasure with the practice even to a young child just as there is in thumb-sucking, or he would not continue it. Yet, manifestly, there is a great difference between childish and adult responses to such stimulation.³⁵

Those who masturbate in pre-adolescent years fall into two groups: those who have carried the habit over from early childhood, and those who have adopted the habit recently. An appreciable number belong to the former group. According to Teagarden, who quotes Kanner, there are four types of masturbation:

Auto-masturbation, which is usually manual; mutual masturbation between two or more children who stimulate each other; instrumental masturbation by the use of various instruments, chair-backs, and the like; and mental masturbation brought about through mental imagery.³⁶

It is essential to note that many actions considered masturbation by disturbed adults do not come under this category. To the Freudians, thumb-sucking, ear-pulling, interest in defecation and urination are "larvated masturbation". To most parents, the handling of the genitals by an infant is considered masturbating. "More technical literature,

33. Groves, Sex in Childhood, p. 105.

34. Strain, op. cit., p. 201.

35. Ibid.

36. Teagarden, Florence M. Child Psychology for Professional Workers. New York: Prentice, -1946. p. 357.

however, would reserve the term for those cases of genital stimulation which is followed by pleasurable and voluptuous feeling or orgasm.³⁷ A second erroneous notion is that every time a child puts his hands on or near his genitals he is masturbating. Teachers fail to distinguish between scratching and masturbating. Common sense and a sane perspective on questions of sex prove to be of inestimable value in such cases.

Groves states that masturbation in childhood is a habit, not a perversion.³⁸ Again, here is a sex interest which has its rightful place in the sexual development of children. It is not an interest to be retained over too long a period of time, nor one to be indulged in excessively even over a short span of time. Sex guidance is essential in this phase if a sane, long-range view is to be had.

In the sex latency period, six years to eleven years, masturbation is less commonly observed by the parent as the child is susceptible to the standards of society and adept at hiding "wrong" actions.³⁹ Thus, the harm is two-fold: (1) the feeling of guilt because of social disapproval even though the act is not exposed, and (2) the fact that the act reduces strong drive-tension and energy which could be used for something else.⁴⁰

37. Ibid.

38. Groves, Sex in Marriage, p. 74.

39. Groves, Sex in Childhood, p. 100.

40. Shaffer, Lawrence F. Psychology of Adjustment. New York: Houghton, 1936. p. 377.

Incidental masturbation is probably universal, and it is estimated that most men and women have at some time in their childhood indulged. Of 1183 married and unmarried American college women who answered a questionnaire sent out by Katherine B. Davis two-thirds admitted masturbation and one-half of these placed the beginning of masturbation between five and eleven years of age. Studies of men college students showed that between seven-tenths and nine-tenths practiced masturbation, and three-fourths of these began between the ages of twelve and seventeen.⁴¹

The relatively non-sexual is spoken of as "auterotic". The suppression of questions by parents during this phase of growth often results in the child's becoming secretive about any pleasant sensation which he may have discovered. Howard⁴² asserts that medical science has proven the fact that auto-erotic practice does not cause physical and nervous disturbances. The individual may suffer from feelings of anxiety, shame, guilt, or inferiority. Forsaking childish ways is essential to mature sex behavior.

Other Manifestations

Masturbation, sex-investigations, and awareness of the opposite sex are the most prominent manifestations of children eight to ten years old. There are various others, a few of which will be mentioned as follows:

41. Groves, Sex in Childhood, p. 107.

42. Howard, op. cit., p. 365.

This age youngster often urinates outdoors. Frequently he is so interested in his play that he fails to allow enough time to reach a legitimate toilet. Severe punishment and rigid training in regard to the infallible use of the conventional bathroom may result in such a complete dependence on these surroundings that a child is unable to urinate under different conditions. White comments on the subject by saying that interest in urinating as a part of boys' tests of rivalry is conditioned by the pleasure relief which comes from voiding urine (urethral erotism). Other pleasure relief sensations experienced are bowel movements (anal erotism) and nakedness, cool on the skin (skin erotism).⁴³ Later all pleasures are subordinated to one great pleasure, which is concentrated in the sex organs, and comes to dominate all other pleasure-seeking activities.

In the second grade, an over-age boy was not too popular with his younger classmates, and as a result, he resorted to urinating in the drinking fountain to obtain attention. He got attention, but it was not the sought-after attention of approval, thus, he resorted to other methods not involving the use of elimination or sex organs.

Bibby avers that children often discard their clothes with no ulterior motive, but feel freer without them as they are not yet inculcated with prudishness.⁴⁴ Another reason for discarding clothing lies in skin erotism which is a pleasure sensation of air blowing on the flesh. The lack of clothes allows a child freedom of movement in play and freedom from the responsibility of wearing his garments correctly-

43. White, W. A., The Mental Hygiene of Childhood. Boston: Little, 1923. p. 82.

44. Bibby, Cyril. Sex Education. London: Macmillan, 1948. p. 39.

i. e. keeping shoes tied, shirt buttoned.

"Showing-off" is a common means of winning wanted attention. This manifestation begins in infancy and continues through life. Shaffer maintains that a baby smiles to acknowledge satisfaction responses when his body is stroked. An older child, the pre-adolescent, who has been the center of attention "shows off" when no one is noticing him in order to regain the attention. A young man who is alone in the evening often goes out to seek the companionship of others. "An individual who is accustomed to social stimulation does not wait for it to come to him but seeks it."⁴⁵

Animals and Plants plus Humans

There is some controversy about the use of animals and plants in connection with sex guidance for children. Some authorities maintain that the carry-over is not effective, while others think that it is an ideal opening for a starting point and for further instruction. The fact that a child does not ask questions is no indication that he is not interested or "too wise" already. Sometimes the birth of a baby in his family or in a friend's family, the arrival of baby animals, or the observation of anatomical differences in humans and animals may afford an interesting starting point.

Cabot, in his book Christianity and Sex,⁴⁶ takes the viewpoint that biology and botany are not good to use for youngsters, as they apprehend the maternity phase but not the affection and understanding that should accompany sex instruction. Such admonitions as "teach the sacredness of the body" and "teach the beauty of physical facts" and

45. Shaffer, op. cit., p. 104.

46. Cabot, Richard C. Christianity and Sex. New York: Roy, 1946. p. 14.

"teach reverence for mankind" are strung along with items of information as easy to impart as the day of the week. Yet, Cabot states, any one who has taught knows that he enters a totally different world as soon as he turns from facts to teach any piece of spiritual apprehension such as is implied in these phrases dealing with the sacredness of the body.⁴⁷

Further, in Cabot's discussion, he says that a large number of people would believe that Freudian psychology has brought enlightenment to them on the right and wrong in the field of sex morals. Freud himself, however, would not say so as he has kept clear of ethics and has described humanity as he thinks it is, not as he thinks it should be.⁴⁸

Somewhat with Cabot's point of view may be added that of Maria Kingsley⁴⁹ who avers that perhaps the natural path to sex enlightenment is by way of pets, kittens, bunnies and baby birds, but that in human relationship the sexual intercourse is not only natural but supernatural. If the act is accepted as merely a repetition of what occurs in the animal kingdom, then a miserable failure is being made in pointing out to youngsters what makes intercourse between married adults superlatively beautiful and sets it apart forever from lust.⁵⁰

This same author, Kingsley, asserts that many valuable books furnish the vocabulary and even suggest an approach to the subject of sex in dealing with children; but each child must be considered individually

47. Ibid., p. 16.

48. Ibid., p. 76

49. Kingsley, Maria. "A Bunny A Child A Tiger Lilly and Some Truths." Catholic World, 162, 251-4, December, 1945.

50. Ibid.

on the basis of his knowledge and temperament. She seems to think that instruction texts fail to make a sharp distinction between animal reproduction and the human act.⁵¹

Groves contends that how far humans drift from wholesome sex is revealed clearly in the fact that they are wont to call physical sex animal passion. It is true that man shares sex with lower animals, yet he does not stigmatize hunger or sleep as animal traits. There is a vast difference in the way civilized people eat and the manner in which animals eat. It has been said that this contrast in eating measures the gulf between animal behavior and human civilization. The topic of hunger is surely nearer the animal kingdom than is sex.⁵²

A warning from Bibby advises:

Since we do not wish to adopt a rabbit as a model for our sexual behavior, our education must break the narrow bounds. It must, at appropriate stages, deal also with those respects in which humans differ from other mammals.⁵³

Two other authors offer many suggestions on the subject of nature and humans. The Story of Life by Rice is almost entirely of plant and animal life written for boys and girls of ten years of age.⁵⁴ In The How and Why of Life, Gillmore⁵⁵ says that plant and animal life is important in sex guidance. Her book is designed for parents and

51. Ibid.

52. Groves, Sex in Marriage, p. 16.

53. Bibby, op. cit. p. 7.

54. Rice, Thurman B. The Story of Life. Chicago: American Medical Association, 1930. p. 13.

55. Gillmore, Emma. The How and Why of Life. New York: Liveright, 1932. p. 7.

teachers to read to the middle-elementary pupils, whereas older pupils may read it for themselves.

A fundamental fact of sexual instruction for the child should be the difference, not the similarity, between man and animals contends Eliot.⁵⁶ The child may tend to imitate what he learns. The basis is human, not animal; moral, not biological.

Gruenberg maintains that it has been quite possible to acquaint even very young children with the commonplace facts of the male in lower animals and in plants, and so the youngsters accept these facts about human fathers quite casually and without sexual excitement. Consequently, it is easier to teach such facts to very young boys and girls (five to ten years) precisely because at this age they are not aware of sex emotions.⁵⁷

Apparently Bro is a believer in the use of animals in imparting sex knowledge to youngsters. No matter how fast, she asserts a nine-year-old is traveling on roller skates, he will come to a halt to peer into a baby carriage, strange or familiar though it may be, and take an appreciative look at the occupant.⁵⁸

If a nine-year-old learns there is to be a new member of his family, he very often asks when the baby will arrive. After he receives an answer of four months or six months, he exhibits his knowledge of pre-natal growth in animals by saying that it takes Fred's rabbits only

56. W. G. Eliot, Jr. "Teaching Phases for Children," The Social Emergency. Edited by W. T. Foster. New York: Houghton, 1914. p. 105.

57. Gruenberg, Benjamin C. "Fearless Sex Education," Child Study Association of America. Sex Education Facts and Attitudes. New York: The Association, 1934. p. 24.

58. Bro, op. cit., p. 152.

six weeks to have bunnies after the father rabbit visits the mother rabbit. He does not question the father's place in human procreation now, as he never has. He merely adds, "You'd think a person could have babies as quick as a rabbit."⁵⁹ Then, he really is surprised when his mother tells him that it takes a mother elephant nearly three years to have her baby.

The conducting of family life projects as a part of a sex education program is best worked out incidentally in the primary and elementary grades. At first glance, Strain states, the rearing and care of animals at school appears full of fun and excitement. Then, at a second glance, it suggests a great deal of work and responsibility. But a third glance recommends the project as good for the children.⁶⁰

There is no reason to feel as if the teaching of reproduction through the observation and care of animals will in any way destroy the home framework. "Instead, it dignifies and 'places' the relationship between the sexes, humans included."⁶¹ Animals have a neat and orderly sexual life, not because it is governed by morals or ethics but by natural laws.

Some sex characteristics afford an excellent basis for the study of animal life and habits -- the structure and equipment of male and female, weapons of combat and courtship, nesting and mating habits, care of the young, and provision for food and shelter. Primary sex interests

59. Ibid., p. 153.

60. Strain, Frances B. Sex Guidance in Family Life. New York: Macmillan, 1948. p. 108.

61. Ibid., p. 109.

should be permitted a share of interest, too. Understanding the genital structure not only lessens curiosity and sex investigations, but prepares the way for animal mating to be observed first hand. Taking excursions to a zoological park offers wonderful opportunity to teachers and parents for effective sex guidance.

Stohlman, in her thesis on sex education, lists some facts acquired as outcomes of an experiment in animal life in a third grade:

I. Animal Life

A. Animals have many ways of caring for their young.

1. Some animals never see their parents, -as for instance, insects.
2. Some animals take very little care of their young, -for instance, large families, such as the bob-white.
3. Some animals are cared for by both the mother and father- as are pigeons.
4. Some animals are cared for by the mother - dogs, cats.
5. Some animals are cared for by the father - sea horse, stickle back.

B. Certain forms of life deserve the protection of man.

1. Useful animals are protected [by law] from the hunter during certain seasons.
2. Fish hatcheries are built in different parts so that the eggs are protected.

In an experiment for grade four, Stohlman tells of the facts dealing with plant and animal life:

I. Similarity in life processes of plants and animals.

A. Animals

1. Animals have special adaptations by which reproduction is accomplished

- a. Birds lay eggs and sit on them until hatched.
 - b. Most fish lay eggs which are fertilized in the water.
 - c. Some fish are born living- [tropicals].
 - d. Most insects lay eggs on the food their young will eat - [moths].
 - e. Mammals are born alive.
2. These creatures which require no parental care are apt to be killed and are reproduced in large numbers.
 3. The more dependent the young, the fewer are produced, resulting in a higher form of life.

B. Plants

1. Flowers make seed for [more] plants.
2. Life is contained in the seed.
3. Each kind of seed produces its own kind of plant.

In grade five, the following facts were added to those learned in grades three and four:

A. Life in a garden is inter-dependent.

1. Flower contains the organ of reproduction.
2. Flower attracts helpful insects [which carry the pollen from one flower to another, causing fertile seed to be formed].⁶²

The following episodes, which have occurred within the knowledge of the writer, will help to illustrate the use of animals and plants in sex instruction. A family is raising rabbits for commercial use. Hence the feeding and housing as well as the health of the rabbits are looked after

62. Mary H. Stohlman. Provisions for Sex Education in the Public Schools of the District of Columbia. Master's Thesis, George Washington University, 1937. pp. 8-10.

very carefully, especially in regard to breeding. Jimmie knew that one of the male rabbits had visited in the pen of a female, but the child had said very little about it as it was nothing new to him. One Sunday morning he went excitedly to his mother and demanded, "How long before the bunnies will come after the mother begins pulling fur?" This was a new discovery for him as he had never been at home when that part of the preparation for the young had taken place. His question was answered because before night there were nine bunnies in the hutch.

Mary Louise had never seen a hen actually in the throes of laying an egg until school was out and she was around the chicken yard a great deal. It was another actual experience she added to her sexual knowledge. She and Jimmie also noticed the rooster on the hen's back and were told that the rooster was inserting sperm into the hen's body. The youngsters already knew about the father and mother uniting to start a human baby; for this reason the fowl incident was accepted and assimilated quickly and easily.

Early in June, Jimmie and Mary Louise were visiting a relative who offered to share his kittens. Mary Louise told him without hesitation that they wanted a pair in order to have babies "as the girl will grow up to be a mama." They got the pair.

Tip, the family dog which slept in the tent with the children, was to have puppies. One morning in July about five o'clock there were sounds of delight emerging from the tent. Of course, Tip was giving birth to her three puppies, and Jimmie and his sister were getting a ringside view. They were as happy as they were on Christmas morning, just as excited and happy over newpuppies as they were over dolls and trucks.

In the early spring, these same youngsters discovered frog eggs in the branch; and as natural to expect they wanted to know how the eggs would hatch. Their father explained the matter to them and there was another sexual fact to tuck away and be assimilated with others in their storehouse.

In June, Mary Louise and Jimmie added a female pony to their menagerie. They were interested in knowing the prospects for having a baby pony on the farm. Since they knew males could not reproduce, they asked if the pony could become a mother by mating a horse or another pony. The youngsters are trying now to fatten the pony, with prospects of breeding her next spring. If this idea materializes, the boy and girl will have many facts concerning the production of a healthy baby - human or animal.

There is a variety of plants in the yard of Jimmie and Mary Louise. They are seeing how seeds mature on many of these flowers. They notice that on some plants of the same species are seeds and on others there are none. As a result of this observation, they are learning that there are male and female flowers and plants.

A boy of ten in Florida remarked to his mother that some avocado trees had fruit and that some had none. The mother told him that some trees are male and some female. Not too long after that, the same child asked if a girl had to be married to have a baby. The mother evaded the question until some weeks later, and then she re-opened the question (after having gained some composure and knowledge) by referring to the avocado trees as a means to impart the knowledge of procreation to her young son.

Life is a continuous process in many forms. Chickens reproduce their kind by hatching eggs from animal heat whereas frogs reproduce frogs by letting the sun hatch their eggs. Rabbits, ponies, dogs, and cats grow their babies within their bodies, and then give birth to fully developed animals. Plants, too, form seeds in order that human hands and Mother Nature may plant and raise their kind. Propagation goes on generation after generation in a continuous process.

Thus, it is concluded that much in the way of sexual guidance for children can be obtained from observing nature's way in the reproduction of plants and animals.

CHAPTER IV

SEX GUIDANCE AT HOME AND SCHOOL

At present, sex education is in a transitional stage. A swing is being made from resistance to acceptance, which means the revealing of whole fields of new knowledge - knowledge which itself is still uncertain and often speculative. Sex guidance is the process of blending into the whole personality of an element which only too easily can be brought to the surface or pushed into the depths to work itself out in disorder and turmoil.¹ Thus this business of "excavating" sex knowledge is a slow and gradual process. Bigelow asserts that it would be dangerous to introduce sex instruction into all schools by sudden legislation.² This is true both from the standpoint of the giver and the receiver of the instruction. There must be specially trained personnel ready and able to impart instruction after their pupils, whether young or old, are properly conditioned and their minds are receptive to sex guidance.

Wolf states:

If we are, as I believe, at a turning point in our thinking on sex education, it is because we are becoming aware that it is an emotional, rather than an intellectual or even a moral, problem which we face. Our problem becomes one, not only of education for sex in adult life, but also of facilitating the normal development of real sex feeling from infancy on, instead of attempting in childhood to intellectualize or spiritualize it out of existence.³

Sexual enlightenment rarely ever achieves fully what is desired of it. The most accomplished is a compromise between the tendencies of

1. Strain, Frances B. New Patterns in Sex Teaching. New York: Appleton, 1937. p. 22.

2. Bigelow, Maurice A. Sex-Education. New York: Macmillan, 1936. p. 23.

3. Wolf, Anna W. M. "The Dilemma of Sex Education," Child Study Association. Sex Education Facts and Attitudes. New York: The Association, 1934. p. 32.

the educator and the drives of the child. The main object of sex guidance therefore should be the integration of the child's sex drives.⁴ As a prerequisite to their guidance, a distinction between sex information and sex education must be made and recognized by adults although the two are very closely related.

Filpel maintains;

It has become increasingly evident that sex teaching is not as simple as teaching other facts; that it will necessarily differ from case to case; that it cannot be isolated; that it is dependent on our view of life as a whole, our concept of marriage and family. Facts, no matter how accurate themselves, are evidently not all there is to sex education.⁵

Hoffman contends that the sexual life of the child never accords with the ethical standards of adults. Since sexuality is play in the child's life at first, it brings no stress and strain. Later caution, secrecy, and guilt enter, and the school rarely ever learns of taboo sex conduct. Hoffman also believes the school can accomplish much by giving children access to mature understanding adults with whom they can discuss their problems. Punishment should never be used as a preventive measure nor should it be used to educate.⁶ It is impossible to investigate, censure, punish, and educate all in one breath.

The work of sex education is not beginning in our homes and schools; it already has begun. Reeducation is the work to be achieved. In order to do this, the educators "have not merely to answer this 'Voice' which, in consequence of past false attitudes, often condemns what is right, normal,

4. Blumgart, Leonard. "Parents and Sex Education," Child Study Association. Sex Education Facts and Attitudes. New York: The Association, 1934. p.32.

5. Filpel, Cecile. "New Approach to Sex Education", Sex Education Facts and Attitudes. New York: The Association, 1934. Foreword.

6. Blumgart, op. cit., p. 29.

and healthy, but they have to re-educate the inner-self."⁷ Thus, those who desire to free the students from faulty attitudes must themselves be free within, for however desperately the instructors strive, they cannot entirely banish all influence of the past from their lives.⁸

Bigelow states another fact to recognize is that much of the opposition to proposed sex instruction in the home and school is more or less based on the feeling that the very word "sex" involves something vulgar.⁹ However, if a person should ask any large group of representative people -- ministers, doctors, teachers, business men, or laborers -- whether they knew the essential facts of sexual life before the age of twelve, 97 per cent will answer quickly in the affirmative.¹⁰ Therefore, the question for debate is not should the children be taught sex facts but who should teach the facts -- parents and trained teachers or playmates and other unreliable persons.¹¹ It is apparent that however desirable home sex guidance may be, the majority of parents are not capable nor willing to tackle the job. As a result of parental defection, the public education system should attempt to provide a scheme of instruction which will enable young people to acquire the most helpful information for sex guidance in their lives.¹²

7. Chesser, Eutace C. and Dawe, Zoe D. The Practice of Sex Education. New York: Roy, 1946. p. 67.

8. Ibid.

9. Bigelow, op. cit., p. 5.

10. Ibid., p. 13.

11. Ibid., p. 14.

12. Ibid., p. 22.

Eliot says that:

As the public school is the only agency of formal education which reaches nearly all children of this nation, sex instruction must eventually be given in all public schools. Since the majority of students do not reach high school, this instruction must be given in the grammar grades.¹³

Chesser and Daw, too, advocate beginning sex instruction in the nursery school and continuing it through the entire grading system.¹⁴

Rosebrook presented a similar idea when she wrote:

Since sex is naturally found, not only in practically all of our school subjects, but in all phases of life, it follows that it should be presented to our students whenever and wherever it naturally occurs.¹⁵

In the summary to Rosebrook's introduction, she states that teachers should not present isolated bits of sex instruction but should include it incidentally whenever it is expedient.¹⁶ The whole duty of imparting sexual knowledge to children does not fall upon teachers, but falls upon "each and every community".¹⁷

"Should we?" is no longer a question to be asked concerning sex teaching, but "How shall we?" is the inquiry. Faegre states that sex training requires similar features to that of training in other habits.¹⁸ The child will be asked to modify his sexual desires to fit into the

13. W. G. Eliot, Jr., "Teaching Phases for Children," The Social Emergency edited by W. T. Foster. New York: Houghton, 1914. pp. 104-126.

14. Chesser and Dawe, op. cit., p. 218.

15. Wilda M. Rosebrook, Sex Education in the Public Schools. Master's Thesis, Ohio State University, 1928. p. 2.

16. Ibid., p. 16.

17. Faegre, Marion L. Your Own Story. Minneapolis: University of Minnesota Press, 1943. p. 37.

18. Ibid., p. 40.

pattern of life around him as he is asked to modify his social desires to conform to the life about him.

Kingsley, in her article in The Catholic World avers, "Unfortunately sex is too frequently treated as a new hobby and the neophyte cannot withstand the evangelical urge."¹⁹ She continues by saying that a patient does not allow a doctor to advise about the patient's physical welfare until the doctor has an acceptable reputation by reason of long and careful preparation, rigid examinations, and adequate experience. But the public will allow a pseudo-psychologist with a few chapters of mental hygiene to his credit to rush in and tramp into grotesque shapes the delicate sensibilities of its children or of enlightened adults. If one reveals too suddenly to an inexperienced child the whole truth about reproduction, the meaning comprehended by the child may be as misleading and mendacious as the stork story.²⁰

Even today as Gruenberg views the situation, "sex education" continues to mean merely the telling of facts and the warning of dangers.²¹ He says that five hundred school administrators were polled by The Nation's Schools on the subject of sex education during the last war and 96 per cent were in favor of organizing a program for the promotion of sex guidance.²² Goldberg questioned 185 school superintendents but only eighty-four replied to his query of what is being done in the way of sex

19. Kingsley, Maria. "A Bunny A Tiger Lilly and Some Truths," Catholic World, 162: 251-4, December, 1945.

20. Ibid.

21. Gruenberg, Benjamin C. How Can We Teach About Sex? Public Affairs Pamphlet No. 122. New York: Public Affairs Committee, 1946. p. 9.

22. Ibid., p. 13.

instruction and guidance. The answers, in comparison with previous years, indicate a growing interest and development. He states:

The needs still to be met include an effective teacher training development of educationally sound programs of teaching, parent education to parallel the education of children, and a wider appreciation by the public as a whole of the need of a type of education and guidance generally known as "sex education."²³

Parent Guidance

Parents and teachers share in the responsibility and the privilege of providing sex guidance to youngsters. Since the parents are the first adults to influence the lives of their children, a most important role belongs to mothers and fathers. For, if they do their job well, then teachers have a solid foundation on which to build further. Sex education in its fullest sense grows in the atmosphere of a consistent and constructive parent-child relationship. Such an atmosphere requires a mature emotional, as well as intellectual, balance on the part of the parents and of others, like teachers, who are in a very real sense parent-substitutes for the child.²⁴

According to Faegre, one of the most important things for parents to do before giving too much sex guidance is to rid themselves of their own fear.²⁵ The matter of sex is natural, but proper sex behavior requires training and fore-thought. Shaffer maintains that:

Mental hygiene of sex is not simple, but two of the most common errors are relatively easy to avoid: (1) the parent should treat sex as a commonplace topic and give sex information to children when they request it without conditioning them to mystery, shame, secrecy, or disgust, and (2) the parent should

23. Ibid., p. 33.

24. Child Study Association, op. cit., Foreword.

25. Faegre, op. cit., p. 5

know of the normal sequence of sex development and aid it in every way. They especially should avoid creating too strong attachments between themselves and their children.²⁶

Groves asserts that the immediate reason for ignorance on the child's part is the unwillingness of parents to tell children the facts they want and need. Sometimes a mother's conscience will drive her to attempt to help her child at adolescence, but this age is too late to win the child's confidence.²⁷ The mother's conscience should be more active when her child is eight, nine, or ten, or even younger.

Evidently students at the University of California realize the need for sex guidance for sixteen-year olds and those older, for when Keyes, an instructor, took a vote for or against sex education, the result was ninety-nine to one in favor. Twenty-seven hundred in that university requested sex courses. The fact that these university students realized the necessity for sexual guidance, which they should have had years before, presents a challenge to the elementary public school.

Thus, it is in elementary school that sex guidance is greatly needed. In an article about sex education in Britain, Weatherall²⁸ says that parents should give the instruction. However, due to a need of health training and increased communicable diseases, Britain is offering sex courses in public schools.

26. Shaffer, Lawrence F. Psychology of Adjustment. New York: Houghton, 1936. p. 381.

27. Groves, Ernest and Gladys. Sex in Marriage. New York: Macaulay, 1938. p. 27.

28. Weatherall, R. "Sex Education in Schools and Youth Clubs in Britain", School and Society, 62: 379-81, December 15, 1945.

Another British author, Bibby, states that parents are doing a good job in sex education when they convey the idea that voiding, like eating, is a perfectly normal and proper process.²⁹ He goes on to say that young children do not give sex any special thought, usually, but that they accept such lessons as normal and natural. As one London pupil commented, "When you come to think of it [sex], there's nothing strange about it!"³⁰ Before adolescence, these facts of sex and reproduction are accepted (testimony of all who have had wide experience) in a completely matter-of-fact manner, with not a trace of self-consciousness or embarrassment.³¹

In a suggested outline for the Education for Responsible Parenthood, Dodge maintains that adults "must build modesty upon information, not curiosity upon ignorance."³² Therefore, it is in the home with the young child that parents must accept the challenge that is naturally presented to them in order that more steps may be added as the young child becomes a primary pupil and then a grammar grade student.

Teacher Guidance

There is no formula for good teaching. One method may be effective in an urban school with a large enrollment, whereas the same method would be an utter failure in a rural school with a small attendance. Maria Kingsley avers:

At the present time the weakness of instructors in many fields is a blind dependence upon formulas and systems.

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29. Bibby, Cyril. Sex Education. London: Macmillan, 1948. p. 37.
30. Ibid., p. 4.
31. Ibid., p. 9.
32. Dodge, Eva. Class Lecture. July, 1948.

Technical training is an indisputable asset, but a real teacher, and the same holds true for a successful parent, must have a personality of sufficient depth and breadth to supply the material. His best source is his own integrity... It is up to the parent to reveal only as much as a child is able to grasp without overwhelming his other experiences. In our present chaotic world, balance is of supreme importance.³³

A first requisite in successful sex guidance is that the instructor recognize "sex" in every age child. Some people will not admit that very young children have sexual feelings because the adults do not want to admit it, contends White.³⁴ It is as equally dangerous to be blind to the sexuality of children as it is to be blind to the inflammability of oil when fire is near. This warning must be heeded before children get into serious situations because adults will not acknowledge their children or students have "sex" inclinations.³⁵

Chesser and Dawe maintain that many teachers, as well as parents, believe sex only begins to have some part in a child's life at or near puberty. The authors affirm nothing could be further from the truth.³⁶ The adults must realize that sex is a part of the youngsters' lives and to recognize that sex must be treated as an inherent part of life.³⁷ Just plain information is not sufficient. Boys and girls need help in adjusting themselves to the acceptance of sex as having a proper place in their lives. But unless teachers themselves

33. Kingsley, *op. cit.*, p. 54.

34. White, W. A. *The Mental Hygiene of Childhood*. Boston: Little, Brown, 1923. p. 113.

35. *Ibid.*, p. 181.

36. Chesser and Dawe, *op. cit.*, p. 6.

37. *Ibid.*, p. 9.

have made this adjustment, they cannot be of much value and assistance to these youngsters.³⁸

The teacher who feels as if sex is something to be mentioned only in whispers, if it must be whispered at all, should never attempt to guide youngsters in the so-called unmentionable subjects. He will be awkward and clumsy, and this fact will not pass unnoticed by the pupils. In the early years, the teacher should treat sex as a natural feature of a mass of living things and to answer any question concerning these living organisms truthfully and simply.³⁹

Ione Wilshin gives the point of view of one who has actually had experience in sex guidance in school. The first point accordingly she learned was that she should never call the subject sex. The second fact she absorbed was that she should try to create a proper, respectful, serious attitude on the child's part. The third was that she should answer all questions with correct, unflinching answers.⁴⁰ The classroom creates a clinical atmosphere. There the subject is free from the colorings of love and shame. The attitude is impersonal and learnings are intellectual. If home has laid its foundations of understanding and tolerance, then the school does a better job teaching biological manifestations. It is here the parents bog down due to a lack of information and to emotional ties. This emotional block exists primarily because these parents, when children, connected sex and shame;

38. Gruenberg, Benjamin C. "Fearless Sex Education," Child Study Association. Sex Education Facts and Attitudes. New York: The Association, 1934. p. 6.

39. Chesser and Dawe, op. cit., p. 219.

40. Wilshin, Ione. "Sex Education - Whose Job Is It?", National Education Association Journal, 34: 201-2, December, 1945.

and though happily married now, have never been able to throw off these associations. Another conclusion to which Welshin came is that children will not seek out a teacher for information. Instead, the instructor has to make the facts available to the whole group so that the individual will not become a marked person.⁴¹

Rosebrook contends:

As soon as the State Department of Education makes Sex Education a required course for all teachers before receiving their diplomas or certificates, the question of "competent hands" will be removed.⁴²

No doubt this one movement, suggested a quarter of a century ago, would be one step in solving this problem, but it is not the only solution since many other factors enter in.

The home and the school should know what each is doing in sex guidance so that the two factions do not conflict. A child has difficulty in accepting either home or school information when there is one set of rules at home and another set at school.

The parents should:

1. Answer casually questions when they arise.
2. Answer questions according to age, intelligence, and experience of the child.
3. Warn school children that most mothers prefer to explain sexual facts to their own children.
4. Warn youngsters not to discuss sexual facts before strangers.
5. Let the children learn to use correct words unconsciously.
6. Allow brothers and sisters to talk freely.
7. Guide rather than punish.

41. Ibid.

42. Rosebrook, op. cit., P. 34.

Teachers should promote:

1. Satisfaction of the love impulse through various stages of growth.
2. Association of sexes in work and play.
3. Adoption of acceptable terminology.
4. Knowledge of animal and plant reproduction, including human.
5. Correlation of sex knowledge with common experience.
6. Preparation for sexual maturation.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

This thesis represents primarily a study of teacher guidance in the sex development of eight, nine, and ten-year-old pupils. First, in order to determine the social and physical maturation in relation to sex and the sex interests of these youngsters, the investigator conducted a survey with parents in two communities and teachers in three schools. A questionnaire was formulated by the author and used in tabulating the social and physical maturation and the sex interests of the children. The questionnaire for the parent indicated the following: (1) child interest in procreation (2) child interest in pregnancy-fetus growth (3) child interest in social questions (4) vulgar or taboo behavior of the child. The questionnaire to the teacher indicated the following: (1) harmless sex manifestations in pupils (2) mild, undesirable manifestations in pupils (3) serious sex manifestations in pupils.

In analyzing the mothers' responses to queries for sex information, these conclusions were drawn: (1) that there are still many parents who give incomplete answers to questions of their children; (2) that a reason for these incomplete replies is a lack of information and a proper vocabulary, and "the nerve" to say what they may know.

In summarizing the parent's qualifications for his part in sex guidance, it is important to stress the following points:

1. A mature emotional, as well as intellectual, balance.
2. The erasing of fear.
3. The treatment of sex as a commonplace topic.

4. The imparting of sex information when requested without conditioning the children to mystery, shame, secrecy, or disgust.
5. The knowledge of the normal sequence of sex development.
6. Avoidance of too strong tie between child and self.
7. Building of modesty upon information, not curiosity upon ignorance.

Teacher's qualifications should include the following points:

1. Use of own integrity.
2. Recognition that sex is present from birth to maturity.
3. Treatment of sex as a natural feature of life.
4. Acceptance of a local term for sex education.
5. Presentation of clinical atmosphere in classroom.
6. Presentation of information for class as a whole.

Recommendations

Upon the basis of the findings of this study, the writer seems justified in making the following recommendations:

1. That sex guidance begins at birth, and the parent should give her child an understanding of birth and the difference between the sexes.
2. That a teacher should know the significant sex interests of eight, nine, and ten-year-old children in order to understand their sexual nature.
3. That a teacher should be aware of social maturation so that the urge for homo-sexuality may be respected.

4. That the teacher should be sensitive to the latent physical development in order to plan activity with that in mind.
5. That positive guidance, rather than punishment, should be utilized in correcting forbidden sex conduct.
6. That teachers recognize there is a difference between a bad habit corrected and a habit corrected badly.
7. That a happy, wholesome home life is an important factor.
8. That sex guidance should be included in all elementary grades.
9. That much tact is necessary in educating the public as a whole, to acquire receptive attitudes toward the dissemination of sex information.
10. That plant and animal life is an excellent opening for presenting the subject of human reproduction.

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