

# Facts of life - the creation of sexual knowledge in Britain, 1650-1950

Yale University Press - Facts of Life

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Tags: #Romanticism #and #Sexuality

**The Facts of Life by Roy Porter, Lesley Hall**

List of works can be found wikipedia.

**The Facts of Life**

Challenging and overturning common assumptions and historiographical traditions-from hoary myths of the Victorians to the work of Michel Foucault-the book adds a great deal to our understanding of the origins of sexual mores and knowledge.

**The Facts of Life: The Creation of Sexual Knowledge in Britain**

Sexlessness seemed the impossible road to corporeal well-being. Mudge's *The Whore's Story: Women, Pornography and the British Novel, 1684-1830*, which argues emphatically that pornography in this period, and women's contributions to the emergence of pornography, helped to constitute the literary.

## Romanticism and Sexuality

Sexuality, in short, did not yet constitute the human subject in any deep sense. Chapters on the nineteenth and twentieth centuries discuss prostitution, contagious diseases and gender relations, and consider debates on sexual issues and associated revelations of personal experience.

## The Facts of Life: The Creation of Sexual Knowledge in Britain

In closing, I want to thank both the contributors and the anonymous readers for helping me to put together what I hope will be a stimulating set of essays.

### The Concerns Underlying Sex Education for Young People in France During the First Half of the 20<sup>th</sup> Century: Morality, demography and public health

Virginie De Luca Barrusse

In France during the first half of the 20<sup>th</sup> century, the issue of sex education for young people of both sexes was the focus of debate among actors in various fields. Their aims converged, however, in the guiding principles they proposed for action to regulate sexual behaviour. In this essay, we would like to demonstrate that sex education, as it was proposed and introduced, was based on a set of precepts or choices reflecting an overall representation of the demographic stakes involved and a framework for their interpretation. Fuelled by fear of the "natural peril" as well as demographic and demographic sex education consisted of a set of prescriptions and recommendations to help young men gauge the consequences of sexual intercourse for themselves, their families, and society. It sought to instill a sense of responsibility by preparing them for a family model that would ensure reproduction of the population in the desired quantity and quality. The representation of these demographic concerns and the framework for interpreting them determined the guidelines for sex education: they set limits on what was desirable and undesirable in the area of sex education as well as its objectives. Other concerns have already been brought out, not only in the case of France but more broadly in Europe and the United States or Canada: morality, in particular, imposed or ruled out some of the prescriptions.<sup>1</sup> By focusing our attention on these underlying concerns, we will

<sup>1</sup> See Anne Corbin, "Le projet éducatif au-delà de l'école: graphiques scolaires et prophéties de l'avenir", *Recherches Éducatives*, 26, (1977), 243-261; Mary Lynn Stewart, "Science in Action: Sex Education and Social Indicators in France, 1880-1900", *Journal of Contemporary History*, 32(3), (1997), 381-394; Rebecca Ann Clark, *Intoxicated by Science: French, 1890-1910* (Oxford, 2004); pp. 39-41; Louis Baudry, *Les Jeunes Français: Histoire de l'éducation sexuelle* (Paris, 1980); pp. 10-11; *The Secret Pleasure: Sexual Desire in*

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