A textbook of sex education for parents and teachers

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A "PROCEDURE
OF ISLAMIC EDUCATION"
A TEXTBOOK OF SEX EDUCATION
FOR PARENTS AND TEACHERS

BY
WALTER M. GALLICHAN
Author of "The Psychology of Marriage," "The Great Unmarried," etc.

BOSTON
SMALL, MAYNARD & COMPANY
PUBLISHERS
Dedicated
TO MY WIFE
NORAH KATHLEEN GALLICHAN
"For the due discharge of parental functions, the proper guidance is to be found only in Science." — HERBERT SPENCER.

"There is no creature more liable than man to be spoiled by bad training on the one hand, or to be improved by good training on the other; and if the present age has any good reason to hope, as we are inclined to think it has, that it contains within itself the germs of a higher development of the race than the earth has yet seen, such hope can grow only from the serious concern with which both parents and teachers shall bring themselves into a reverential attitude before the great vital forces of Nature, physical and moral." — Prof. JOHN STUART BLACKIE.

"It may be at last that sexual love — that tired angel who through the ages has presided over the march of humanity, with distraught eyes, and feather-shafts broken, and wings drabbled in the mires of lust and greed, and golden locks caked over with the dust of injustice and oppression — till those looking at him have sometimes cried in terror, 'He is the Evil and not the Good of life,' and have sought, if it were not possible, to exterminate him — shall yet, at last, bathed from the mire and dust of ages in the streams of friendship and freedom, leap upwards, with white wings spread, resplendent in the sunshine of a distant future — the essentially Good and Beautiful of human existence." — OLIVE SCHREINER.
PREFACE

Fifty years ago sexual conduct, when taught at all, was inculcated by moral maxims alone. Parents counselled chastity, and left the rest to “natural instinct,” without suspecting that instinct is not a guide to social behaviour. The primary aim was the preservation of “innocence” in the young by a compulsory ignorance. In my youth we were told that the wonders of reproduction were improper subjects of inquiry. Our eager normal curiosity was hushed, but not stifled. The mysteries grew enormously, and occupied the mind with futile bewilderment and speculation. Enlightenment was entirely banned in the home. We learned the sacred truths of life at haphazard, casually, furtively, and in the process we drank from poisoned wells and our souls sickened.

Sex was early associated in the juvenile mind with the unclean, the pathological and the repellant things of human life. Curiosity and disgust waged a strange conflict. We garnered fantasies and falsehoods instead of facts. Those of us who were encouraged to respect for married love were perplexed by the attitude of our elders regarding “sex.” We were taught that the “flesh,” the human body, was “animal,” and that the aim of virtue was annihilation of “lower desires,” the very instincts that arose
formidably at the period when the spiritual nature began to awaken. The power and the splendour of the love of the sexes were not revealed to us by sympathetic home teaching. Our ideas of "love" and "sex" were contradictory, misleading and frequently demoralising. The sparse knowledge gained at the mother's knee was vulgarly distorted and supplemented by conversations with others who had been reared in the customary tradition and were supposed to be "innocent."

One of the supreme difficulties in educational guidance in sexual morality and hygiene is the preparatory expulsion from the mind of the pupil of these preconceived ideas, idle fables, and indecent notions learned from ignorant and vicious sources. The state of "innocence" is an impossibility among modern boys and girls. Even in those rare instances where the system of protection through ignorance appears to be effective, there has been no protection against the spontaneous awakening of impulse. We cannot assert positively that there is no sexuality in the very youngest of children. Signs are evident in many cases in infancy. Apart from all external influence, there is the probability of peripheral stimulation arouse emotion and manifestation.

Sex education is not a mere question of pedagogics. It is a main part of education throughout the whole of life. Sexual love touches morality and hygiene at almost every point. Inquiry into the most massive emotion experienced by humanity is an absolute essential of sociology.