

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

EARLY CHILDHOOD
SEX EDUCATION MATERIALS

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Early Childhood

by

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ABSTRACT

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by

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Master of Arts in Education, Educational Psychology,
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This project examines some sex-education programs, representative of the fields of physical education, health, "affective" sex education, mental health, social, and psychological. It surveys recent books in the field of sex education written for parents, teachers, and children. It contains a glossary defining terms dealing with areas of sex and sexuality. It contains a section of recommendations. It contains a bibliography.

EARLY CHILDHOOD
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Chapter I

THE NEED FOR MATERIALS IN THE AREA OF
EARLY CHILDHOOD SEX EDUCATION

Many of the real problems of our society today are sex linked. Incidence of venereal disease is at an all time high. Incidence of abortions is high, even though birth control methods and information are inexpensive and available. Children are born to mothers who have no means to support them. Statistics show rape is on the increase. Clinics for sexual dysfunction are strongly supported and attended. There is no way to count the unhappy individuals who have felt inadequate, frustrated, or empty in their own lives because of arrested sexual maturity. All this is a huge price to pay for lack of attention to one of the strongest drives in every individual.

The primary source of sexual problems is found in attitudes and values that are formed in our early childhood years. The ways we express our adult sexual drives are determined by attitudes of how we value ourselves as individuals, how we relate to those close to us and to society as a whole, as well as our capacity for intimacy and sharing, and the ability to respond to our own feelings in constructive ways. These attitudes begin to be shaped from

the moment we are born. Physical sexuality is an inherent part of every person. We are all born with genitalia, male and female hormones, and develop secondary sexual characteristics as we mature. In addition we all have sexual feelings and sexual drives. These characteristics all have profound effects on our behavior and in determining our role in society.

Dorothy Corkille Briggs, marriage, family and child counselor and author, writes in her book Your Child's Self Esteem (1970), "How any one youngster handles his sexual urges is tied to all of his experiences with life, and love. And his attitudes are formed from birth on."

Sigmund Freud (1920) was the pioneer who discovered childhood sexuality and who discerned and described human psycho-sexual development from time of birth. He explained the close connection between an individual's feelings in the experience of sucking, onanism, excreting, and sexual curiosity as an infant, and how those feelings and experiences influenced his later expressions of sexuality.

Even before Freud, according to Taylor (1954), it was observed of children before their third year that their genital organs showed signs of excitation, and there were regular periods of infantile masturbation. Also, there were distinct choices of object affection, including favoring one sex over another, and jealous reactions.

Notwithstanding the widespread acceptance of Freud's

findings among professional psychotherapists, the discovery of sexuality in childhood has not been followed by any clear cut consensus of parental or school roles in sex education. More recently, published writings of leaders in the field of human sexuality show their agreement on the tremendous significance of the parental role from the time of birth.

Wardell Pomeroy, sex counselor and co-author of the Kinsey Reports noted that parents often have responded by avoidance. He says:

Most parents believe they should avoid talking sex to children. . . . because it puts ideas into their heads. Yet even the very young child is not only sexually curious, but already a sexual being.

Mary Calderone, Executive Director of SIECUS (Sex Information and Education Council of the United States), writes:

Parents need to realize that sex education does not begin when a child starts to walk or talk, or enters school, or reaches a certain age or whenever the parents decide they are ready to talk about it. Sex education begins at birth.

Regardless of parental avoidance or behavior in the home, attitudes are being formed, and behaviors and bodies of information are developing within the young child. Parents are variously prepared to be sex educators of their children. Some of them are capable of handling this comfortably and well, and some of them certainly are not. Contributing to the influences of parental attitudes is

the historical background in this country of Puritanism, which proclaimed that enjoyment of sex was a sin. Sexual intercourse was for procreation only and an activity to be endured, especially in the case of women. The large number of women who died in childbirth made pregnancy a cause of real fear, as did the intercourse that led to it. The belief that masturbation was immoral was widespread, and many superstitions were invented to inhibit it. Facts of menstruation were hidden.

Sexual superstition, fears, puritanical attitudes, guilts, insecurities, and ignorance are all still strong in our culture and serve as the background against which the current sexual permissiveness may be seen. Even though sex information is becoming widely disseminated through the media, university classes, and easily available books, intellectual knowledge is not equivalent to attitude change. Parents are often rigid, confused, or embarrassed in their approach to helping their children.

The fact remains that children are being influenced in their sexual development whether or not parents are aware of process or results. Many parents withdraw, deciding to leave the child's sex education to his peers, church groups, or public school programs. Peer information is largely misinformed, sometimes destructive, and at best casual. Church groups do not undertake sex education programs before puberty. What is left is what can be found

in public school programs.

Great controversy has been traditional around sex education projects in the public schools. Since public school programs are largely a reflection of the population they serve, their curricula usually skirt the subject areas widely. According to Uslander (1975), there are strongly divergent philosophical beliefs, fears, and anxieties in the general population that foster withdrawal from the subject, misinformation, and superstitions. All these factors operating in the community they serve reinforce the school administrators in their decision to refrain from teaching sex education to young children. In addition, public school administrators usually have the same problems of confusion and avoidance as the rest of the population. Furthermore, parents have a strong fear and distrust of someone with views different from their own influencing their children in this powerful and sensitive area. All of the above have contributed to lack of programs and materials in the sex education, as well as to lack of use of that which exists.

Nevertheless, it is impossible for teachers to work with children without influencing their sexuality. Modeling is a part of any teaching relationship. Our own emotional reactions cannot be hidden from the children. Our very ignoring or emphasizing a situation brings it into focus. Should we let these things occur by happen-

stance, or should we be clear on our goals for our childrens' development so that we automatically direct our energies and attention toward the attaining of our goals when the unexpected situation or question arises? Indeed, shouldn't we even contrive to bring these most significant areas of concern into focus under our own direction?

The purpose of this project is to (1) describe some existing representative sex education programs from public schools, (2) provide a resource compendium of recent books for the use of parents and teachers, and (3) describe materials especially prepared for children before the age of puberty. It is hoped that these materials may be used as information and adapted to provide content in varying degrees of depth and formality.

Chapter II

GLOSSARY

The definitions set forth here are for the purposes of use of this paper, and are my own.

Sexist

Refers to stereotyping solely on the basis of gender.

Sexual

Sensations, emotions, attitudes, and behaviors that are caused because we are male or female.

Sexual Attitudes

Environmentally induced reactions (a) because of being male or female, or (b) attitudes towards sexuality-promiscuity, nudity, enjoyment of sensuality, and other aspects.

Sex Education

Formally, a curriculum dealing with aspects of sexuality. Often includes discussion of growth and development; childbirth; description of sex organs, their developmental changes and their functions; roles of sex in society; acceptable behavior with regard to nudity; masturbation; vocabulary; social mores for each role. It also can include attitudes and behavior that affect one's sexuality -- body image, self concept, self esteem,

cleanliness and health, intimacy, caring, ways to handle strong feelings.

Erotic Feelings

Any feelings that tend to make one want to engage in genital stimulation and/or gratification. This varies greatly from individual to individual, and from time to time within each individual.

Gender Identity

How the individual identifies him/herself as male or female and what that does to determine his/her role in life and society.

Love

An emotional feeling. It is included here because we need to examine the ideas that many people have confusing love and sex in their thinking and behavior. Since sexual feelings are so closely involved with those we love, we need to sort out what we mean when we are thinking in these terms. Here as in erotic feelings, each individual would describe these differently, but would be helped by recognizing concomitants, overlaps, and differences.

Intimacy

Physical and emotional sharing and closeness. Sexual intimacy is thought by some to be the ultimate of experiences. However, not all sexual experiences are intimate,

and two people can have real intimacy without sexual behavior.

Chapter III

AN EXAMINATION OF SOME REPRESENTATIVE PUBLIC SCHOOL SEX EDUCATION PROGRAMS PUBLISHED WITHIN THE PAST TEN YEARS FOR EARLY CHILDHOOD AGE

- A. Representative of Physical Education Approach.
1. Sponsoring Institution -- American Association for Health, Physical Education, and Recreation.
 2. Title -- Sex Education: Resource Unit Grades K - 4 (1969).
 3. Goals -- The child understanding the wonders of his growing body, human reproduction, and developing his ability to function as a worthy family and peer group member. The child being aware of good body feelings, and the influence of emotion on body health. He having certain cognitive information on sex differences and development.
 4. Features -- Emphasis on concomitant parent education. Sex education is one area in total study of a health education program.
 5. Staff -- Regular classroom teacher. Available booklet gives instructions for classroom methods and techniques for achieving goals.
 6. Materials -- Resource units for each grade level. Lists of references, one for students, one for teachers; lists supplementary teaching aids, including sound film and film strips.

7. Availability -- This publication is part of a series on health instruction developed by the Publications Commission of the School Health Division of the American Association for Health, Physical Education, and Recreation (1969); 1201 Sixteenth Street, NW; Washington, D. C. 20036.
- B. Representative of Health Education Approach.
1. Sponsoring Institution -- Cortland-Madison Board of Cooperative Educational Services; Homer, New York.
 2. Title -- Steps Toward Healthy Growth.
 3. Goals.
 - a. Interpret and observe rules for living that make a happier and healthier life for all.
 - b. Develop and maintain satisfactory interpersonal relationships.
 - c. Identify himself as a person of worth.
 - d. Identify every aspect of the continuous life cycle.
 - e. Understand each member of the family as an individual and as a contributing member of the family unit.
 4. Features -- Sex education must be considered part of the overall health education program -- including nutrition, sensory perception, dental health, death, safety, and more.

5. Staff -- Regular classroom teacher. No specified extra training.
 6. Materials -- Curriculum Guide, which includes list of resources, activities, and suggested instructional materials.
 7. Availability -- Cortland-Madison Board of Cooperative Educational Services; Homer, New York. Steps Toward Health Growth, Health Education Curriculum Guide: Grades K - 3 (January, 1975).
- C. Representative of "Affective" Sex Education Approach.
1. Sponsoring Institution -- Commission for Inter-district Cooperation; Lake County, Illinois.
 2. Title -- A Teaching Program in Health and Sex Education: Parts I, II, and III; Author: Sara, Nathir G. and others.
 3. Goals -- "Structured to promote affective as well as cognitive learning. It centers on (1) understanding the human body and how to care for it, (2) understanding what it means to be man or woman, and (3) understanding the forces in the physical and social environment that influence behavior."
 4. Features -- The approach to affective learning is to present "an analysis of the biology of sex, and to explain the personal and social dimensions of sexual behavior. The implied observation here is that sex education is partially a study of the

human body and partially a study of behavior."

They work with the child to study not only what people do, but also why they do what they do.

They emphasize ethics or moral questions of sexual behavior. They assign their value judgment to values of "honesty, integrity, and respect for others set in the arena of today's society."

5. Staff -- The program is designed to be taught by the self-contained classroom teacher.
 6. Materials -- Curriculum Guide, Part I for K - 4 to be used in "connection with appropriate classroom activities."
 7. Availability -- Office of Education; Washington, D. C.; Bureau of Elementary and Secondary Education.
- D. Representative of the "Classroom Structure" Approach, Stressing Social Orientation.
1. Sponsoring Institution -- Montclair Public Schools; New Jersey.
 2. Title -- Education in Human Growth and Development, Volume I (1968).
 3. Goals -- "Education in human sexuality aims to guide students in the development of the sexual aspect of the personality to the level of maturity that fosters responsibility, dignity, and respect in human relationships. . . . (recognizing he is a member of a family, has religious affiliations,

and the social community, his development will continue to be influenced by these out of school socializing agencies."

4. Features -- Each grade has units on individual process, social process, family process, and growth and development process. Suggested methods of presentation are listed, but no detailed activities.
 5. Staff -- To be taught within the classroom situation by the regular teacher, and incorporated in other classroom lessons and activities.
 6. Materials -- Resource materials include books for teachers and parents, books for students, films, filmstrips, picture series, transparencies, and slides.
 7. Availability -- Montclair Public Schools; New Jersey.
- E. Representative of the Classroom Structure, Stressing Family Orientation.
1. Sponsoring Institution -- Portland Public Schools; Connecticut.
 2. Title -- Course of Study for Family Life Education.
 3. Goals -- Develop in the student an understanding of growth, and the elementary facts of reproduction; role of the family in his life, and his role in the family; importance of good body care habits,

and to develop an appreciation of his home.

4. Features -- Stresses "miracle of growth" in plants, animals, human. At kindergarten level discusses protection from strangers, automobiles, walking to school, and home dangers.
5. Staff -- Regular teacher given outline of course content.
6. Materials -- Extensive annotated list of current materials, with emphasis of films and other AV materials. A short vocabulary list.
7. Availability -- Portland Public Schools; Connecticut. Course of Study for Family Life Education (1971); Author: Martin, Marjorie and others.

F. Representative of Psychological, Extra-Curricular Orientation.

1. Sponsoring Institution -- Public School System; Skokie, Illinois.
2. Title -- The Study of People.
3. Goals -- To establish a feeling of rapport and open lines of communication, to provide an atmosphere in which children feel free to discuss and ask (questions), to allow discussion of sex material in a natural manner, to replace inaccurate information with appropriate facts and terminology, to develop a wholesome attitude toward sexuality, and to appreciate one's own role in

society.

4. Features -- Verbal permissiveness. Discussion only. Groups numbered seven children, boys and girls together. Strong parent involvement.
5. Staff -- Special teachers trained by a psychologist.
6. Materials -- No materials, books, drawings of any kind.
7. Availability -- Not applicable.

Chapter IV

SIGNIFICANT BOOKS AIMED AT HELPING PARENTS AND TEACHERS IN THEIR EDUCATION OF THE YOUNG CHILD IN THE AREAS OF SEXUAL FEELINGS, BEHAVIOR, AWARENESS, AND INFORMATION

Anonymous. What to Tell Your Child about Sex, Pocket Book
Division of Simon and Schuster, Inc.

Foreword by Mary S. Calderone, M.D. (Executive
Director, Sex Information and Education Council of the
United States). Put together by the Child Study Asso-
ciation of America, Wel-Met Incorporated.

Discusses importance of sucking, skin sensations,
masturbation as a normal part of sexual development,
but not generally accepted as public behavior, toilet
training, use of "scientific" terms, nudity, sex in
nature, father's place in sex education, and sug-
gestions as to how to answer childrens' sex related
questions, along with diagrams of sex organs and
childbirth.

It also has a bibliography of selected readings
for parents, children, and young people; and a list of
questions children might ask, with pages noted where
the answers are to be found.

Block, William A., Dr. What Your Child Really Wants to
Know About Sex and Why, Fawcett Crest, reprinted by
arrangement with Prentice-Hall (1972).

Divides "kids" into three ages: the "Dormant" age -- 5 to 9, the "Awakened" age -- 10 to 14, the "Active" age -- 15 to 19. He approaches sex education differently with each group. He claims the Dormant Age child is free from the earlier Freudian complexes, and his only learning needs are in family life patterns and animal life. "Answers must be simple, direct, short, to the point -- and then stop." He advocates dealing honestly and openly with all areas of concern to the child, and introducing discussion of sexual areas if the child does not. He deals with language, nocturnal emissions, menstruation, masturbation, homosexuality, contraception, abortions, venereal disease, pornography, and morality.

Dr. Block was instrumental in establishing a sex education program at Cherry Hill, New Jersey Public Schools. Its curriculum guide, K - 12 is included in the appendix. Dr. Block gives his views and cites many experiences drawn from ten years of work in the Cherry Hill School System as sex educator.

Dillon, Valerie Vance and Walter J. Imbierski, Rev. Your Child's Sex Life, Cana Conference of Chicago, Delaney Publications, 720 North Rush, Chicago, Illinois (1966).

Written by a chaplain, and a worker in the field of marriage and family life programs for the Christian Family Movement. It has the official declaration that

it is free of doctrinal or moral error.

Deals with answering arguments against sex education, defines sex education, love, nudity, body feelings, toilet training, act of love, menstruation, nocturnal emissions, masturbation, and sex differences. Suggests many answers to children's questions in terms of the Bible and Christian holidays (e.g., the Annunciation was nine months before Christmas, when Jesus was born. In the "Hail Mary" prayer explains the meaning of "blessed is the fruit of thy womb" as Jesus was the fruit, the product, of Mary's womb), including suggestions of the spiritual dimension of sex.

Gordon, Sol. Let's Make Sex a Household Word; A Guide for Parents and Children, The John Day Company, New York (1975).

Readable, current in problems and ideas. Opens thought in areas of relationships, love, caring, responsibility, parenthood, questions professionals ask, single parent, fathers, handicapped, moral dilemma, and a glossary of terms in today's jargon.

For adults, a chapter on looking at their own relationships, love, caring, and responsibility; discussion of real problems -- masturbation, homosexuality, pornography, molesters, and differences with in-laws.

Olshaker, Bennett, M.D. What Shall We Tell the Kids?,
Dell Publishing Company, Incorporated, 1 Dag Hammar-
skjold Plaza, New York, New York (1971).

Olshaker writes from the point of view as parent,
pediatrician, and psychiatrist.

He makes specific suggestions on a straightforward
approach to answering a child's questions. He is very
specific as to possible wording and ideas of both
questions and answers. He includes one chapter on
elementary sex education, describing his experiences
working with a local public school in setting up a sex
education program and helping train the staff, as well
as teaching some of the groups. This program was not
in the regular classroom.

Preston, Harry. How to Teach Your Children about Sex,
Books for Better Living, Chatsworth, California (1974).

This book is based on the idea that open family
discussion is the best approach, and it provides infor-
mation on human sexual anatomy and psychology.

It stresses using correct terms, open discussion,
examining ones own basic attitudes, allowing for
satisfaction of curiosity about facts as well as ones
body. Discusses morality, perversions, modeling,
sexual awareness between parents. Gives specific
suggestions of how to answer specific questions by a
child, and a chapter of vocabulary. Mr. Preston is .

an author of several books for "better living" and writes in conjunction with professionals in the field as sources for his information.

Uslander, Arlene and Caroline Weiss. Dealing with Questions about Sex, LEARNING Handbooks, Palo Alto, California (1975). Illustrations by elementary grade children responding to key issues raised in the text.

Uses a humanistic approach, which "lets the children learn through discussion -- when they are ready for it."

The authors have been involved in teaching sex education for nine years. They define sex education as a whole communication process between adult and child and between child and child. . . . to do with feelings and people relationships. . . . meaningful to children when it relates to their own needs, their own concerns, their own fears. . . . Their curriculum has no formalities, no materials. It allows children to talk about anything that is important to happen, rather than forcing it to happen. "We have never had a group of youngsters who didn't bring it up eventually."

The book has information about sexual areas of interest, many specific questions children might ask with suggested specific answers, and a rather complete vocabulary.

Chapter V

DESCRIPTION OF MATERIALS WRITTEN ESPECIALLY FOR CHILDREN UNDER THE AGE OF NINE YEARS (PRE-PUBERTY)

de Schwinitz, Karl. Growing Up, The MacMillan Company,
New York (1974).

Originally published in 1928.

Many photographs.

Describes growth and development from the egg:
human, flower, animals, fish. Describes fertilization
(not intercourse), mating as a human and animal urge,
saying that in humans this is done only with love and
planning.

Duvall, Evelyn Millis, Ph.D. About Sex and Growing Up,
Association Press, New York, Illinois (1968).

For pre-teens. Balanced presentation of bio-
logical facts of maturation and conception, changes in
attitudes and social relationships. Straightforward
approach, addressing reader directly, that these things
are going on in his body. Biological approach, hered-
ity, environment, growing up, boys and girls maturing,
menstruation, nocturnal emissions, pubic hair, deo-
dorant, brassieres, sanitary napkins, boys' voice
change, circumcision, how babies are conceived and
born, roles in society, emotions. There is some
material on becoming an adult.

Gordon, Sol. Girls Are Girls and Boys Are Boys. So What's the Difference? The John Day Company, New York (1974). Illustrated by Frank C. Smith.

Written for very young children. Emphasis on removing the realm of gender identity in stereotyped sexist roles to describing the real differences between boys and girls in physical terms including describing intercourse, mating, story of childbirth, menstruation, seminal emissions, masturbation. Emphasizes freedom of choices in life roles, unrelated to sex differences.

That's a lot to say in 28 pages with very few words on each page.

Gordon, Les and Judith Gordon. Did the Sun Shine Before You Were Born? The Third Press, New York (1974). Illustrated by Vivian Cohen.

Aimed at children 3 - 7, it is meant to be read aloud to help parents communicate facts about sex, reproduction, and the family to their children. It was designed, also to be read by a beginning reader.

The book focuses on the family and how it grows. The illustrations show a wide variety of family situations, lifestyles, and cultures.

The book opens many avenues for discussion -- nature, time, variety of ways people look, and act, and varieties of feelings they have.

Gruenberg, Sidonie Matsner. The Wonderful Story of How You Were Born, Doubleday and Company, Incorporated (1970). Illustrations by Symeon Shimin.

Written to be read to a child. Treats the story of child development from the point of view of the child who is listening, from the time of the joining of the sperm and the ovum to the idea that the person grows up and has a child of his/her own.

Drawings are soft, depicting a variety of ethnicities, and of family life.

Treats of development from egg in ovum, compares to animals, comments on pain of childbirth, menstruation, penis envy, maturing into adulthood, love, and intercourse.

McBride, Will and Helga Fleischhauer-Hardt. Show Me!, St. Martin's Press, New York, New York (1975).

"A picture book of sex for children and parents." Photographs of a family mostly nude, showing children talking about and examining their genitals, a baby nursing, handling each other's genitals, kissing, adult intercourse, mother in childbirth screaming in pain, and happy afterward.

The photographs and text are explicit in most areas of sex including children's sexual feelings about their parents, masturbation, fellatio, and grandparent's disapproval.

The English language translation by Hilary Davies, goes into ways to use the book with children, love, trust, care of infants, breast feeding, physical tenderness, toilet training, children's sex games, circumcision, menstruation, contraception, birth process, homosexuality, sexual behavior perversions, and venereal diseases.

Mayle, Peter. Where Did I Come From?, Lyle Stuart, 120 Enterprise Avenue, Secaucus, New Jersey (1973).
Illustrated by Arthur Robins, designed by Paul Walter.
Cartoon illustrations.

Feelings expressed: "Parents know how difficult it is to tell the truth without getting red in the face and mumbling." "Making love during sexual intercourse." "Intercourse feels good, and is tiring."
"Your mother and father went through it all for you."

Facts: describes physical difference; names breasts, genitals, talks about vernacular, "sexual intercourse," semen, penis, vagina, egg, fertilization, womb, development of infant inside the uterus, birth, why you have a belly button, describes orgasm.

Quote from Dr. Spock, "Some parents will find its humorousness helps them over the embarrassment. Others may be offended."

Meilach, Dona A., Ph.B. A Doctor Talks to 5-to-8-year-olds, Budlong Press Company, Chicago, Illinois (1974).

Part of a series of A Doctor talks to. . . ."

Deals with reproduction, birth, and growth among humans and animals, birds, and fish. The vocabulary is simple enough for some beginning readers. The photographs and drawings are good, and appropriate -- animals, people, works of art.

Factual, intellectual. Does not discuss emotions or feelings in any aspects.

Shay, Arthur. How a Family Grows, Reilley and Lee, Chicago, Illinois (1968).

Largely photographs with accompanying text materials. It starts with mother, father, and five children in a home setting. Mother is announcing her pregnancy (fetus pictured on the same page). Follows photographs and diagrams of family activities, sperm, ovum, fetus, intercourse, contraception, diagrams of sex, photographs of fetus developing, pregnant plastic see-through woman, X-ray of pregnant woman, and the series of the baby being born in a hospital.

Showers, Paul and Kay Sperry. Before You Were a Baby, Thomas Y. Crowell Company, New York (1968). Illustrated by Ingrid Fetz. A Let's Read and Find Out Science Book.

Soft drawings describe sperm cell, ovum cell; general physiology with drawings -- heart, lungs, stomach, intestines, ovaries, testes, vagina. Minute description and drawings of fertilized egg developing (23 diagrams); then to drawing of pregnant mother and a child, further developing, and then the just born infant.

Stein, Sara Bonnett. That New Baby, New York, New York (1974). Photographs by Dick Frank.

Each page has photographs and separate texts for child and adult.

This book was made for parent and child to read together. Adult text has more specific detail and resource material for adults to answer possible questions arising from children while they read the child's portion together. The object is to open communication between parent and child. The photographs are all of a Black urban family. Story starts with a child and pregnant mother. Treats of jealousy, a trip to hospital, leaving older children, bringing baby home. Deals with feeling of child: confusion, disappointment, scarey, loneliness, anger, bewilderment, love. The book is more concerned with feelings and sex information.

Chapter VI

RECOMMENDATIONS

In view of these findings, it seems we need to direct our attention to some of the real problems in this field.

With the awareness of changing attitudes to non-sexist behaviors, we need to keep open the ability to maintain good feelings and accept the significance of sexuality as an entity in itself, different from sexism.

We need to recognise and accept the fact there are sexual feelings, that these feelings relate to how we regard ourselves (self-esteem), how we relate to others, and how we behave in our society.

There is a need for more parent involvement in sex education, for parents provide the primary sex education of their children.

There is the real need to recognise the difference between feelings and behavior. This can be carried through many kinds of feelings other than sexual -- e.g., anger, fear, derisive -- but we need to develop the ability to recognise and handle our emotions, without carrying through destructive actions.

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