

would include certain general aspects of animal, bird, and plant life, such as would be best calculated to awaken the child's sympathy and inculcate ideas of kindness and considerateness. This method of approach should be largely used throughout the whole subject. This is important for two reasons. First, the facts relating to the propagation of life, of parental care and the helplessness of the young, are presented as part of the many forms of animal and vegetable life, as a law of life in general. As a result, the later facts in their application to human life are not viewed in isolation or as in any way peculiar. Secondly, the factors so lacking in the sexual evils of to-day, and which are so essential to moral and responsible conduct, are a sense of decency, of fair play, of consideration for others—in short, of playing the game. Any lesson which broadens the child's sympathies and teaches fair play, whether it be in physical training, in natural history, or in literature, has an important bearing upon the problems of sex, and contributes to the larger sex-education. All through the education of the child, this aim should be kept constantly in view.

The early part of the subject—up to about 9 or 10 years of age—could be dealt with by the general teaching staff as part of the ordinary school work. For the teaching to be given preliminary to and after puberty, special teachers are required. All authorities are agreed that this part of the subject, being of a personal and more or less delicate nature, can, under present conditions, be best handled only by specially suitable teachers.

#### SPECIAL TEACHING FOR AND SUBSEQUENT TO PUBERTY.

It has been urged by some writers that this special teaching should be presented as a part of or in connection with some other subject, for instance, hygiene or biology, or both. I think that the value of this method of approach has been exaggerated. It is, I feel sure, due to a feeling of timidity about coming straight to the point. What we have to recognise is that the young people are urgently in need of plain and definite advice concerning an essentially human and personal matter. Why beat about the bush in largely irrelevant preambles about plants and animals? It is the personal application of the facts which is of value. Lyttel-

ton has strongly emphasised this. The aim would, of course, be to regard and to teach the subject in its proper relationship as an aspect of life and as a part of general education, and not as a special subject in a water-tight compartment.

Another strong argument for the direct method of approach is that it is the only practicable one. By this plan the period requiring treatment by special teachers, namely, from about 10 onwards, could probably in all the primary schools of New Zealand be dealt with by a staff of four men and four women. Girls are of course as urgently in need of guidance as boys.

#### OUTLINE OF SPECIAL TEACHERS' WORK.

The subject matter which would be dealt with by these special teachers would be roughly as follows:—

First, the presentation to the child of from 10 to 12 years of age of a fuller outline of the facts relating to birth and parenthood. Such an outline has been sketched by Lyttelton and others, and would have the undoubted effect of inspiring respect for parenthood and of deepening affection for parents. This teaching would, of course, be linked up with the earlier stories about animal life and human birth.

At from about 12 to 15 one or two special lessons would be given supplying the much needed guidance during puberty. In all these lessons the teaching would be imparted in such a way as to impress upon the young people the seriousness of the responsibilities connected with their sexual nature. No morbid or abnormal facts would be presented, but a bright, wholesome, and natural outlook encouraged. The powers of control would be developed with a view to happiness and health, and decency, and not from a fear of disease or other unpleasant consequence. The whole subject would be strongly linked up with health, and the value of out-door life and athletics emphasised. Some very careful allusions to self-abuse might be made, and an opportunity given for confidential talks with individuals.

#### ADOLESCENCE.

During the so-called dangerous period of adolescence some lessons of special value can be given. The fuller meaning of much of the earlier teaching can at this stage be appreciated and its application to human life better under-

stood. Ideas of chivalry and courtesy to girls and women can be inculcated in practical ways; a sense of decency, fair play, and true manliness towards women of all classes can be inspired as a common code of honour. I believe that the rising manhood of New Zealand is of such a quality that it would be no Utopian ideal to hope to eradicate the subversive and destructive idea common among large classes of men that it is quite normal, legitimate, and in fact contributory to complete manliness to seduce and degrade certain of the opposite sex. I have here a lecture for High School boys on virility, which is nothing short of splendid, and should be in the hands of the headmasters of all High Schools.

#### THE PRIMARY SCHOOL IS ESSENTIAL TO THE SCHEME.

The teaching during adolescence would be a part of secondary education. In it some difficulty would undoubtedly be encountered if the earlier teaching had not been provided as a basis. Without the earlier teaching in the large majority of cases a perverted and abnormal attitude has been powerfully established. The primary school, therefore, occupies an important and indispensable place in sex education.

#### QUALITIES OF SPECIAL TEACHERS.

As far as the selection of special teachers is concerned, there are certain types who are definitely unsuitable. Those who are in the slightest degree embarrassed in regard to the subject; those who are in any way abnormal, morbid, or introspective in their attitude to sexual matters, or who have paid too much attention to the morbid or pathological aspect of sex; those who are pessimistic concerning sex problems, and who are possessed of great faith in human nature; and finally, those who cannot command the most serious respect and confidence of their pupils. Speaking generally, the teacher who excels in other subjects will be a good teacher in sex-education. An instinctive knowledge of child psychology, a kindly and confident disposition, and the power to command the respect of children—these are the essential qualifications. There is no particular advantage in these teachers being doctors; experience in teaching, on the other hand, is of the greatest value. Both men and women would, of course, be required.