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## **An analysis of subject content for a marriage relationship course in high school**

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AN ANALYSIS OF SUBJECT CONTENT FOR A  
MARRIAGE RELATIONSHIP COURSE IN HIGH SCHOOL

A Thesis

Presented to

the Faculty of the Department of Education

Indiana State Teachers College

is hereby approved

of the Faculty of

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

Department of English Language

by

Francis B. Ratliff

June 1948

The Thesis of Francis B. Ratliff,  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 537, under the title   
An Analysis of Subject Content For A Marriage  
Relationship Course in High School

is hereby approved as counting toward the completion  
of the Master's degree in the amount of 8 hours'  
credit.

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The following tables are presented in the order in which they were prepared. They are given in this order that the reader may see the results of the first survey, and then the results of the second survey, and finally the results of the third survey.

Our study, however, should not be taken as a final word on the subject. It is possible to improve the quality of the data by using a larger sample of teachers. It is true that most teachers are not well trained in the use of questionnaires, and that many of the questions are not well designed. However, as to which subjects should be included in the study, and which subjects should be excluded, the results of this study are of great value. Concerning relative importance, it is found that the most important subjects are the ones which are most often mentioned by the teachers. This is to be expected, since the teachers are the ones who are most familiar with the subjects.

Submitted to the University of Chicago, with the College and High School Principals, 1919, July, 1919.

## CHAPTER I

### INTRODUCTION

Our world today is so small that in a few hours we have received news of the latest educational development. That news may be a child military program in Japan, a change in politics in South America, a new biological discovery in Africa, or another change in the state border lines of Europe. This abridgement of the world has made us more conscious of the educational development of all youth, and World War II has shown us the value of our education. When we compare our youth with the youth of other nations we are proud to find that they have received an education in the best school system in the world today.

Our pride, however, should not persuade us that we are unable to improve the content of our school curriculum. It is true that most teachers are well trained, our buildings are usually modern and well equipped, and our courses are varied to suit the needs of the pupils. There is a question, however, as to which subjects shall be considered minor in nature, and which subjects shall be of major importance. Concerning relative importance, Steigman<sup>1</sup> says, "The proper study, one would imagine, even of adolescent

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<sup>1</sup>Benjamin M. Steigman, "Let the Colleges Set Our High Schools Free," The Reader's Digest, 49:119, July, 1946.

mankind should be man." In the large field of the science of the study of mankind, we particularly need to study family relationships. A course in family relationships would be appropriate, pertinent, and applicable to the needs of our school pupils.

These young people complain that they are taught plenty of mathematics but learn little or nothing about budgets; that they study intensively the costs of government but learn only superficially, at best, about the cost of running a home; that they learn to follow the flight of the ball in games but develop no skill in judging the shift in qualities and values in their purchases; that they study exhaustively the anatomy of frogs but receive few reliable facts on matters of sex; that they examine the philosophies of all ages but are not encouraged to apply moral and ethical standards to their daily lives.<sup>2</sup>

We realize that this is true when we look back upon our own school experiences. There were few things which helped us in facing marriage and family relationships.

Students are compelled to flock by the thousand into courses in higher mathematics, Latin, English construction, and modern languages, while they are permitted, even encouraged to ignore instruction in those lines of learning most intimately connected with their future happiness.<sup>3</sup>

There is seldom included in the usual high school curriculum, any course for family relationships. It is generally stated

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<sup>2</sup>Frank G. Pickell, "The Home and Family in American Life," Improvement of Education, Fifteenth Yearbook of the Department of Superintendents, Washington; 1927, p. 60.

<sup>3</sup>Harry Elmer Barnes, "Sex in Civilization," in V. F. Calverton, and S. D. Schmallhausen, Sex in Civilization, (New York, Macaulay Company, 1929), p. 308.

that such matters are referred to as they may appear in the regular courses in our high school classes.

#### THE PROBLEM

Statement of the problem. Our problem was to analyze the various materials available and to determine the content for a course in high school on the subject of marriage and family relationships. There are facts which should have been taught in the home, but which were neglected by hesitant parents. There are implications usually learned from companions, but which often fail to reach all boys and girls. Inferences, generally gained through social contacts, never register with some individuals. Knowledge so often assumed to be included in school classes may be either by-passed or neglected entirely. Attitudes which we assume do not exist by the time of marriage, are blithely overlooked by both the contracting parties and even those officiating. Problems and questions which should have been answered are driven into the sub-conscious only to torment the marriage partners until they are solved by trial and error or by experimentation; or until they conquer the individuals and smash upon the rock of divorce the life hopes of their victims. It was our problem to gather these facts, implications, information, inferences and questions, and carefully to consider their significance. To present a subject content outline concluded our problem.

Importance of the problem. Because the large majority of pupils marry shortly after graduation, it is important that they should receive training for this chief task of life. Knowledge may become the basis for wisdom in any field of endeavor, and in all fields it increases the possibility of success. It seems advisable to present all the desirable information possible to anyone engaged in performing a difficult task. Surely the task of facing family and marriage relationships is of paramount importance to our youth, and to those intrusted with their education. Such desirable knowledge should be gathered and given to youth before marriage.

In such a vital and intimate problem as family relationships, the development of the proper attitudes is more important than acquiring facts. Basic attitudes in this sphere of life should not be formed from gutter gossip, barnyard biology, and smutty stories. It is highly important that each child develop a high regard for, a deep insight into, and a fundamental understanding of family relationships.

#### PLAN OF THE INVESTIGATION

It was the plan of this study (1) to compile a list of suggested subjects for inclusion under the topic of family relationships; (2) to check this list as to its validity, and the various items as to their relative importance as re-

vealed by a questionnaire; and (3) to present a final list of topics for an outline as subject content for a marriage and family relationships course in high school.

Compilation of the master list. The master list of topics was compiled from all sources available. Books, periodicals, government and group pamphlets, unpublished materials, publications of learned societies, articles in newspapers, lecture papers, and textbooks were consulted, and in short, anything dealing with the topic. From these sources, a list of items was made to serve as a master list. The validity of the items, their inclusiveness, and their relative importance were checked later before becoming the topical content core.

Check list from questionnaires. A questionnaire was devised and sent to persons involved in such a course; namely, pupils, parents, specialists in education, and teachers. An attempt was also made to include a cross section of ages, married and unmarried. The returns from all these groups served as a check to the major items listed in the original master list. It gave an up-to-date view of pupil opinion and the agreement or contrast of the older generation involved. The questionnaire was also constructed to check upon the major assumptions upon which the thesis was based.



Construction of the outline. By a comparison of the two lists, and the relative importance as ranked by the questionnaire, a final list was evolved. This list of items served as an outline for the construction of a course in marriage and family relationships.

subject of sex and family relationships. In the past, little detail of sex, relationships, marriage, and family life, in the minds of many people, has been known. This is because of the fact that the subject of sex and family relationships has been considered a taboo subject. This inherent taboos have been a major factor in the development of sex in the past. The subject of sex has been a well-known complete ignorance of sex, especially in the schools, colleges, and universities.

Ignorance of youth on sex facts. However, the last few years has been made in recent years. It is now known that a growing boy or girl accumulates a lot of knowledge to help his growing sex life. Even though it is known to have accumulated facts, the acquisition of sex facts is often of a very superficial nature. These facts have been picked up from popular sources. As a result, the student's mind knows only a few things about sex.

Phyllis Blanchard and Carolyn Macadams, New Girls For G.I.s. (New York: The Macmillan Company, 1950), p. 51.

## CHAPTER II

### SURVEY OF RELATED LITERATURE

#### I. NEED OF EDUCATION FOR MARRIAGE AND FAMILY RELATIONSHIPS

Repression of sex. Throughout America's history the subject of sex and possible education relating to the intimate details of family relationships have been taboo. In fact, no feature of human society is so early, so constantly, and so consistently coerced by social pressure as is sex. This intense intolerance of any departure from repression in the treatment of sex in the course of human education has led to a well-nigh complete ignoring of any systematic instruction in regard to marriage and family life in the schools, colleges, and universities.

Ignorance of youth on sex facts. Although considerable progress has been made in recent years, it is generally true that a growing boy or girl accumulates little more than silence to help his maturing sex life. Even though he seems to have accumulated facts, the sophistication of modern youth is often of a very superficial nature. These facts have been picked up from spurious sources. "As a result, the adolescent girl knows only a few things about sex..."<sup>1</sup>

<sup>1</sup>Phyllis Blanchard, and Carolyn Manasses, New Girls For Old, (New York: The Macaulay Company, 1930), p. 94.

The boy of adolescent age is even more misled than the girl when he seeks help.

If he consults his friends about his difficulties, he receives chiefly smutty stories and misinformation; if he asks his father, he is often met with embarrassment and evasiveness; if he consults an older man, he is lucky if he does not get sent to prostitutes; if in desperation, he consults some quack, he gets frightened out of his wits. He cannot consult most of his teachers because they are unmarried women.<sup>2</sup>

Anyone who reads the case studies in this field by Ellis, Moll, Dickinson, Hamilton and others, is impressed with the part that ignorance has played in the personal and social maladjustments of many individuals. In reporting the many interviews of boys and girls who had been in difficulties of a sexual nature, it has been clearly revealed by Butterfield,<sup>3</sup> that nearly all such unfortunate incidents were attributed to some degree of ignorance on their part. And he concludes, "While ignorance may often be a convenient scapegoat, there is certainly some basis for many such complaints."<sup>4</sup>

Excess of sex stimulation. Another great factor in our present need for sex education and also a contributing

<sup>2</sup>Luella Cole, Psychology of Adolescence, (New York: Farrar and Rinehart Incorporated, 1936), p. 38.

<sup>3</sup>Oliver M. Butterfield, Love Problems of Adolescence, Teachers College Contribution No. 768, (New York: Teachers College, Columbia University, 1939), p. 138.

<sup>4</sup>Loc. cit. in Defense of Sex, (New York: Longmans Green and Company, 1931), 384 pp.

factor in the breakdown of the home, has been an excess of sex stimulation. A great host of sex stimulation is apparent in the theatre, in advertising, in magazines, in the modern dress, and even in popular songs. Suggestive love scenes and bedroom farces are vividly shown in the movies, and most modern books go as far as imagination and disregard of propriety can. A child leafing through the advertising matter in magazines can have the experience of seeing and reading about things his own parents in their day had to pretend did not even exist. If this is not enough, a child can see at any beach party, parts of the human anatomy customarily in our parents' time covered by much clothing. If the child somehow is kept in the confines of a protective home, the radio beats out a tune with suggestive words and a rhythm used by savages for their sex dances. Some of our new brands of psychology, realizing the importance of frustration, have served to heighten the desires already apparent instead of decreasing desires by proper understanding. Some studies of behavior abnormalities have demonstrated underlying maladjustments of sex life, and these, in the opinion of several authors, have been overemphasized. Gert V. Gontard,<sup>5</sup> after wide and

<sup>5</sup>Gert V. Gontard, In Defense of Love, (New York: Longmans Green and Company, 1940), 324 pp.

deep probing of psychoanalytical experiences, concludes that Freud's system has little value, and further, that it is definitely harmful.

War-time hysteria that throws inhibition to the winds has excused transgressions normally untolerated. The spirit of "nothing is too good for the soldier" has pervaded even the moral and ethical thinking of civilians. "The opportunities for self-indulgence are legion, and anonymity is provided by the automobile, the roadhouse, the tourist camp, the cheap hotel, and the rooming house."<sup>6</sup> The resultant divorces from the war tend to place in prominence the negative aspects of marriage and in this way increase the general hysteria. The very change from normality increases the number of casualties in family relationships.

Modern dress and lack of restraint have served to enlarge abnormally the position of sex in daily life. Many things, in the past considered in bad form, poor taste, or completely anti-social, are now accepted as standard behavior. Most of these emphasize and play up the sex factor of life to an extreme. Observation would lead us to conclude that there is a continual stimulation of the sex element in life, and a study of the facts would warrant the statement

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<sup>6</sup>Eleanor T. Gleuck, Youth in War Time, A paper presented at the Second New England Conference on To-morrow's Children, Harvard University, Cambridge, Mass., July 17, 1941, p. 2. (Mimeographed)

that there has been far too much sex stimulation for our youth who lack help and interpretation of sex facts.

Crisis in marriage and family life. Beneath this engulfing wave of taboo and repression, ignorance, and excess of sex stimulation, lie many other factors which point definitely to the need of education for-family relationships. Perhaps the largest factor touching nearly every family in our nation has been the breakdown of marriage and the family. The disintegration of the patriarchal family, with the rebellion of the children and youth against the authority of parents, has changed the entire pattern of family life.

A visionary writer points to the following fundamental changes taking place in marriage. Traditional social constraints are relaxing, social pressures are diminishing, woman's emancipation is becoming a reality, divorce is being accepted, and people are distrusting the double standard--all these are making new problems for the family.<sup>7</sup> The impact of current social changes has given a shift of emphasis to the family unit with far reaching results. Instead of stability in the life of the average individual, there is no solid rock upon which he can rest. The former landmarks have been torn down and in their place bewildering projections arise. "For

<sup>7</sup>Sidney E. Goldstein, Meaning of Marriage and Foundations of the Family, (New York: Block Publishing Company, 1942), p. 3-8.

one reason or another, the middle class family has been disrupted."<sup>8</sup>

Two authors consume one-half of their book in developing more extensively the reasons for this crisis.<sup>9</sup> Mowrer<sup>10</sup> presents an entire book of information on family reorganization. Groves<sup>11</sup> develops the same theme in his book and to this Blanchard,<sup>12</sup> discussing the same problem, emphasizes the economic revolution and the scientific era. The state of affairs may be termed in the language of H. G. Wells, a panic or a debacle.

The manners and morals, the laws and arrangements between the sexes today, the expectations people have and the rights they claim in love and marriage, constitute now a vast, dangerous, unhappy conflict and confusion. It has ceased to follow a code or a system.<sup>13</sup>

It is clear that we are justified in stating that there is a crisis in marriage and family life and that it has seriously affected our youth. "The peculiar difficulty of the present

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<sup>8</sup>John H. Lavel, Marriage, Morals, and Mothballs, (New York: Carter Publishing Company, 1939), p. 26.

<sup>9</sup>Ernest R. Groves, and William P. Ogburn, American Marriage and Family Relationships, (New York: Henry Holt and Company, 1928), p. 111.

<sup>10</sup>Ernest R. Mowrer, Family Disorganization, (Chicago: University of Chicago Press, 1939), p. 1-356.

<sup>11</sup>Ernest R. Groves, Marriage Crisis, (New York: Longmans, Green and Company, 1928), 242pp.

<sup>12</sup>Blanchard, op. cit., Chapter I.

<sup>13</sup>Booth, op. cit., p. 38. Quoting Mr. H. G. Wells from The World of William Clissold, Book VI, Part III.

crisis lies in the fact that while the old is felt to be outworn, the new is shapeless."<sup>14</sup>

Scientific era. The new era of science has brought us the development of contraceptives and prophylactics. When we have conscious and deliberate spacing and planning of children, the home faces a new series of problems. Scientific inventions have given us freedom and leisure which often mean that new avenues of adventure are now explored, avenues that were once closed by the mere fatigue of work. Numerous cases of illegitimate births and abortions are indirectly the result of this new era of science plus the lack of education for its proper usage. When cheap magazines on any corner publish information that our parents never saw, and we give youth no instructional help regarding these facts which they are free to read, it is no wonder they get into trouble or do wrong. When adults have difficulty in adjustment to the problems that modern science gives to us, is it any wonder that youth makes mistakes when it attempts to answer its many questions? Havelock Ellis says:

It is in youth that the questions of mature age alone can be settled, if they are settled, and unless we begin to think of adult problems when we are young, all our thinking is likely to be in vain.<sup>15</sup>

<sup>14</sup>Booth, op. cit., p. 281.

<sup>15</sup>Benjamin C. Gruenberg, Teacher and Sex Education, (New York: American Social Hygiene Association, 1928), p. 13.



If our youth are to fare better than the present generation, we must have education for a better interpretation of this new scientific era and its problems.

Prevalence of venereal disease. The prevalence of venereal disease has become a "shadow on the land". It is one of the three leading plagues of modern civilization. Our nation has at various times engaged in war on several terrible diseases of mankind, but it is only recently that sexual diseases have been mentioned. Now it has become a challenge to the nation and the fight is being led by Surgeon General Thomas Parran.<sup>16</sup> Our government publications point out the imperative need for education if venereal diseases are to be stamped out.<sup>17</sup>

In reference to the need for accuracy of information to replace much mythology and half truth that came with our shame and secrecy of the past in regard to venereal disease control, an Indiana Health Department Director states, "The very existence of an effective control program in any community must depend on the popular understanding of every man and woman of responsibility." His inference that we won the

<sup>16</sup>Thomas Parran, "Sex Education: A Challenge," Journal of the National Educational Association, 29:16-17, January, 1940.

<sup>17</sup>L. J. Rail, "Venereal Disease Control: A Community Problem," Issued by the Bureau of Venereal Diseases, Indiana Division of Public Health Cooperating with the United States Public Health Service, (Indianapolis, Indiana, 1935)

last war with Germany, but lost the other war against venereal disease is very significant.<sup>18</sup>

By education and diligent public health work, along with provision of free treatment, these countries [Norway, Sweden, and Denmark] have cut their syphilis rate down to seven new cases in 100,000 population per year.<sup>19</sup>

One study reports that venereal disease exacts an enormous toll of misery, financial loss, and racial impairment.<sup>20</sup> Another found that 99 per cent of the persons studied felt there was an urgent need for information concerning venereal diseases, and that 94 per cent thought that the schools should be the agency to teach such information.<sup>21</sup> With such great national need today, and the facilities that are ours, surely we can do as much as these small European countries have done for themselves. The very prevalence of venereal diseases constitutes a real need for sex education and information for family relationships.

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<sup>18</sup>John D. Winebrenner, "Venereal Disease Control", (Indianapolis: Monthly Bulletin of the Indiana State Board of Health, December, 1941), p. 281.

<sup>19</sup>George Gallup, Institute of Public Opinion, "America Ready to Inaugurate Syphilis Fight," Washington Post, August 8, 1927.

<sup>20</sup>E. Perry Flick, The Need for Sex Education in the Public Schools, (Unpublished Masters Thesis, Indiana State Teachers College, Terre Haute, Indiana, 1935), p. 52.

<sup>21</sup>Ralph Richardson, A Research Study of the Prevalence of Venereal Disease Among Senior High School Boys and The Attitudes of the Community Toward Venereal Instruction, (Unpublished Masters Thesis, Indiana State Teachers College, Terre Haute, Indiana, 1940), p. 19.

Prevalence of juvenile delinquency. Adequate family relationships would solve much of our juvenile delinquency. Although "The greater portion of delinquency is caused by the sex drive,"<sup>22</sup> the very conditions of marriage and family relationships contribute to this great evil. If children had been well instructed in adolescence, if they were properly trained in school, home, and church during childhood, there would be fewer youth come in contact with the courts. The prevalence of juvenile delinquency indicates that we have failed to properly inform people concerning their emotional, physical, social, and other relationships.

Divorce. The rising rate of divorce is indicative of some need in this field of education. With accumulating evidence concerning increase in estrangements, separations, desertions, and divorces, we have cause to ponder a better method of education. Many authorities point to divorce as a weakness in our present civilization, but no attempt is made to diagnose the disease, chart its symptoms, or suggest a remedy. Education could help reduce this ratio if it provided no more than essential facts for the married partners; facts which have in the past been unknown to both men and women. There are scientific facts to be learned in human social intercourse, marriage, and family relationships.

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<sup>22</sup>Flick, Loc. cit.

Lack of moral ideals and mental health. Besides the facts already mentioned, there is a combined factor which is an integral part of the others. Minor behavior abnormalities, growing amounts of sexual promiscuity, and the continued prevalence of prostitution are evidences of lack of moral ideals and mental health. Lack of essential knowledge in the sex factor of life, turmoil in the marriage relationships, and disappointments in family situations most quickly contribute to lack of character and mental health.

There can be little doubt that the cause of both morality and mental hygiene would be well served if every child had access to such information when he came to the age of interest in it.<sup>23</sup>

The home relationships influence the morality and mental health of the average youth. Gruenberg<sup>24</sup> states that homes with no mutual understandings and affections, definitely contribute to our masses of maladjusted boys and girls as well as adults today. If youth is to learn good mental hygiene, it must be taught by some group. No groups today are engaged in this process of providing for youth a satisfactory and proper mental and moral education.

We can therefore note that education for family life is needed because of past taboo and silence which led to ignorance on the part of youth, likewise because of the con-

<sup>23</sup>Butterfield, op. cit., p. 58.

<sup>24</sup>Gruenberg, op. cit., p. 10.

flict caused by an excess of sex stimulation and a minimum of sex information. Added to these are the crises in marriage and family life, the new era of science, the prevalence of both venereal disease and juvenile delinquency, the high rate of divorce, and finally, a lack of moral ideals and mental health.

We cannot evade this need for adjustment between the various urges and individual impulses. The limitations imposed upon social beings by the conflict of ethical and social incentives as against the biological and individual impulses often lead to abnormal life experiences. Education for marriage and family relationships could correct many of the mental and moral troubles of today. To say the least, the great needs are a challenge.

## II AIMS OF FAMILY RELATIONSHIP EDUCATION

In such a new and unorganized field as family relationships it would be natural to expect a great variety of aims and objectives. They do vary from indefinite statements of attitudes and feelings,<sup>25</sup> to fairly-well-defined objectives.<sup>26</sup>

<sup>25</sup>M. W. Brown, "Professional Preparation for Teaching Family Relations," Journal of Home Economics, 28:657-62, December, 1936.

<sup>26</sup>Newell W. Edson, "Teaching Family Relations," Journal of Home Economics, 25:189-94, March, 1933.

Schwartz<sup>27</sup> bases his opinion upon a comparison with the field of science, while Winchell<sup>28</sup> seeks the psychological approach to the problem. Plant<sup>29</sup>, Firth<sup>30</sup>, and Foster<sup>31</sup> are all interested in the personality development of the individual as he finds himself a member of the family unit. Popenoe<sup>32</sup> has as his aims the more practical matters of personality while Groves<sup>33</sup> stresses the aim of education for both the possible father and the expectant mother.

The majority of statements concerning methods, aims, and objectives are indefinite and inadequate. Worded in general terms, such statements are seldom explicit and give

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<sup>27</sup>Louis A. Schwartz, "Inter-family Relationships and Resulting Trends," Annals of the American Academy of Political and Social Science, 160:45-48, March, 1932.

<sup>28</sup>Jessie A. Winchell, "A Way of Home Economics Education As Suggested By Pupils and Parents," Journal of Home Economics, 25:703-4, October, 1933.

<sup>29</sup>James S. Plant, "The Child as a Member of the Family," Annals of the American Academy of Political and Social Science, 160: 66-74, March, 1932.

<sup>30</sup>M. M. Firth, "Teaching Family Relationships to Mixed Classes," Journal of Home Economics, 29:151-3, March, 1937.

<sup>31</sup>Robert G. Foster, "Device for Premarital Counselors and Teachers of Courses on Marriage," Journal of Home Economics, 27:575-6, November, 1935.

<sup>32</sup>Paul Popenoe, "Objectives in Teaching Family Relationships: I Opinions of Teachers in Training," Journal of Home Economics, 24:119, February, 1932.

<sup>33</sup>Ernest R. Groves, "Parent Education," Annals of the American Academy of Political and Social Science, 160: 218, March, 1932.

little or no enlightenment.<sup>34</sup> Others give outlines of the general plan, but have no specific details that one might build upon since they outline the sex instruction of a child from the first grade through to the age of marriage--all in one paragraph.<sup>35</sup> Only recently have outlines been prepared which are adequate for instructional use. Such work as the outline by Foster<sup>36</sup> is encouraging as an example of what needs to be done in this field of sex instruction in particular. As a consensus, we might say that almost three-fourths of the present effort might be scrapped in favor of concentrating the remaining one-fourth on preparing youth for the business of being married. Even today, in related courses being taught, too much of the time is spent in learning how to write and answer formal invitations, deciding what constitutes a "happy home", talking about child care, (rather than bringing in a child and demonstrating) and recreation--all in a most superficial manner.

There are exceptional cases. The Wyoming State De-

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<sup>34</sup>Samuel D. Schmalhausen, Humanizing Education, (New York: Macaulay Company, 1927), p. 120.

<sup>35</sup>J. Crosby Chapman, and George S. Counts, Principles of Education, (Boston: Houghton and Mifflin Company, 1924), p. 231-2.

<sup>36</sup>W. N. Foster, Course of Study in Social Hygiene For Junior High School, (Unpublished Masters Thesis, University of Cincinnati, Cincinnati, Ohio, 1940), 238 pp.

partment's Division of Vocational Education<sup>37</sup> gets down to specific detail in teaching aids, and the Child Study Center at Stephens College is a good example of training experiences"...pointed primarily toward the needs of the average girl who looks forward to the responsibilities of home making."<sup>38</sup> Most courses do not concern themselves with the intimate personal problems of two people who are to live together. It is really the little things which are the basis of most troublesome marriage relationship clashes. Yet the very same things which are never mentioned in classes are the causes of serious disputes. In checking on this matter, in a survey of 2,395 courses offered, 4.17 per cent included some topic or sub-topic listed in the outline for material for sex education. Then, when the final check-up was made to determine actually how much teaching of specific facts or details implied was done, it was found that only one-fourth of one per cent made any practical and effective application to life situations and relationships involving the mating urge.<sup>39</sup> There is a need for more such studies

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<sup>37</sup>Pauline H. Drollinger, "Further Helps on Teaching Family and Social Relations," The V. H. E. Announcer, Vol. X, No. 2 (Cheyenne: Department of Education, 1937), p. 1-18.

<sup>38</sup>Eugene L. Shephard, Robert L. Hart, and Robert B. Sutton, "Toward a Better Preparation for Parenthood," Stephens College News Letter, (Columbia, Missouri: Vol. I, No. 3, May, 1942), p. 2.

<sup>39</sup>Chloe Owings, "Some Curricular Practices in Sex Education," Social Hygiene Bureau, Minnesota University.



in the field of high schools as well as colleges.

The newer outlook as evidenced by the American Home Economics Association<sup>40</sup> would be toward a revised syllabus with very definite points and facts to be presented which will help in practical life situations. The White House Conference<sup>41</sup> gives the broad outlines of a three-fold objective in respect to family relationships. Based upon the development of personality as the causal factor, they stress adjustment of the child to himself, independence of the home, and the forming of interdependence for a new family unit. Delassus<sup>42</sup>, Popenoe<sup>43</sup>, and Bott<sup>44</sup> each includes some one or two of these three basic points. McArthur<sup>45</sup> stresses personality development only, while economic and social

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<sup>40</sup>American Home Economics Association, Committee on the Revision of the Syllabus, "Family and its Relationships," 620 Mills Building, (Washington, D. C., 1933)

<sup>41</sup>Anna E. Richardson, "Education For Home and Family," Part I, White House Conference on Child Health and Protection, (New York: The Century Company, 1932)

<sup>42</sup>W. Delassus, "Teaching Family Life Education to Seventh and Eighth Grade Boys and Girls," Journal of Home Economics, 33:575-76, October, 1941.

<sup>43</sup>Paul Popenoe, "Social Life for High School Girls and Boys," Journal of Social Hygiene, 20:244-48, May, 1934.

<sup>44</sup>Helen Bott, "Conference on Home and Family Life--What Home Means," Journal of Home Economics, 26:575, November, 1934.

<sup>45</sup>Laura J. McArthur, "A Study of the Home and Family Situations of High School Girls," Bulletin Number 47, N. E. A. Department of Secondary School Principals, March, 1933.

knowledges are added by Dunn.<sup>46</sup> McGinnis<sup>47</sup> emphasizes the historical background of marriage and family life as a better basis for complete personality development.

The course in pre-marriage education suggested by the Institute of Family Relations<sup>48</sup> has more precise and practical foundations than most lists of objectives. Besides the aims already mentioned, they add the ideal of biological differentiation and understanding. They emphasize the choice of mates, the substitutes for marriage, and a practical understanding of the causes of family difficulties and their avoidance. This practicality is substantiated by a leading teacher in the field of family relations, Lemo Rockwood,<sup>49</sup> who ramifies his objective of individual social growth through the family and its relationships with definite home management problems and relationships.

The composite aim seems to indicate that each indi-

<sup>46</sup>Maude Dunn, "Family Adjustments: Course for Senior Boys," Journal of Home Economics, 22:9-14, January, 1931.

<sup>47</sup>Esther McGinnis, "Content of Courses Offered in Family Relationships and Adult Education," Journal of Home Economics, 25:690-1, October, 1933.

<sup>48</sup>Course in Pre-marriage Education, The Institute of Family Relations, (Los Angeles, California).

<sup>49</sup>Lemo Rockwood, Teaching Family Relationship in High School, (Washington: American Home Economics Association, 1935), 117 pp.

vidual should develop a normal, wholesome, dynamic sex life throughout life. He should develop first as an individual in his own right; second, as a member of the family group, being able to expand his personality without conflicting personal problems; and finally, he must develop a heterogeneous growth capable of normal and new relationships in a widening community and with social enjoyment. While the old objectives were generalities and social graces, the new aims are practicalities based upon family relationship problems.

### III QUALIFICATIONS OF TEACHERS

We realize that qualifications must be high in this important field. D. Temple Burling, Psychiatrist for the Winnetka Public Schools, has given us a good description of such a teacher.<sup>50</sup> He must be thoroughly informed about all aspects of sex based upon grounding in anatomy, reproduction, and the relationship of personality to the sexual impulse. His imperturbability must be based upon a familiarity of the devious mismanagements of sex lives. He must be prepared for any question, and know sex to be serious, funny, and sacred. We should expect a teacher of family relationships to have an appreciation of youth's problems; a willingness

<sup>50</sup>Russel B. Babcock, "A Seventh Grade Course in Sex Education," Progressive Education, 13:374-82, May, 1936.

to learn from others, including youth; a belief in the efficacy of home and family life in relation to social welfare; and a social rather than an egocentric attitude toward life. "Here there is necessity for adequate character, personality, attitudes, training, presentation ability, sympathetic understanding, and similar qualities in any 'teacher' in or out of school."<sup>51</sup> A group under the direction of Lemo Dennis Rockwood has made the following list of suggested teacher requisites.

... sympathetic yet scientific attitude, emotional stability, freedom from hindering prejudice in regard to family life and a normal heterosexual attitude. Among the practical experiences considered desirable were; a wide acquaintance with families in different strata of society; a normal, happy married life; and some experiences with the difficulties and complexities of personal adjustment.<sup>52</sup>

Formerly, emphasis was upon the educational background, but now the personality and practical experience are considered just as important if not of greater importance. There are few teachers who would fit the requirements perfectly, but there are many who are acceptable, and who, with experience, would make capable instructors. It would be foolish to allow children to get vulgar slants upon sex from the lowest possible sources just because we

<sup>51</sup>John Newton Baker, Sex Education in High School, (New York: Emerson Book Company, 1942) p. 60.

<sup>52</sup>Rockwood, op. cit., p. 22. On State Board of Health (1944) January, 1944 p. 1.

did not have perfect teachers. Other subjects are being taught at present without perfect teachers.

We need teachers, real teachers, for this subject--men and women well prepared in biology and pedagogy, who are strong and clean, who have lived and loved, men and women with highly trained and developed intellects and emotions.<sup>53</sup>

And, we can have them. America's teachers have risen in the past to the challenge that education offered to them and they can be equal to this. We may certainly question whether there is more harm in a good subject poorly taught than in a questionable subject well taught. What is the computed human waste in teaching literature to a girl, if she turns the moment she leaves school influence to cheapness and vulgarity because she has had no real opportunity to learn how to live in the everyday out-of-school environment?

The teacher must possess imagination and vision above the normal teacher requirements, knowing that even with the greatest tact, the course, method and presentation, -- yes, even the teacher herself -- will be subject to intense criticism. It almost demands more than a

perfect teacher.

For sex education presents a difficulty with which these other subjects are not hampered--it concerns

<sup>53</sup>Thurman B. Rice, "Sex Education in the Schools," Editorial in Monthly Bulletin Indiana State Board of Health (Indianapolis: January, 1938) p. 7.

itself with an aspect of human life which is charged, and always will be charged, with deep emotion and is linked with taboos, both religious and social, which are basic to our civilization.<sup>54</sup>

Most important of all the teacher's qualifications is the attitude that the teacher has toward sex. No amount of culture, training, or experience will make up for a deficiency, or hide a perversion of attitude in this field of teaching. Adolescents are quick to discover either the hesitant or the frivolous, and neither is desired for this field.

The first and most important idea that is essential for a teacher of sex instruction in the schools, or in the home, or anywhere else to have is to realize that sex is a perfectly normal function in life, and that there cannot be life without sex and that, therefore, there is nothing more strange or unusual or secret about sex than there is about eating or breathing or eliminating the waste products of the body.<sup>55</sup>

This will be the most difficult task that will face the class or individual, for his past experiences usually have been of an entirely artificial attitude. Willard W. Beatty,<sup>56</sup> one of our more experienced teachers of this type of course, states that the first thing one has to do in a class is to overcome the attitude of mind held by teacher and pupils.

and even in such fields of instruction.

<sup>54</sup>Harriet S. Cory, "The Position of Sex Education in the General Educational System," reprint from the Journal of the National Association of Deans of Women, March, 1940.

<sup>55</sup>Willard W. Beatty, "Methods of Teaching Sex," reprint from Intelligent Parenthood; Proceedings of the Midwest Conference on Parent Education, Chicago Association for Child Study and Parent Education, March 4-6, 1926, p. 166.

<sup>56</sup>Ibid., p. 170.

Silence, shame, false modesty, and wrong attitudes of the adults, added to the social and ethical limitations of a child's environment, have made this whole question difficult.

Above and beyond these 'perfect' requirements of the teacher's attitudes, we must have a frank, outspoken, and honest manner. Because the child has been lied to so much, he will tend to lack confidence until the teacher demonstrates his worthiness. Every question must be answered at some time during the course if we are to gain and keep the trust of the child, and thus teach effectively.

One author feels so keenly the need of high qualifications that he states;

Regarding the role of the teacher, there should be no exception to the rule that sex education courses be inaugurated only when teachers have had special training in subject matter treatment, are in sympathy with the idea, and have the personality to handle youth.<sup>57</sup>

With all these we agree, but we emphasize, the sine qua non of sex education is the attitude of the individual teacher--on this depends the beginning and ending of success.

One positive conclusion is warranted concerning those who teach in such fields of instruction. They will be successful in achieving the ends desired in proportion as they are scientifically well informed, emotionally well adjusted, intellectually honest, personally idealistic, and typically masculine or feminine as the case may be.

<sup>57</sup>Baker, op. cit., p. 107.

#### IV CURRENT TRENDS IN THE FIELD OF CONTENT

Dennis<sup>58</sup> points out that family life is tending to become the center of the home economics course. Units on child care and family relationships are emphasizing everyday living. The very basis of the cause of improper family relationships among farm people has been studied by Foster.<sup>59</sup> Even very general problems have been recognized and brought to the front as is evidenced by the statement, "Educating children for family living thus inevitably raises the question of educating parents for family living."<sup>60</sup> Wolf<sup>61</sup> says the ban on questions has now been lifted and a healthy attitude is developing. This current trend toward a better attitude is so pronounced<sup>62</sup> that teachers can accomplish the expectations of youth in the field of better family re-

<sup>58</sup>Lemo T. Dennis, "Trends in Teaching Child Development and Family Relationships in High School," Journal of Home Economics, 25:701-2, October, 1933.

<sup>59</sup>Robert G. Foster, "Education for Marriage and Family Life in 4-H Club Programs," Journal of Home Economics, 26:338-42, June, 1934.

<sup>60</sup>Sidonie M. Gruenberg and B. C. Gruenberg, "Education of Children for Family Life," Annals of the American Academy of Political and Social Science, 160:212, March, 1932.

<sup>61</sup>Anna W. M. Wolf, "New Ideas on Sex Education," Parents, 9:18-19, 76-77, May, 1934.

<sup>62</sup>M. B. Tate, "What Teachers can Accomplish in Education for Family Life," Journal of Home Economics, 28:73-78, February, 1936.



relationships. We find Strain<sup>63</sup> and Dickerson<sup>64</sup> agreeing that the trend is toward a deeper understanding of youth's problems and a vital interpretation of family living.

There has been a definite trend from the home to the school in educational matters pertaining to family life. The school has been found to be the best method of enlightenment.<sup>65</sup>

A high school can and should teach adolescents about emotional phenomena. Pupils are old enough to understand the main facts, and certainly no information could be of greater practical, immediate usefulness.<sup>66</sup>

With a gradual lowering of inhibitions against such teaching of related subjects has come a growing interest in making the schools responsible for education relating to family life.

Youth has arisen to point out its desires in the form of certain requirements. Drummond<sup>67</sup> points out the main requests for realistic considerations of sex, premarriage problems, accord in family relationships, and family eco-

nomics, with a moderate concern for children, and first and second generation adjustments. The trend has not only reached

<sup>63</sup>Frances Bruce Strain, "New Patterns in High School Sex Teaching," 8:432-52, Journal of Educational Sociology.

<sup>64</sup>Roy E. Dickerson, "New Approach to Sex Education," Parents, 10:18-19, May, 1935.

<sup>65</sup>Flick, op. cit., p. 52.

<sup>66</sup>Cole, op. cit., p. 92.

<sup>67</sup>Laura W. Drummond, Youth and Instruction in Marriage and Family Living, (New York: Columbia University, 1942), p. 4.

out to youth itself but the field has expanded to include education even in the elementary grades. In one city each of the forty-two elementary schools and both high schools teach classes in parental education.

Current trends seem to indicate that adverse inhibitions are relaxing, course units are becoming broader, the field is expanding to include numerous problems and interpretations, and classes are being taught from college down to the elementary grades. In fact, there is some evidence to indicate that eventually the course for marriage relationships will be one of the largest units in the curriculum and will be spread scientifically over the entire field of education from kindergarten to high school and college graduation.

#### V. DETERMINATION OF CONTENT OF COURSES

Most methods used in determining course content are either subjective or objective in their treatment. Since a great many of the programs have been worked out by teachers in their respective fields, a great deal of armchair planning and philosophizing has been done. As in other subject fields, if the teacher is particularly successful, this subjective thinking may result in good programs of work. Some are mere ideas and experiences transferred to paper in the form of courses, but others show a careful use of good teaching pro-

cedures, psychology, and creative problem-solving situations. As examples, Prieur,<sup>68</sup> Goodman,<sup>69</sup> and Wynne<sup>70</sup> demonstrate this type of planning. Cunningham and Conner<sup>71</sup> go a step further by examining the ideas the students have of the course as given at various age and grade levels, and then by using these ideas in experimental form in outlining their courses. This seems to be the major type of method used in determining content, and this same method is used in a general form by those interested in the Tentative Revisions of the Syllabus of Home Economics.<sup>72</sup>

The objective type of method searches for more and better authority. Reid<sup>73</sup> investigated the opinions of 250 supervisors, instructors, and leaders in the field at the

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<sup>68</sup>Marjorie Prieur, "Evaluation of Objectives in Family Relationships," Educational Research Bulletin, 17:260-70, December, 1930.

<sup>69</sup>Bonnie Virginia Goodman, "High School Courses in Family Relationships," Practical Home Economics, 12:148-52, May, 1934.

<sup>70</sup>Frances D. Wynne, Preparing for Parenthood, (Miami: The Hefty Press Incorporated, 1935), 77 pp.

<sup>71</sup>Bess V. Cunningham, and Ruth Connor, "Suggested Experiments in the fields of Pre-Parental Education," Teachers College Record, 24:285-301, January, 1933.

<sup>72</sup>Ruth Strang, "Tentative Revision of the Syllabus of Home Economics; the Family and Its Relationships," Journal of Home Economics, 27:11-16, January, 1933.

<sup>73</sup>Beneta Reid, "High School Unit in Home and Family Relationships," Journal of Home Economics, 24:182-84, November, 1932.

high school level. These ideas were then translated to three major fields or three points in the philosophy of family education. Turner,<sup>74</sup> working in a similar manner, reviewed forty-six courses and found 302 statements. These in turn were condensed to 108 statements which in turn were scored as to importance, clarified and defined, and finally voted and scored into four main objectives. Nofsker<sup>75</sup> has made the most complete and comprehensive study. Basing her work upon twelve educational books, nine government bulletins, and eighty-eight periodicals, she amassed 611 objectives from these 110 sources. These were finally grouped into three divisions, personal values, family and homemaking values, and general social values. There is considerable resemblance between these three fields and the three fields of aims in family relationships education. (cf. p. 24)

Although no definite conclusions are warranted, it is clearly evident that the field of marriage and family relationships is in the experimental stage, that the need is progressively being felt, and that it is evolving a more satisfactory program of education.

<sup>74</sup>Marcia E. Turner and Mamel M. Hall, "Objectives of School Courses in Home Relationships," Journal of Home Economics, 23:238-43, March, 1931.

<sup>75</sup>Julia F. Nofsker, "Home Economics Objectives as Shown in a Survey of Educational Literature," Journal of Home Economics, 24:353-64, April, 1932.

### CHAPTER III

#### METHODS USED IN COLLECTION AND TREATMENTS OF DATA

The process of preparing the content divided itself into (1) the collection of materials from various sources, (2) analyzing this material and organizing it into a master list of topics, (3) classifying the questionnaire returns into a comprehensive list comparable to the master list, and (4) evolving from the two lists a final topical list for the content of marriage and family relationships course of study.

Collection of materials. Although we realize quite well that not all the material available could be collected, tabulated, and analyzed, we have endeavored over a period of eight years to collect all we could discover within our means. Access to the Indiana State Teachers College Library, the Indiana State Library, the Cincinnati University Library, and the Cincinnati Public Library was available and used.

The only criterion used in the exclusion of material in our primary outline has been the factor of repetition. If a fact was discovered and generally conceded by public knowledge to be incorporated and generally taught in some permanent subject field, we discarded it as soon as it was found. The knowledge of flower ovaries, insect pollination,

how to sew, methods of cooking, addition and subtraction, are generally conceded to be regular parts of organized botany, home economics, and mathematics classes. To repeat them in this course is not necessary, nor could it be termed family relationships. If such matters related to family relationships, then, the analogy or example must be clear. For a biology teacher to dissect a frog on Monday and lecture on rabbit reproduction on Tuesday, does not mean that the students have had two days preparation for human parenthood, even if the inferences were pointed and implied.

Furthermore, not what is interesting nor what might be taught, but what was regarded as important enough for a page of discussion by the authors has been the deciding factor in the choice of topics for the master list. If an author took a page or more to present a topic as valuable for preparation for marriage, parenthood, and homemaking, it was included in our list.

Sources for the master list. Materials were collected from 121 books and 142 periodicals. Twelve publications from various learned organizations were included. Fifty-three smaller pamphlets were also consulted. The government furnished forty-three of these, the American Social Hygiene Association seven more, and the Cincinnati Social Hygiene Society the remaining three pamphlets. Four unpublished theses were examined as were three encyclopedia articles.

Thirteen different state courses of study were analyzed for suggestions. Thirty-eight college courses of study of existing classes in marriage and family relationships were reviewed for possible topics as were eleven miscellaneous sources. The topics to be placed on the list for subject content were thus formed from 397 sources ranging from full length books to small pamphlets.

Analysis and organization. Analysis of all these topics demanded some form of organization for efficiency and final coherence. After some preliminary reading, twenty headings were chosen as follows.

- |                               |                          |
|-------------------------------|--------------------------|
| 1. Adolescent development     | 11. Reproductive process |
| 2. Choice of life mate        | 12. Birth control        |
| 3. Individual differences     | 13. Pregnancy and birth  |
| 4. Courtship                  | 14. Child training       |
| 5. Premarital mores           | 15. Social adjustments   |
| 6. Social conditions-marriage | 16. Economic adjustments |
| 7. History of marriage        | 17. Sexual adjustments   |
| 8. Value of marriage          | 18. Divorce              |
| 9. Marriage fulfillment       | 19. Disease              |
| 10. Sexual expression         | 20. Perversions          |

It can readily be observed that this is a natural chronological order, beginning with adolescence and following a sequence of normal heterosexual development to the mature parenthood of an individual. Three important problems, divorce, disease, and perversions were added making a list of twenty main topical headings.

All topics were listed under one of the twenty master headings. Finally, these topics were grouped and a subhead-

ing added for each group as they naturally formed by inherent relationships.

The questionnaire. For a check on the topics and as a basis for possible weighting of the topics, a questionnaire was devised. As an opening statement for our questionnaire, and also to ascertain the correctness of our assumptions, two statements were placed at the head of the questionnaire. (cf. p. 3-4 and see appendix for the complete questionnaire)

The main portion of the questionnaire provided a space for any suggestions, statements, or questions which each individual would care to contribute. No inferences on possible topics were made on any part of the questionnaire. Space was designated at the foot of each paper to indicate whether the individual filling in the page was a man or a woman, whether writing as an individual or in collaboration, and also, the age at the present writing as well as when married.

The questionnaires were given to three groups, one a group of high school pupils of better than average opportunities, a second less fortunate group of boys, and a third group of average adults.

The first group from a small river town were about equally composed of freshmen, sophomores, juniors, and seniors. Many from this very rich unit district are richly endowed, while others are average children. With very few exceptions, the entire high school of 400 children from the



ninth to the twelfth grades filled in the questionnaire from Lawrenceburg, Indiana.

There were 385 boys from the Washington Junior High School of Cincinnati who filled in the questionnaires.

These boys of the seventh, eighth, and ninth grades are enrolled in a vocational type school. Many are over age and have had experiences which have made them maladjusted at least socially. However, they give us a needed viewpoint in this field which probably will do more to help them than any other group of pupils.

Fifty-four men from Indiana who in 1938 were members of the various committees connected with the N. E. A. and the Indiana State Teachers Association returned their completed questionnaires. One-half of the county superintendents of the same year, forty-six in number, also were contacted with questionnaires. In addition to these 100 educators, questionnaires were given to 115 other individuals. Twenty-seven other men filled in the questionnaire. These were chosen promiscuously from all walks of life in order to obtain a wider sample of opinion. Three pastors, two farmers, a doctor, a postmaster, a salesman, day laborers, skilled and unskilled men, and just ordinary fathers made up the total number in this group.

There were eighty-eight women who accepted the questionnaires. A small group of ten girls in a Y. W. C. A.

filled in the questionnaires as did a group of thirty-nine women. This latter group was similar in composition to the men enumerated above. The other thirty-nine women were members of a school staff teaching from grades one to nine.

Of the 1,000 questionnaires, 340 were given to women and 660 to men. Complete data on distribution and return of the questionnaires are given in Table I on page 40. There were seventy-six individuals who did not return their questionnaires and 120 questionnaires which were discarded as not acceptable for use in the study. Papers were rejected if there was nothing written in the main body of the form, and also if there was no way of classifying them by age or gender. There were 120 rejected for these two reasons which left 288 women and 516 men, or a total of 804 questionnaires upon which the study is based.

Interpreting the questionnaires. All the returns were tabulated first as regards the two assumptions. This was done for all papers collected, even those without any statements or age identifications. The results are given in Table II on page 42. The statements, questions, and outlines submitted in the accepted questionnaires were then transferred to the twenty main topical headings. These were then regrouped into their natural order and under the subheadings as evolved by the master list. The findings were thus in order both for a comparison with the master

TABLE I

NUMBER OF ACCEPTANCES, REJECTIONS, AND NO RETURNS

Students	Acceptances		Rejections	No return	Total
	male	female			
Shops	309		76	0	385
L'burg		242	19	0	252
L'burg	131		17	0	148
S. Total	440	242	103	0	785
Adults					
Educators	53		3	44	100
Women		39	7	32	78
Men	23		4	0	27
Y. W. C. A.		7	3	0	10
A. Total	76	46	17	76	215
S. Total	440	242	103	0	785
Total for both	516	288	120	76	1000

topics themselves and for a clear understanding of just what these 804 people wanted taught in such a course.

Preparation of the content outline. The final work was the amalgamation of the master list and the questionnaire returns into a form which would be accurate and true to both. It was necessary to transpose some factors in this final task. Special care was taken to preserve each author's intent, to be positive that all facts were presented, and to work in an objective manner. The final course content is a composite of the 397 sources and the 804 questionnaire returns. By such a combination, we shall achieve a more reliable course of study than has thus far been composed.

Total

746

16

114

976

976

0

Refused responses



## CHAPTER IV

### THE MASTER LIST

#### AND THE QUESTIONNAIRE RETURNS

The master list. From the 397 sources were listed all the topics suggested in the materials. Although it would be impossible to be exact in every case, care was taken to list each desirable topic which would require about a page or more of material. In some cases a topic may be discussed from several related angles and would thus appear in similar form but in different areas. Where it was possible, such cases were eliminated so that all discussion could be given at the first suggestion rather than be held over for later teaching.

The topics in this master list were first grouped under the twenty main headings as indicated on page 36. The natural sub-topics were listed, with the remaining topics grouped under them. The topics were not weighted, but were grouped in a clear, organized form. This list was meant to form a basis or foundation for the final outline. In the following chapter, a comparison between this master list and the responses is made before the final outline is given. Neither of these could give all the topics enumerated under each list as it was found to be too difficult to present. A listing of all these topics would have doubled the length of this thesis.

## THE QUESTIONNAIRE RETURNS

Major assumptions. The two major assumptions upon which this thesis is based received a large majority of affirmative votes. Since seventy-six questionnaires were not returned, there remained a possible 924 papers. The first statement read, "We are assuming that nearly all married people enter marriage with little or no preparation or information. Do you agree with that assumption?" To this statement, 746 answered in the affirmative, sixteen were not sure or did not make an answer, and 162 checked the negative space. This affirmative return may have been higher had the question been worded in a better manner, or understood more correctly. A major part of the negative returns qualified their answers by stating that they did agree materially with the statement, but disagreed specifically with the "little or no preparation". It was their opinion that married people did receive information, but that it was wrong and of little use.

The second assumption read, "We believe that all high school seniors who desire should have opportunity to gain information and preparation for this important part of life. Do you agree?" The reply to this was almost unanimous, 892 replying in the affirmative, seventeen being uncertain, and fifteen replying in the negative.

Age spread. Each individual was asked to indicate his or her age and sex. Space was also left for stating age when married but, since the questionnaires were filled in by 685 persons who were not married, that information was of little use in our study. Beginning with thirteen year old boys, the ages ran to sixty-seven years. There were fifteen persons who filled in a usable paper but did not give their ages although marking the facts that they were twelve men and three women. Of the 685 persons who were between the ages of thirteen and twenty, 220 were fifteen years of age. Five-eighths of the total were between the ages of fourteen and sixteen. Another eighth of the total was found between the ages of 17 and 18, while still another eighth was found between the ages of 21 to 60. Our returns are based upon youths around fourteen to sixteen, and checked by adults between twenty- one and sixty.

Number of responses per person. The average number of responses per person for the 2,150 total responses was two and fifty-five hundredths. Charts not included in the thesis show that these responses were spread evenly from one response to eight or more. There is a slight heaviness in the totals of the three and four responses for all groups tabulated. The women's responses were highly uniform with the boys rating second in uniformity. The men's



TABLE III

RELATIVE NUMBER OF RESPONSES FOR EACH AGE  
OF THE ACCEPTED QUESTIONNAIRES

Age	Male	Female	Total
13	42		42
14	114	64	178
15	140	80	220
16	72	51	123
17	48	38	86
18	17	8	25
19	7	3	10
20	0	1	1
21-5	1	7	8
26-30	7	6	13
31-5	5	8	13
36-40	6	6	12
41-5	16	6	22
46-50	16	3	19
51-5	6	1	7
56-60	6	1	7
61-7	1	0	1
?	12	3	15
Total	516	288	804



## CHAPTER V

### COMPARISON OF THE MASTER LIST WITH THE RETURNS

From the 397 sources, a list of 1,847 topics was suggested. From this list, all topics which were taught in other classes or which were out of the realm of family life for high school pupils were eliminated. The remaining 1,474 topics were then grouped under the related headings, (cf. p. 36) and then divided into their natural sub-headings. In general this gave each heading an average of six sub-headings and as many more sub-topics.

In contrast and as could be expected, the returns listed only 639 topics. Students could not be expected to think and write upon as many topics as authorities in the field had enumerated. They were more definite in their responses, however, giving sixty and one-half per cent of all their responses to their first five choices, while the master list gave forty-six per cent of their topics to their first five headings. This tendency is even more apparent in the lower five choices (cf. p. 49). This chart also shows the difference of views upon reproduction and perversions. While they were high on the master list, they both fell considerably on the response list. Likewise, economics, individual differences, choice of mate, all three were considered more important by the responses than

TABLE IV

PERCENTAGE OF TOTAL NUMBER  
OF RESPONSES UNDER EACH HEADING

Per Cent	Master List	Responses
15	.....	Economic Adjustment
14	Child-care.....	Choice of Mate
13½	.....	Individual Difference
11	Social Adjustment.....	Social Adjustment
9	Courtship.....	Courtship
7	.....	Child-care
6	.....	Sex Experience
6	.....	Courtship
6-	Pregnancy.....	
6-	Reproduction.....	
5	Sex Experience.....	
5-	Birth Control.....	
5-	Sex Adjustment.....	
4½	Economics.....	
4½	Choice of Mate.....	
4½	Perversions.....	
4½	Divorce.....	
4	Individual Difference.....	
4	Adolescence.....	
4	Premarital.....	
3½	.....	Pregnancy
3½	.....	Birth-control
3	Value of Marriage.....	Premarital
3	Disease.....	
3	Marriage.....	
2½	.....	Sex Adjustment
2½	.....	Adolescence
2½	.....	Value of Marriage
1½	Conditions Affecting Marriage.....	Disease
1½	.....	Reproduction
1	History of Marriage.....	Divorce
1	.....	Marriage
1½	.....	Conditions Affecting
1½	.....	Perversions
-	.....	History

by the master list.

The total number of topics and the responses for comparison of the twenty headings are given in Table V. Here we find the number of topics under each of the twenty headings so that we can compare them, and also, we can see the number of topics the responses totaled under each of the headings. The total number of responses is given in the final column. There have been added to this chart on page 51, some topics which were not originally included under any list. One topic is designated as teaching suggestions, and the other as indefinite classification.

In order that we may break down these hundreds of responses and topics into a more clear and comprehensive form, there follows on each successive page a listing of the headings with their corresponding sub-headings and the number of topics which both the master list and the questionnaire gave to each. Under the letters ML is listed the number of topics for each sub-heading in the master list. Next, under QS is the number of topics given by the questionnaire responses. Thus we can compare the topics in both groups, and also the interest shown in these particular topics by the responses in the questionnaires. The third column under the letters TR shows the total number of responses. A few words of clarification follow each of these charts to bring to the reader's attention facts which may not be apparent at the first reading.

TABLE V

## TOTAL RESPONSES BY HEADINGS

	ML	QS	TR
Adolescent Development	55	55	55
Choice of Mate	63	53	309
Individual Differences	56	56	289
Courtship	132	52	126
Premarital	54	33	63
Conditions Affecting Marriage	20	9	9
History of Marriage	13	4	4
Value of Marriage	50	23	52
Marriage	48	9	15
Sex Expression	73	37	129
Reproduction	80	9	29
Birth-control	70	28	75
Pregnancy	82	21	78
Child-care	208	44	146
Economic Adjustment	65	50	331
Social Adjustment	157	65	234
Sex Adjustment	68	29	57
Divorce	61	13	19
Disease	50	8	30
Perversions	62	6	9
Teacher Suggestions	7	14	35
Indefinite Classification		21	56
Totals	1474	639	2150

# I. ADOLESCENT DEVELOPMENT

	ML	QS	TR
A. Normal Healthy Development	16	5	5
B. God and Life	5	23	23
C. Problems	8	20	20
D. Meaning of Marriage	4	7	7
E. Social Changes	9	0	0
F. Emotional Changes	8	0	0
G. Psychological Changes	5	0	0
	<u>55</u>	<u>55</u>	<u>55</u>

It is clear that there was no interest on the part of the adults or youth in the social, emotional, and psychological changes in adolescent development. They were somewhat interested in the normal healthy development of adolescents, but more concerned with the meaning of marriage than the authors who wrote for the master list. However, the majority of the responses were on two subjects. Under the topic of God and Life they were very much interested in problems of the church, the spiritual relation of religion and the home, and in the enrichment of life by the use of devotions to give spiritual emphasis. Their great interest under the topic of Problems was how they could tell when love was the real thing. The general problem of love and the spiritual element of living was the concern of most of these responses. The totals corresponded to four per cent of the master list and two and one-half per cent of the responses.

II. CHOICE OF MATE

	ML	QS	TR
A. Health	11	9	90
B. Character	13	4	7
C. Personal Traits	14	12	47
D. Education	7	6	67
E. Principles Governing Choice	9	10	71
F. Financial Factors	6	5	14
G. Sexual Fitness	<u>3</u>	<u>7</u>	<u>13</u>
	63	53	309

Problems centering around the Choice of Mate numbered the second highest in the responses, fourteen per cent, but rated tenth place on the master list. This was a definite contrast to the master list's four and one-half per cent. Although the master list emphasized character, it was of little interest to the persons making responses. Their greatest interest was in health and physical characteristics. There were seventy-four responses out of the ninety which were concerned with the matter of proper age for marriage. Under principles governing choice, the majority were concerned with war marriage, choosing a mate, and marrying for love or money. Another high interest point was under education, where mixed religion, common likes and interests, consideration of family background, social level, and heredity were the chief interests. The interests in personal traits were well scattered.



### III. INDIVIDUAL DIFFERENCES

	ML	QS	TR
A. Physical Differences of the Two Sexes	16	14	184
B. Sexual Variation	10	11	16
C. Emotional Differences	10	13	42
D. Mental Differences	10	8	18
E. Social Differences	<u>10</u>	<u>10</u>	<u>29</u>
	56	56	289

A very high interest is indicated by the 184 responses to the physical differences of the two sexes. The primary interest was in the functions of the organs, how they are formed, details, care, and knowledge of each others bodies. A high interest was shown in feminine hygiene, while the entire subject field of menstruation and its related problems elicited a high of ninety-four responses or questions.

Of the forty-two responses on emotional differences, most were in the related field of how to get along with people and to develop better personalities. There was interest shown in the consideration of common understanding in attitudes toward the children in the home.

Social differences of the individuals were the sources of the next highest number of responses, with emphasis upon traits that make a person happy and successful. Cooperation and learning to go fifty-fifty were the responses of half of all those interested in mental differences. Individual differences rated third on the entire list.

IV COURTSHIP

	ML	QS	TR
A. Types of Dates	19	5	29
B. Dating Handicaps	19	0	0
C. What to Do and What Not to Do	13	7	21
D. Sex Urge	12	4	5
E. Purpose and Objective of Courtship	16	6	9
F. Psychology of Sex Appeal	7	0	0
G. Childhood Conditioning	12	7	2
H. Standards of Courtship	17	7	21
I. Solving Problems	17	21	39
	<u>132</u>	<u>52</u>	<u>126</u>

The difference in the nine per cent of the master list and the six per cent in the responses was due largely to the lack of interest in three topics, dating handicaps, childhood conditioning, and the psychology of sex appeal. It is possible that they were overlooked by the very persons who might need to be interested in them for their own good. The sex urge was of less interest to the response group while they agreed in matters of high standards of courtship and types of dates.

There were considerably more problems to solve in the opinion of the responses than suggested by the master list. They were also more concerned about what they could do and what they should not do in matters relating to courtship.

### V. PREMARITAL MORES

	ML	QS	TR
A. Premarital Examinations	5	5	9
B. Early Marriage Questions	10	6	10
C. Difficulties Preventing Chastity	6	7	9
D. Results of Premarital Sex Acts	12	3	5
E. Purposes and Values in Premarital Acts	<u>21</u> 54	<u>12</u> 33	<u>30</u> 63

There was only one-half per cent difference in the master list with four per cent and the responses with three and one-half per cent. The questions written under this heading on the questionnaires indicated little knowledge of the topic on premarital examinations. One half of the responses in early marriage questions concerned elopement possibilities. There was high agreement on the difficulties preventing chastity, and in contrast, very little interest shown in the results of the premarital sex acts. Even then the interest was in overcoming the lack of safe self-control.

There was a slight increase in the proportion of responses on the purpose and values in premarital relations. This would be even larger if E. under courtship (cf. p. 55) were added to this figure. It is worth noting that premarital mores rated tenth on the responses and fifteenth on the master list.

## VI. CONDITIONS AFFECTING MARRIAGE

	ML	QS	TR
A. Economic Factors	5	5	5
B. Moral Changes	7	1	1
C. Social Changes	3	1	1
D. Problems of the Unmarried	5	2	2
	<u>20</u>	<u>9</u>	<u>9</u>

This topic rated nineteenth on the master list and eighteenth on the response list. This was one and one-half per cent on the former list and less than one-half per cent on the latter list. Most of these topics could be considered under other headings.

## VII. HISTORICAL AND PRESENT DAY ASPECTS OF THE FAMILY

	ML	QS	TR
A. Motives for Family Life	7	2	2
B. Needs for the Family	6	2	2
	<u>13</u>	<u>4</u>	<u>4</u>

This topic accumulated the lowest totals on both of the lists, one per cent on the master list, and practically nothing on the response list. There definitely was no interest in the historical aspects of marriage. This may be due to the fact that about all the general high school offers in marriage would be included under this title in the courses of history and social studies. The responses were general and based on their inferences.

VIII. VALUES OF MARRIAGE

	ML	QS	TR
A. Meaning of Marriage	8	8	31
B. Monogamy as a Form of Marriage	7	6	8
C. Marriage as a Form of Security	10	2	2
D. Marriage as a Form of Response	6	2	3
E. Marriage as a Form of Recognition	6	0	0
F. Marriage as a Form of Adventure	5	1	1
G. Marriage Problems Demanding Solutions	<u>8</u>	<u>4</u>	<u>6</u>
	50	23	52

The value of marriage rated sixteenth on the master list with three per cent and thirteenth on the responses with only two and one-half per cent. There were no recognition responses and only one to marriage as a form of adventure. Security rated only two and response three, so we might say that marriage is not generally considered seriously as to the form it may take or has taken.

Even the questions under monogamy were difficult to rate as true to the point. The responses under problems were centered in sacrifice, cooperation, hardships, and the changed outlook necessary in marriage if its true value were to be achieved. Likewise the statements and responses under meaning were pointed to the responsibilities in marriage and the need for both parties to share. The remaining statements and responses were general and broad in their inferences.

IX. MARRIAGE

	ML	QS	TR
A. Types of Marriage	4	1	2
B. Preparation for Marriage	10	1	1
C. Wedding	7	0	0
D. Honeymoon	5	2	2
E. Fulfillment	15	4	9
F. Duration of Marriage	7	1	1
	<u>48</u>	<u>9</u>	<u>15</u>

Marriage was of little interest to those making responses, for it received only about three-fourths of one per cent. No one cared about the wedding itself, and only one young girl was even interested in what to wear for her wedding. The two statements under types of marriage were more philosophical than factual. Little interest was even shown in the duration of marriage.

All the questions and statements under fulfillment were concerned with what to do the first night of marriage. Even the two responses under honeymoon were centered in the proper and improper approach to coitus and the place of love and sex on the honeymoon.

It is possible that these three types of questions and statements could be transferred to related headings.

X. SEX EXPRESSION

	ML	QS	TR
A. Origin and Use of Sex Expression	13	6	6
B. Understanding of the Techniques	11	9	97
C. Effective Performance	13	8	11
D. Factors Conducive to Poor Response	36	14	15
	73	37	129

There were only four headings which were advanced in position by the responses, and sex expression was the fourth. It moved from sixth place with five per cent on the master list to sixth place on the response list with six per cent. This is a small gain perhaps, but significant because as is indicated above, it came largely from one sub-topic. There was less interest in the origin and use of sex in the past, and factors conducive to poor response, and the interest was widely spread. There were almost as many statements as there were responses.

Under the topic understanding of the techniques, it is worth noting that forty-nine responses were received concerning the sex relationships, compatibility, methods of sex expression, and the question of the whole sex act. There were thirty-two who wanted to know all about the intimate problems of sex. The rest were concerned with sex problems, hygiene, physiology of sex, and just what one was to say and do when approached by a husband.

XI. REPRODUCTIVE PROCESS

	ML	QS	TR
A. Background Preparation	5	1	1
B. Male Reproductive Organs	11	1	1
C. External Female Reproductive Organs	10	0	0
D. Internal Female Reproductive Organs	6	0	0
E. Biological Reproduction	11	4	24
F. Embryonic Development	16	3	3
G. Stages of Life	8	0	0
H. Other Relative Factors	$\frac{13}{80}$	$\frac{0}{9}$	$\frac{0}{29}$

The whole reproductive process was considered only one-fourth as important to those responding as to those on the master list. It dropped from fifth place on the master list to fifteenth on the response list. The two responses under the first two sub-headings were concerned with the fertilization by the male reproductive organs and the statement that there would be fewer illegal children if all had explained to them the full reproductive process.

Most of the responses under topic E. above were questions as to what happened during pregnancy. The rest were about the principles of heredity, eugenics, eugenics and the laws of biology. Other statements indicated a desire for courses on foetal development similar to those taught at present on the digestive tract.



## XII. BIRTH CONTROL

	ML	QS	TR
A. Definition	3	0	0
B. Deficiencies of the Man	5	1	1
C. Deficiencies of the Woman	7	1	1
D. Causes of Miscarriage	8	2	2
E. Abortions	6	1	2
F. Reasons for Birth Control	6	6	8
G. Methods	12	8	25
H. Attitudes and Problems of Control	12	3	15
I. Advantages of Having Children	<u>11</u> <u>70</u>	<u>6</u> <u>28</u>	<u>21</u> <u>75</u>

The interest in birth control by the responses was lower by one and one-half per cent, bringing the subject from seventh place down to ninth place on the response list. No person was interested in the definition of the subject, and little interest was shown in the general physical causes of birth control such as miscarriage, abortions, or deficiencies.

The attitude toward the whole subject was on the plane of desire for children at proper times rather than a seeking of methods to avoid such responsibilities. This is clearly shown in the two totals of responses under G and I. All but two of the responses under H were concerned with having large families and the attendant problems and consequences.

### XIII. PREGNANCY AND CHILD BIRTH

	ML	QS	TR
A. Right to be Parents	11	4	5
B. Beginnings of Pregnancy	7	3	11
C. Preparations	9	6	6
D. Development of the Child	10	1	4
E. Prenatal Care	14	3	4
F. Types of Birth	3	0	0
G. Labor	13	2	46
H. Methods to Ease Labor	6	0	0
I. Care of the Baby	6	2	2
J. Miscellaneous	<u>3</u> 82	<u>0</u> 21	<u>0</u> 78

Rating fourth with six minus per cent on the master list, this topical heading fell to eighth place with three and one-half per cent on the response list. It would appear that there was little interest either in the types of birth or in methods used to ease labor, even though there was a considerable amount of interest specifically in the child-bearing process. There was slight interest in the development of the child or prenatal care, and very little interest in the care of the baby immediately after birth. There was a high interest in the earlier problems in the beginning of pregnancy and the event of motherhood.

# XIV. CHILD CARE AND TRAINING

	ML	QS	TR
A. Infant Psychology	13	3	3
B. Development of Senses	7	1	1
C. Early Training Habits	11	6	68
D. General Training	27	9	20
E. Work Training	16	1	3
F. Family Recreation	15	1	1
G. Emotional Development	25	1	4
H. Inter Family Relationships	13	9	12
I. Sex Training	17	1	5
J. Community Responsibilities	7	3	7
K. Vocational Training	5	1	1
L. Social Training	11	0	0
M. Recognition of Spiritual Elements	6	2	2
N. Use of Arts and Science	8	1	1
O. Pointers for Parents	17	6	19
P. Other Problems	10	0	0
	<u>208</u>	<u>45</u>	<u>146</u>

Child care was first on the master list with fourteen per cent of the total topics while it fell to fifth place on the response list with seven per cent. The correct care of the early training habits accounted for fifty-five of the responses alone. The rest were well scattered as the chart above clearly shows.

XV. ECONOMIC ADJUSTMENTS

	ML	QS	TR
A. Home Planning	9	4	12
B. Choice of Neighborhood	8	1	3
C. Management	8	16	128
D. Time Planning	8	6	9
E. Values of a Budget	12	10	76
F. Problems of Budget Making	<u>20</u>	<u>13</u>	<u>103</u>
	65	50	331

Economic adjustments drew more responses than any other heading, a total of fifteen per cent on the response list. This was a climb from ninth place with four and one-half per cent on the master list. Only one sub-topic, choice of neighborhood, failed to draw an increase of responses. Home planning and time planning received only a small increase in responses.

The management of money, particularly how much money is necessary to begin marriage, and what are the minimum essentials economically, received the greatest returns. Under values of a budget, the agreement on budget and allowances by cooperative measures alone received fifty-four responses. Problems of budget making, another high in this group, received most of its responses on how to make the budget balance and the problem of how to keep a budget. Others were interested in learning how to live on their income.

There were good suggestions included among these returns also.

XVI. SOCIAL ADJUSTMENTS

	ML	QS	TR
A. Problems of the Woman Working	16	6	28
B. Tangible Incompatibilities	50	24	106
C. Good Marital Attitudes	16	10	21
D. Problems to Solve	30	23	71
E. Helpful Hints and Facts	45	2	8
	<u>157</u>	<u>65</u>	<u>234</u>

The social adjustments heading was the only one which rated the same on both lists, having a little over eleven per cent on each list. This, however, allowed it to fall to fourth place on the response list from second on the master list. It was natural that there should be a decrease in the number of helpful hints given in the responses in comparison to the master list for the authors were in a better position to give such hints.

Good marital attitudes and the problem of the woman working had only the normal gains, but the problems to solve and incompatibilities doubled themselves. The biggest problem was how to get along without quarrels in the home. It rated almost half of the returns. The liquor problem was the biggest source of incompatibility, rating twenty-eight returns. The mother-in-law problem was next with fifteen returns, and the question of what type of social life was best for both of the marriage partners rated thirteen returns. There were good suggestions included among these returns also.

XVII. SEXUAL ADJUSTMENTS

	ML	QS	TR
A. Physical Causes	12	4	22
B. Mental and Emotional Causes	18	7	8
C. Psychic Causes	13	8	15
D. Techniques	7	9	11
E. Factors for Success	18	1	1
	<u>68</u>	<u>29</u>	<u>57</u>

Although sex experience itself as a heading rose in the percentage of returns, sexual adjustments fell to one-half of its rating in the master list of five per cent. This may be an indication that sexual problems are assumed to be only temporary problems to be met at the first of marriage. The questions and statements would seem to indicate a lack of true understanding and value placed upon the sexual adjustments in marriage. For example, two statements received one-half of all the returns. Under A, the physical problem of the philandering male received fifteen responses, and under C, the problem of how to keep a man home at night received eight returns.

There was lack of ideas on factors for success as might be necessitated by the youth in the questionnaires. Those adults who did respond here recommended a scientific study of sex relations, and a readjustment of the two lives in better harmony with conjugal relations regulated by other rules than license.

## XVIII. DIVORCE

	ML	QS	TR
A. Grounds	4	1	1
B. Problems of the Divorced	5	1	1
C. History	7	0	0
D. Effect Upon Children	5	4	4
E. General Causes	10	4	10
F. Other Causes	22	0	0
G. Prevention of Divorce	<u>8</u>	<u>3</u>	<u>3</u>
	61	13	19

In contrast to the emphasis on divorce by sociologists, it held only twelfth place on the master list. As far as the interest of those responding was concerned, it rated sixteenth with one per cent of the returns. This was less than one-fourth of its status on the master list by per cent.

There was only one statement that received more than one response. It was the cause and prevention of divorce under heading E, and it received seven responses. There was more interest in the effect of divorce upon the children than there was in the prevention of divorce. This might be due to the overwhelming lack of experience in this field by any of those who filled in the questionnaire forms.

The responses in general were critical in their attitudes toward divorce.

Only one statement received more than one response.

XIX. DISEASES

	ML	QS	TR
A. Causes	5	3	21
B. Inherited Diseases	6	1	1
C. Syphilis	20	1	1
D. Gonorrhea	11	0	0
E. Other Diseases	3	0	0
F. Control of Venereal Diseases	<u>5</u>	<u>3</u>	<u>7</u>
	50	8	30

Diseases actually climbed from seventeenth place on the master list to fourteenth on the response list, but it had only one-half of its three per cent on the master list. Under A, eighteen of the responses wanted to know about sex diseases. The others were concerned with dangers, tests, and how to wipe out sex diseases.

XX. PERVERSIONS

	ML	QS	TR
A. Anti-erotic Stage	4	0	0
B. Later Stage	3	0	0
C. Erotic Forms	12	4	7
D. Emotional Aspects	15	0	0
E. Prostitution	14	2	2
F. Program for Removal of Prostitution	8	0	0
G. Behavior Aspects	<u>6</u>	<u>0</u>	<u>0</u>
	62	6	9

Only masturbation received more than one response.



### TEACHING SUGGESTIONS

There were fourteen statements in the questionnaire returns which corresponded to the seven on the master list under teaching suggestions. One statement, "Have the course given now with all the details", received eighteen of the thirty-five responses. Only one other statement received more than one response. Three persons felt that the pupils should be given full knowledge of what takes place in marriage.

### INDEFINITE RESPONSES

There were twenty-one statements which could not be easily classified under the twenty-one preceding headings. A total of fifty-six responses were listed under these statements. Three of the statements received thirty-two of the responses. They were: how to please and make happy the other partner, other dealings with married life, and everything you need to know.

The remainder of the responses were given to the twelfth year pupils. For the latter division the course should be modified and given in part, with the full content given as a reference course prior to graduation from high school. It might be wise to assign different teachers to certain topics and headings.

## CHAPTER VI

### THE FINAL OUTLINE

The complete teaching content outline is presented on the following pages. This final outline is a composite of the two groups of topics. Using the master list as a basis, it was modified by the returns of the questionnaire. By reading the headings and subheadings (omitting the sub-topics) the reader may obtain a brief outline of the course. Careful attention was given to the number of subheadings so that they are in proportion to the total returns. This has minimized or eliminated topics of little or no concern and given weight to those topics of great interest.

This outline is not perfect, but it does give a firm basis upon which an interested and trained teacher can build a good course for marriage and family relationships. The first eight divisions could be given to the seventh, eighth, or ninth grades, while the remainder could be given to the twelfth year pupils. Or the latter divisions could be modified and given in part, with the full content given as a refresher course prior to graduation from high school. It might be wise to assign different teachers to certain topics and headings.

COMPLETE TEACHING CONTENT OUTLINE  
FOR THE COURSE IN MARRIAGE AND FAMILY RELATIONSHIPS

I. PERSONALITY DEVELOPMENT IN ADOLESCENCE

A. ADOLESCENT ADJUSTMENT TO SELF

1. Physical Changes

- a. Growth changes
- b. Working knowledge of human biology
- c. Maturing of sex organs
- d. Healthy interest in opposite sex
- e. Clear, frank knowledge of sex instinct
- f. Knowledge of seminal emissions
- g. Understanding of the menstrual cycle

2. Emotional Changes

- a. Acquiring emotional maturity
- b. Double personalities
- c. Inferiority complexes
- d. Homosexuality and heterosexuality
- e. Inconsistencies of parents' opinions and practices
- f. Onset of mating urge
- g. Family adjustment

3. Social Changes

- a. Social urge
- b. Gang and ritual urge
- c. Proper degree of expression and association
- d. Mental changes
- e. Desire for independence

B. DEVELOPMENT OF INDEPENDENCE

1. Acceptance as a Young Adult in the Home

- a. Family authority, convention and self interest
- b. Adult maturity goals
- c. Sacrifices to be made
- d. What true home life should be

2. Intra-Family Adjustment

- a. Fair play dominant in daily life
- b. Individual differences
- c. Accepted way of life

3. Acceptance in One's Own Age Group

- a. Widening horizons of adolescence
- b. Early sophistication
- c. Control over environment
- d. Vocational development

#### C. DEVELOPMENT OF LOVE

##### 1. Understanding Love

- a. Need of place in someone's affection
- b. Origins and types of love
- c. Love substitutes
- d. Puppy love, beginning of true love
- e. Cultivation of love as a continuous process
- f. Management of love
- g. Love created and cultivated
- h. Knowing true love
- i. Correspondence and first sight love

#### D. DEVELOPMENT OF A PHILOSOPHY OF LIFE

##### 1. Spiritual Relations

- a. Religion in the home
- b. Christian viewpoints and life principles
- c. Power to uplift personality
- d. Teaching religion in the home
- e. Going to church and being a Christian
- f. Devotions, Bible study, belief in God

##### 2. Position of Sex

- a. Sacredness of sex and the human body
- b. Sex is clean and holy
- c. Wholesome attitude toward sex
- d. Sex impulse as a trust of mankind
- e. Temptations and rewards of pure life

##### 3. Meaning of Life

- a. Requirements of ideal marriage
- b. Rewards of conserving emotional life
- c. Character and happiness
- d. Enrichment by the finer things of life
- e. Union of all toward a common goal

## II. CHOICE OF MATE

### A. PHYSICAL QUALIFICATIONS

#### 1. Health

- a. Statistical age for marriage
- b. Physical fitness, handicaps, injury

- c. Eugenic fitness, absence of hereditary defects, deficiencies
- d. Hygienic health habits
- e. Mental capacity and maturity

## 2. Sex Fitness, Appeal, and Control

- a. Appearance, grooming, energy
- b. Attention to beauty and cleanliness
- c. Attitude toward children
- d. Sex purity

## B. PERSONAL QUALITIES

### 1. Disposition

- a. Common sense, stable mind
- b. Cooperative, sympathetic, unselfish
- c. Adjustable, humorous, composed, respectful
- d. Pleasing personality
- e. Compatible and considerate

### 2. Character

- a. Loyal
- b. Honest
- c. Courteous
- d. Clean, wholesome
- e. Standards
- f. Reputation

### 3. Education

- a. Intelligence
- b. Clean speech and manners
- c. Social habits
- d. Political, religious views
- e. Common interests and tastes

### 4. Relation of Work to Choice

- a. Know their ambitions and occupation
- b. Similar avocation, profession
- c. Attitude toward hard work

## C. SOCIAL QUALIFICATIONS

### 1. Background

- a. Social level, environment
- b. Friends and acquaintances
- c. Intermarriage and its problems

### 2. Similarity of Interests and Things in Common

- a. Social likeness, admiration, and trust

- b. Religious belief
- c. Community of ideas

### 3. Financial Fitness

- a. Income, business ability
- b. Thriftiness, standard of living
- c. Economic circumstances, clothes

## D. PRINCIPLES GOVERNING CHOICE

### 1. Motives

- a. Conditioning influences
- b. Romance and idealism
- c. Youth and the future of marriage

### 2. Pressures

- a. Tentative or final choice
- b. Different reactions to various men
- c. Biological urge, sex appeal, and lust
- d. Marry for love or money
- e. War, jobs

### 3. Goals in Life

- a. Case studies of happy and unhappy marriage
- b. Interest in making a home
- c. Egocentric or altruistic

## III. INDIVIDUAL DIFFERENCES

### A. PHYSICAL DIFFERENCES OF THE TWO SEXES

#### 1. Anatomical Differences

- a. Secondary differences
- b. Individual rates of growth
- c. Time of general physical changes

#### 2. Male Sex Mechanism

- a. Testes
- b. Vas deferens
- c. Epididymis
- d. Seminal vesicles
- e. Scrotum
- f. Spermatic cord
- g. Penis
- h. Urethra
- i. Prostate gland
- j. Cowper's gland
- k. Semen
- l. Male hygiene

## 3. Female Sex Mechanism

- a. Mons venerus
- b. Labia majora
- c. Labia minora
- d. Clitoris
- e. Prepuce
- f. Hymen
- g. Bartholin gland
- h. Urethral gland
- i. Vaginal and urethra orifice
- j. Female hygiene

## 4. Menstruation

- a. Normal menstruation
- b. Old beliefs and misconceptions
- c. Hygiene of the menstrual period
- d. Menorrhagia, leuchorhea, and dyssemorrhoea
- e. Menopause

## 5. Sexual Variation and Impulse

- a. Capacity and periodicity
- b. Variation, peculiar likes and dislikes
- c. Affectibility and suggestibility
- d. Curiosity, experiment, play instinct
- e. Extent of excess
- f. Different stages of woman's married life
- g. Different emphasis by male and female
- h. Woman's problems after marriage
- i. Emotional reactions and feelings

## B. EMOTIONAL DIFFERENCES

## 1. Development of Self Control

- a. Maturity
- b. Control over anger, fear, and emotions
- c. Eliminating self consciousness
- d. Consideration of other faults

## 2. Getting Along With People

- a. Constancy
- b. Tolerance
- c. Praise
- d. Popularity

## 3. Effect of Childhood Conditioning

- a. Superstitions
- b. Compensation, altruism
- c. Brother and sister relationships

## C. SOCIAL DIFFERENCES

1. Desirable Characteristics
  - a. Attractive
  - b. Friendly
  - c. Contented
2. Undesirable Characteristics
  - a. Supersensitiveness
  - b. Difference in sex ethics
  - c. Opulent and independent
3. Attitude Toward War, Peace, Poverty, Social Conditions
4. Division of Labor
  - a. Double burden of women
  - b. Woman's ambition
  - c. Environment and education

#### D. DIFFERENCES IN ATTITUDES TOWARD PROBLEMS

1. Particular Attitudes
  - a. Woman more easily exploited and commercialized
  - b. Attitudes toward change, exchange of opinion
  - c. Attitudes peculiar to women, to men

### IV. COURTSHIP

#### A. PURPOSE OF COURTSHIP

1. Objectives
  - a. Sexual selection
  - b. Getting acquainted, testing period
  - c. Reforming possible mates
  - d. Discovering weaknesses and hidden characteristics
2. Stimulus to Biological and Physical Maturity
  - a. False tradition
  - b. Personal hopes and fears attached to sex
  - c. Gap between social and physical maturity

#### B. PROBLEMS OF DATING

1. Who
  - a. Older, younger
  - b. Handicapped, parental handicap
  - c. Different ideals, ages
  - d. Bad reputation



- e. Proper age
- f. Other youth associates
- g. Rich friends
- h. Social inferiors or superiors

2. Where

- a. Place of meeting
- b. Work
- c. Recreation places, church, and school
- d. Who makes the date
- e. How to make a date

3. Types

- a. Pick-ups
- b. Blind dates
- c. Brother-sister-group affairs
- d. Strangers
- e. Telephoning
- f. Social group functions
- g. Dutch dates

4. Interests

- a. Sharing interests, suited to each other
- b. Wholesome recreation, hobbies, church, and community
- c. Romantic love
- d. Two-timers, popularity

5. Money

- a. Accepting boy's pins
- b. Receiving presents
- c. Money between sweethearts
- d. Dates at home, out-door picnics

6. Intimacies

- a. Petting, kissing, self-control
- b. Sex stimulation
- c. How intimate, how to control men
- d. Intimacy and popularity
- e. Girls' bad days, swimming
- f. Dance, drink, and smoke
- g. Confide in dates?
- h. Time spent on dates, too many dates
- i. Too many dates with the same girl

7. Handicaps Between Marriage Relations

- a. Parental interference and objection
- b. Hours limited
- c. Chaperons and adult supervision
- d. Unattractive, no appeal

- e. Money and finances, money to spend
- f. Work, school, and study
- g. Lack of entertainment facilities
- h. Unattractive qualities needing change
- i. Unattractive traits not controlled
- j. Different friends

#### 8. Breaking Up

- a. How to stop and not hurt the steady
- b. Jealous steady

### C. STANDARDS OF CONDUCT

#### 1. What Constitutes Going Steady

- a. Friends who become too serious
- b. Advantages and disadvantages of going steady

#### 2. Codes of Courtship

- a. Time of mutual growth
- b. Confidences and confessions, discuss problems honestly
- c. No preparation for marriage itself
- d. Questions to be discussed
- e. Comradeship level
- f. Conflict of standards and desires, propriety, and values

### D. UNDERSTANDING THE SEX URGE

#### 1. Arousal of Affection

- a. Primitive and animal courtship
- b. Human refinement in practice
- c. Relation of sex urge to marriage
- d. Control of impulses, various intensity
- e. How to get your man

#### 2. Hazards - Conflict of Standards

- a. Needs of others
- b. Meaning for women
- c. Passion differences and physical responsiveness
- d. Childhood conditioning - old fashioned misunderstanding, freedom, coercion, inadequate sex preparation, inferiority, unreasonable fathers, favoritism, and adult infantilism

#### 3. Sublimation of Sex Energy

- a. Desire for permanence

- b. Standards for mate selection
- c. Educational differences
- d. Not prepared for marriage itself
- e. Reproduction not only function
- f. Convert sex energy to suitable channels
- g. Fictitious atmosphere

## V. PREMARITAL MORES

### A. PURPOSE OF PREMARITAL RELATIONS

1. Preparing for Marriage Responsibilities
  - a. Breaking home ties
  - b. Special privileges
  - c. Apprenticeship in mutual accommodation
  - d. Develop understandings of realities of life
  - e. Understanding each other
  - f. Learning attitudes
  - g. Checking fitness of partner
  - h. Education for motherhood, fatherhood
  - i. Adjustment to potential mate
  - j. No secrets, confide
  - k. Reading, study, agencies
  - l. Learn ideas of sex morality
2. Breaking Engagements
  - a. No injury if terminated
  - b. Breach of promise suits
  - c. Good and bad practices
  - d. Grounds for breaking engagement
  - e. Physical consequences of broken engagement
  - f. Lack of opportunity, isolated from opposite sex

### B. WHEN TO MARRY

1. Length of Engagement Period
  - a. Advantages of long and short engagements
  - b. Parental consent
  - c. Subsidies for early marriage
  - d. Young married worker (women)
2. Premarital Examinations
  - a. Physical certificates, blood tests
  - b. Special adjustments sometimes necessary
  - c. Insight, instruction, eliminating fear
  - d. Pre-marital advice, agencies
  - e. Heredity

## 3. Early Marriage Advantages

- a. Easier child bearing
- b. Habit adjustments easier
- c. Satisfactory sex adjustment
- d. No risk of choice
- e. Contribution of child to parents
- f. Less strain

## 4. Early Marriage Disadvantages

- a. Educational advantages lost
- b. Earning power smaller
- c. Qualities may change
- d. Not biologically mature

## C. PHYSICAL INTIMACIES

## 1. Types -- New Type Relationship

- a. Recreation
- b. Engagement gifts
- c. Improve inter-family affection
- d. Readjustment with mutual respect,  
debunking romantic illusions, true  
meaning of common bondage

## 2. Control

- a. Benefits of sex mastery, value of  
social convention
- b. Wholesome shield of continence
- c. Problems of separations
- d. Social dates with others
- e. Diversified social program
- f. Intelligent self control
- g. Ideals in control
- h. Philosophy, fruitful motives of life

## 3. Results of Premarital Sex Acts

- a. Creates fear, bad feeling
- b. Inhibiting influence
- c. Hurried and irregular
- d. Lack of full, free, joyful experience
- e. No relaxation for togetherness
- f. Dishonest basis
- g. Hasty marriages, effect on future life

## 4. Difficulties Preventing Chastity

- a. Dress
- b. Erotic stimulation
- c. Resentment of marriage postponement
- d. Pornographic material
- e. Drunkenness, alcohol

- f. Ability to resist
- g. Love for the person
- h. Excess stimulation

## VI. CONDITIONS AFFECTING MARRIAGE

### A. BACKGROUND OF MARRIAGE

- 1. Motives for Family Life
  - a. Regulate sex behavior
  - b. Division of labor
  - c. Biological reproduction
  - d. Social basis
  - e. Intellectual basis
  - f. Emotional basis
- 2. Needs for Family Life
  - a. Make union more stable
  - b. Protect young
  - c. Perpetuate social culture
  - d. Way of highest values
- 3. Earlier Family Life
  - a. Home self-sufficient
  - b. Common interests
  - c. Did everything together

### B. PRESENT DAY TRENDS AND CHANGES

- 1. Economic Changes
  - a. Changed standards of living
  - b. Work conditions, security
  - c. Women in work outside of home
  - d. Problems after marriage delay
- 2. Social
  - a. Smaller families
  - b. Increased leisure time
  - c. Change in child training
- 3. Moral
  - a. Release of father domination
  - b. Delegation of family affairs to other institutions
  - c. Ease of escape from home
  - d. Relaxation of conventional inhibitions
  - e. Wrong set of values from bad home
- 4. Problems of the Unmarried

- a. Working woman's dilemma
- b. Substitutes for marriage
- c. Convention assumes marriage
- d. Distributing energies advantageously
- e. Hereditary diseases

5. Motives for not Marrying

- a. Artificial insemination
- b. Career women, economic independence
- c. Individualistic persons
- d. Conflict and neurosis
- e. Sterilization of defectives
- f. Social diseases
- g. Fear of divorce
- h. Racial problem
- i. Broken homes, religion, celibacy
- j. War brides, work
- k. Too long delayed

## VII. HISTORICAL ASPECTS OF THE FAMILY

### A. BASIS OF FAMILY LIFE

- 1. Theories of Family Life
- 2. Types of Family
- 3. Motives for Family Life
- 4. Needs for Family Life
- 5. Family Trends

## VIII. VALUES IN MARRIAGE

### A. MEANING OF MARRIAGE

- 1. Monogamy as a Form of Marriage
  - a. Values in monogamy to the human race
  - b. Workable basis of living
  - c. Maturing effects on the individual
- 2. Social Significance
  - a. Personality growth
  - b. Complex adjustment of life
  - c. Value to child, parent, and society
- 3. Responsibilities Involved

1. Physical
  - a. Biological basis of perpetuation of species
  - b. Making marriage succeed

## B. WHAT MARRIAGE OFFERS

1. Security
  - a. Financial
  - b. Independence
  - c. Growth
  - d. Emotional
  - e. Legal
2. Response
  - a. Desire to be loved
  - b. Understand emotion and viewpoint of other
  - c. Maturity and self-reliance
  - d. Making response to demands
3. Recognition
  - a. Social prestige
  - b. Place in the sun of some person's life
  - c. Work, play, jobs to do
  - d. What both may expect of each other
4. Adventure
  - a. Sexual license
  - b. Social recreation
  - c. Worthwhile activity
  - d. Leaving the gang
  - e. Going out after marriage

## IX. MARRIAGE FULFILLMENT CEREMONY

### A. TYPES OF MARRIAGES

1. Common Law
2. Free Love
3. Companionate
4. Conventional with Civil Officiation
5. Conventional with Religious Officiation

### B. PREPARATION

1. Parental Consent

2. Physical Tests, Certification
3. Public Announcement
4. Elopement
5. Legal and Social
  - a. State laws, recording
  - b. Fact concealment
  - c. Relatives, age, consent
  - d. License
6. Wedding
  - a. Costs, witnesses, place
  - b. Officials to perform the ceremony
  - c. Date chosen by the bride, invitations
  - d. Strains to avoid, elaborateness

#### C. BEGINNING OF MARRIAGE

1. Honeymoon
  - a. Origin and purpose
  - b. Length and location
  - c. Kinds, fatigues
  - d. Advantages and disadvantages
2. First Night Experiences
  - a. Proper and improper approach
  - b. Unfortunate acts
  - c. Frank, considerate fellowship
  - d. Law of readiness, what to expect
  - e. Hymen hindrances
  - f. Mutual exploration
  - g. Patient accommodation
  - h. Healthy attitude
  - i. Sex hygiene
  - j. Make it a pleasant memory
3. Change in Outlook and Habits
  - a. Will to succeed
  - b. Build up reserve
  - c. Deal with conflicts
  - d. Accurate sex information
  - e. Regulate and revamp habits
4. Beginning the Home
  - a. How to start the home right
  - b. Learning to stay in love
  - c. Causes of failures



- d. Remedies for failures

## X. SEX EXPRESSION

### A. SEX TECHNIQUE

#### 1. Purpose and Use of Coitus

- a. Reproduction
- b. Pleasure
- c. Mutual satisfaction
- d. Gratification
- e. Perfect the union
- f. Arousal of affection
- g. Exploitation
- h. Freedom, escape
- i. Achievement
- j. Christian attitude

#### 2. Art of Love

- a. Mutual achievement
- b. Psychology of suitable sex life
- c. Physical aspects plus

#### 3. Effective Performance

- a. Understanding mechanism involved
- b. Preliminary preparations
- c. Positions
- d. Tumescence
- e. Detumescence
- f. After coitus
- g. Duties to each other
- h. Sex harmony

### B. PERFECTING THE RELATIONSHIP

#### 1. Physical Factors Conducive to Poor Response

- a. Faulty techniques
- b. Excess of response
- c. Anatomic abnormalities, infantile organs
- d. Inflammation of glands
- e. Painful coitus
- f. Social tensions
- g. Fault finding, nagging
- h. Menopause
- i. Fatigue, dissipation
- j. Psychic fear
- k. Child sex conditioning
- l. Frigidity
- m. Impotence
- n. Extra marital expression

- o. Frivolity, lack of dignity
  - p. Promiscuity
  - q. Devitalized personality
  - r. Jealous suspicions
2. Negative Attitudes
    - a. Effect of alcohol upon desires
    - b. Unsuitable surroundings and environment
    - c. Menstruation
  3. Developing Compatibility
    - a. Develop control for readiness
    - b. Study of periodicity
    - c. Correcting clumsiness
    - d. Touch, the language of love
    - e. Frequency, temperance
    - f. Sex not considered as labor
    - g. Emotional reaction consequent to intimate personal problems
    - h. Keeping mate away at times

## XI. REPRODUCTIVE PROCESS

### A. CONCEPTION

1. Reproductive Organs
  - a. Ovaries, size, shape, position, contents
  - b. Graafian follicles
  - c. Corpus luteum
  - d. Fallopian tubes
  - e. Vagina
2. Fertilization
  - a. Mechanism of fertilization
  - b. Spermatozoa
  - c. Impregnation
  - d. Segmentation and intrauterine growth
  - e. Composition and cell division
  - f. Mammary glands
3. Embryological Development
  - a. Cell division and development
  - b. Embryonic layers
  - c. Placenta and its part
  - d. Umbilical cord
  - e. Growth changes of embryo
  - f. Development and nourishment of embryo
  - g. Structural changes through prenatal life
  - h. Sexual maturity
  - i. Effect of diseases

- j. Deformation
- k. Change at birth
- 4. Laws and Principles of Heredity
  - a. Eugenics, social heritage
  - b. Intelligence and normality
  - c. Dominant and recessive traits
  - d. Multiple births
- 5. Stages of Child Development
  - a. Prenatal
  - b. Infant
  - c. Early childhood
  - d. Childhood
  - e. Puberty
  - f. Adolescence
  - g. Maturity
  - h. Senescence

## XII. BIRTH CONTROL

### A. TYPES OF CONTROL

- 1. Definition
- 2. Deficiencies in the Male and Female
  - a. Infertility
  - b. Disease
  - c. Prevention of implantation
  - d. Acidity
  - e. Glandular disorders
  - f. Abnormal uterine tubes
  - g. Egg deficiencies
- 3. Causes of Miscarriage
  - a. Severe emotional shock
  - b. Physical injury
  - c. Infectious disease
  - d. Displaced embryo
  - e. Inflammation of generative organs
  - f. Glandular disturbances
  - g. Untimely uterine contraction
  - h. Spontaneous abortions
  - i. Induced interruptions
- 4. Reasons for Birth Control
  - a. Spacing of children
  - b. Physical necessity
  - c. Continence not feasible
  - d. Economic reasons

e. Pleasure

B. METHODS OF BIRTH CONTROL

1. Types Used

- a. Coitus interruptus
- b. Coitus reservatus
- c. Sheath, condom
- d. Douche
- e. Chemical contraceptives
- f. Suppositories, jellies, tablets
- g. Caps and diaphragms
- h. Intra uterine appliances
- i. Silver ring
- j. Immunization against conception
- k. Safe period
- l. Rhythm
- m. Continence

C. PLANNING FOR CHILDREN

1. Advantages of Having Children

- a. Bond between man and wife
- b. Bond between men
- c. Social advantage
- d. High return of affection
- e. Source of interest
- f. Development of parents via children
- g. Children for old age
- h. Good investment

2. Adoption

- a. Debt to race
- b. Normal desire for children
- c. Ease of obtaining children

3. When and How Soon to Have Children

- a. Size of family desired
- b. How to tell partner
- c. Problem of disagreement

XIII. PREGNANCY AND CHILD BIRTH

A. RIGHT TO BE PARENTS

1. Qualifications

- a. Provide a home, cost
- b. Desire children
- c. Education and moral qualifications
- d. Not diseased

- e. Birth not endanger the mother
- f. Duties of parents

## B. TREATMENT AND CARE DURING GESTATION

1. Preparation of Parents
  - a. Planning for the child
  - b. Choice of physician
  - c. Examinations
  - d. Budget costs, hospitalization
  - e. Cooperation
  - f. Psychic aspects
  - g. Know a good source of help
2. Preparation of the Children
  - a. Preparation of the home for the child
  - b. Sociological aspect for all
  - c. Building anticipation
3. Prenatal Care of the Mother
  - a. Essential diet
  - b. Necessary exercise
  - c. New routine
  - d. Danger signs
  - e. Clothing
  - f. Rest
  - g. Body and mental hygiene
  - h. Common disorders of pregnancy
  - i. Toxemia
  - j. Bleeding in pregnancy
  - k. Final preparations
4. Care of the Baby
  - a. Nitrate of silver
  - b. Bathing
  - c. Nursing
  - d. Hygiene for nursing mothers
  - e. Hints for fathers
  - f. Stork clubs

## C. PREGNANCY

1. Signs of Pregnancy
  - a. Fusion, and cessation of menstruation
  - b. Other signs
  - c. False pregnancy
  - d. Intercourse during period
  - e. A time of stress
2. Types of Birth
  - a. Spontaneous exit

- b. Vaginal operation
  - c. Caesarean
  - d. Premature baby
3. Labor
- a. Pelvic dimensions, size of the baby
  - b. Contractile powers
  - c. General condition
  - d. Precautions to be taken
  - e. Beginning of uterine contraction
  - f. Dilation until open
  - g. Passage of child
  - h. Afterbirth, expulsion of placenta
  - i. Dry labor
  - j. Uterine contraction
  - k. Care

#### XIV. CHILD CARE

##### A. CORRECT CARE AND DEVELOPMENT

- 1. Early Development of the Senses
  - a. Touch
  - b. Hearing
  - c. Sight
  - d. Taste
  - e. Abilities at one year of age
- 2. Early Training Habits
  - a. Food habits
  - b. Sleep habits
  - c. Care of the body
  - d. Diseases encountered
  - e. Minor accidents
  - f. Elimination, enuresis
- 3. General Training of the Child
  - a. Child development
  - b. Understanding your child
  - c. Acquiring motor skills, and bodily controls
  - d. Simple psychology

##### B. PARENTAL RESPONSIBILITIES AND COOPERATION

- 1. Knowledge of Infant Psychology
  - a. Behavior patterns
  - b. Child management
  - c. Obedience
  - d. Punishments

## 2. Proper Attitudes

- a. Home atmosphere
- b. Parent versus parent
- c. Guiding understandingly

## 3. Pointers for Parents

- a. List of don'ts
- b. Wise use of authority
- c. Rules
- d. Analyze your own tendencies, traits
- e. Different home life is not always inferior
- f. Build upon previous companionship
- g. Encourage questions
- h. Mutual recognition of rights of children

## C. REQUISITES OF A GOOD HOME

## 1. Security of Affection

## 2. Work Training Opportunities

- a. Providing training at various ages
- b. Getting children to work
- c. Activity outlets
- d. Suited to interest and age
- e. Bringing in friends and books
- f. Taking trips to study occupations
- g. Get child to talk to specialists

## 3. Spiritual Training

- a. Recognition of spiritual elements
- b. Church relations and adequate philosophy
- c. Attention to worthwhile activities and lives
- d. Support of worthy institutions
- e. Promote aesthetic enjoyment and appreciation
- f. Library for home use
- g. Promote interest in crafts, love of arts

## D. HEALTH AND BEHAVIOR TRAINING

## 1. Emotional Training

- a. Respect and admiration for each other
- b. Parental example
- c. Cycle of emotional attachments
- d. Parent fixation, immaturity
- e. Over-protection and over-affection
- f. Overcoming anger, fear, tantrums
- g. Minimizing stimulation and excitement

- h. Effect of divorce or death
- i. Security and jealousy

## 2. Social Training

- a. Evening of family companionship
- b. Going out at night
- c. Plan to encourage conversation at home
- d. Discover weaknesses and overcome them
- e. Introduce child to outside clubs, etc.
- f. Developing fine outside contacts
- g. Developing desirable traits
- h. Consideration of others

## 3. Sex Training

- a. Tell children the facts
- b. Guarded early life, no wrong impressions
- c. Keep confidence, frankness
- d. Go step by step
- e. Answer all questions
- f. Religious aceticism and phobias
- g. Educate against superstitions about sex

# B. FAMILY RELATIONSHIPS

## 1. Integration of Family Members

- a. Contributions of various children
- b. Integration of interests
- c. Avoid partiality among children
- d. Settling children's scraps
- e. Conflict between generations
- f. Household schedules for all
- g. Social customs, mores, codes
- h. Use of time
- i. Harmony of aims, independence, rights
- j. Balance of privileges and responsibilities

## 2. Community Responsibilities

- a. Recreational program
- b. Community and civic obligations
- c. Good citizenship
- d. Responsibility for voting
- e. Law enforcement, regulation
- f. Respect for leadership
- g. Positive contribution to welfare
- h. Regulations, public health, playgrounds

## 3. Other Problems

- a. Plan for children's future
- b. Values of other children outside of home



- c. Getting children to bed
- d. Conflict with other group modes of living

#### 4. Family Recreation

- a. Joint leisure activities
- b. Entertaining children's friends
- c. Holiday family customs
- d. Interpretation of child's play activities

### XV. ECONOMIC ADJUSTMENT

#### A. EARLY MONEY PROBLEMS

##### 1. Home Management

- a. Who keeps the money
- b. Go in debt?
- c. Study costs of living

##### 2. Working Woman and Her Problems

- a. Family division of labor
- b. Adequate recreation and leisure

#### B. MONEY MANAGEMENT

##### 1. Cost of Security

- a. Minimum essentials
- b. Costs

##### 2. Values of a Budget

- a. Adjusted to needs
- b. Related to income
- c. Provides security
- d. Slows unnecessary expense
- e. Gives prompt payments
- f. Provides allowances
- g. Economic cooperation
- h. Future savings, plans
- i. Wise spending with better buying habits

##### 3. Balancing the Budget

- a. Agree on budget
- b. Average income
- c. Eliminate extravagance
- d. Entertaining
- e. Family size and cost of children
- f. Consumer research
- g. Food waste
- h. Luxuries

- i. Saving for a rainy day
- j. Vacations
- k. Equipment
- l. Methods

- 4. Maintaining the Budget
  - a. Handling money correctly
  - b. Keeping the budget
  - c. Study income levels
  - d. Learn to live within income
  - e. Wife's work

### C. HOME PLANNING

- 1. Renting or Buying a Home
  - a. Planning to build a home
  - b. Standards, restrictions
  - c. Advantages, disadvantages of home ownership
  - d. Financing the home
  - e. Rural homes
  - f. Living with relatives
- 2. Furnishing and Decorating
  - a. How to decorate a home
  - b. Interior arrangements
- 3. Other Problems
  - a. Where to live, neighborhood effect
  - b. Interdependence of home and community
  - c. Man to work around the house, help
  - d. Woman able to do housework

### D. GENERAL MONEY PROBLEMS

- 1. Spending and Buying
  - a. Clothing
  - b. House furnishings
  - c. Toys
- 2. Marketing Efficiently
  - a. Cooking economically
  - b. Planning weekly bargains ahead
  - c. Who buys

### 3. Recreation and Luxuries

### E. INSURANCE AND SAVINGS

- 1. Preparing for Old Age

## 2. Preparation for Death of the Wage Earner

XVI. SOCIAL ADJUSTMENTS

## A. INCOMPATIBILITIES

## 1. Personal Antagonisms

- a. Interest in relatives
- b. Social life
- c. No sense of humor
- d. Conflicting interests
- e. Coersion and fraud
- f. Sex antagonism
- g. Domination
- h. Undemocratic attitude
- i. Selfishness
- j. Carelessness
- k. Exploitation
- l. Deception

## 2. Inequalities

- a. Never take wife out
- b. Wife's career
- c. Intellectual growth
- d. Age disparity
- e. Backgrounds
- f. Lack of independent judgment
- g. Wrong division of income
- h. Unequalization of authority sought

## 3. Working Woman's Viewpoint

- a. Economic independence
- b. Emancipation
- c. Employment and fertility, children, etc.
- d. Social changes
- e. Competitive attitude
- f. Estrangement

## 4. Other Incompatibilities

- a. Going home to mother
- b. In-law trouble
- c. Food problems
- d. Irresponsible
- e. No companionship
- f. No cooperation
- g. Seek to limit personal freedom
- h. Magnify problems
- i. Demand rights
- j. Guests, clothes, habits
- k. Stress and strain of life

- l. Untidiness
- m. Conflicting ideals or personalities
- n. Worry
- o. Nagging
- p. Jealousies
- q. Religious differences
- r. Acquisitive or inquisitive attitude
- s. Annoying personal habits
- t. Feeling of insecurity

5. Special Problems in Adjustment

- a. Liquor, gambling, and smoking
- b. Moral standards at parties
- c. Budgeting time and leisure
- d. Order and time for meals
- e. Old and new friends after marriage
- f. Going with unmarried couples
- g. Philandering husbands
- h. Initiative always dependent upon the man
- i. Planning entertainment

B. HAPPY HOME MANAGEMENT

1. Personalities, Adjustments Between Partners

- a. Seek a plan for adjustments
- b. Prompt performance of duties
- c. Freedom after marriage
- d. Joint running of the home

2. Treatment of Children

- a. Mastery by both parents
- b. Pal to children
- c. Family council
- d. No public criticism
- e. Pay little attentions

3. Good Marital Attitudes

- a. Sharing and sacrifice
- b. Allow for faults
- c. Build upon frankness before marriage
- d. Seek areas of agreement
- e. Be reasonable
- f. Express honest appreciation
- g. Demonstrate affection
- h. Surrender non-essentials
- i. Keep interested in each other
- j. Create new experiences
- k. Offer security to partner in many ways

4. Helpful Suggestions

- a. Vacations

- b. Week-end with family
- c. Outside activity
- d. Common friends
- e. A hobby
- f. Planned recreation
- g. Respond to other's offerings
- h. Spend time together again
- i. Recognize other individual
- j. Understanding, tolerance of shortcomings

## XVII. SEX ADJUSTMENT

### A. ELIMINATING CAUSES OF DISSATISFACTION

#### 1. Physical Causes

- a. Structural defects
- b. Vaginism, persistent pain
- c. Sexual abuse or strain
- d. Glandular disorders
- e. Alcoholism
- f. Disease
- g. Ability to maintain erection
- h. Sterility
- i. Infertility
- j. Bad health, too much work
- k. Anatomical abnormalities
- l. Frequency
- m. Contraction of genital muscles
- n. Inadequate penetration
- o. Philandering
- p. Oversexing of either or both

#### 2. Mental Discomforts

- a. Inadequate techniques
- b. Premature ejaculation
- c. Baseness of thoughts
- d. Fear
- e. Unfairness, distrust

#### 3. Emotional Strains

- a. Strength of desires
- b. Abnormal sex tendencies
- c. Neurosis, fear complexes
- d. Sexual shocks
- e. Infantile fixations
- f. Romanticism gone
- g. Other woman and no separation

#### 4. Psychic Reasons

- a. Subconscious inhibitions

- b. Homosexual desire
- c. Knowledge of inability to satisfy
- d. Fear of pregnancy
- e. Disgust, guilt, unhygienic
- f. Clumsiness
- g. Economic handicaps
- h. Unfavorable reactions
- i. Unaccustomed to man in the house

## B. FACTORS OF SUCCESS

- 1. Improving the Technique
  - a. Adequate instruction and education
  - b. Complete understanding
  - c. Prelusory love play
  - d. Arousal of desire
  - e. Proper relationship to each
  - f. Scientific study of sex relationships.
- 2. Improving Attitudes
  - a. Regulation not license
  - b. Marriage a job not a honeymoon
- 3. Contribution of Religion to Adjustment of Problems

## XVIII. DIVORCE

### A. CAUSES

- 1. Legal Grounds
- 2. Stated Causes
  - a. Infidelity
  - b. Cruelty
  - c. Desertion
  - d. Non-support
- 3. Contributing Causes
  - a. Relative interference
  - b. Wanderlust
  - c. Housing
  - d. Occupational faults
  - e. Lack of education
  - f. Prostitution
  - g. Poverty
  - h. Money troubles, financial tension
  - i. Irregular habits
  - j. Vicious habits
  - k. Different backgrounds

- l. Wrong basis of marriage
- m. Lack of recreation
- n. Influence of companions
- o. Racial attitudes
- p. War hysteria
- q. General demobilization of marriage
- r. Ease of obtaining divorces
- s. Jealousy
- t. Laziness
- u. Dissatisfaction
- v. Drink
- w. Desire for freedom
- x. Forced marriage
- y. Health, disease
- z. Mistreatment, other intemperances

#### B. HARDSHIPS CAUSED BY DIVORCE

- 1. Problems of the Divorced
  - a. Age differences
  - b. Status of divorced person
- 2. Effect Upon Children
  - a. Legislation and support
  - b. Status of illegitimacy
  - c. Emotional effects
- 3. Effect Upon Society
  - a. Disposal of children
  - b. Status of women and men
  - c. Courts

#### C. PREVENTING DIVORCE

- 1. Removing the Causes: Go Into Marriage With Open Eyes
- 2. Preventives
  - a. Resolving conflicts
  - b. Spiritual interest
  - c. Continued courtship

#### XIX. DISEASE

##### A. CAUSES

- 1. Parental Health, Heredity
- 2. Transmission

## 3. Infection

## B. FACTS ABOUT VENEREAL DISEASES

## 1. Syphilis

- a. Origin
- b. Infection, congenital syphilis
- c. Three stages of development
- d. How it spreads
- e. Hazards and effects upon individuals

## 2. Gonorrhea

- a. Type of germ, symptoms
- b. Complications that develop
- c. Dangers of quiescent stage
- d. Dangers to women and children

## 3. Other Diseases

- a. Chancroid
- b. Other sex complaints
- c. Preventives and cures

## C. VENEREAL DISEASE CONTROL

1. Venereal Disease Ordinances
2. Early Treatment
3. Prophylaxis
4. Instruction on Best Treatments
5. Control of Sex Impulse
6. Society's Concern With Social Disease

XX. PERVERSIONS

## A. TWO COMMON PERVERSIONS.

## 1. Masturbation

- a. Primary genital zones
- b. Sexual excitement
- c. Adolescent habits
- d. Demands of maturity
- e. Adult solutions
- f. Abnormal manifestations

## 2. Prostitution



- a. Historical reasons and theory of necessity
- b. Dangers and detrimental effects
- c. Prevalence and community problems
- d. Segregation and medical inspection
- e. Removal by laws, education, and information

## B. OTHER PERVERSIONS

### 1. Infantile Fixations

### 2. Erotic Forms

- a. Homosexual
- b. Exhibitionism
- c. Fetishism, identification
- d. Sexual reverie and dreams, phantasy
- e. Eroticism
- f. Modern neurosis
- g. Sex fiend

## C. RECONVERSION

### 1. Mature Heterosexuality

### 2. Single Standard

### 3. Rehabilitation

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

Summary of the findings. It is worth noting that the important finding of this entire study has already been presented in the form of the course content outline in the previous chapter. There are matters, however, which may be given in summary form.

The sources of the master list contributed more topics to the following headings than any others; child care, social adjustment, and courtship. These three headings account for thirty-four per cent of the total topics in the master list. The responses agreed with these three headings but added four more, namely; economic adjustment, choice of mate, individual differences, and sex experience. These top seven headings all had over six per cent of the returns or a total of seventy-two and one-half per cent of all the responses. Thus we may conclude that the most important subject headings for an outline of content would be the following:

ECONOMIC ADJUSTMENT

CHOICE OF MATE

SOCIAL ADJUSTMENT

CHILD CARE

INDIVIDUAL DIFFERENCES

## COURTSHIP

## SEX EXPERIENCE

On the same basis, we may also conclude that there are several headings which are of little interest to most persons. There was little interest shown in the history of marriage or in the conditions which may have affected marriage or which may be affecting marriage at the present time. Marriage itself was of little interest to those responding, although the master source did give it some emphasis. That can perhaps be accounted for since the wedding, the choice of one to officiate, the place for the wedding, and other such necessary detail, all lend themselves to verbal indulgence.

In a similar manner, we may conclude that perversions have little place in our outline. The very nature of the subject lends itself to great interest and lengthy writings by the authors themselves, but the responses indicate that few are actually interested in the subject. The remaining headings should be adjusted to the particular community and students involved, and consideration given to the amount of time left after treating the more important subject headings. The following headings may well be minimized;

HISTORY OF MARRIAGE

CONDITIONS AFFECTING MARRIAGE

MARRIAGE ( ceremony etc. )

PERVERSIONS

It is also apparent that there were certain sub-topic headings which were of prime importance. In fact, twenty-eight of these sub-topics accounted for seventy-six per cent of the total responses. It would be well, therefore, to give the proper share of class time to these important topic headings. In giving a course of thirty-six weeks, it might be well to use these as weekly topics, adding the remainder of the topics as they are definitely requested by the class membership. A better plan would incorporate the use of Table VI page 106 as a basis for daily class discussion. The other less important topics may be included in their respective places with due consideration. The complete teaching content outline presented on page 72 through page 102 contains all the important points on the master list and every point mentioned in the response list with due emphasis upon their relative importance as discovered in this thesis.

CONCLUSION OF THE INVESTIGATION. We may conclude then, that there are headings of great interest to most persons. Those headings are economic adjustment, choice of mate, social adjustment, child care, individual differences, courtship, and sex experience. Furthermore, there are topics of moderate interest, and finally, there are four general headings which should be minimized. The headings to be minimized are history of marriage, conditions affecting marriage, marriage ceremony, and perversions.

TABLE VI

## SUB-HEADINGS OF GREATEST INTEREST

Sub-Headings	Per Cent
Physical differences of the two sexes.....	9-
Economic management.....	6
Incompatibility (social).....	5
Budget making.....	5
Sex techniques.....	4 $\frac{1}{2}$
Values of budget making.....	4 $\frac{1}{2}$
Problems in social adjustment.....	4 $\frac{1}{2}$
Principles in choosing a mate.....	3 $\frac{1}{2}$
Early child training.....	3 $\frac{1}{2}$
Education and interests of the mate.....	3 $\frac{1}{2}$
Personal traits.....	2 $\frac{1}{2}$
Labor (child birth).....	2 $\frac{1}{2}$
Emotional differences.....	2
Problems of courtship.....	2 $\frac{1}{2}$
Meaning of marriage.....	1 $\frac{1}{2}$
Premarital principles.....	1 $\frac{1}{2}$
Dating problems in courtship.....	1 $\frac{1}{2}$
Working woman's problems.....	1 $\frac{1}{2}$
Biology of reproduction.....	1 $\frac{1}{2}$
Methods of birth control.....	1
God and life.....	1
Sex adjustment.....	1
Marital adjustment.....	1
What to do on dates.....	1
Standards of courtship.....	1
Advantages of having children.....	1
General child training.....	1
Problems of love.....	1

The following table is based on the results of the survey.

With this course outlined, a questionnaire form was

sent to students to indicate whether they were

discussed or omitted. This subject was a part of the

revision.

Careful attention to the complete course outline will note the incorporation of these conclusions.

PROBLEMS FOR FURTHER INVESTIGATION. There are several problems suggested by this study. First, when questionnaire responses are returned and certain items are not mentioned, does that indicate a lack of interest, or is it perhaps merely an oversight? In other words, on a subject like content suggestions, do persons think of all the important things, or is it possible that many persons might neglect some important items? This could be checked by a second questionnaire enumerating all the given responses and adding certain items not mentioned but important, and then determining by a check of all the more important items whether there was agreement in only the items enumerated on the first response.

An interesting problem might be the comparison of importance attached to various headings or sub-headings by age groups. The age spread would need to be more definite and controlled than was possible in this thesis.

A follow-up problem would be worth while as a check to the content course as evolved in this thesis. After using this course outline, a questionnaire form could be devised for students to indicate whether important items were discussed or omitted. This might be a basis for further revision.

Since many of the topics could be given in early years and some topics should not be given until the last years of schooling, it would be a good problem to determine the best age or year to give the various topics to the pupils. A dissertation could be worked out on this one problem giving the psychological, physiological, and sociological implications involved in determining the proper age levels for the various topics. A related problem would determine whether it could best be given in one course or in several courses, and whether one instructor or several would be the more successful.

An underlying problem of all investigations suggested above is the question of the extent of verbalization inherent in this particular field.

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It is a fact that the Government  
has been able to secure the  
cooperation of a large number of  
the business community.

There is a great need for  
more information. **APPENDIX**  
The Government has been able to  
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## QUESTIONNAIRE LETTER AND FORM

## LETTER

We wish to help the great number of young people who leave our schools each year and are married with no preparation for their part in marriage. Your experiences will help us plan a course for high school seniors. We want a frank discussion of your views.

Please answer the first two questions by marking an X in the proper spaces. Then think back to your first problems and experiences in marriage, what were they? What should we tell these young folk that you were not told? What points would you include, what facts would you present, and what problems would you show to them?

We appreciate your response, and the lives of these students will be enriched by your contribution to them.

Return your suggestions to

MR. FRANCIS B. RATLIFF  
219 Center Street  
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We are assuming that nearly all married people enter marriage with little or no preparation or information. Do you agree with that assumption?

Yes\_\_\_\_\_ No\_\_\_\_\_

We believe that all high school seniors who desire should have opportunity to gain information and preparation for this important part of life. Do you agree?

Yes\_\_\_\_\_ No\_\_\_\_\_

If you were to give such a course, what details and problems solutions would you include? The more intimate and personal your contributions, the more help you will be in saving others from the handicaps you may have faced. Write as much as you wish to contribute but do not sign your name.

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\_\_\_\_\_age at present; \_\_\_\_\_age when married.