

青少年性健康教育国际经验交流会
Youth Sexual Health Education Conference
- Global Perspectives

论文集 Papers



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青少年性健康教育国际经验交流论文集

The Papers of Youth Sexual Health Education Conference-Global Perspectives

目次

欢迎词

Welcome Speech

——徐天民(5)

谈谈青少年的性教育问题

Sex Education for Teenagers

——徐天民(7)

肩负历史使命,完善中国性教育巨大社会工程

With Historic Mission on Shoulders, to Consummate the Enormous Social Project of Chinese Sex Education

——崔以泰(11)

艰苦拓荒十余载 播种耕耘盼开花——青少年性健康教育的实践与思考

/Practice of and Reflection upon Sex Education for Teenagers

——陈一筠(21)

Advocating for and Implementing and Sexuality Education in Africa

——Richmond Tiemoko(31)

台湾性教育的发展

Development of Taiwan Sex Education

——晏涵文(35)

The Web-based Sex Education for Professionals in Hong Kong

——G NG, Man-Lun, et, al.(52)

Rights of Passage

——Radhika Chandiramani(57)

中国情境中性教育理念的建构及其意义

Social Construction and Meanings of Sexuality Education in Chinese Context

——潘绥铭(60)

中国传统文化与性教育

Conventional Culture and Sexual Education in China

——刘达临(68)

黑龙江省学校性教育的困境与推行策略

Predicament and Executing Strategies of School Sex Education in Heilongjiang Province

——彭涛(71)

Teenage Pregnancy and Sexual Education Dilemmas in Brazil

——M. L. Heilborn, et, al.(77)

重视青少年性道德教育的科学基础研究

Study of the scientific basis of sexual morality education for youngsters should be emphasized

——朱琪(81)

Inclusion of Men and Boys in the Public Actions of Reproductive Health in Brazil

——G Jorge Lyra(95)

探索建立有中国特色的青春期性健康教育体系

In Search of Adolescent Sexual Health Education System with Chinese Characteristics

——占晓(100)

- Educational Intervention as Strategy to Empower Adolescents to Take Charge of Their Own Life
教育干预是促使青少年对自己的生命负责的战略举措
——Pallavi Patel(109)
- 知“性”的孩子懂生活——关于家庭中性健康教育的话题
For Children, Know Sex More, Understand Life Better
——韩似萍(114)
- Mexico: Sexual Education Policies
——Gabriela Rodríguez(122)
- 青春的心声我来听,青春的困惑我来帮——杭州市青少年生殖健康服务工作的回顾与探析
Adolescents: let Me Hear Your Voices And Help Solve Your Adolescent Problems
——徐培林(125)
- The Need of Peer Education among Youth in Jakarta, Depok, Bogor, Tangerang and Bekasi
——Denovan(131)
- he Need of Peer Educator among Youth
青少年对同伴教育者的需求
——Denovan(135)
- 多方联手开创青少年性健康教育新局面
Making Concerted Efforts to Create a New Situation of Healthy Sex Education of Teenagers
——北京市宣武区青春健康中心(137)
- Implementing Sexual and Reproductive Health (SRH) policies in partnership with Youth in Vietnam
——Nguyen My Linh(145)
- 开展参与式性健康教育,唤醒青少年自我保护意识
Develop Participating Sexual Health Education Waken the Self-protection Consciousness of the Youth
——周庆芝等(148)
- The Role of Peer Groups in the Sexuality Education of Adolescents Case: Straight Talk Clubs in Ugandan Schools
青少年性教育中的同伴群体角色:乌干达学校里的实话实说俱乐部案例
——Patrick Walugembe(155)
- 上海市家庭青春期性教育状况调查
Survey of Adolescent Sex Education in Shanghai Families
——戴耀红(156)
- The Role of SANDAR in Disseminating Drugs, HIV/AIDS and Reproductive Health Information
——Laily Hanifah(164)
- 课堂教学和个体(群体)咨询是学校性健康教育有效开展的载体
Class Teaching and Individual (Group) Consultation
——李晓东(166)
- Case Management Program to Respond Inner City Idu Problem
应对城市吸毒者的案例管理项目
——Irfan Hardiansyah(172)
- 性教育:认识上的巨大落差
Opinions Divided on Sex Education
——彭晓辉(173)
- Publication of sexual health education program for teenagers through media Topics : Promoting AIDS Hotline and VCT Services
——Wibisono Pasya(179)
- “用我们的心牵你的手”——媒体人介入青少年性教育的经验
“Hold your hands with our hearts”
——吴若梅等(181)

Chinese Parents' Knowledge, Attitudes, and Practices about Sexuality Education
for Adolescents in the Family Context

中国父母对青少年进行家庭教育知识、态度和做法

——Wenli Liu(188)

学校预防艾滋病教育对高中生知识态度及性行为的影响

Impact of School AIDS Prevention Education on Knowledge, Attitudes and
Sexual Behavior of Senior High School Students

——陈晶琦(192)

让每一个学生懂得性健康——杭州市学校青春期性健康教育的课程模式

Let Every Student Understand Sexual Health —— Curriculum Model for Puberty
SexualHealth Education in Schools in Hangzhou

——沈建平等(197)

广州市东山区青春健康项目纪实报告

Report of Youth HealthProgram of Dongshan District, Guangzhou city

——广州市东山区计划生育协会(203)

在人口计生宣传服务网络中利用平面媒体对青少年开展性与生殖健康的宣传

Propaganda on Sex and Reproduction Health to Youth by Plane Medias in
Family Planning Propaganda Service Network

——宋 军(228)

在农村地区未婚青年中开展性健康教育和服务的调查研究

Study of Sex Education and Related Services Provided For Unmarried Youth in Rural Areas

——崔 念等(231)

凿壁偷光：复旦同性恋健康课程人文报告

“Drill a Hole in the Wall and Steal Some Light”

——高燕宁等(237)

性健康教育从儿童开始——在小学开展儿童性健康教育的经验

Sex Education Starting from Childhood

——胡 萍(250)

性健康教育的探索、现状与对策

——严家盛(254)

青少年的性心理问题的原因分析及对策

——刘小林(256)

大学生性健康状况及性健康教育调查报告的分析

An Analysis of Surveys of College Students's health and Sex education

——郝树伟等(259)

参与式方法在贫困地区农村青少年性健康教育中的尝试

Attempt of Sex Education among Youth in Poor and Rural Areas in
Participatory Learning and Action Method

——晏家胜等(264)

Building an Effective Strategy for Improving Sex Education

制定改进性教育的有效策略

——Jobi Petersen(269)

Promoting and Investing in the Rights of Adolescent Girls:A Model of
Gender-Based Comprehensive Sexuality Education in Nigeria

倡导与增进少女权利：尼日利亚基于社会性别的综合性教育模式

——Bene. E. Madunagu(271)

TheRole of Peer Group in the Sexuality Education of Teenagers

同伴小组在青少年性教育中的角色

——Mairo V. Bello(272)

TGrowing Up Great

健康成长

——Mhaydee Morales(273)

Scenarios USA: What's the Real Deal? Mainstreaming Sexual Health Education
in Schools, the Media and Communities

美国情节计划：什么是真正重要的？把性教育纳入学校、媒体和社区工作

Kristen Joiner —— (274)

Strategies for Incorporating Gender in Sexuality and Relationships Education

为把社会性别引入性教育和人际关系教育而奋斗

——Debbie Rogow (276)

The Role of Peer Groups in the Sexuality Education of Adolescents Case:

Straight Talk Clubs in Ugandan Schools

——Patrick Walugembe (277)

Presented At the “sexual health education for Youth”

(279)

The First International Conference on Sexual Health Education for Youth in China

(280)

Improving Reproductive Health and HIV/AIDS Vulnerability among Youth:

Brazilian Experience

——Luciana Kamel (283)

Reproductive Health for Adolescents in Schools and Community Joy

Mashedi Nancy Njambi Straight Talk Kenya Kenya

——Introduction (286)

Improving Reproductive Health and HIV/AIDS Vulnerability among Youth:

Brazilian Experience

改变青年人的生殖健康和降低艾滋病感染风险：巴西的经验

——Luciana Kamel (288)

México: Sexual Education Politics

墨西哥：性教育的政治环境

——Gabriela Rodríguez R (289)

Centering the Youth: the Straight Talk Model

以青少年为中心：实话实说模式

——Joy Mashedi (291)

Inclusion of Men and Boys in the Public Actions of Reproductive Health in Brazil

巴西生殖健康公共行动中成年男性和男孩的参与

——Jorge Lyra (291)

Youth Initiatives

青年在性教育中的主动性

——Cecilia Correa (292)

Promoting Youth Sexual Health Education through Several Medias

——Ivo Rosales Soto (294)

Using Participatory Theatre Performances to Improve Sexual Reproductive

Health (SRH) and Life Skills for Young People in Vietnam

——Tran Thi Kim Ly (295)

Using Participatory Theatre for Reproductive Health and

Sexuality Education for Young People

——Tran Thi Kim Ly (296)

Growing Up Great: 2004

——Haydee Morales (300)

欢迎词

中国性学会理事长 徐天民

各位代表、各位来宾，朋友们：

早晨好！

今天，来自世界五大洲的性健康教育工作者和相关领域的专业人员100多人，相聚在中国风景优美、秋高气爽、热情好客的江南水乡杭州市，参加青少年性健康教育国际经验交流会。我首先代表此次会议的东道主中国性学会，向各位来宾朋友们致以热忱的欢迎和衷心的感谢！

这次国际经验交流会，由中国卫生部领导的中国性学会主办，得到美国福特基金会的全力支持，也得到福特基金会驻各大洲代表处的热情赞助，没有这样的支持和赞助，我们是难以和众多的远方同行相约杭州的。在此，我要特别感谢福特基金会北京代表处的项目官员和来自其他国家的福特官员，并向他们致以深深的敬意。我还要感谢对此会议给与热情帮助的杭州市教育局和杭州教育科学研究所的领导，以及为这次会议提供周到服务的杭州世贸宾馆的工作人员，谢谢你们！

来宾们、朋友们：今天我们相聚在这里，来探讨我们共同关心并为之付出艰苦努力的一项重大事业，那就是青少年性健康与生殖健康教育。

我们看到，人类进入21世纪的今天，全球的经济与科技进步取得高度成就，世界各国、各民族的人民团结合作共同推进的和平发展事业也迎来令人鼓舞的形势。然而，我们世界并非总是展现出一幅令人乐观的情景，其中的困难、矛盾、挑战和问题也令人深感忧虑。例如，青少年一代正在遭遇越来越严重的健康风险已成为世界性的难题，包括毒品在青少年中泛滥，艾滋病肆虐，青少年性无知、性冒险和不负责任的性行为导致的少女意外怀孕堕胎，青少年少女缺少性保健教育和服务而导致的性病感染、性暴力侵害和其他的性健康、生殖健康以及心理健康问题都在日益增多。青少年健康问题，影响到家庭、社会、国家乃至世界的今天及未来。我们在座的各位教育者，正在为应对这样的挑战而工作、而尽责，并走到一起来讨论问题、分享经验。

对青少年进行性健康教育与指导，保护他们度过人生的关键时期，是联合国向全世界的政府提出的任务。1994年在开罗举行的世界人口发展大会，进一步强调了向未成年人提供包括避孕和预防艾滋病在内的性健康与生殖健康教育和服 务的重要意义。大会强调：“保护和促进青少年享受可以达到的最高标准的健康权利；提供适当的、特殊的、对使用者友好的和便于获得的服务；有效地关注青少年的性健康和生殖健康需求，包括生殖健康教育、信息、咨询和健康促进策略。”中国象其他许多国家一样，积极响应了联合国人发大会的号召，已把青少年获得性健康教育作为法定的权利写进了国家的《人口与计划生育法》。自此以后，中国青少年性健康教育在学校、社会和家庭受到更实际的重视，各种媒体和社会舆论对此也给与更多的关注和倡导，从而促进了政府和非政府组织参与这项艰巨而伟大事业的决心与行动。在这次会议上，来自世界各国及中国国内的代表将有机会了解中国同行在这一领域的某些成绩与经验，中国代表也将荣幸地聆听和分享国际同行们的智慧、经验和成就。我相信，通过此次聚会交流，中国和世界各国的同行们将互相学习，取长补短，共同提高，为今后的合作、交流和共商青少年性健康教育的大计带来新的契机。

同仁们、朋友们：我衷心祝愿这次会议取得圆满成功，祝愿代表们在杭州过得愉快，祝愿中外性教育工作者建立深厚而长久的友谊！

谢谢大家！

Welcome Speech

XU Tian-min

President of China Sexology Association

Ladies and Gentlemen,

Good morning!

Today, over one hundred professionals in the area of sexual health education and other related areas from five continents are gathering here in Hangzhou, a beautiful and hospitable city in the south of China. First of all, on behalf of the host of this event – China Sexology Association, I would like to welcome your presence and thank you for your support.

This international information exchange meeting is hosted by China Sexology Association, which is under the Ministry of Health, PRC, and fully supported by American Ford Foundation and sponsored by Ford Foundation representatives all over the world. Without these support and sponsorship, it would be difficult for all of us to meet here and discuss the issues we all care about. Here, I would like to show my sincere gratitude to the project officials of Ford Foundation Beijing Representative Office and Ford officials from other countries. Special thanks also will go to the officials from Hangzhou Bureau of Education and Hangzhou Education Research Institute as well as the staff in World Trade Center Grand Hotel Zhejiang, who provide deliberate support and services for this conference. Thank you all!

Ladies and Gentlemen: we are here today to discuss sexual health and reproductive health education of the young people, which we are concerned about and have devoted to.

Coming to the 21st century, the world economy and technology have achieved great accomplishments. The people from every country and each nation are united to propel peace and development. We are at a most encouraging stage. But the world isn't full of complete optimistic sceneries – there are difficulties, contradictions, challenges and problems worrying people. For example, it has been a worldwide severe problem of the health risks for the young people: wide-spread of drugs, brutality of AIDS, sex ignorant, abortion because of accidental pregnancy as a result of sexual adventure or irresponsible sex act, VD infection of sexually transmitted disease due to lack of sexual education and services; sex harassment and other increasing sexual and reproductive health and psychological health problems. The health problems of the youths affect each family, the entire society, the whole country and the world today and tomorrow. All of us, education professionals seated here, we come together to take our responsibilities, to share our experiences and to face these challenges.

It is a task raised by the United Nations to all governments in the world to provide the youth with sexual health education and guidance so as to protect them to go through the critical period of their lives. The World Population Development Conference in Cairo in 1994 further addressed the importance to provide guidance and services to the young people in sexual health and reproductive health including contraception and AIDS prevention. The conference stressed, "Protect and facilitate the youths to enjoy the highest available health rights; provide proper, special, user-friendly and easy-to-access services; attach effective attention on the demand of youth sexual health and reproductive health, including reproductive health education, information, consulting and health promotion strategies." Like all the other nations, Chinese government answers the UN's call actively by putting the right for youth to get sexual health education into "Population and Birth-Control Law". Since then, the sexual health education for the young people has got more practical attention from school, society and family. The media and public opinion give more attention and support to this as well. All these have encouraged both the governmental and non-governmental organizations to take actions to join this great activity. During this meeting, you will know some achievements and experiences that have been acquired in China from your Chinese colleagues, and at the same time, Chinese representatives will have the opportunity to learn and enjoy the experiences of the international fellows. I believe that through this meeting, Chinese and international professionals will be able to learn from each other, study together and bring new opportunities for future cooperation and communication in sexual health education for the young people.

Dear colleagues and friends, I sincerely hope that the meeting will achieve complete success. Wish you enjoy yourselves in Hangzhou. Let's establish and build up long-term friendship!

谈谈青少年的性教育问题

中国性学会 北京大学医学部 徐天明

1 性教育的本质和目的

性教育是对受教育者进行有关性科学、性道德和性文明的教育培养,使他从一个按性本能行事的自然人逐步变成一个按性社会规范行事的社會人。因此,性教育的过程也就是人的一种社会化过程。所谓的“性本能”,按弗洛伊德的理论就是人类生命中最原始、最基本的一种冲动力。他把这种冲动力叫做“力比多”(libido),中文译作“原欲”。所谓的“性社会规范”,就是用来规范和压制人的这种“原欲”的规矩和戒律。例如性道德、性法律以及有关性的宗教戒律和民族习俗等等。

性的原始冲动是本能的、非理性的,它只按快乐原则行事,而性的社会规范则是通过教育培养自觉的、理性的抑制的能力和引导人们按社会认同的规矩行事,从而实现社会的有序、稳定与和谐。具体说,经过性教育,要使受教育者达到三个方面的目的:

1.1 正确认识自己

迄今为止,人类对外部世界的认识大至宏观的宇宙,小至微观的原子核都达到了很高的水平,但对自身的认识,尤其是对性的认识还是充满疑虑、困惑,甚至是心怀恐惧。正如美国一位医学家说的“迄今人类对自己睾丸的认识还远不如对月球的认识那样清楚。”通过性教育:(1)要从生物学和生理学的角度了解和认识自己的第一性征和第二性征,对青春期发生的巨大变化有正确的科学认识,特别是男孩的首次遗精和女孩首次月经现象。(2)要从心理学的角度了解和认同自己的第三性征,从心理气质上认同自己的男人或女人的性别。(3)要从社会适应性的角度塑造自己的性别角色,知道自己在社会关系中所扮演的角色(例如父亲、母亲、丈夫、妻子、兄弟姐妹等)。

1.2 要学会保护自己

通过性教育:(1)要了解青春期的性卫生知识,防治性病、艾滋病的知识。其中包括保持生殖器官的清洁卫生;定期检查妇女乳房的情况;调整性生活频率,使之适合自身身体状况的需要;杜绝乱交和不洁性行为。(2)珍爱男少女自身的性纯洁。西方国家许多有志之士在反思上个世纪的“性自由”浪潮后,重新对男少女保持贞操和维护婚姻、家庭的传统价值进行了肯定。(3)维护自己的性权利。加强自身的权利意识和法律意识,抵制包办、买卖婚姻的陋习,抵制和反抗性骚扰、性虐待和性强暴等性犯罪行为。

1.3 不断完善自己

通过性教育:(1)要进一步完善青少年的人格。在

性方面存在变态的人(如受虐狂与施虐狂、恋物癖、露阴癖等)属人格上不完善。(2)加强自身的文明道德修养,明辨善恶是非。(3)培养正确的性观念和性价值观。

2 性教育的历史和现状

作为性文化的一个特殊领域,人类的性教育已有古老的历史,在中国可以从春秋时代孔夫子讲授《诗经》开始,诗三百篇就有20多篇是关于男女婚恋的内容。东汉时期设有“辟雍”这样的官办贵族学校,讲授“男女阴阳造化之事”。关于民间的“压箱底”习俗更是一种传统的性教育方式。

现代意义上的系统的、有组织性的教育,产生较早的国家是北欧的瑞典,早在20世纪70年代,瑞典就有了国家制定的教育大纲,在开放程度和教育效果方面都处于领先地位。20世纪60年代后,美国和日本等国也都全面开展起来。美国1960年时,全国只有3所医学院校开设性健康教育课,到了1973年,全国114所医学院校中已有111所开设了这方面的课程。日本在1975年就已出版了100多种有关性教育的书籍和教材可供儿童、青少年、家长、教师进行选择。

在性教育的理论和实践上,也都作了许多探讨。目前,在国际上,基本上是两种看法。一种是“性安全教育”,主要教导孩子如何避孕和防病;另一派“人格教育”或“纯洁性教育”,主要强调婚前禁欲和保护男少女贞操。这两派观点都对我国产生过影响。

中国早在20世纪50年代,在已故的周恩来总理的倡导下,青春期教育就已起步,但中间受到不少的干扰。60年代迎来了改革开放的发展时期,目前青春期教育逐渐被正式列为中学生课程,开设性健康教育课的大学正在增多。通过政府与非政府组织的不断努力,目前性健康教育进入了学校、社区、厂矿和部队。2002年中国颁布了《人口与计划生育法》,对青少年性教育的开展给予了法律上的支持。目前中国性健康教育以青春期教育为重点,正在全国深入展开,发展形势是令人乐观的。

3 性教育当前遇到的几个有争议的问题

3.1 早恋问题

早恋并不以年龄为界定,而是以性生理、性心理和性社会适应性是否成熟为界定。人们通常把不成熟的恋爱称为“吃青苹果”,未免既酸且涩,味道不正。家长和学校并不反对青少年的异性交往,但认为谈恋爱还是等

苹果熟了的季节为好。一般认为恋爱应以婚姻为归宿。青少年还缺乏对婚姻的心理准备和物质准备；大学生面临择业和分配，恋爱双方的前途有许多的变数都应慎重考虑。

3.2 婚前的同居行为

现在学校已出现少数大学生（甚至极少数中学生）的非婚同居行为，大学生的非婚同居现象旧中国就有，《青春之歌》中的林道静和余永泽就是例子，这与当时的大学管理模式有关。新中国成立后，为了关心青少年的健康成长，在大学、中学时期就不允许结婚和非婚同居的。最近教育部新颁发的《大学生守则》虽然不反对大学生结婚，但非婚同居仍是不允许的。因为：（1）与同居伴之而来的婚前性行为，因受心理、道德、舆论、环境因素的影响常常使行为者感到紧张、焦虑、恐惧，进而可能导致男女的性功能障碍。加之同居伙伴之间对彼此的性行为为历史不了解，又未经过认真体检，因此存在着传播性病、艾滋病的危险。（2）同居使发育成长中的青少年过早地关注性生活，往往以追求性快感和性愉悦而毁坏了健康文明的生活方式，从而影响身心的正常发展和学业的进步。（3）同居关系不受任何法律保护。因此在同居期间发生暴力或性虐待，所导致的身心伤害，只能由当事人自己承担。尤其是同居关系中的女性，一

旦双方感情破裂而分手，在第二次恋爱中，往往处于被对方轻视的尴尬境遇，甚至会陷入抑郁、自信心丧失的状态。

3.3 手淫问题

据美国性学家金赛的报告，美国男子有过手淫行为的占91%，女子则为67%。手淫对于解除男女青少年的性紧张，帮助他们渡过青春期的“性饥饿期”有一定作用，因此许多性学家建议把“手淫”叫做“性自慰”比较确切。手淫纯属个人隐私行为，不伤害他人，不危害社会，因此在道德上是无可非议的，在法律上也是无罪的。因而对手淫行为的自责和内疚心理是不必要的。适当的“手淫”是无害的，但无节制的“手淫”对自体则是有害的。

3.4 避孕套问题

正确使用避孕套对防止意外怀孕、预防性病艾滋病都是有利的。有些专家有争议：一是认为避孕套不能100%的避孕和防止艾滋病；二是向青少年宣传避孕套，有“教唆”之嫌。多数人认为，避孕套是有效的避孕措施之一，当然不是唯一的措施，也不是全部的措施，它存在的缺陷和不足，应通过“综合治理”的其它措施是加以弥补。“因噎而废食”是不可取的。

Sex Education for Teenagers

XU Tian-min

China Sexology Association

1. The Nature and Purposes of Sex Education

Sex education is the education on sexology, sex ethics, and sex civilization, aiming at the transformation of the educatee from a natural person acting upon his/her sexual instinct to a social person acting upon social rules. Therefore, the process of sex education is that of socialization of human beings. The so-called “sexual instinct”, in Freud’s theory, is the most primitive and most basic impulse of human vitality. He calls this impulse “libido”, the Chinese translation of which means “original desire”.

The so-called “social rules for sex” such as sex ethics, sex laws, and religious commandments and ethnic customs in regard to sex, are norms and disciplines adopted to regulate and suppress this “original desire”.

The original impulse of sex is instinctive and irrational, which acts solely upon the principle of pleasure, whereas the social rules for sex foster the

ability of conscious, rational, and restraining sex by means of education, and guide people to act upon rules acknowledged by society, for the purpose of an orderly, stable, and harmonious society.

Specifically speaking, sex education aims at the following three aspects:

1. The correct knowledge of oneself.

So far, the human knowledge of things as macro as the universe and as micro as the nuclear has reached a very high level, but the humankind are still skeptical, confused, and even terrified towards the knowledge of themselves, especially sex. As was said by an American medical scientist, human beings know much less about their own testicles than about the moon.

Through sex education, people should:

a. Know their first and second sexual characteristics from a biological and physiological perspective, and have a scientific knowledge of the tremendous changes in puberty, particularly the phenomenon of

the boy's first spermatorrhea and the girl's first mense.

b. Know and identify their third sexual characteristics from a psychological point of view, and identify themselves with their sex as male or female.

c. Shape their own sex role in terms of social adaptability, and know the role they play in social relations, e.g. fathers, mothers, husbands, wives, siblings.

2.The protection of oneself.

Through sex education, people should:

a. Have the knowledge of sex hygiene in puberty and of prevention of venereal diseases and AIDS, e.g. the knowledge of keeping reproductive organs clean, of regularly examining the status of women's breasts, of adjusting the frequency of sex life to make it fit the physical condition, and of keeping away from promiscuous and unhygienic sex behaviors.

b. Cherish teenagers' chastity. Many foresighted people from the western world, having reflected upon the tide of "sex liberty" over the last century, reaffirmed the traditional value of maintaining teenagers' chastity and recognizing the solemnity of marriage and family.

c. Defend their own sex rights, strengthen the consciousness of rights and laws, reject the corrupt customs of forcing and trading marriage, and resist and withstand sex crimes such as sexual harassment, sexual abuses, and sex assaults.

3.The improvement of oneself.

Through sex education, people should:

a. Improve their personality. Those who are sexually abnormal (e.g. sadists, masochists, fetishists, exhibitionists) are incomplete in personality.

b. Strengthen ethic and moral education.

c. Cultivate correct sex concepts and sex values.

II. The History and Actualities of Sex Education

As a special field of sex culture, sex education has a long history. In China, it dates back to the time when Confucius taught the Book of Verses, in which there were more than 20 pieces about love and marriage. In the Dong Han Dynasty, there were aristocratic schools run by governments teaching sex. And there were also folk customs as forms of sex education.

The Scandinavian nation Sweden had its systematic and organized sex education in the modern sense in a

fairly early time. As early as the 1970s, Sweden established its national education outline, in a leading position in terms of both openness and the effect of education. Since the 1960s, the United States and Japan had caught up. In 1960, the United States had only three medical schools with courses of sex hygiene. Until 1973, 111 out of 114 medical schools nationwide had had the same courses.

In 1975, Japan published more than 100 categories of books of sex education for children, teenagers, parents, and teachers.

There has also been much exploration in the theories and practices of sex education. Currently, there are mainly two viewpoints across the world. One is the "education of sex security", featuring the teaching of contraception and disease-prevention, the other is the "personality education" or the "chastity education", accentuating asceticism before marriage and the maintenance of teenagers' chastity. Both viewpoints have exerted influence upon China.

China started puberty education as early as the 1950s, advocated by late Premier Zhou Enlai, in spite of much disturbance during that period. The 1970s has seen the reform and open-up of China. Now puberty education is gradually listed among the courses of middle schools. And there are increasingly more colleges with courses of sex hygiene. Through the continuous efforts by the government and NGOs, sex education now finds its way into schools, communities, factories, and the army. In 2002, China released the Law of Population and Family-planning, providing legal support for the sex education for teenagers.

At present, the sex education in China, setting its focus on puberty education, is unfolding itself throughout the country. The trends are encouraging.

III.Some Controversy Encountered in Sex Education

1. Premature Love

Premature love is not defined by the age, but by sex physiology, sex psychology, and sex social adaptability.

Premature love is usually called "green apple", tasting sour and pungent. Parents and schools do not oppose to teenagers making friends with the opposite sex, but love is too early before maturity.

It is generally thought that marriage is the destination of love. Teenagers are psychologically and ma-

terially underprepared for marriage. College students are faced with job-hunting and job-assignments. On their way ahead there are many variables that they have to take into serious consideration.

2. Cohabitation before Marriage

Some college students (even a few middle school students) now live together, unmarried. The similar instance existed in Old China, like what Lin Daojing and Yu Yongze did in the novel *The Song of Youth*, which was related to the college administration style at that time.

After 1949, for the healthy growing up of teenagers, cohabitation is prohibited in middle schools and colleges. The recently released College Student Regulations by the Ministry of Education does not forbid marriage between college students, but cohabitation out of wedlock is still prohibited for the following reasons:

a. Sex behaviors before marriage ensuing with cohabitation may cause nervousness, anxiety, and fear because of the influence by one's psychology, ethics, public opinions, and the environment, and may further cause sexual impediment. In addition, since the cohabitants have little knowledge about each other's sex history, and since no careful physical examination is conducted, there are risks of venereal diseases and AIDS.

b. Cohabitation leads to teenagers' attention on sex life at an early time, sacrificing the healthy life style for the pursuit of pleasure, thus undermining the normal development of physiology and psychology and the school work.

c. Cohabitation is under no protection of any law.

Any violence or sexual abuse taking place during cohabitation and the physical and psychological injury caused thereby can only be borne by the injured. Once the two break up, the female is usually trapped in the embarrassing situation of being despised, or is even plunged into depression and diffidence.

3. Masturbation

According to American sexologist Kinsey's report, 91% of American males and 67% of American females masturbate.

Masturbation, to some extent, helps teenagers relieve their sex anxiety and get through their "sex hunger" in puberty. That is why many sexologists suggest calling "masturbation" "sexual self-comforting".

Masturbation is personal, doing no harm to any one or to society, thus rendering it innocent in morality and inculpable in law. It is unnecessary to blame oneself or feel guilty for masturbation.

Moderate masturbation is harmless, while excessive masturbation is harmful.

4. Condoms

Properly using condoms is beneficial for contraception and prevention of AIDS.

Some specialists think: I) Condoms do not guarantee 100% contraception or prevention of AIDS; II) It is "instigation" to popularize condoms among teenagers.

The majority thinks that condoms are an effective expedient, not the only solution; condoms have their drawbacks and limits, which should be offset by other "comprehensive treatment". It is unacceptable to refrain from doing things merely for fear of their slight risks.

肩负历史使命, 完善中国性教育巨大社会工程

中国性学会 天津医科大学 崔以泰

【摘要】回首我国的性教育工作成绩卓著, 反思存在的问题仍很严重, 瞻望未来任重道远。只有全国人民对开展性教育有了先进的正确的观念, 特别是国家有关领导对性教育有了正确的理解, 才能重视、支持这项事业, 才能肩负起历史的使命, 完善中国性教育这一巨大社会工程, 才能有利于构建和谐社会, 为民造福。

【关键词】完善; 性教育; 社会工程

世界上存在三种科学: 一是自然科学, 二是社会科学, 三是介于二者之间的哲学。性科学是一种交叉学科, 涵盖了这三门学科的有关内容。所以说性科学是以人类的性行为为研究对象的综合性学科。

我们要开展的性教育内容是性科学中的性解剖学、性生理学、性传播疾病防治学、性伦理学、性法学、性文化学、性美学、性行为学等。性教育学是性德育、性智育、性体育和性美育的有机统一, 它是一个复杂的巨大的社会系统工程。性科学是积累古今中外人类对性行为为研究、实践经验的总结, 内涵丰富、寓意深刻、理论实用。在人民中间普及性科学知识, 即可弘扬性文化, 维护性健康, 获得性幸福, 促使家庭和睦, 又能促进民族昌盛, 国家稳定, 经济繁荣。如果性科学知识得不到普及, 人民将处于性无知和性愚昧状态, 必然走向两个极端, 即性禁锢和性放纵, 必然导致祸国殃民, 使国家不得安定, 人民丧失幸福。

1 我国性教育的发展轨迹

1909年鲁迅先生在浙江初级师范学堂正式向青年学生讲述生殖解剖生理知识。后来又在《坚壁清野》中, 强调了性教育的重要性。他说: “要风化好, 是在解放人性、普及教育, 尤其是性教育, 这正是教育者所当为之事。”

1919年胡适毫不留情地揭露了中国礼教对妇女的残酷迫害, 猛烈抨击旧观念。

1922年周建人发表了《教育与性教育》一文。

1926年潘公展在《教育杂志》上发表了《巴格利的两性教育观》。

1926年北京大学哲学系张竞生教授出版《性史》, 他向中国婚姻制度和性禁锢、性盲发起了挑战。他指出: “性教育——问题关系于人生比什么科学艺术更大。”他支持开展性问题调查, 广为宣传性科学知识; 倡导健康的性行为。

1946年潘光旦教授翻译雷理士的《性心理学》出版。

1954年国家副主席刘少奇在座谈节育问题时曾说, 卫生部可用卫生常识名义专门编写一些技术指导小册子。

1956年北京的王文彬教授、赵志一和谭锡勋医生编写的《性的知识》一书出版。

1957年毛泽东主席在中共八届三中全会上主张, 在中学加一门节育课程。

1962年周恩来总理在对青少年学生的讲话中指出: 要公开宣传节育。在1963年3月曾召见正在参加全国卫生科技规划工作会议的叶恭绍教授、吴阶平教授等十余位专家, 指示医务工作者一定要把青春期的性卫生知识教给男女青少年, 用科学知识保护自己健康地发育成长; 并指示在女孩子行经之前、男孩子首次遗精之前, 就要把性卫生知识教给他们。他还说, 他在南开中学读书时, 张伯苓校长曾邀请专家来校讲解性知识, 使他获益匪浅。同年7月, 周总理对首都高校毕业生讲话时, 再次强调了性卫生知识教育的重要意义, 指出普及性卫生知识, 不单纯是一个科学教育的问题, 而且还是一件破除封建迷信和移风易俗的大事。1973年周总理在病榻上还指出, 在中学的生理卫生教材中, 要有生殖系统的专门一章, 讲课时应有大幅彩图, 便于形象讲解。直到1975年病危之际, 还嘱咐医务工作者, 一定要把青少年性卫生教育搞好。

吴阶平教授谈到青春期教育问题时说: 10—15岁青少年的青春教育, 这个时期的青少年性器官逐渐发育成熟, 不同性别的第二性征明显出现, 性意识开始萌动, 此时必须加强性教育。青春期性教育不仅要帮助青少年获得科学性生理和性心理知识, 而且要进行性道德教育。我国的性教育必须有自己的特色, 这就是性知识教育和性道德教育并重。吴阶平院士从1992年起, 4次出席天津广播电台“悄悄话”节目庆祝活动并讲话。

1981年吴阶平院士等编译出版了《性医学》一书, 标志着性医学和性治疗在中国的发端。1988年他主编的《中国性科学百科全书》, 被公认为现代中国性科学的奠基之作。

1981年叶恭绍教授给《父母必读》杂志写文章《周总理关心性教育》, 一再强调性教育的重要性。

相继胡廷谥教授编著的《性知识漫谈》、阮芳赋主编的《性知识手册》和《性的报告——21世纪版性知识手册》出版。

高德伟教授、刘达临教授、潘绍铭教授、史成礼教授、许新东教授、储兆瑞教授、胡传揆教授、王光超教授、徐天民教授、崔以泰教授、戴志澄教授、朱琪教授、

刘永良教授、张枫研究员、胡佩诚教授、王家璧教授、王效道教授、孙伯秋教授、朱坚教授、方强教授、杨文质教授、曹兴午教授、韩宗敏教授、华杏娥教授、薛兆英教授、邵景和教授、陈一筠教授、陈昭昭教授、许毅教授、潘美兰教授、马晓年主任、曹开铺院长和李银河研究员等专家的有关性教育的著作，也都为性教育做出了重大贡献。

在党和国家领导人的重视和关怀下，1972年首次将“生殖器官”一章编入初中二年级《生理卫生》课本。1980年教育部发出《关于接受联合国人口基金拨款，加强普通中学人口教育的通知》，并在10个省设立了10所人口教育实验中学。教育内容除人口理论和节制生育原理外，增加了青春期性知识。

1988年国家教委和国家计生委联合发出《关于在中学开展青春性教育的通知》，青春性教育开始在全国推行。许多省的教育学院和部分师范学院将青春性教育列为教学、科研内容，为中学培训该课程师资。1988年国家教委和卫生部联合颁布《学校卫生工作条例》中规定：普通高等学校要开展性健康教育课程或者讲座。1996年国家教委又发出《关于在普通中学进一步开展人口与青春性教育的通知》，要求普通中学开设18~24学时青春性教育课。

2002年国家制定了《人口与计划生育条例》。

1992年5月《中国性学》杂志试刊出版。

1994年12月24日，在国家卫生部 and 北京医科大学党委彭瑞德书记等领导的支持下，经过八年的不懈努力，才正式获准成立了“中国性学会”。学会中有两个专业委员会——“性教育专业委员会”和“青少年性健康专业委员会”来承担性教育的重任。

2002年9月，经过10多年的艰苦争取，《中国性科学》杂志才被国家有关部门批准刊号，成为国家一级、可以向国内外公开发行的正式学术刊物。

中国性学会性知识科普网站，被《国际互联网周刊》评为1998年最佳热门科普网站。

青少年性健康教育信息中心，创刊了《青苹果青春性教育通讯》，开设了“青苹果”咨询热线，开办了“青苹果”家长学校。2002年“青苹果”项目与北京第二医院合作，开设了北京首家“少男少女门诊”，与中国计划生育宣传中心合作，开设了“青苹果”网上直播，2004年4月获文化部“中国优秀文化网站”奖。

在北京，中国人民大学潘绥铭教授主持下，《性社会学》从1985年9月起，一直在中国人民大学为本科和研究生设置，共54~72学时。社会学系本科生和研究生为必修课，其他系学生为选修课，均为3~4个学分。北京首都师范大学在高德伟教授主持下，1993年起在全校开设了“性健康教育”的公选课，36学时。教学内容为性生理、性心理、性道德、性病与艾滋病的预防、计划生育与优生优育。首都师范大学开了我国高等师范院校

“性健康教育”专业之先河，于1996年起开设“性健康教育”副修专业，学制两年半。1998年暑期有了第一期74名毕业生。为中学培养输送了第一批青春性教育的师资。因而荣获了国家教学成果一等奖。

2001年8月陈一筠、张志刚教授主编出版了《青春性健康教育读本》。组织在京专家编写了《初中生性健康教育读本》和《高中生性健康教育读本》。

在上海，1985年上海中医药大学，举办了全国第一个“性教育讲习班”。1986年6月由洪嘉禾教授率先成立了“上海性教育研究会”，后更名为“上海性教育协会”，是我国最早的性学组织。相继由刘达临教授发起成立了“性社会学研究中心”。在上海性教育协会会长洪嘉禾教授和刘永良教授的主持下，开展了卓有成效的性教育工作。上海90%以上的中学开展了性教育，一些师范、医学院校开设了性教育课程。上海文汇报社主办了“文汇报青春性教育刊授学院”，部分省、市、地区的2000多名教师参加了学习。

在天津，由王桂芝同志主持举办了《悄悄话》广播节目，开创了广播电台在全国的第一个性教育节目。现已成功地举办了16个年头，最近又增设了《悄悄话》的电视节目，进一步提高了普及性科学的水平和宣传效果。

1993年由崔以泰教授主编的《青年性教育》出版，此前还有由他作为总撰稿的4个学时的《青年性教育》录像教材出版。

天津医科大学从1999年开始，由张文霞教授主编的《生殖与健康》课程，出版了教材，共27学时。作为选修课，学生争先恐后地参加。在南开大学、天津师范大学也开设了这门课程。在高中生物课中，也讲授了性科学内容。

在广东，1989年8月孙沫寒、朱嘉铭、修成娟等组织成立“广东省计划生育与性教育研究会”，现名“广东省性学会”。在会长张枫等同志主持下，组织编写了大量的性教育教材，如《性教育文集》、《性知识精华》、《性教育实用手册》、《青少年性知识必读》等，成功出版发行了每期发行量100多万份的性教育科普刊物《人之初》杂志。在媒体中设置了有关性教育专栏。在茂名市、佛山市等地建设了性教育基地。2003年成功举办了第一届全国（广州）性文化节。从1988~1995年，已举办了415期婚育学校，培训了52954人，传授了性知识、优生优育知识、避孕节育知识。

在黑龙江，1987年黑龙江省组建性学会，省委宣传部部长戚贵元任理事长。1990年5月创办性学研究所，并于1991年在哈尔滨市召开中华性学会（筹）唯一一届学术会议。哈尔滨医科大学与第四医院组织筹建哈尔滨市性学会。孙伯秋、高彩芹、马然等领导专家和专家对推动性教育工作的开展起了重要作用。

在南京，1991年许新东教授主编了《大学生健康教育学概论》。在许新东教授和储兆瑞教授的支持和努力

下,编写出版了包括大学、中学、小学进行性教育的系列教材,发行了300万册。举办了性健康和抗艾滋病教育展览。储兆瑞教授还先后到30余所高校和部队院校、20多所中学举行讲座,普及性科学。

在山东,1980年开始,山东教育学院开展了人口教育和性教育。开设了33门性教育课程,即人类生殖与调节;遗传与优生;青春期教育研究。青岛医学院成立性科学研究中心,举办性医学和性病研讨会,出版会议文集《性医学与性病研究进展》。1992年11月17日起开始举办青春健康教育师资培训班。1993年起,在全省2000所乡镇以上初中普及青春期教育。

在江西,1989年2月“南方性学研究所”在宜春医专成立,胡廷溢任所长,卢盛波任副所长。同年金之刚、罗任波组织中医男科学学术活动,并出版中医性学丛书。1994年已在江西宜春医专编写出《高等医学专科学校性医学教学大纲(草案)》供三年制计划生育医学专业用,共116学时,课堂讲授76学时;实习(见习或电视录像)40学时。

由中国人口计划生育委员会宣教司、中国计划生育宣教中心主持,投资500万元,由徐天民教授、崔以泰教授、朱琪教授、徐震雷副教授等6个专家执笔,编导人员共同努力,拍成了10集《科学与性》的录像教材。内容涉及性的萌动、性的成熟、性的和谐、性的生育、节育、性的衰退、同性恋、性传播疾病、性文化、性道德、耗资巨大,水平很高。只可惜有关领导对“性的和谐”、“同性恋”、“性文化”的部分内容以有争议为名,已封存了两年多,实在令人遗憾。

2 我国性教育急待解决的问题

中国的性教育事业,现在已有了可喜的,良好的开端,成绩卓著,效果明显。但是,令人忧虑的是,中国性教育尚远未能广泛普及,深入得也不够。尚待解决的问题很多,正严重危害着人民的性健康,危害着我们的国家。因此,对我国性教育状况来说,是喜忧参半,而且忧大于喜。性教育工作的开展前程坎坷,任重道远。

2.1 开展性教育的思想障碍

2.1.1 多年的封建意识,例如宋朝程朱理学宣扬的“存天理,灭人欲”,妇女应遵守“三从四德”和“三纲五常”,男尊女卑,妇女“饿死事小,失节事大”等谬论,它像千百年沉重的枷锁禁锢着人民的思想,尚未彻底清除,在人民中,特别在农村,还有相当的市场。

2.1.2 道家的“还精补脑”、“采阴补阳”等荒谬理论,还在误导一些人的性行为。对“性自慰”行为的无端指责,对“同性恋者”的错误对待,也还在毒害人们的思想和行动。

2.1.3 “教唆论”还在作祟。一些人还认为传授性科学知识是教唆人们学坏,认为性知识是“老师不能教,

父母不能讲”的。“谈性色变”、“谈性可耻”的余毒害远未肃清。“性行为学”的科学知识,仍在国家明令禁止之列。

2.1.4 “无师自通论”也还在作怪。认为人的性活动是人的“本能”,天生就懂,就会不用学习,不用传授,自然就可正常实施。

2.2 目前存在的问题

2.2.1 最突出的是性病、艾滋病的感染率和发病率逐年提高,卖淫嫖娼死灰复燃,且难以遏制,艾滋病又缺乏有效的根治手段。艾滋病传播又和吸毒贩毒互相影响,且屡禁不止。

2.2.2 青少年婚前性行为也有逐年增多,逐年低龄化的趋势,未婚早孕、少女妈妈、女孩做终止妊娠手术的也屡见不鲜。

2.2.3 由于缺乏性科学知识,性心理问题又得不到及时有效的咨询、解除,不少人存在心理障碍,一些人还酿成严重的心理疾患。

2.2.4 科学知识在广大农村、山区、边疆地区,以至一些城市得不到普及。不少夫妻的性生活质量不高,没能享受到应该得到的性愉悦、性高潮、性满足,享受不到美好性幸福,而使生活乏味,以至影响夫妻感情和家庭和睦,使社会存在不稳定因素,这对构建和谐社会也是十分不利的。

2.2.5 由于性教育没能深入人心,男尊女卑、重男轻女、养儿防老等封建余孽作祟,生殖的性别导向出现偏差,男女性别比率逐渐拉大。为了要个儿子,超计划生育的现象也呈现出来,这些都是容易造成社会的不安定。

2.2.6 大量色情淫秽的出版物,通过不同渠道,诸如计算机网络、书刊、电视等毒害着人们,一些人深受其害,性骚扰和性犯罪率也居高不下。

3 完善我国性教育工作的重要观点

3.1 性教育是人生的必修课

人人都应享有性健康,前提是人人都应具有性科学知识,因此,人人都应接受性教育,都应积极、主动、认真地学好性科学知识。实施性教育在13亿人民当中,就不能有遗漏,要做到全面没有死角的普及这项工作。这就要求国家政府做出全面规划,提出可行政策,制定有效措施:要有足够的财力投入,质量合格,足够数量的师资培训,针对不同人群的好教材编写出版,动员社会各界形成合力,才能落实普及性科学的工作。掌握性科学知识,“无师自通”是根本不可可能的。

3.2 必须把青春期教育放在首位

开展性教育的对象,按年龄可分为儿童期的、青春期的、婚前的、婚育期的、中年的、老年的,即不同阶段人群的性教育。青春是人们一生中生长发育的重要阶段,人的身体、心理、思想都正在迅速发展变化,虽

尚未定型,但性的发育却趋成熟了。他们这时迫切需要全面了解性科学知识,好对自己性器官的发育,首次遗精,月经初潮,第2性征和第3性征男女的不同,对性欲、性吸引、性幻想、性自慰等能有正确认识,也好解除不必要的心理困惑,促进身心健康发育,维护好自己的性健康。对于目前未接受过规范、全面性教育的成年人,除应采取措施补上这一课外,今后还要全面抓好青春教育,从儿童到少年再成长上来,一茬接一茬,从长远看,即可基本解决了全民的性教育问题。所以,应把青春教育放在首位。

3.3 在学校进行性教育的主要渠道

性教育可有家庭教育、学校教育和社会教育。社会教育可通过报纸、杂志、小说、电台、电视、电影、绘画、音乐、展览、咨询、计算机网络等渠道来进行。家庭的教育开展的前提是,家长先学习掌握性科学知识,目前,对家长的培训还远远不够,加上对学龄前的儿童,父母也难以对他们全面灌输性科学知识,也就是说有一定的局限性。社会的性教育也很难做到全面系统,不能有针对性答疑、讲解、讨论。而且面对科学内容和色情淫秽内容鱼龙混杂,难以分辨时,反而受到毒害,因此性教育最好在学校进行,目前主要在中学和大学进行,以后也应在幼儿中适当、有针对性开展。今后,重点应逐步转移到在中学进行。在中学开展好了,到大学就没必要再重复了。以瑞典为例,从1956年起,性教育课程是学生的必修课。9年义务教育中,所有学生都必须得到性科学知识,从小学2年级开始性教育,从生理卫生课教起。中学也进行性教育,到大学后,政府就不再要求进行性教育了。

要畅通学校作为性教育的主渠道,首先要解决师资队伍乏问题,这就要做好师资培训。这方面,首都师范大学办性教育专业的经验值得推广。另外,医学院校、师范院校或性学会,也应办好业余或短期培训师资的工作,如培训教师、辅导员或校医等。

应编写出版全国统一的性教育教材,可有大学用的、中学用的、小学用的、幼儿用的。这方面,南京性学会的现有教材可供借鉴,可以在这个基础上进一步修改、完善、定稿试用。

教育部应明文规定,全国所有大、中、小学、幼儿园,必定都要开展性教育,无一例外,要有经费、师资、教材的保证。

教学方法也要改进,不能只靠教师口头讲解,要有声光教材、参考书刊、图片展览,要答疑、讨论、咨询。

3.4 必须做好几个结合

必须把传授性的自然科学知识与性道德教育(性伦理学)结合起来,与对学生的素质教育结合起来,与树立正确世界观、人生观、价值观、爱情观结合起来,与社会主义精神文明建设结合起来。

有了性的自然科学知识,还要懂得用性法律、性道德约束自己的性行为,以防止性放纵和性犯罪,防止未

婚早孕,防止性病、艾滋病的传播。我们应该重视以人格为基础的性教育。在美国青年中,性自由、性放纵的风行,引起了人们的关注和反思。美国1997年在华盛顿特区,召开了第一次性纯洁教育会议。美国政府决心推行以贞洁为中心的性教育模式。国会通过一项法案,拨款5亿美元,在全国推行以性纯洁为基础的性教育课程。民间也组成了“美国纯洁的爱同盟”。高举反对性自由的口号,宣读“纯洁的爱誓词”,组织了浩浩荡荡的大游行。

3.5 首要问题在于领导的观念向先进方面转变

领导者要领导好性教育工作,必先取得领导资格。具有领导资格的最重要条件是,领导本身要具备对待性教育的先进观念。如果领导的观念是保守的、陈旧的、封建的、错误的,就绝对领导不好性教育工作。领导要想具有先进的观念,首先得要先学习性科学知识,只有理解了性科学,才能分辨清楚是保守、错误的观念,哪是正确的、先进的观念。有了先进的观念,才能重视、支持、发展性教育事业,才能在政策上向促进性教育工作方面倾斜,才能自觉的肯于加大发展性教育的投资力度(一切事业的发展都是,钱不是万能的,但是没有钱是万万不能的),才能下决心,并采取有力措施规划对全民进行性教育,把性教育作为每个人的必修课,才能落实师资队伍问题、教材建设问题、教学基地建设问题、充实其他教学条件、改进教学方法问题;才能组织全社会的力量,特别是教育界、卫生界、司法界、新闻界、出版界等各方面的力量,才能做好促进人性健康、夫妻恩爱、家庭和睦、生活幸福、社会安定的伟大事业。

《科学与性》一部10学时的优秀性教育声光教材的被封存,被禁锢,就是有关领导观念保守、陈旧、封建、错误所造成的。我们多希望有先进观念的领导来解除封禁,使《科学与性》这部好教材重见天日,在我国性教育事业中,发挥其应有的巨大作用啊!《性行为学》应该开禁。

《孟子·告子》中论述“食、色、性也”,性是生之链,爱之桥。食文化,我们可以大张旗鼓地宣扬,中餐、西餐美味美食可以任意选择,四大菜系、八大菜系的书籍可以大量公开印刷、出版、发行,煎炒烹炸多种饮食技艺,可以广为传授。但是人的性行为艺术、技巧,涉及这方面的出版物,一概严禁编印发行。结果使得人们不了解性科学,处于性愚昧状态,使夫妻性生活质量低下,感情破裂,享受不到应有的愉悦,性满足,性幸福;或是从色情淫秽出版物中获取有害影响,导致错误性行为和性犯罪。关键是领导的认识,领导的观念先进了、正确了,这类问题也就迎刃而解了。

回首我国的性教育工作成绩卓著,反思存在的问题仍很严重,瞻望未来任重道远。只有全国人民对开展性教育有了先进的正确的观念,特别是国家有关领导对性教育有了正确的理解,才能重视、支持这项事业,才能肩负起历史的使命,完善中国性教育这一巨大社会工程,才能有利于构建和谐社会,为民造福。

With Historic Mission on Shoulders, to Consummate the Enormous Social Project of Chinese Sex Education

CUI Yi-tai

Chinese Sexology Association

[Abstract] Looking back on the achievements in sex education of our country, we realize that there are still serious problems, and we have a long way to go. Only when Chinese people, especially related leaders, have correct conception and understanding of sex education, can this undertaking be taken, emphasized and supported, this enormous social project be consummated, and harmonious society be constructed for the benefit of people.

[Key words] consume; sex education; social project

There are three sorts of science on earth: natural science, social science, and philosophy. Sexology is a discipline covering related contents of all the three sorts of science. Thus, sexology is a kind of synthetic science researching human sexual behaviors.

The sex education to be carried out includes: Sex Anatomy, Sex Physiology, Prevention and Cure of Venereal Disease, Sex Ethnicity, Sex Law, Sex Culture, Sex Aesthetics, Sex Behavior Studies, etc.. Sex Education is an organic unification of Sex Moral Education, Sex Intellectual Education, Sex Physical Education and Sex Aesthetic Education. It is a complicated and enormous social project. Sexology summarizes sexual researches and practical experiences by all peoples of all times, and contains abundant connotation, profound implication and feasible theories. It can serve many ends to popularize sexology among people, such as carrying forward sex culture, maintaining sexual health, acquire sexual happiness, promoting familial harmony, boosting ethical prosperity, national stabilization and economic flourishing. If sexology is not popularized, people will be ignorant and benighted sexually, and run into sexual durance or overindulgence. Thus, calamity to the country and the people will be engendered and national stabilization and human blessedness will be deprived.

I. Development of Sex Education in China

Lu Xun taught regularly genital anatomy to young students in Zhejiang Primary Normal School in 1909. Later he emphasized again the importance of sex education in his *Strengthen the Defences and Clear the Fields*. He wrote, "Decency requires sex liberation and popularization. That educators should do is no other than sex education."

Hu Shi denounced the brutal persecution on Chinese women by the Confucian ethical code, and dep-

recated old concepts in 1919.

Zhou Jianren published *Educantion and Sex Education* in 1922.

Pan Gongzhan publish *The View of Ambisextrous Education of Bagely* in *Journal of Education* in 1926.

Professor Zhang Jingsheng of Philosophy Department of Beijing University published *Sexual History* in 1926 and challenged Chinese marital system, sex durance and sex ignorance. He pointed out, "sex education — the problem lies in that life is greater than any science and art." He supported sex survey and popularization of knowledge of sexology and proposed healthy sex behaviors.

Professor Pan Guangdan published the translated version of *Sex Psychology* by Havelock Ellis in 1946.

Professor Wang Wenbin, Zhao Zhiyi and Doctor Tan Mingxun coauthored *Knowledge of Sex* in 1956.

Liu Shaoqi, then vice-chairman of China in 1954, said in a symposium on birth control that Ministry of Health might compile some brochures in the name of hygeian knowledge for technical directionl.

Chairman Mao Zedong proposed in the 8th Congress of Chinese Communist Party in 1957 that a course on birth control be opened in middle schools.

Premier Zhou Enlai pointed out when talking to young students in 1962: we have to give publicity to birth control. In march, 1963, Premier Zhou called in more than ten experts, including Professor Ye Gongzhao and Professor Wu Jieping, who were attending the National Health Scientific and Technological Programing Working Conference, and required medical workers to teach sexual health knowledge to young boys and girls in order that young people could ensure themselves growing up healthily with scientific knowledge. He said the knowledge must be passed on to girls before their first menses and boys before they first spermatorrhoea. Premier Zhou said when he was in

Nan Kai Middle School the then headmaster Zhang Boling had invited experts to teach sexual knowledge, from which he benefited a lot. In June of the same year, he reemphasized the importance of sexual health education when talking to graduates of capital Colleges and Universities. He pointed out that popularizing sexual health knowledge was not only concerning scientific education, but also concerning breaking feudal thoughts and superstition and transforming social traditions. In 1973, though in his sickbed, Premier Zhou indicated that there should a special chapter on genital systems with large colorful pictures for the sake of visualization. Even in 1975 when terminally ill, he urged medical workers to do well in adolescent sex health education.

Talking about adolescent education, Professor Wu Jieping pointed out: sexual organs of adolescents of about 10 to 15 years old are maturing and their secondary sex characteristic appears and sexual consciousness is germinating. During this period, they must have sex education. Adolescent sex education helps adolescents not only on scientific sex physiological and psychological knowledge but also sex moral education. Chinese sex education must be carried out with Chinese characteristics, that is, sex knowledge imparting is combined with sex moral education. Professor Wu has attended celebration of "whisper", a program of Tianjin Broadcast Station for 4 times since 1992.

Academicians, including Wu Jieping, translated, edited and published Sex Iatrology in 1981, which indicated the inchoation of sex medicine and sex therapy in China. In 1988 Wu Jieping edited Chinese Encyclopedia of Sexology, which was seen as the cornerstone of Chinese modern sexology.

Professor Ye Gongshao contributed Premier Zhou Cares Sex Education to Parent Reading to emphasize the importance of sex education in 1981.

Ramble on Knowledge of Sex by Hu Tingyi and Manual of Knowledge of Sex and «Report on Sex—Manual of Knowledge of Sex in 21st Century edited by Ruan Fangfu were published one after the other.

Many professors and scholars have published literatures on sex education and made contributions in the field, such as Gao Dewei, Liu Dalin, Pan Suiming, Shi Chengli, Xu Xindong, Chu Xhaorui, Hu Chuankui, Wang Guangchao, Xu Tianmin, Cui Yitai, Dai Zhicheng, Zhu Qi, Liu Yongliang, Zhang Feng, Hu Peicheng, Wang Jiabi, Wang Xiaodao, Sun Boqiu, Zhu Jian,

Fang Qiang, Yang Wenzhi, Cao Xingwu, Han Zongmin, Hua Xing'e, Xue Zhaoying, Lang Jinghe, Cheng Yiyun, Cheng Zhaodian, Xu Yi, Pan Meilan, Ma Xiaonian, Cao Kaiyong, Li Yinhe, and so on.

As the result of care and recognition of national leaders, a special chapter of genital organs was compiled into the textbooks of Physiological Health of grade two of junior high school for the first time in 1972. Ministry of Education issued The Principles of accepting UN Population Fund Aids and Reinforcing Middle-school Population Education in 1980, and set up 10 population education experimental middle schools in 10 provinces, education including population theories, birth control principles and adolescent sexual knowledge.

National Education Committee and Birth Control Committee issued together The Principles of Carrying out Adolescent Education in Middle Schools in 1988, and adolescent education began to be put into practice nationally. Educational Colleges and Normal Colleges of many provinces began to list adolescent education among the contents of teaching and researching and train teachers of this subject for middle schools. In the same year National Education Committee and Ministry of Health issued together The Principles of Health Education in Schools, and regulated that sexual health education courses or lectures must be carried out in higher education. In 1996 National Education Committee issued The Principles of advancing Population and Adolescent Education in Middle Schools to make sure there are 18—24 hours of adolescent education courses in middle schools.

Law of Population and Birth Control was established in 2002.

Journal of Chinese Sexology was publish in May of 1992.

On Dec. 12 of 1994, Chinese Sexology Council was founded after 8 years of untiring endeavor with support from Ministry of Health and Party Secretary Peng Ruicong of Beijing Medical University and so on. There are two committees in the council to take on sex education, that is, Sexual Education Committee and Adolescent Sexual Health Education Committee.

After a decade of fortitudinous striving, in September of 2002 Journal of Chinese Sexology was finally authorized by related departments and became a nationally-formal first-rate academic journal publicly issued domestically and abroad.

The website of The Chinese Sexology Council to