TO DETERMINE THE CORRECT ORGANIZATION, CONTENT,
AND METHOD OF A COURSE ON MARITAL RELATIONS
FOR SENIOR HIGH SCHOOL STUDENTS

THESIS

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CHAPTER I

INTRODUCTION

It is the purpose of this study to determine the correct organization, content, and method of a course on marital relations for senior high school students. The organization, content, and method are to be determined by the needs and interests of the individuals concerned; educational theory, psychology, and philosophy; and medical, clinical, and research science.

Marital refers to, or includes, all aspects of the family relationship, as well as the sexual. Marital is used here in the broader sense; for example, as it is in Terman's study.

Quite a few worthwhile studies have been made in the field of marriage, and some of them will furnish part of the data for this thesis. Most of these early studies dealt largely with the pathology of sex. The following paragraph from a study by Dickinson and Beam illustrates this:

It was in the German speaking lands that the modern scientific study of sex may be said to have had its origin, on the one hand among psychiatric investigators like Kraft-Ebing, Moll, Hirschfeld, and Max Marcus gradually developing in general medical and sociological directions and leading on to popular movements of psychoanalysis; on the other hand among ethnographers and culminating in the splendid monument of Ploss and Bartels Das-Weib—now in its eleventh edition as edited by Reizenstein in three richly illustrated volumes.1

It was only the later research that took up the study of normal civilized conditions in such a manner as to lead to fruitful conclusions and progress. The best studies along this line, sufficiently large and systematic for statistical treatment, have been done by scientists in the United States. Dr. Katherine B. Davis, a sociologist, started her work for Factors in the Sex Life of Twenty-two Hundred Women in 1920. This was conducted by a questionnaire and dealt with supposedly normal people. A thousand educated married women and a thousand unmarried college graduates gave the information impartially. Havelock Ellis concurs in the belief that the information was given impartially. The works of Bernar, the Mowrers, Cottrell, and Burgess also used the sociological approach. 2

The work for Dr. G. V. Hamilton's, A Research in Marriage was done between October 1924 and April 1928, and it was published in 1929. Dr. Hamilton, as a trained psychologist, examined one hundred married men and one hundred married women. These people included some of the youngest married generation at that time who were not necessarily married to each other, and who were supposed to be normal. Havelock Ellis was of the opinion that Hamilton was careful with "psychoanalytic methods . . . and that he held to scientific realism." 3

An outstanding medical study is that of Robert Latou Dickinson, a gynecologist and obstetrician, assisted by Lura

2 Ibid.
3 Ibid.
Beam in a *Thousand Marriages*, published in 1932. An unusual and valuable feature of their study is that it extended over a period of years for most groups. Changes in observations and attitudes are noted. It is primarily concerned with the physical side, but there are data on both the physical and psychic sides.  

An outstanding contribution in the field of marital relations is Lewis M. Terman's *Psychological Factors in Marital Happiness*, written in 1938. Terman considers this to be the first major publication of marital happiness using the strictly psychological approach. This study of marital happiness is a search for psycho-sexual and psychological correlates. A total of several hundred possible factors have been correlated with measures of the marital satisfaction experienced by 2484 subjects, 1133 married couples and 109 divorced couples. The divorced couples and 341 of the married couples figured in a preliminary investigation. These data are unique in that they are supposed to indicate that the sum total of sex factors is "far from being the one major determinant of success in marriage." The data given by the individuals themselves seem to be the most reliable of this type of study, as the participants were favorably impressed, were convinced that their answers were favorably impressed, were convinced that their answers were

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5*Lewis M. Terman, Psychological Factors in Marital Happiness*, p. 366.  
sealed forever from the mate or anyone else, and each couple had no opportunity to discuss the questions before answering the questionnaire.

From the standpoint of the individuals concerned, a pertinent contribution in this field is Dr. Oliver M. Butterfield's Love Problems of Adolescence. Regarding these problems, Popenoe says:

In the life of man, emotion plays a much larger part than does reason. In the emotional life that part which pertains to marriage and parenthood is the most far-reaching, the most influential, and (excepting under certain conditions the tendency to fight) the strongest. It enters into almost every human activity. Particularly the first half of a man's lifetime are those feelings and impulses which are connected with sex both vigorous, and important. His happiness, and the welfare of society, depend largely on whether or not they are directed in the right channels, and expressed in the most desirable and satisfactory way.

If society is to benefit to the greatest extent from present studies and studies yet to be done in the field of marriage, education must pass on to youth by best educational methods and by well-equipped instructors, the gleanings from science, thus making possible more preventive work, rather than so much remedial work.

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CHAPTER II

DATA FROM EDUCATIONAL THEORY, PSYCHOLOGY, AND PHILOSOPHY

This chapter is a study of the data from educational theory, psychology, and philosophy to discover the needs of adolescence, and the basis of these needs. These needs are examined to see what implications they have for the school, the curriculum, and the adolescent.

Educational Theory and Psychology

Reorganization of Secondary Education adequately gives the needs of adolescents and school measures for meeting them. Concerning the personality development of the adolescent, and the personal living and immediate social relationships, heterosexual adjustment must be considered. To understand why the change from childhood to early, and then to later adolescence takes place so easily in some instances, and with so much difficulty in others, one must understand the phases of development. These include infancy, childhood, early adolescence, later adolescence, adulthood and marriage, parenthood, and later adulthood. In early life, the child is naturally closely attached to the mother. It is to the interest of both the boy and girl for present and future adjustments of life, to make an early transition to the father. This is of special
interest to the girl in order that she may properly establish her patterns of affectionate relationship to the opposite sex. Many parents who successfully guide their children through childhood, fall short at the adolescent period because they are not sufficiently adjusted themselves—they have not passed through the required stages of adjustment adequately. They hold their children too close for growth and development of personality. Boys and girls need a capable mother and a capable father. Lack of this often results in failure in marriage and parenthood. Thus we can clearly see that guidance in parent-child relationships is one of the greatest needs of adolescence. Such would help insure happy future marital relations as well as present satisfactory heterosexual development.¹

The means by which the school may accomplish this above mentioned task are:

1. To discourage the interference of parents by taking up school problems directly with the student as much as possible, and by not giving the parents unnecessary information which would betray the student's confidence.²

2. To encourage parents to become more active, more a part of school life on a new basis. The parent's interest should be more objective. The school should give the parents

¹V. T. Thayer, Caroline B. Zachry, and Ruth Kotinsky, Reorganizing Secondary Education, pp. 120-125.
²Ibid., pp. 153-155.
an opportunity to participate in the problems of all adolescents, as well as guidance in the solution of their own home problems. Special help and encouragement regarding finances and economic security should be available. Later parents and students might cooperate in the solution of common objective problems.

3. To further the co-education of adolescents as it has never been done before.

Sitting in the same classroom is not co-education in the real meaning of the word. The potentialities of the classroom for heterosexual adjustment and the development of meaningful friendships has not yet begun to be understood by most secondary schools.

The school should wisely guide in the development of normal heterosexual interests so that adolescents may live successfully in the home, school, and community. Teachers should understand that the interests and activities of boys and girls are not always the same, that boys and girls mature at varying rates, and that they need to be able to identify themselves with their own sex in their own communities. For these and other reasons most schools find it advisable to segregate boys and girls for sex hygiene. Segregation, itself, might be termed a phase of sex education or evasion that is not wholly ideal. However, traditional taboos still make it difficult to ignore segregation.

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3Ibid., p. 155.  
4Ibid., pp. 190-191.  
5Ibid., p. 155.  
6Ibid., pp. 161-162.  
7Ibid., pp. 156-158.
As a whole, boys and girls will discuss topics related to sex hygiene more freely with groups and teachers of their own sex. Nevertheless, much more should be and can be done coeducationally for the sake of adolescents' future adjustments as men and women.

4. To provide teachers who are heterosexually adjusted, and whose attitudes are such that they can play their roles successfully as crushes, substitutes, or heroes in guiding the heterosexual adjustments and interests of their students.

Though the secondary school should teach biological and other phases of sex education for the first time if necessary, and repeat it in many courses, Thayer, Zachry, and Kotinsky are of the opinion that:

The most important function of the secondary school in connection with sex education lies in offering the adolescent opportunities to work out his identification with his own sex, and his relationship with members of the opposite sex. . . . All of the social life of the school is sex education in its most fundamental sense.

With this in mind, we begin to appreciate fully Dr. Popenoe's statement:

The training of adolescents for family life, can not be left to any one specialist or any one course,
and the attempt to make this a separate subject is a fundamental mistake. Every phase of education should be directed toward preparing the pupil for life and as the family life is the ultimate development, it should prepare above everything else, for family life.12

Adolescents also must fit more and more into the community as a whole. Family and friends are not enough. They need to understand their relationship to all aspects of community life. This gives them an opportunity to fulfill their desire to be worth while persons and to count socially. This phase of integration is difficult to meet, but to save democracy, and to prevent fascism, adolescents must be helped toward this goal.13 Society gives little encouragement to adolescents and leaders in meeting this difficult need. Very few community enterprises and agencies welcome high school students in cooperative projects and undertakings. The WPA has always shown splendid cooperation along this line, and health departments and other agencies are beginning to see the importance of such adolescent participation. The school, in conducting such enterprises, should see that:

1. Students should not be distracted by too many projects and community enterprises. One undertaking successfully and thoroughly carried out is better than a half dozen or more attempted ones.14

2. Each enterprise before being accepted should be thoroughly examined.15

14Ibid., pp. 231-232.
15Ibid., p. 219.
If the school is to guide the social and other phases of development successfully, it must take a more active interest in the personal life of the students' happiness and health. Mental and physical health are necessary for adolescents' success and satisfaction. They should not be overburdened with too many activities and interests, but should be given time and conditions for developing a philosophy of life and a fully integrated personality. Most secondary schools neglect health from the standpoint of good personal living—that health that is so vital to happy marriage as well as present heterosexual adjustment.  

This is a tremendous task for the school to fulfill. The mental, physical, and psychological needs and interests of adolescents change in the process of interaction with the various social conditions. Too, the needs and interests of adolescents are individual. No unvarying lists of interests can be made, but adolescents' interests do have something in common. The efficient teacher realizes this and, by generalization and interpretation, gains skill in guidance with relation to individual as well as to social problems.  

Hopkins considers integration as the process of intelligent interacting. The type of character and personality one develops seems to depend upon the success of this process.  

\[^{16}^\text{Ibid., pp. 302, 303, 305, 311, 312.}\]
\[^{17}^\text{Ibid., pp. 39-42, 359.}\]
\[^{18}^\text{L. Thomas Hopkins, Integration, Its Meaning and Application, p. 19.}\]
body is such that whatever happens to one part of it usually affects the other parts of the body. An individual's response to a stimulus is not dependent on the stimulus alone, but also on what meaning the stimulus has for him. A person's response or behavior reveals an integration developed during his life period. It is possible for experience to change integration. As we learn, our responses become more appropriate. However, learning is not always essential for integration, since integration has been shown in the early stages of life and in the lower organisms.

The poor state of integration of the present culture is evidenced by the social and individual maladjustment.\(^\text{19}\) For full integration an individual needs a positive balance between success and failure. It is only when a person is capable of re-interpreting failure in a positive way toward success that failure is integrating. Teachers should be careful to help children toward success. If possible, failures for small boys and girls should be avoided. They are thus better prepared to meet the later problems of life. Only integrated adults can deal with failures positively.\(^\text{20}\)

The integration of adults is important in insuring success for marriage, and successful marriage is important in the maintenance and improvement of integration. The needs for integration are listed as biological, social, and self. Biological needs include normal sexual expression or activities and

\(^{19}\text{Ibid.}, \text{ pp. 124-125.}\)
\(^{20}\text{Ibid.}, \text{ p. 188.}\)
measures that meet normal sexual desires and needs, as well as food, water, activity, and rest. Normal sexual expression ending in marriage is basic to full and lasting integration.  

Social needs include affection, belonging, and living harmoniously with authority. Affection and belonging are important to all stages of development for the security it gives. Throughout a person's whole life period, he needs to give and receive stable affection. What he gives will depend upon what he receives. An individual needs affection and a sense of belonging in the home, in the school, in the other social groups, and during adolescence with an individual, or individuals, of the opposite sex. Even by the time of school age, children who have had too little or too much affection begin to show a disintegrating behavior effect. A pupil's relationship with the teacher should give the necessary affection and understanding during school hours. This is especially important to the child leaving home for the first time, and to the adolescent. Even though an adolescent is misunderstood at home, it is possible for the school to guide him toward better integration. The school, in addition to furnishing sympathetic and understanding teachers, should encourage the child to maintain his status with his social groups whether in or out of the classroom. The following statement, made by L. Thomas Hopkins, is related to the school's responsibility for social development.

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21 Ibid., p. 183.  
22 Ibid., pp. 85, 183, 186.  
23 Ibid., p. 184.  
24 Ibid., p. 185.
of children:

... the school must be set up so as to help every child discover areas in which he can make a contribution to the group. Furthermore, the school must never do anything to the child in relation to the group that is likely to undermine this status. Any behavior on the part of teacher or children which makes a child feel queer or apart from the group tends to break down this relationship. In this area the number of questionable school practices is exceedingly large.25

Those who have been the center of a child's affection should encourage him in his relationship with an individual or individuals of the opposite sex during adolescence. Many mothers force their children into maladjustment at this period. Adolescents are not given a chance to reach the stage of maturity because of a lack of success in breaking away from home ties. This does not make it impossible for them to overcome infantile patterns, but it does make the task difficult. For that reason many adolescents never reach the stage of maturity.26

Living harmoniously with authority is an important social need. It is necessary to find some intelligent way of living with cultural authorities if one is to maintain his integrating behavior on increasingly higher levels.27

The needs of an individual's self include freedom in self direction, consistency in self-behavior, and integration concerning the feeling and emotional aspects of behavior, values, and attitudes.28 With regard to values and attitudes, Hopkins

26 Ibid., p. 137.
27 Ibid., pp. 186-187.
28 Ibid., pp. 188-191, 194.
makes the following statements:

In the process of living with external reality, each individual builds up his own internal directive system, composed of attitudes, meanings, thoughts, and values.\textsuperscript{29}

\begin{itemize}
  \item The individual must formulate his own internal regulative system in order to attain a sense of security.\textsuperscript{30}
  \item The individual will demonstrate a balance when his external reality is composed of events which are conducive to stability. Expressed in another way the organism will operate most efficiently in a circumscribed reality in which it can perform successfully.\textsuperscript{31}
\end{itemize}

Hopkins gives, among others, the following curriculum implications:

1. The curriculum must be concerned with aiding individuals to improve life and living.
2. The test of improvement lies in the integrating effect upon behavior.
3. Since life is changing and individuals are growing in ability to manage it, a curriculum can not be fixed in advance, but must be as flexible as intelligent living.
4. Each individual must find the curriculum a means of aiding him to meet with increasing satisfaction his biological, social, and self needs; otherwise thwarting emotions inimical to integrative behavior will result.
5. The curriculum of each individual must be kept at all times within the potentialities of his inherited nerve and endocrine mechanisms. So it is very necessary to understand the biological basis of human integration.
6. Adults must grapple more vigorously and thoughtfully with all aspects of culture in order to change the conditions which prevent the growth of intelligent behavior of children. This experience should be shared by children whenever and to such degree as will promote their integration.
7. Success is continuing more intelligently the process of interactive adjusting.\textsuperscript{32}

\begin{itemize}
  \item \textsuperscript{29}\textit{Ibid.}, p. 133.
  \item \textsuperscript{30}\textit{Ibid.}, p. 136.
  \item \textsuperscript{31}\textit{Ibid.}, p. 140.
  \item \textsuperscript{32}\textit{Ibid.}, pp. 195-196.
\end{itemize}
Hopkins summarizes the truths of integration as follows:

1. The human organism is so interconnected, interdependent, and integrated, that whatever happens to one part of it usually brings about correlative changes in other parts of the organism.

2. When we see or hear or otherwise experience anything, our experience is not a mechanical and fixed response corresponding to the isolated stimulus, but is dependent upon what the stimulus means to us, and that meaning grows out of the integration of the whole setting in time and space and out of our own state of organization about certain ends.

3. Learning represents improvement in the creation of appropriate meaningful responses to situations which are partly new, and partly old, but conceived as wholes in relation to ends sought.

4. Memory is not reproduction of sensory stimuli, but a creation influenced by the whole previous experience and, to some extent by present factors.

5. Habits, however much practised, are subject to considerable modification when incorporated around different purposes.

6. Integration is not an achievement of the cortex, but occurs at subcortical levels and in simple organisms.

7. Integration is not essentially an achievement which has been learned. Early activities show integration. Experience may modify, improve, or extend the integration.

8. Each behavior of a person represents an integration which has been influenced by many factors over his whole life period. It is seldom correct to attribute an action to a single experience or cause, whether recent or very early in life. People behave characteristically, sometimes more consistently than they realize.

9. Every person develops within a more or less integrated culture. The deep and pervasive conflicts within our interdependent culture reflect themselves in both social and individual maladjustment.33

From Prescott we find the following basic personality needs and operational concepts:

1. Physiological, describing needs that spring primarily out of structure and dynamic chemical equilibria.

A. Essential materials and conditions.

33 Ibid., pp. 124-125.
(1) Air.
(2) Appropriate food and liquids.
(3) Such clothing and shelter necessary to regulate temperature.

B. Rhythm of activity and rest.
C. Sexual activity.

2. Social needs.
   A. Affection.
   B. Belonging.
   C. Likeness to others.

3. Ego and integrative needs.
   A. Contact with reality.
   B. Harmony with reality.
   C. Progressive symbolization (skill in generalizations).
   D. Increasing self-direction.
   E. A fair balance between success and failure.
   F. Attaining selfhood or individuality (maintenance of stature, or continuous maintenance of integration). 34

The following is quoted from Thorpe's Psychological Foundations of Personality in the chapter on "Dynamics of Personality":

... Symonds states his conception of the fundamental characteristics of all adjustive behavior. The three level formulation follows:

1. Fundamental characteristics of adjustment.
   A. Drive toward success.
   B. Drive toward the familiar.
   C. Drive toward new experiences.

2. Appetites and aversions (Tolman's list).
   A. Food hunger.
   B. Sex hunger.
   C. Excretion hunger.
   D. Sex contact hunger.
   E. Rest hunger.
   F. Sensory motor hunger.

3. Deprived drives.
   A. Desire to be with other persons.
   B. Desire for attention from other persons.
   C. Desire for praise and approval.
   D. Desire to be a cause.
   E. Desire for mastery.
   F. Desire to maintain the self.
   G. Desire for security and protection
   H. Desire for affection, tenderness, intimacy, sense of belonging.
   I. Curiosity (reaching, grasping, manipulation, explanation).

Educational Philosophy

In considering the philosophy back of educational theory and psychology, it is well to understand that there are two distinct schools of educational philosophy. One is composed largely of the followers of John Dewey, and known largely under the title of Progressive Education and understood principally through pragmatism and naturalism. The other is Essentialism or Traditionalism and is understood principally through idealism.

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35 Louis P. Thorpe, Psychological Foundations of Personality, p. 209.
and scholastic realism. Scholastic realism, which perhaps expresses essentialism more clearly than idealism, is the official philosophy of the Catholic Church, and its parochial school system. It takes its name, scholasticism, from the famous medieval school men, pre-eminently Thomas Aquinas, who did so much to develop it as a system. Of course, one should keep in mind that the transition from Progressive Education to Essentialism is not necessarily an abrupt one. Both philosophies have right and left wings. For example, among the naturalists there is a group with essentialist sympathies.

First, taking up Progressive Education with reference to pragmatism, one finds that pragmatism means judging truth by the results and concepts by the difference their being true makes. Pragmatism will be discussed with reference to freedom, the influence of individuality on curriculum and methods, and social implications.

Mental as well as physical freedom is stressed. Brubacher states:

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37 Ibid., p. 345.

38 Ibid., p. 337.

Dewey's most significant contribution to education lies in his insistence that the pragmatic test, and experimental attitude are as much the test and attitude of effective and progressive thought with children as with mature philosophers. Kilpatrick has popularized this idea for teachers.40

Individuality influences the curriculum and methods. Individual differences is one of the ways through which emergent evolution works. Progress means change, has no final or fixed value, is specific, and occurs if desired ends are achieved. Novelty is set down as genuine. Stress is laid on the cultivation of individual differences for self realization, and as a social source; therefore, pupil interest becomes the core of educational value theory. This interest reveals purpose and is not whimsical. It is the guide for selection of the materials of the curriculum and is also the means of motivating the curriculum.41 External discipline is discarded for this. An individual gets his best discipline from working with an interested will along lines that fit his ability. The progressive educator has no fixed aims or values in advance. As Brubacher expresses this phase of philosophy:

No way to education is the true way; rather it becomes true. To the pragmatist truth is to be conceived dynamically. Verification is not just figuratively, but literally truth making.42

Because of this experimental attitude regarding learning, pupils and teachers are challenged to think their way out.43 In the

40 Doughton, op. cit., p. 236.
41 Brubacher, op. cit., pp. 327-328.
42 Ibid., p. 329.
43 Ibid., p. 53.
real curriculum, children draw from the past to help solve their problems. The curriculum is life and action. No longer can a person know a thing, but not be able to do it; no longer can a person separate knowledge and efficiency. Information is knowledge only when it can be used in solving a particular problem.

The pragmatist rates the social highly. Democracy is significant as a social aspect. The critical point is the way society is organized for sharing. The freer this sharing, the greater the democracy; the greater the democracy the greater the educational opportunity. So, there is a great dependence of democracy on education; education and democracy go hand in hand. Individuality does not conflict with any social implication. The greater the individual differences, the greater the social interdependence and the sharing. Therefore, progressive education does not approve of any barriers to easy interchange of different cultural viewpoints such as the lack of pupil-teacher sharing, separate high schools for vocational and college preparation, and separation of the sexes. The ultimate aim of progressive moral and religious education is social orientation. Progressive education demands the use of intelligence and experiment concerning moral and religious education. The pragmatist recommends this wholeness of viewpoint as a way to assist in the learning activities of the school, the

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44 Ibid., pp. 70-71.  
46 Ibid.
community and the home. Educational philosophy is to be applied pragmatically.47

Naturalism sprang from the naturalism of Rosseau, and many prefer to let it remain naturalism in spite of the dressed-up name of pragmatism. The naturalist believes in the lack of reality of the supernatural. Educational philosophy does not need to consider supernatural concepts. The energistic and materialistic qualities of ultimate reality are stressed. The naturalist also believes in the goodness of nature. Rosseau was responsible for establishing the idea that the child's nature is good rather than fallen. The implication is that human nature develops according to laws; the educator must discover these laws, and he must help instead of interfere with their action. The child study movement originated from Rosseau's philosophy, and "Whatever is, is all right" was concluded from this. The needs of the child, or pupil, as discovered from child or adolescent psychology, should become the objectives of the school.48 A bill of rights for children matches a bill of rights of men. Sometimes inhibitions of taboos are rejected as unnatural. The natural state is freedom. While self restraint and discipline are worth while, self expression is the more positive virtue.49

Bode says: "The progressive school is a place where

47 Ibid., pp. 331-332.
48 Ibid., p. 332.
49 Doughton, op. cit., pp. 312-313.
children go, not primarily to learn, but to carry on a way of life.\textsuperscript{50} If a child lives well in the present, he will be as well prepared as he can for whatever the future has in store. Naturalism emphasizes the naturalness and nature aspect of religion. Brubacher states with reference to the naturalist "God is eminent in nature, and nature is His temple of worship."\textsuperscript{51}

Scholastic realism will cover the discussion on Essentialism. Scholastic realism upholds the belief that the original nature of man is to be suppressed or subordinated to the spiritual or supernatural. His own interests and powers are not given first consideration.\textsuperscript{52} As the educator has definite educational objectives, the curriculum is made out in advance and it is the duty of the teacher to indoctrinate. The curriculum takes precedence over interest even though interest is desirable. The only change that is recognized as necessary is that which enables man to progress toward his final or supernatural destiny. Freedom is only the outcome of education; education should give one more ability to choose between right and wrong. Knowing and cognition is the primary function of mind. Truth and goodness are eternal; learning does not alter truth. As truth and goodness are not always the same, the educator must know goodness. Man's original nature is evil or fallen, and it is by education that one rises from this state toward spiritual


\textsuperscript{51}Brubacher, \textit{op. cit.}, p. 335.

\textsuperscript{52}Leighton, \textit{op. cit.}, p. 141.
perfection. Though individual differences are cultivated to some extent, the real value of the individual is his immortal soul. The final end of religion is immortal life.\textsuperscript{53}

The scholastic realism of essentialism brings out the philosophy back of our past and in some cases presents consideration of marital relations, especially that phase dealing with the sexual factors. Of course, sexual taboos go back to primitive man and his practices. He believed in the supernatural and that many things related to or of a sexual nature were unclean. The sexual taboos, the suppression of sexual information, knowledge, and discussion, the upholding of celibacy as an ideal, and the segregation of boys and girls become more understandable in the light of the philosophy that man's nature is fallen, that the ideal, or supernatural state is the ideal toward which he must strive. To the essentialists, sex, which makes the division of men and women, is the essence of materialism or humanity. Only the immortal soul should count; sex should be suppressed as much as possible, even though some of it must exist as a necessary evil.

On the other hand, progressive education through naturalism stresses the good rather than the fallen nature of man, the needs of childhood and the natural state of freedom; and through pragmatism, stresses mental as well as physical freedom for pupils as well as teachers, the influence of

\textsuperscript{53}Brubacher, \textit{op. cit.}, pp. 346, 348-350.
individuality on the curriculum which is based on pupils' interests and purposes with no fixed aims and which is dynamic and vital, and social orientation based on democratic sharing opposing such barriers as the segregation of sexes, or separate high schools for vocational and cultural education. This philosophy is back of many of the educational changes in schools and communities and the efforts of educators to bring about many more such changes. These include sex education, parent education, child study groups, stressing child psychology, including boys as well as girls in home economics classes, dynamic curricula that meet the needs and interests of the boys and girls at the present time, birth control clinics, efforts to control social diseases, and even courses dealing with marital relations. Much has been done to improve the mental attitudes of boys and girls for marriage, but much more still needs to be done positively by way of placing marital relations on a higher level. Rousseau's philosophy that human nature is good rather than fallen is an excellent basis for this.

Summary
Integration is the name for successful interacting as shown by the following:

A. The human organism is so interconnected, that what happens to one part of it usually brings about change in the other part.

B. Our response to any stimulus is not fixed and
mechanical, not a response of an isolated stimulus, but is dependent on what the stimulus means to us.

C. Integration is not essentially an achievement which has been learned. Early activities show integration. Experience may modify, extend, or improve integration.

D. Each behavior of a person represents an integration which has been influenced by many factors over his whole life period. People behave characteristically.

E. The deep conflicts of the more or less integrated culture within which we develop show in both social and individual maladjustment.

F. Feeling is integrating, emotion disintegrating.

Boys and girls to meet life successfully need integrated personalities. The needs are:

A. Biological and physiological needs.

1. Physical materials and conditions.
   a. Air.
   b. Food.
   c. Clothing and shelter.

2. Rhythm of activity and rest.

3. Normal sexual activity—continued thwarting tends to produce an unstable or disintegrating behavior effect.

4. Heredity—environment can give no new qualities, just reveal or suppress.

B. Social needs.
1. Affection.
   a. In the home.
   b. At school.
   c. In all other social groups.
   d. With individuals of the opposite sex at adolescence.

   The value of affection is in the security it gives. Too much affection does not give freedom for development. The harmful effects of this is especially noticeable during adolescence. One must have knowledge of the stages of development to understand why the change from childhood to adolescence is so difficult in many cases. Children need to make the transition to the father early for the sake of future adjustments. Girls especially need to do this in order to establish their patterns of affectionate relationships to the opposite sex. Many parents, especially the mother, because of lack of proper adjustment and understanding, hold their children too close for adequate development during adolescence. Teachers often fail to give the affection and understanding pupils need. Schools and teachers are guilty of innumerable practices that cause pupils loss of standing and
affection with groups. An improvement could and should be made here in the school policy. All evidence seems to point to the necessity of stable affection as a basis for normal integrating growth.

2. Living harmoniously with authority.

3. Belonging and likeness to others.

C. Self needs.

1. Increasing self direction.

2. Harmony and contact with reality, values and attitudes.

A person builds up his own directive systems of attitudes, meanings, thoughts, and values in living with external reality. This is necessary in order to attain a sense of security. Upon these attitudes and meanings will depend a person's harmony with reality. It is this harmony that is responsible for balance and stability. The organism will operate most efficiently in a circumscribed reality in which it can perform successfully.

3. Skill in generalizations.


5. A fair balance between success and failure.

Success is continuing more intelligently the process of interactive adjusting. Success
calls for integration, and integration calls for success. As stated at the beginning, integration is the name for the process of intelligent interacting. To guide children to make their behavior increasingly intelligent by acting upon better and better thinking is the educational responsibility. Young children should not be exposed to failure. They should be worked with positively toward success. They are thus better prepared to meet problems of later life. Only integrated adults can deal with failures positively. Success is far more integrating to any individual than failure. Failure can become integrating only when one is capable of re-interpreting it in a positive way toward success. The personality and character one develops depend upon success in maintaining, and improving integration. Integrated mature personalities are important in insuring marital success, and success in marriage is important in insuring the maintenance and improvement of integration.

6. Attaining selfhood or individuality.

An outstanding need of adolescence is for the school to guide in emancipation of childhood ties with home and parents, for the sake of heterosexual development, and future
married happiness. The school can meet this need by:

A. Taking up each student's problems in so far as possible directly with him.

B. Encouraging the parents to become more active in school life on a newer, and more objective basis.

C. Using all possibilities for furthering real co-education of adolescents, especially the neglected classroom.

D. Providing teachers who have made a psychological adjustment to the opposite sex, and whose attitudes and insights fit them to play their part adequately in the heterosexual adjustments of their pupils.

E. Realizing that the most important function of the secondary school in connection with sex education lies in offering the adolescent opportunities to work out his identification with his own sex, and his relationship with members of the opposite sex.

All of the social life of the school is sex education in its most fundamental sense.

The school should base its curriculum on the needs of adolescents. The curriculum should be dynamic and vital, and should guide the students in successful, healthful, happy personal living in their homes and community. The test lies in the integrating effect upon behavior. Adolescent community interest and participation in a broad
sense is necessary to save democracy, prevent fascism, and cause full integration of personality. Community enterprises and organizations do not encourage this as they should. Schools must be careful not to burden youth with too many enterprises, and to carefully select those the students carry out. The efforts to change conditions which prevent the growth of intelligent behavior in children should be shared by children whenever this will promote their integration.

The philosophy back of this type of curriculum is the progressive education of John Dewey, understood principally through pragmatism and naturalism. Naturalism implies the good, rather than the fallen nature of man, the needs of children, and the natural state of freedom. Pragmatism stresses mental as well as physical freedom of pupils and teachers, individuality, pupil interest, and social orientation opposing such barriers as segregation of sexes. The health, happiness, and development of youth is the pragmatic test applied to the curriculum worked out by pupil and teacher. The old, old curriculum was backed by the scholastic realism of essentialism, which stressed the supernatural, the belief that man's original nature is fallen, that one should strive toward the supernatural or ideal state. It upheld the sexual taboos, celibacy, the segregation of the sexes, fixed curricula, and indoctrination.
CHAPTER III

DATA FROM THE INTERESTS OF INDIVIDUALS CONCERNED

Many of these data come from two outstanding investigations. The first one considered in this chapter was summarized in an article in School and Society, and was conducted by the United States Public Health Service, while revising the sex education manual for teachers in the secondary schools.

Educators from all parts of the country were consulted, and conferences were held with many. Besides, material was received from boys and girls of secondary schools which reveals the important problems of adolescents, and the questions that interest adolescents most.

In a technical high school and four junior high schools, in a California city, about 540 girls and boys answered anonymously questions concerning a completed biology course. Seventy-five per cent replied that reproduction and sex hygiene or study concerning the human body had been the most helpful part of the course. Ninety-four per cent said that the course had given them ideals that would be valuable to them in their social relations, in the selection of a mate for marriage, and in their future home.¹

The boys of a junior high school in a Pennsylvania oil town were given an opportunity to write out anonymously any desired questions, after hearing a series of talks on sex hygiene. Almost half of the questions were blunt ones concerning the biological aspects of sex and reproduction. The point of view was universal as well as personal. These included the mention of venereal diseases nineteen times. There were eighteen additional questions on masturbation, rape, homosexuality, sadism, etc. There were also twenty-two questions dealing with social aspects on kissing, necking, drinking, smoking, negro-white mating, nudist colonies, and prostitution. The following questions, and others not included, show these boys to be uninformed and culturally backward:

After somebody else gets the syphilis from you, does it leave you, or does it stay with you? Is there anything wrong with kissing? If so, what is it?
How can we find out the better words to use if we find it necessary to talk about such things?
How do you go about asking your wife if you would like to have some children in the family?

There seems to be evidence of rough, hard-boiled youngsters in this school. The questions below illustrate this:

Will it really hurt anything if a boy and girl have sex relations if the boy wears a safety and neither have any diseases?
Is it wise to use a safety more than once?
How can a boy tell when a girl wants or doesn't want sexual intercourse?
Can you have sexual intercourse without giving the girl a baby?

The following questions were from other boys--equally

\[\text{Ibid.}, \ p. \ 220.\]
naive:

What is the time for doing the sex stuff before you are married?
Will boys be sent to prison if caught in sexual intercourse?\(^3\)

There are also questions at the junior college level. Of sixty questions asked by young women in a junior college in a prosperous Western city, thirty-one had to do with various phases of courtship and marriage, as illustrated below:

How can a girl avoid attentions or expressions of feeling which she had rather not receive without seeming to be a prude or giving offense to a boy?
Why is it boys expect you to neck with them when you go out? I know that I certainly haven't encouraged them. . . . I met only a few who really go out for a good time, and I know we really enjoy each other's company much more.
Do you think a wife should have children because her husband likes children, if she does not even care for children at all?
When a couple are married is it right for each of them to go out with another man or woman just so they will not get bored with each other's company?

Great range in general or social sophistication is shown by the following questions:

What does maternity mean?
Should you discuss having children before you are married?
Talking about birth control, where can a girl go to find out information about herself if she is shy or does not have money enough for a physician? Physiology in school does not seem to be enough--does not give enough about birth, etc. in a year. I think there should be some subject or course that is frank . . . not held back by laws.\(^4\)

Trade school girls of a Mid-western city furnished ninety-five anonymous questions on scraps of paper. These showed different kinds of concern. Twenty per cent were on menstruation.

\(^3\)Ibid., p. 221. \(^4\)Ibid.
thirty-one per cent on perspiration, pimples, skin, and hair, eighteen per cent on social conduct (petting), and fourteen per cent on miscellaneous health problems, including sexual relationships and disease. However the question that was most prevalent among the girls was: "How may one cultivate the habits that might cause one to have boy friends?"

Judging by writing and spelling this group represents the most ignorant of information groups. However, the questions, though elementary, are not so different from those asked by boys, by mixed groups, or by junior college girls. The following is an example:

Are people like dogs? Do they mate while in the administrative period? I have heard people are not supposed to have contact during a woman's administrative period. Why?

Other material examined included preliminary summaries of returns from 20,000 questionnaires to boys and girls in twenty-five cities by a committee of the Department of Health, Physical Education, and Recreation of the N. E. A., and the result of a classroom experiment at the University High School of the Colorado State College of Education. There were two demands:

1. Large proportion of problems dealing with sex.
2. Relationship of individual to group in terms of generally recognized values.

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5 Ibid., p. 221.
6 Ibid., p. 222.
The last information group listed comes from college seniors. The seniors of 105 colleges cooperated in a study in the criticizing of their hygiene and physiology courses and instruction received in both high school and college. Most of the complaints of omission, and suggestions for additions, concerned sex education. The following are examples:

Sex knowledge should be learned in the school, and not in the street.
A thorough course in hygiene, would I believe, cut down the number of forced high school marriages.
More good information on sex should be given in high school. Too many girls go through college with a horror of married life and sexual relationships.
The only reference made in college to sex hygiene was in the form of description of the bad results of venereal infections--giving a distorted and unreal picture of the whole sex problem.
The difference of the sexes and questions pertaining thereto were adroitly evaded, but with the unhappy result that the question of sex was even more intriguing to the average student (myself included) than it would have been had it been presented with tact, finesse, and understanding. Most often young boys and girls acquire knowledge about sex not too early, but rather from sources which give them the wrong slant on the subject.
The discussion of sex should be elevated from the corner curbstone to the high school and college classrooms. It should be discussed frankly and not in subdued tones as an almost tabooed thing. Venereal diseases, and misinformation are too prevalent for us to think that only the lower strata of society are lacking knowledge. Do something about it please.7

Oliver M. Butterfield's Love Problems of Adolescence, a 1939 Columbia University thesis, is a splendid example of what can be done to find the interests and needs of young people and furnishes some of the best data for this thesis.

7Ibid.
These 1169 young people, thirteen to twenty-five years of age were in twenty-four groups. These groups were principally religious protestant summer camps, local parish societies, and college associations. Eleven of the groups were special ones for the discussion of boy and girl relations, while thirteen were group meetings of societies. There were also five supplementary check groups of 328 young people. The results of the check groups followed closely with the original study. Many of the problems were put on blank cards by students before the discussion began. Spontaneous questions followed in the discussions and in private interviews. Check lists were used to record the frequency of the problem. In the thirteen spontaneous groups, forty-two per cent of the adolescents presented problems for discussion.

The questions of these young people reveal that most of their perplexities are due to ignorance of sex hygiene and human biology, especially those phases dealing with sex and the emotional processes. Many studies in this field reveal the close relation between ignorance of elementary sexual knowledge and social and personal maladjustment. The studies of Hamilton and Davis record a much higher degree of marital adjustment and happiness for those persons who had adequate sexual guidance before marriage than those who did not.

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8 Oliver M. Butterfield, Love Problems of Adolescence, p. 181.

9 Ibid., p. 56.
Forty-eight per cent of ninety-five high school boys and girls said that their parents had given them no sexual guidance, directly or indirectly. This coincides with the reports for the White House Conference in 1930 by Burgess and his assistants. Public school adolescents gave the following report concerning the first source of sex information:

Parents—a little over 50 per cent.
Teacher, minister, or other adult—10 per cent.
Reading—very few.
Other children—25 to 29 per cent.

Those problems having to do with personal intimacy, the significance of boy and girl affections, and satisfactory relations with members of the opposite sex are the most frequent. Table 1 shows the frequency of major problems.

The following questions from Butterfield's work deal with sex:

What do you call committing adultery?
How do you think a fellow should find out about sex life? Who should tell him?
At what age does sexual intercourse become serious?
Can a brother and sister get a baby?
How old should a class of Sunday School boys be to discuss sex matters?
Why don't they teach more about sex and social relations in schools?
What physical attractions in man or woman attract the other sex?
How does a fellow know if he is physically able to have children? Do you have to have an examination; if so where?

10 Ibid., p. 148.  
11 Ibid.
TABLE 1
INTERESTS IN VARIOUS LOVE PROBLEMS AS RECORDED ON CHECK LISTS*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problem</th>
<th>Table</th>
<th>Numbers</th>
<th>Persons</th>
<th>Per Cent Average</th>
<th>Interest Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When is petting right and when wrong?</td>
<td>V</td>
<td>14</td>
<td>552</td>
<td>44</td>
<td>8-89</td>
</tr>
<tr>
<td>2.</td>
<td>Kissing an un-engaged girl</td>
<td>IV</td>
<td>8</td>
<td>399</td>
<td>40</td>
<td>7-57</td>
</tr>
<tr>
<td>3.</td>
<td>What is true love?</td>
<td>IX</td>
<td>11</td>
<td>369</td>
<td>39</td>
<td>8-55</td>
</tr>
<tr>
<td>4.</td>
<td>Girl-made dates</td>
<td>III</td>
<td>8</td>
<td>335</td>
<td>24</td>
<td>6-34</td>
</tr>
<tr>
<td>5.</td>
<td>Friendships that become too serious</td>
<td>VI</td>
<td>8</td>
<td>284</td>
<td>23</td>
<td>0-49</td>
</tr>
<tr>
<td>7.</td>
<td>Engaged petting</td>
<td>XX</td>
<td>11</td>
<td>369</td>
<td>22</td>
<td>7-40</td>
</tr>
<tr>
<td>8.</td>
<td>Trial marriage</td>
<td>XXI</td>
<td>9</td>
<td>288</td>
<td>22</td>
<td>0-77</td>
</tr>
<tr>
<td>9.</td>
<td>Long engagement</td>
<td>XIX</td>
<td>10</td>
<td>324</td>
<td>21</td>
<td>0-34</td>
</tr>
<tr>
<td>10.</td>
<td>&quot;Two-timers&quot;</td>
<td>VII</td>
<td>8</td>
<td>399</td>
<td>20</td>
<td>2-32</td>
</tr>
<tr>
<td>11.</td>
<td>Blind dates, pick-up dates</td>
<td>II</td>
<td>14</td>
<td>552</td>
<td>18</td>
<td>1-47</td>
</tr>
<tr>
<td>12.</td>
<td>Birth control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Proper age differences</td>
<td>XI</td>
<td>10</td>
<td>425</td>
<td>13</td>
<td>2-22</td>
</tr>
<tr>
<td>14.</td>
<td>Educational differences</td>
<td>XIII</td>
<td>7</td>
<td>231</td>
<td>13</td>
<td>7-22</td>
</tr>
<tr>
<td>15.</td>
<td>How to break off engagements</td>
<td>XXII</td>
<td>10</td>
<td>328</td>
<td>10</td>
<td>0-21</td>
</tr>
</tbody>
</table>

*Oliver M. Butterfield, Love Problems of Adolescence, p. 182.
What is the usual age for the completion of the growth of sex organs?
Are the glands of the female the same as those of the male?
What do a man and woman have to do to get a baby?
How can one control sex desire?
Is passion good or bad?
How control one's train of thought?
What is the feeling of girls?
What about sex stimulations?
How to handle one's self when het up?\textsuperscript{12}

Next follow some questions dealing with pre-marital sexual relationships:

Why should not young people feel free to indulge in sex relations before marriage if they know safe contraceptive methods?
Do not sexual experiences make me more a man of the world?
How about a couple in love who see not chance to marry for years? What shall they do about the normal sexual urge?
When young people are really in love with each other, but cannot marry for economic reasons, is it more harmful for them to follow their impulses and risk social disapproval, or to be constantly frustrated and quarrel with each other, or even break up and lose a relationship which means everything to them?
If an engaged couple knows a good birth control method is it all right for them to test out their sexual compatibility before marriage?\textsuperscript{13}

Butterfield is of the opinion that most incidents of pre-marital sexual indulgence in intercourse can be attributed to the ignorant and impulsive type.

This last group of questions are concerned with the perplexities of marriage. A majority of the spontaneous questions are concerned with the sexual aspects of marriage. This of course was due to lack of sexual guidance and information, and a culture that suppresses taboos. In private conferences,

\textsuperscript{12}Ibid., pp. 56-57. \hspace{1cm} \textsuperscript{13}Ibid., p. 136.
girls repeatedly asked what to expect the first night of marriage, and if the first sexual experiences of marriage are pleasant.14

Questions concerning marriage perplexities follow:

Should husbands and wives think they own each other? Do married people feel tired of each other at some time in their married lives? Is it true that when married men get to be around fifty, they tend to lose interest in their wives, and look around for younger women? What about the boy friends of the bride, and the girl friends of the groom after marriage? Should husband and wife tell? What is the safest contraceptive? Is birth control right?

To what extent does the knowledge of preventatives as taught in many of our sex books, encourage looseness between boys and girls?

I should like to have a discussion of birth control as to different social classes in America. Seventeen per cent to nineteen per cent interested in question in various groups.

What are the sex relations in marriage, and how is respect maintained between husband and wife? This question was by a fifteen year old boy.

Are sex relations in marriage painful and disagreeable to the woman or should she be expected to enjoy them as does the man? My mother and sister have painted a rather dismal picture of life for me. I'm still a virgin, but the gang I run with tease me terribly about it. I may decide to indulge some day. If I did, what harm might it do? Is the girl sick a few days afterwards? Does it relieve the tension?

What are the physical aspects of marriage? In married life should the sexual impulse come from the man or the woman?

What is the frequency of sexual relations in marriage? What would be considered over indulgence or too frequent indulgence in marriage?

Are twin beds desirable in marriage? What is done on the wedding night? What is it that is sacred on the wedding night? How do couples start? Aren't they bashful? Should a married woman wear pajamas, a night gown, or nothing?

14 Ibid., p. 137.
Where does a girl dress on her wedding night when preparing to go to bed? I'd like to know how to act on my wedding night.\(^\text{15}\)

In January, 1940, during a class period of a Teachers College education class the class was asked to hand in questions or blanks dealing with sex, marriage, or a course on marital relations. Sixteen questions (one blank included) were turned over to the author. The questions follow:

**Dealing with course or instruction.**--

"How far into the subject should you go?"

"What information should be given to a junior high school group about venereal diseases?"

"When should sex education begin—what age, or grade?"

"How much time should such a course be given?"

"In what class should sex education be taught, and how should it be conducted?"

"How would such a course be introduced?"

"Why does not a teacher's college of this size offer a course in sex education?" (It does.)

**Concerning teachers.**--

"How will these teachers be prepared to teach their subject? Every one says the teacher should be prepared, but how?"

**Dealing with birth control.**--

"There are thousands of books about birth control, but none tell any birth control measures or practices. Where

and how can information be had which gives methods of birth control which are most accurate?"

"What can be done when a boy and girl of twenty-one years are truly in love and want to be married, and to enjoy each other, but they can not because of financial difficulties?"

On happy marriage.--

"What should young couples do before marriage to insure a more happy marriage life?"

"What are the main causes of unhappy marriages?"

On jealousy.--

"Are women more jealous than men?"

On courting (and petting must be what is meant).--

"What is heavy courting? How far should one go on a date?"

The problems handed in by members of Education 544 during a class in January 1940, totaled thirty-two including seventeen on finances or job lead and fifteen on love, marriage, and sex. Most of the members were not married.

Summary

Adolescents evince an interest in:

A. Boy and girl relationships.

1. Grooming, appearance, and manners in relation to popularity and success, including the personal physical problems of menstruation, perspiration, and care of skin.
2. Long engagements and the manner of breaking engagements.
3. Questions dealing with mate selection.
4. The advisability and technique of premarital sexual intercourse, generally speaking, and as a form of trial marriage, and venereal diseases in relation to this.
5. Petting, and heavy petting for engaged or other couples.
7. Two-timers.
8. The breaking and making of serious friendships.
9. Love.
10. What engaged couples should discuss and courses dealing with marital relations.
12. Connection of birth control with promiscuity and pre-marital sexual relations.

B. Sex, and sex education in church and school.
1. About half of the questions of the boys of a junior high school in a Pennsylvania oil town dealt directly with sex and reproduction. Those dealing with venereal diseases are mentioned nineteen times.
2. The returns of 20,000 questionnaires show large proportion of problems dealing with sex.
3. Adultery.
4. Former boy friends of the wife, and girl friends of the husband.
5. Birth control.
6. Maintaining marital happiness and love.
7. Children.

Boy and girl relationships and marital problems rank with the economic in the interest of adolescents. They show a need for:

A. Adequate sex education. In Group 3 of Butterfield's study 48 per cent of 95 high school boys and girls reported that their parents had given them no form of sexual guidance. This corresponds with the report of the White House Conference of 1930 by Burgess and his assistants.

B. Guidance in heterosexual and social adjustment.

Returns from 20,000 questionnaires from twenty-five United States cities, and an experiment in the University High School of the Colorado State College of Education show as one of the two outstanding demands, the relationship of the individual to the group in terms of generally recognized values.

C. Guidance in present and future family life.

They show a desire for, and an interest in, adequate courses on marital relations.

A. Of 540 junior high school boys and girls from a
technical high school, and four junior high schools of California, 75% agreed that the part of a biology course that dealt with the human body, sex hygiene, and reproduction was the most helpful. Ninety-four per cent said that this course had given them ideals that would be of value to them socially, in the selection of a mate, and in establishing a home. Ninety-six per cent believed that all boys and girls should take such a course.

B. Thirty-one of the sixty questions by girls in a junior college.

C. Questions and statements show that students of both high school and college levels find present physiology and hygiene courses inadequate. The criticism of seniors in 105 colleges of physiology and hygiene courses in high schools and colleges was that there was a great need for adequate material and methods regarding sex education. Present courses omitted too much. Sex needs elevating.

D. Many in the two education classes at Teachers College, Denton, were interested in the organization and the problems of organization of such a course.
CHAPTER IV

MEDICAL, CLINICAL, AND SCIENTIFIC
RESEARCH DATA

In this chapter many of the factors that make for happiness and success or unhappiness and failure in marital relations will be presented principally from the studies and works of Dickinson, Hamilton, Davis, and Terman. Other medical and clinical authorities will be given. The following outline will be used:

- Marriage and Happiness
- Divorce
- Birth Control
- Parenthood and Marriage
- Venereal Diseases
- Techniques and Marital Happiness

Marriage and Happiness

The monogamous family life is considered the fundamental social unit, and happiness in this family life is necessary for the adequate development of adolescents. Happiness in this type of family life will depend on the husband's and wife's conceptions of happiness,¹ and upon the happiness of the

¹Katharine Bement Davis, Factors in the Sex Life of Twenty-two Hundred Women, p. 33.
individuals who compose it.

Community life of the sexes in youth—a real sharing and understanding of each other in class work, recreation, and social enterprises—should certainly produce more harmonious ideals of happiness. By living in a class where feminine and masculine aspects of marital relations are presented, adolescents have the opportunity to analyze the how and why of marriage success or failure. This should result in happier marriages.

This division will include data from studies that stress happiness in relation to marriage. The works of Davis, Terman, and Dickinson appear to be outstanding in this field.

The 1000 married women of the Davis study are homogeneous and above the average in education. A more representative cross section of American women would have presented a greater difference in married happiness standards. The following tabulation shows the results regarding the happiness question:

- 12 did not answer
- 872 answered distinctly happy
- 116 answered unhappy or partially unhappy
- 1000 total

In response to the question, "If not happy, why?":

- 6 did not answer
- 88 gave one reason
- 20 gave two reasons each
- 2 gave three reasons each
- 116 total

Davis found the following items to be true for the group


\[2^{\text{Ibid.}, \ p. \ 39.}\]  \[2^{\text{aIbid.}}\]
she studied:

1. Sex education or preparation was correlated with married happiness, and with the pleasure and harmony of the sexual relation as it was experienced.
   a. If the first experience was attractive, there was a greater chance for happiness.
   b. Four times as many of the happy as the unhappy groups found sex relations pleasurable during their whole married life.
   c. In the unhappy group four times as many found them distasteful as in the happy group.

   (See Table 2)

2. The equality of sex drive of husband and wife was related to happiness.
   a. Happiness seems to have an even chance if the husband's intensity and frequency of desire is more than that of the wife. About fifty per cent or more of the happy and unhappy divisions are in this class.
   b. The greatest chance for happiness is when the sex drive of husband and wife are almost the same.
   c. The least chance of happiness is when the sex drive of the wife is greater than the husband's.

   (See Table 3)
TABLE 2

CORRELATION: PREPARATION FOR THE SEX SIDE OF MARRIED LIFE AND THE WAY IN WHICH IT CAME INTO EXPERIENCE*

<table>
<thead>
<tr>
<th>Reply</th>
<th>Instructed</th>
<th>Uninstructed</th>
<th>Unanswered as to Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entire 1000</td>
<td>Entire 1000</td>
<td>Entire 1000</td>
</tr>
<tr>
<td></td>
<td>Happy 872</td>
<td>Happy 872</td>
<td>Happy 872</td>
</tr>
<tr>
<td></td>
<td>Unhappy 116</td>
<td>Unhappy 116</td>
<td>Unhappy 116</td>
</tr>
<tr>
<td>Attracted</td>
<td>283</td>
<td>147</td>
<td>--</td>
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<td>3</td>
</tr>
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<td></td>
<td>16</td>
<td>11</td>
<td>--</td>
</tr>
<tr>
<td>Both</td>
<td>26</td>
<td>8</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>5</td>
<td>3</td>
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<tr>
<td>Neither</td>
<td>120</td>
<td>101</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>106</td>
<td>83</td>
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<tr>
<td></td>
<td>13</td>
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</tr>
<tr>
<td>Total</td>
<td>521</td>
<td>401</td>
<td>--</td>
</tr>
<tr>
<td>Answered</td>
<td>473</td>
<td>330</td>
<td>4</td>
</tr>
<tr>
<td>Unanswered</td>
<td>43</td>
<td>67</td>
<td>3</td>
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<td></td>
<td>58</td>
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<td>37</td>
<td>--</td>
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<td>31</td>
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<td></td>
<td>7</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>554</td>
<td>438</td>
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<tr>
<td>Group</td>
<td>504</td>
<td>362</td>
<td>5</td>
</tr>
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<td></td>
<td>44</td>
<td>71</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>3</td>
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</tr>
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</table>

*Katharine Bement Davis, Factors in the Sex Life of Twenty-two Hundred Women, p. 70.*
<table>
<thead>
<tr>
<th></th>
<th>Instructed</th>
<th>Uninstructed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entire 1000</td>
<td>Happy 972</td>
</tr>
<tr>
<td>54.3</td>
<td>56.5</td>
<td>27.9</td>
</tr>
<tr>
<td>17.6</td>
<td>16.4</td>
<td>30.2</td>
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<td>4.7</td>
<td>4.4</td>
<td>11.6</td>
</tr>
<tr>
<td>23.0</td>
<td>22.4</td>
<td>30.2</td>
</tr>
<tr>
<td>99.6</td>
<td>99.9</td>
<td>99.9</td>
</tr>
<tr>
<td></td>
<td>--</td>
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</tr>
</tbody>
</table>

TABLE 2--CONTINUED
<table>
<thead>
<tr>
<th>Reply</th>
<th>Number</th>
<th></th>
<th>Percentages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entire</td>
<td>Happy</td>
<td>Un-Happy</td>
<td>Entire</td>
</tr>
<tr>
<td>Can not</td>
<td>25</td>
<td>13</td>
<td>12</td>
<td>2.5</td>
</tr>
<tr>
<td>compare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About the same</td>
<td>300</td>
<td>276</td>
<td>23</td>
<td>31.1</td>
</tr>
<tr>
<td>Husband's greater</td>
<td>600</td>
<td>532</td>
<td>59</td>
<td>62.2</td>
</tr>
<tr>
<td>Wife's greater</td>
<td>33</td>
<td>19</td>
<td>14</td>
<td>3.4</td>
</tr>
<tr>
<td>Indefinite &quot;Yes&quot;</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>.6</td>
</tr>
<tr>
<td>Total answered</td>
<td>964</td>
<td>842</td>
<td>112</td>
<td>99.8</td>
</tr>
<tr>
<td>Unanswered</td>
<td>36</td>
<td>30</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>Total Group</td>
<td>1000</td>
<td>872</td>
<td>116</td>
<td>--</td>
</tr>
</tbody>
</table>

*Katharine Bement Davis, *Factors in the Sex Life of Twenty-two Hundred Women*, p. 73.

**Of the twelve who failed to answer as to happiness, nine said husband's sex impulse was greater, one, impulses about the same; and two did not answer."
3. There was very little correlation shown between frequency of sex intercourse and happiness.

4. No relationship was shown between the use of contraceptives and happiness (See Table 4).

5. Abortion was about three times as great in the unhappy as in the happy group (See Table 5).

6. No relationship between happiness and intercourse during pregnancy was shown (See Table 6).

Other factors that are significant but not stressed as much as the above are:

1. Health before marriage, stability of health after marriage, and children are factors for happiness in the home.

2. Spooning, sex intercourse before marriage, and occupation of the woman outside of the home after marriage are factors of unhappiness in the home.

3. Of possible significance is the older age at the time of marriage of husband and wife in the happy groups, the greater recollection of sex feeling in girlhood in the unhappy than happy groups, and the great difference in age of the spouses where sex adjustments have not been made.³

Dickinson made a study of a number of his patients.

Included in the study were 820 women who were married and

³Ibid., pp. 59, 76-78.
TABLE 4
CORRELATION: USE OF CONTRACEPTIVES AND HAPPINESS OF MARRIED LIFE*

<table>
<thead>
<tr>
<th>Reply</th>
<th>Number</th>
<th></th>
<th></th>
<th>Percentages</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entire</td>
<td>Happy</td>
<td>Unhappy</td>
<td>Entire</td>
<td>Happy</td>
<td>Unhappy</td>
<td>Happy</td>
</tr>
<tr>
<td></td>
<td>1000</td>
<td>872</td>
<td>116</td>
<td>116</td>
<td>1000</td>
<td>872</td>
<td>116</td>
</tr>
<tr>
<td>Used</td>
<td>730</td>
<td>647</td>
<td>79</td>
<td>80</td>
<td>74.1</td>
<td>75.1</td>
<td>69.9</td>
</tr>
<tr>
<td>Did not use</td>
<td>225</td>
<td>214</td>
<td>34</td>
<td>34</td>
<td>25.8</td>
<td>24.8</td>
<td>30.0</td>
</tr>
<tr>
<td>Total answered</td>
<td>955</td>
<td>861</td>
<td>113</td>
<td>114</td>
<td>99.9</td>
<td>99.9</td>
<td>99.9</td>
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<tr>
<td>Unanswered</td>
<td>15</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total group</td>
<td>1000</td>
<td>872</td>
<td>116</td>
<td>116</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*Katharine Bement Davis, Factors in the Sex Life of Twenty-Two Hundred Women, p. 76.

TABLE 5
USE OF ABORTION AND HAPPINESS OF MARRIED LIFE*

<table>
<thead>
<tr>
<th>Reply</th>
<th>Number</th>
<th></th>
<th></th>
<th>Percentages</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entire</td>
<td>Happy</td>
<td>Unhappy</td>
<td>Entire</td>
<td>Happy</td>
<td>Unhappy</td>
<td>Happy</td>
</tr>
<tr>
<td></td>
<td>1000</td>
<td>872</td>
<td>116</td>
<td>116</td>
<td>1000</td>
<td>872</td>
<td>116</td>
</tr>
<tr>
<td>Used abortion</td>
<td>93</td>
<td>67</td>
<td>22</td>
<td>8</td>
<td>11.2</td>
<td>9.1</td>
<td>24.1</td>
</tr>
<tr>
<td>Did not use</td>
<td>733</td>
<td>658</td>
<td>69</td>
<td>90</td>
<td>88.8</td>
<td>90.9</td>
<td>75.9</td>
</tr>
<tr>
<td>Total answered</td>
<td>826</td>
<td>725</td>
<td>91</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Never pregnant</td>
<td>163</td>
<td>143</td>
<td>19</td>
<td>14</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Unanswered</td>
<td>11</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total group</td>
<td>1000</td>
<td>872</td>
<td>116</td>
<td>116</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*Katharine Bement Davis, Factors in the Sex Life of Twenty-Two Hundred Women, p. 77.

**Of the twelve who failed to answer as to happiness, four had used abortions; six had not; one did not answer; and one was never pregnant.
## TABLE 6

INTERCOURSE DURING PREGNANCY AND HAPPINESS OF MARRIED LIFE*

<table>
<thead>
<tr>
<th>Reply</th>
<th>Number</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td></td>
<td>Entire</td>
<td>Happy</td>
<td>Un-happy</td>
<td>Entire</td>
<td>Happy</td>
<td>Un-happy</td>
<td>Entire</td>
<td>Happy</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>1000</td>
<td>85</td>
<td>9</td>
<td>116</td>
<td>116</td>
<td></td>
<td>1000</td>
<td>872**</td>
</tr>
<tr>
<td><strong>Yes--entire period</strong></td>
<td>96</td>
<td>85</td>
<td>9</td>
<td>10</td>
<td>11.6</td>
<td>12.0</td>
<td>10.1</td>
<td>10.4</td>
</tr>
<tr>
<td><strong>Yes--part of period</strong>*</td>
<td>211</td>
<td>178</td>
<td>32</td>
<td>29</td>
<td>25.6</td>
<td>24.5</td>
<td>35.9</td>
<td>30.2</td>
</tr>
<tr>
<td><strong>Yes--unanswered as to time</strong></td>
<td>497</td>
<td>442</td>
<td>48</td>
<td>57</td>
<td>60.4</td>
<td>60.9</td>
<td>53.9</td>
<td>59.3</td>
</tr>
<tr>
<td><strong>Total answered</strong></td>
<td>822</td>
<td>723</td>
<td>89</td>
<td>96</td>
<td>99.7</td>
<td>99.8</td>
<td>99.9</td>
<td>99.9</td>
</tr>
<tr>
<td><strong>Never pregnant</strong></td>
<td>163</td>
<td>143</td>
<td>19</td>
<td>14</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Unanswered</strong></td>
<td>15</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>--</td>
<td>--</td>
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<td>--</td>
</tr>
<tr>
<td><strong>Total group</strong></td>
<td>1000</td>
<td>872**</td>
<td>116</td>
<td>116</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*Katharine Bement Davis, Factors in the Sex Life of Twenty-Two Hundred Women, p. 77.

**Of the twelve who failed to answer as to happiness, two said "no"; one said "yes" for entire period; seven "yes" for a part of the period; one was never pregnant; and one did not answer.

***Period varies from a few weeks to seven or eight months.
living with their husbands, 40 widows, 40 divorced or separated, and 200 added later as a control group. The 770 left of those living with husbands, after excluding 50 brides, were observed on many points. In answer to "Is the marriage sexually satisfactory?" no complaints were made by 365. Thirty said sometimes yes and sometimes no, and 375 willingly discussed complaints with Dickinson.

Such attitudes and decisions grow out of a characteristic sexual practice. Therefore, the ordinary data about sexual practice are observed:

1. Frequency of coitus:

   For 526, averages the familiar twice a week from widely ranging instances:

   16 per cent -- daily or oftener.
   11 per cent -- yearly or oftener.
   75 per cent -- at least once a week.
   23 per cent -- two or three times a week.

2. The habitual duration of intromission:

   12 per cent -- an instant.
   40 per cent -- under 5 minutes.
   34 per cent -- 5 to 10 minutes.
   17 per cent -- 15 to 20 minutes.
   9 per cent -- one-half hour or more.

3. The length of orgasm averages under fifteen seconds.

   The most frequent complaint in 310 reported cases is that the woman does not reach orgasm:
25% - never had orgasm with husband
14% - having it only rarely now

Correlated with habitual lack of orgasm is some negative feeling which eventually turns against coitus or intercourse, perhaps even against the husband in other aspects of marriage. In over 300 cases the attitudes toward coitus is counted:
102 times - positive (pleasant, agreeable, etc.)
227 times - negative (indifferent, dread, disgust, etc.)

These 227 cases show a lack of satisfaction that may be corrected with orgasm, or rather they may be corrected by technique.4

The sexual factors rank far ahead of any other complaints, so Dickinson gives his time and effort in trying to understand and adjust these factors. There is much evidence of fear at the root of this trouble. Women of various ages cannot get over shocks and accidents witnessed during childhood and the first experiences of marriage. Certain educational and religious backgrounds have aided the taboos of isolation, withdrawal, and fear. One hundred fourteen college graduates, wives of protestant ministers, Roman Catholics, and Jews, show 68% maladjustment to the 34% in the remaining 984 cases. Such small numbers may prove nothing, but they

do indicate that the more arduous the cultural taboos, the higher the percentage of sexual maladjustment. However, generally speaking, religious and educational guidance today does not tend toward as arduous taboos as in the past.  

There are various compensations for unsatisfactory coitus. A simple physical one is auto-erotism. At first glance it might be surprising to find that anatomical evidence for such existed in Dr. Dickinson's control groups and in his supposedly adjusted group, rather than in the mal-adjusted one. However, it may be that, as Dr. Long suggests, this practice, if not carried to the extreme, has helped in the solution of what might have been a problem to the supposedly adjusted group. Perhaps this is one reason why the supposedly adjusted groups have no complaints to make.

Other compensations that magnify the personality by extraordinary egotism, by material acquisition, and extravagance are indicated in about 250 cases. There are fewer inhibitions and shocks now, than formerly, due to present frankness, more freedom between the sexes, premarital instruction, technique after marriage, and knowledge of birth control. However, nothing like promiscuity is found among either men or women of the groups studied.

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5 Ibid., pp. 377-442.
6 Ibid., p. 442.
7 H. W. Long, Sane Sex Life and Sane Sex Living, pp. 126-127.
In this study, Dickinson shows that passion and frigidity are not conditions or factors in themselves, but rather the opposite sides of the same thing—sexual capacity. An organism in responding may express the sexual capacity in either form.8

The significant conclusions and recommendations for this study follow:

Conclusions:

A. The members of these case studies, and their husbands, were representatives of the urban educated class of American society and were socially normal. Generally speaking, the wives were in good health, but they needed the advice of an obstetrician or gynecologist.

B. Women have a capacity for sexual desire. The creativeness, destructive passion, or frigidity of this desire depend to a great degree upon their early life.

C. Sexual unity is necessary for marital unity, regardless of whether there are children.

D. The practice of sexual abstinence in marriage is, as a rule, impractical and questionable.

E. Satisfactory sexual relations have a significant relation to a woman's total or integrated personality. This satisfaction is highly dependent upon adequate knowledge and psychological as well as physical

8Dickinson and Beam, op. cit., pp. 443, 445.
technique. Experiment is necessary for the maintenance of perfection of physical technique. The difficulty of Dickinson's couples is lack of knowledge and adequacy of husband's technique and the failure to recognize sex as a part of truth or to unify sex and life.

6. Dickinson discovered that there is evidence that the sexual habit can be indexed automatically.

7. As a rule the sexual difficulties are not functional, but are due to emotional and mental conditions.

Recommendations:

Systematic study of successful and unsuccessful case histories is the one method, from the physician's point of view, for planning prevention and treatment of married maladjustment. Successful case studies might yield much positive data, and certainly has the sanction of latest educational theory.

In this study, though only 4 per cent actually divorced or separated, some difficulty was shown by about 50 per cent. This 50 per cent included 18 virgin wives from ignorance and one-sixth who had considerable persistent distress with coitus. Most of the maladjustments are preventable, and many can be relieved. 9

A program of prevention includes sex education of

9 Ibid., pp. 445-448.
all ages and adequate premarital examinations. In this study's comment on the 50 bride cases, we find that too much exaggeration and stress have been placed on the breaking of the hymen, which the physicians consider under proper treatment no more than a nick. Satisfactory results were obtained in the four bride cases where the hymen was out. This was principally because of the mental attitude. Premarital examinations where hymens are widened for painless entry and where assurance of safety and advice against over indulgence in the sexual act are given should result in splendid mental health and attitude.\footnote{10}

The medical profession faces the obligation of further research, more practical tests, and equipping physicians to hold marriage advice centers and to teach in their office chairs. The school is better equipped to reach the general public than the medical profession. Education should face the obligation to teach for successful marital relations in the professor's chair, and in the life of the school.

The pertinent findings and statements for the Terman study, dealing with the relationship between happiness scores and various factors--personality, background, sexual--of 2484 subjects, as carried out by a twelve page schedule or questionnaire in the most objective manner possible are:

The Marital Happiness Score.--As a whole, their happiness

\footnote{Ibid., pp. 75, 82, 448.}
score showed a marked tendency in the direction of high happiness. That most of them were a little above the average with regard to income, urban or semi-urban people of California, might have been a factor that helped. The happiness of one spouse is to a surprising degree independent of the other. This was a new and significant finding.

The Evidential Value of Complaints.--Seriousness as well as frequency of marital complaints was checked. It has been shown that some of the things most frequently complained of have little or no correlation with happiness scores. Some of the things rarely complained of are usually quite serious when present. The clearest example of this is the wife's slovenliness of appearance. The author thinks this method could be utilized to advantage in marital adjustment bureaus.

Personality Correlates of Marital Happiness.--Of the 233 personality test items, 140 show an appreciable degree of correlation with happiness scores of the couple. By studying subjects of high and low happiness, it has been possible to piece together descriptive pictures of the

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11 Ibid., p. 448.
12 Lewis Terman, Psychological Factors in Marital Happiness, pp. 366, 386.
13 Ibid., p. 373.
happy and unhappy temperaments. Though personalities, are certainly not the only determiners of marital happiness, the Terman investigation showed them to be of such importance as to call for further research including the clinical, as well as the statistical approach. Terman realized that if the personalities could have been checked before marriage, the study would have been more reliable. A study dealing with the stages of development or maturity of personality with relation to marital success should be worth while. 14

Background Correlates of Happiness.--

A. Background Factors Totally uncorrelated or insignificantly correlated with happiness scores:
   (All of these, especially 2 and 8, have been regarded by various writers as highly important.)
   1. Family income--correlation with happiness 0.
   2. Occupation.
   3. Amount of religious training.
   4. Presence or absence of children.
   5. Birth order.
   6. Number of opposite sex siblings.
   7. Adolescent popularity.
   8. Spouse differences in age and schooling. The happiest wives were four to ten years older

14 Ibid., pp. 369-370.
than husbands and the happiest husbands were ten or more years older than wives. Davis and Hamilton disagree but Hamilton's numbers are too small to be reliable, and Davis' figures agree with Terman's in indicating that ten or more years seniority of the husband is highly favorable to happiness.

Terman found no evidence to support the belief that higher education unfits women for love and marriage. He discredits the evidence presented by Dickinson because of the small numbers in this phase of the study. Dickinson's work covered a little later period than Terman's. It is possible that woman's freedom, and higher education are more generally accepted and understood and cause less conflict now than then by husbands, men, wives, and people at large, and that this may account in a measure for Terman's findings at this point. Too, lack of financial worry may have made it easier to overlook matters at this point. Education should, in the long run, produce happier and better conditions.  

B. Factors of Slight Importance:

1. Age at marriage.

2. Absolute amount of schooling.

\[15\] Ibid., pp. 187, 370.
3. Rated adequacy of sex instruction.
4. Sources of sex information.
5. Age of learning the origin of babies.
6. Number of siblings.
7. Circumstances of first meeting between the spouses.
8. Length of premarital acquaintance.
10. Attractiveness of opposite sex parent.
11. Amount of adolescent petting.
12. The wife's experience of sex shocks, or her age at first menstruation.

C. The background circumstances most predictable of marital happiness are: (maximum happiness correlation 4 and 5 points)
1. Superior happiness of parents.
2. Childhood happiness.
3. Lack of conflict with mother.
4. Home discipline that was firm, not harsh.
5. Strong attachment to the mother.
6. Strong attachment to the father.
7. Lack of conflict with father.
8. Parental frankness about matters of sex.
9. Infrequency and mildness of childhood punishment.
10. Premarital attitude toward sex that was free from disgust or aversion.

The person who passes on all ten of these items is
distinctly better than average marital risk. Any one of the ten of these appears from the data of this study to be more important than virginity at marriage.\textsuperscript{16}

Sex Factors in Marital Happiness.--

A. Factors emphasized by sexologist practically uncorrelated:

1. Reported and preferred frequency of intercourse.
2. Estimated duration of intercourse.
3. Husband's ability to control ejaculation.
4. Methods of contraceptives used.
5. Distrust of contraceptives.
6. Fear of pregnancy.
7. Degree of pain experienced by wife at first intercourse.
8. Wife's history of sex shock.
9. Rhythm in the wife's sexual desire.
10. Ability of wife to experience multiple orgasms.
11. Failure of the husband to be as dominant as the wife would like him to be in initiating or demanding intercourse.
12. Sex techniques--They may have immediate sexual returns but they exert no great bearing upon happiness scores. They seem to have no major correlation with conflict, separation, divorce.

\textsuperscript{16}Ibid., pp. 370-371.
regret of marriage, or with the wife’s ability to experience orgasm.

B. Reliably correlated for one spouse
1. For the wife, the amount of pleasure experienced at her first intercourse.
2. For the husband, (negatively) the wife’s tendency to prudishness or excessive modesty.

C. Markedly correlated
1. More likely symptoms than determiners.
   a. Number of sexual complaints.
   b. Rated degree of satisfaction from intercourse with spouse.
   c. Frequency with which intercourse is refused.
   d. Reaction of spouse who is refused.
   e. Frequency of desire for extra-marital intercourse.
2. Probable genuine determiners of happiness.
   a. The husband-wife difference in strength of sex drive.
      (1) This was measured by the ratio of actual and desired acts of coitus, and the rating of their relative passionateness.
      (2) Husband and wife equality or near equality of sex drive is an outstanding factor in happiness, even though it rates a little
less important than the first three important background factors of superior parental happiness, childhood happiness, and lack of conflict with mother.

b. First in importance--The wife's orgasm adequacy (a little higher than parental happiness).

(1) Mystery--even after extensive re-checking the cause of lack of orgasm or its connection with other things remained a mystery.

(2) Findings
(a) The bearing may be biological instead of psychological.
(b) The frankness and liberality of the 1930's has not appreciably resulted in any orgasm change in younger wives.
(c) The orgasm will probably never be established, if it is not established in the first year.  

Terman found this study to indicate that sexual factors are probably less important than the psychological. Couples who are psychologically well mated are likely to show surprising tolerance for things that are not satisfactory in their sexual relationships. The psychologically ill-mated show exaggeration instead of tolerance on sexual maladjustments.  

\[17^{\text{Ibid.}}, \text{p. 373.}\]
\[18^{\text{Ibid.}}\]
However, it is interesting to note that the factor, reported and preferred frequency of intercourse, is practically uncorrelated, yet it is one of the measures for one of the two most highly correlated sexual factors, the husband-wife difference in strength of sex drive. Also, the reaction of wife to the first intercourse is given almost no correlation, generally speaking, yet it is reliably correlated for the wife. The statement concerning the lack of importance of technique, and the mystery of orgasm is unusual—it may be because Terman and his helpers have tried to separate the psychological and sexual factors (factors of happiness or unhappiness are so interrelated that it is extremely difficult to separate them for the original difficulty or cause), because the checking was done at one short time only, and because the subjects themselves may not have understood themselves and the factors of their marriage. Sexual factors are psychological as well as physical. The two most important sex items found by Terman (See pp. 65-66) have been shown by Dickinson and Beam (See pp. 57-58), Hamilton and Macgowan, and Long (See pp. 97-98) to respond to technique. Psychological and physical technique is the only thing that will help. Many of Dickinson's case studies and histories taken over long periods of time prove this. Too, the wife's history of sex shocks noted as of little importance has a great deal to do with the

18a Throughout the remainder of the thesis, all references enclosed in parentheses refer to pages of this manuscript.
ability of the wife to respond to this technique, and the length of time it takes for her adjustment. The important background factors include frankness with parents on sexual matters and premarital attitude concerning sex; the wife's history of sex shock is certainly connected with these two. Further, other items listed by Terman (See p. 64) as having practically no correlation with the happiness score (for example, the control of ejaculation of the husband) have a great deal to do with the technique that more than anything else can help to bring about the equality or near equality of sex drive, and the orgasm of the wife.

Divorce

Divorce and broken homes are due to matrimonial unhappiness. There is much unhappiness that does not result in broken home life, but the misery that results may be just as serious, and in some cases more so.

The welfare of society or the race, of the children, of the husband and wife, are the interests to be considered in order of importance, in judging a marriage. Popencoe states:

It is necessary for each one to clear his mind before discussing broken homes, and to take his stand either on the side of the egoist to whom nothing looms as large as their own pleasure, or on the side of those who believe that only a strong and progressive society in which children are given first consideration is the greatest and most lasting happiness of husband and wife and the greatest welfare of all to be found.19

19 The Conservation of the Family, p. 72.
Considering the two detailed case studies the writer made representing four husbands, four wives, and five children, the writer believes that the divorces were for the best interest of all concerned. From the standpoint of interest and personality, the innocent husband in one case and the innocent wife in another showed great improvement. Even the husband, who was the offender in one case, improved. In the opinion of the writer, all of the children, with the possible exception of one, are better off; nevertheless, society and every one concerned would have been much better off if divorce, or conditions causing divorce, could have been avoided.

To solve the divorce problem is to solve the unhappy marriage. The following factors that play a part in either unhappiness or happiness will be given, with the realization that they are so interrelated that they are difficult to separate with regard to influence:

The following observations are made in regard to age:

A. The studies of the latest writers do not substantiate the general opinion or unwritten law that a man should marry a woman several years younger than himself.

1. Terman (See p. 62) found little correlation between age and happiness.
2. Davis (See p. 51) did not find age greatly correlated to happiness.
3. Hamilton found that:
   a. Later marriages appeared happier than earlier marriages.
b. Marriages were happiest with wives one to three years older.

c. Women married to much older men were happier than the average.  

B. Disparity of age presents problems in the opinion of some.

1. Wilde finds that marriage for a time and at certain ages may be all right if the woman is much older, but does not work out so well as the woman gets forty-five or past.

2. Judge Bartlett finds disparity of age, one of the commonest causes of divorce. His opinion is given in the following statement: "Modern standards of living put such a premium upon the husband's earning power that few girls can hope to marry husbands near their own age without facing grievous sacrifice."

The following observations are made in regard to children:

A. Children no longer prevent divorces as they used to do.

B. Children can cause unhappiness as well as happiness.

C. Too many children tax the mother's strength and the income of the family.

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20 G. V. Hamilton and Kenneth Macgowan, What Is Wrong with Marriage, p. 278.

21 Edvard Alexander Westermarck, Future of Marriage in Western Civilization, pp. 88-89.

21a Ibid.
D. Westermarck and Hamilton and Macgowan prefer one parent to two who seriously disagree.\textsuperscript{22}

E. Children of divorced parents are not as normal as other children. It is the children who suffer most from divorce, as Wittels brings out in *Set the Children Free*.\textsuperscript{22a}

F. Popenee's solution of this problem is to educate the parents in those elements involved in a stable marriage.\textsuperscript{23}

The following observations are made in regard to selection and understanding of mate:

A. Parental and educational background should be considered. An effort should be made to create within youth a knowledge of the factors involved in wise selections.\textsuperscript{24}

B. The engagement period should be of educational value:

1. Hikes, fishing, and picnics.
2. Social and cultural activities.
3. Discussion of ideals and interests.\textsuperscript{25}

\textsuperscript{22}Ibid., pp. 218-219, and Hamilton and Macgowan, *op. cit.*, p. 263.

\textsuperscript{22a}Fritz Wittels, *Set the Children Free*, pp. 211-223.

\textsuperscript{23}Popenee, *The Conservation of the Family*, p. 72.


C. Physical examinations before or during early period of engagement can help avert many bad situations.

D. The following questions are among those that should be discussed and possibly settled, or at least understood in a measure, before marriage. Even for the most harmonious of engaged couples this does much to insure future married happiness.

1. What kind of home they shall have, if any.
2. The desirability of deciding upon the timing and the number of children, provided the income can be managed for such.
3. The understanding and management of the income. At least some agreement should be reached.
4. The desirability of the wife's working after marriage.
5. The standard of living—a real present-day problem.
6. General attitudes and understanding regarding the sexual relationship.26

In regard to money, the following observations are made:

A. Hamilton found that:

1. Many other things are causing the trouble attributed to money. This often further complicates an already complicated situation.

26Spencer, op. cit., pp. 143-162.
2. Women are more sensitive to money matters than men. The amount of income makes more difference to the married happiness of women than of men.

3. Women whose husbands had the highest salaries had relatively higher satisfaction with the marriage as a whole.

4. The most prevalent given factor for the friction of parents of the couples was money.

5. The desire to increase property among richer classes may cause friction.\(^27\)

6. Judge Bartlett and Groves find money to be a serious factor in divorce.\(^{27a}\)

B. Much of the increase in the number of divorces obtained by wives has its basis in the access of women to the industrial field and to economic independence.\(^{28}\)

C. The increased dependence upon money income brings us face to face with more insecurity, the difficulty of meeting artificial standards of living, and the weaknesses in bargaining power because of the profit motive in business. Because of these, it is difficult to practice thrift. The members of the family need increased economic skill. Marriage does not give

\(^{27}\) Hamilton and Macgowan, \textit{op. cit.}, pp. 86, 88, 280.

\(^{27a}\) \textit{Ibid.}, p. 280.

\(^{28}\) \textit{Ibid.}, pp. 66-67.
the economic security it once did. Mrs. Hinman Abel's book, *Successful Family Life on a Moderate Income*, indicates that

The family is likely to be in the best economic condition in which the chief or entire income is supplied by the husband and father, leaving the wife and mother to be specially responsible for the translation of that income in terms of family comfort.

In regard to sex, the following observations have been made:

A most reliable study concerning the sex factor and divorce was conducted by Dickinson. Because the separations were so definite and permanent, and those with the divorces were so few in number, Dickinson used the divorces and separations as one study. One hundred sixty-five persons figure in his research--forty husbands, forty wives, nine women who went away with the husbands, one long time mistress, the five wives of the husbands' second marriages (three were selected during first marriage), three relatives who took care of wives who were left. These forty couples appear quite like all the others in character, social status, and fertility, and entirely similar to other maladjusted couples who manage to stay together in spite of their sexual deficiencies. Their


significant difference is in the incidence of venereal disease and admitted infidelity.

While there is bitter complaint of marital unhappiness, the information is that most of those concerned wish to remarry. (Two wives divorced second husbands, and one of the husbands was separated from his second wife.)

An examination of the physical conditions reveals that nine of the forty cases of Dickinson's study are off the nervous balance necessary for good health. Of these, seven are serious cases: One woman has melancholia (her husband drinks and infected her with gonorrhea), one more is a nervous wreck, another is a sexual hypochondriæ (obsessed with the fear of infection with gonorrhea), three have neurasthenia (two of these had gonorrhea), one's husband drank and her mother had neurasthenia, one was very likely unbalanced and had gonorrhea, two had nervous prostration and active tuberculosis, respectively. The eight who are below par in nervous balance include two having both gonorrhea and syphilis, and one having hysteria; five have good health, and the others are supposed to have good health--at least there is no evidence to the contrary.

Dickinson states that:


32 Ibid., pp. 390-391.
Every broken marriage here has its record of sex frustration... Inequalities in the rhythm of frequency are routine, as is inability to attain the full cycle of intercourse. Eighteen couples give information about coitus—given, of course, after the marriage had become unsatisfactory:

1. No coitus for seven years; wife passionate but husband interested in another woman.

2. None for fifteen years. Wife passionate but husband overworked and lost interest.

3. and 4. Coitus took place several times a night for two minutes, especially when he was drunk; she was frigid.

4. and 6. One to three times a day: there was too much. She was unresponsive.

5. Nightly—never preliminary caress before entry.

7. Daily, but coitus never occurred during marriage.

9. Coitus once or twice a day, ten minutes.

10. She unresponsive—never any caresses—never anything except brief entry with his emission.

11. Intromission is from two to five minutes; he asks daily; she is willing once a month.

12. Intromission is from two to five minutes; he asks daily; she is willing once a month.

13. She remained a virgin in marriage for nearly one and a half years. Always more or less trouble, his rhythm of desire was for three or four meetings in two days, then an interval.

14. She wanted it once a week, he twice a week—intromission five minutes.
18. She wanted coitus twice a week, he once a fortnight; no caresses.\textsuperscript{33}

It may be that Terman (See p. 66) is right in stressing the psychological factors of marriage. It may be that couples too ill-mated psychologically do not become perfectly adjusted sexually. However, Popenoe (See p. 83), Dickinson and Beam (See pp. 55, 57-58), and Hamilton and Macgowan (See p. 97) produce data showing that the sexual is an outstanding factor, and that people adjusted sexually do put up with serious maladjustments and difficulties along other lines. In the case studies and observations that the writer started to make for another problem related to the one in this thesis, the above statement was found to be true. There were twelve indirect case studies involving twenty-eight husbands and wives and seven known children, and two direct case studies made by personal interview—of a wife in one case and a husband in the other—with a questionnaire filled out at the time of the interview. This involved four husbands, four wives, and five children. Sexual maladjustment played a part in every case. The wife interviewed did not give the sexual factor as a cause of the divorce (it would not have come to light except for the questionnaire), but one would consider her husband extremely inconsiderate, very selfish, and egotistical. She came very near divorcing her second husband, but it seems that they are to remain married. She and her second husband are adjusted

\textsuperscript{33} Ibid., p. 396.
sexually, and this did not enter into the causes of the short separation. The man interviewed could not become adjusted to his first wife sexually, but is happily adjusted with his second wife in this respect. One of the indirect cases gained through a physician was caused, in the opinion of the latter, by sexual maladjustment, due to the fault and ignorance of the husband. The wife married again, and the second marriage is a happy one.

The woman movement based to a great extent on industrialization (political, social, industrial, and home freedom):

A. A big problem of modern marriage is the husband problem.--It is to be expected that the home built on male dominance would be obliged to change to meet new conditions; this readjustment is still a disturbing social influence of modern civilization. 34 There are heads of each family trying to be the master. 35

B. Health is another outstanding problem.--Women left home not so much because of restlessness but because every gainful occupation was taken from the home into the factory which is controlled by people who are not interested in their employees but in profit. In the United States, one-third of the girls 15 to 25 years


of age are engaged in gainful occupations outside of the home; in the cities this rises to 50 per cent. These young women are kept at high tension during several of their most formative years. The vitality that should have been saved for motherhood is dissipated in industrial channels. 36

C. In many instances woman abuses her freedom and privilege.--The parasitic wife is due to increased leisure from inventions. 37

D. Outside employment causes lack of preparations for wifehood and motherhood.

Urban trend of civilization.--

A. Passing of homestead.
B. Lack of seclusion destroys family companionship.
C. Changes in family functions:
   1. City child is an economic handicap.
   2. Changing status of women is correlated with neglect of parenthood. 38

Social Failure in the Large Sense.--

Everything that causes unwholesome social life, or has an unwholesome personality effect, makes successful

36 Ibid., pp. 64-74, and Spencer, op. cit., p. 251.
38 Groves, op. cit., p. 132.
home and family life difficult. Social conditions can be improved by the families of the nation themselves, as groups or as units, demanding and getting more service from the community, the state, and the nation. Healthful family life provides a situation where each member attains social and individual success in living.

Background differences—cultural, religious, educational, and moral—and class differences often make it difficult for a couple to agree, or to understand each other.

In regard to personality, Terman found the following results in studying divorced, happily married, and unhappily married groups for comparison:

1. Divorced groups were more neurotic and more introverted, ranked less in teacher interest scores, and were less interested in uplife activities than were the unhappy groups.

2. Divorced wives are more self-sufficient and dominant than the unhappy and happy wives.

3. Divorced husbands rate the least masculine and the lowest in interest maturity, when compared with the unhappy and happy husbands. It might be interesting to

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39 Ibid., p. 175.

note that the unhappy husband rated the most masculine.  

Terman realized that the personality study might have been more reliable had the personalities been checked before marriage, as well as after. The failure of many educators and parents in helping youth to develop fully integrated personalities is due largely to the fact that many of these leaders and parents have not developed this in themselves. This helps explain the extent of the maladjusted personality problem.

G. V. Hamilton, in his private practice, and in the 200 case study records, found support for the following statement: He lived to regret costly errors due to his advice against divorce he has advised. The research office was not closed until June, 1938. The seriously unhappy ones of his study showed no improvement after one, two, or three years. Eleven of the fifty-four who were living together at the beginning of the research had either obtained a divorce or were planning to do so, and it was not because Dr. Hamilton advised it. Divorce is usually best for seriously unhappy couples who depend upon an outsider’s advice as to whether they separate, or remain married.

Dr. Hamilton’s book divides the unhappily married into two groups—the mismated, and the matrimonial incompetents.

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42 Hamilton and Macgowan, op. cit., p. 289.
He strongly advises divorce for those married to incompetents as the only way out. These incompetents include the man with the mother-son complex, the man who during childhood considered his mother an inferior or unworthy person, and the woman who as a girl considered her father unworthy. Very few husbands are ruined in childhood by mothers considered unworthy.

Birth Control

Safe and effective birth control is highly desirable from the standpoint of preventing induced abortions, undesirable and questionable limitations and practices with regard to the sexual act, and the fear of pregnancy. It is also desirable for making child spacing possible and for protecting society from physical and mental incompetents.

The following outline presents some of the more common medical indications for the prescription of contraception:

A. ... Prevention of conception is preferable to a therapeutic abortion. One-fourth of maternal deaths are due to abortion.

B. General medical conditions, which ... run to over one hundred diagnosis, may be grouped under the general heading of

1. Tuberculosis
2. Cardiac disorders
3. Nephritis and hypertension
4. Certain types of arthritis, anemia, toxic goitre, and other thyroid diseases, severe diabetes, etc.
5. Venereal diseases
6. Mental and nervous conditions such as paralysis, multiple sclerosis, inheritable forms of insanity, epilepsy, and feeble mindedness.
C. Certain obstetrical and gynecological conditions not included in the above category, such as marked prolapse, fixed retroversion, history of recent toxemia of pregnancy, pelvic deformities, uterine and adnexal tumors, repeated Caesarian sections.43

Questionable and undesirable limitations and practices include continence during the time when conception is most likely to occur, continence for longer periods, withdrawal, and coitus reservatus. These are impracticable and may have harmful psychological and physiological effects and are not dependable.44

Popenoe is of the opinion that:

Biologically, there is no superior virtue whatever in celibacy. For the defective man or woman it is just the thing. For the able and normal it means loss and damage, both to the one who practices it, and to the race.45

Dickinson and Beam state: "Abstinence as a long continued method has, in nervous condition and maladjustment, results which may be called failure in such cases as come to the doctor."46

Child spacing is the planning of each pregnancy after considering the best time for the child, the mother, and the family. Even a normal healthy mother should avoid too frequent pregnancies. The ideal child spacing time is hard to

43Eric M. Matsner, M. D., The Technique of Contraceptives, pp. 6-7.

44Ibid., pp. 37-38.

45The Conservation of the Family, p. 55.

46Dickinson and Beam, op. cit., p. 217.
determine because of the many factors involved. A minimal
time of eighteen to twenty-four months between successive births
is generally desirable. A study shows that infant mortality
for children born one year apart is 147 per thousand, while for
children born two years apart it is 98 per thousand.47

The real problem does not seem to be how to prevent people
from using contraceptives, but how to insure their use of un-
harmful and effective contraceptives. Hamilton and Macgowan
have the following to say:

Just how effective contraceptives may be is sug-
gested by the fact that 21 per cent of our sophisticated
New York women had found it necessary at one time or
another to have abortions performed. Two more had used
drugs that may, or may not, have discontinued suspected
pregnancies.48

Many cases of failure are not due to the contraceptive,
but to the wrong use of it.49 One should go before and after
marriage to a competent physician or clinic for instruction as
well as prescription. Of course, numbers of physicians still
lack knowledge along this line, and harmful contraceptive
practices are still in vogue all over the United States.

There has been much criticism of birth control on the
basis of race suicide; the educated and leading classes are
not reproducing themselves. Popenoe, though not criticising

47 Ibid., p. 3.

48 Hamilton and Macgowan, op. cit., p. 98.

49 Westermarck, op. cit., p. 99.
birth control as it is meant to be practiced, stresses race suicide and thinks young couples should be taught that it takes three children to reproduce themselves. The best answer to this criticism of society comes from Hamilton. His research gave evidence that the educated woman wants as many children as health and money will permit. Only four mothers out of one hundred said without reservation that they did not want any children. At the time of the research, and since then, Hamilton has found many of these couples with children who could questionably afford them. He thinks there is far more danger of race suicide from the high cost of obstetricians and hospital care than from birth control. Besides, if scientific birth control knowledge can cause race suicide, the fault lies not with birth control knowledge, but with the educational and economic systems of our country. Moreover, the use of unscientific and questionable methods might have the possibility of being more detrimental to the race than the extreme use of modern scientific birth control methods.

Because modern birth control measures have the sanction of preventive medicine, science, successful and happy family life, and do not have to assume the responsibility for the race suicide theory, the general public health programs and education, as well as gynecological and maternity services,

50 The Conservation of the Family, pp. 35-36, 178.

51 What Is Wrong with Marriage, pp. 95-96.
should provide adequate instruction regarding birth control.  

Prospective Parenthood and Marriage

Parenthood and prospective parenthood certainly demand a change in the marital relations if marriage success and happiness is to be maintained. Those couples and individuals who have not been guided in unselfishness and in the attitudes that no home is complete without children, that children can either be a source of great happiness, or a means of bitter contention, that parents have great responsibilities toward children for their dull development must find parenthood indeed difficult. If they cannot make this next stage of love and personality development they have no right to parenthood. The word "couples" was used instead of mothers since it is modern to begin to realize that children for full development require not only two parents, but two parents vitally interested in and helping in their guidance and education.

Popenee states:

Potential fathers as well as potential mothers need education. The surprising thing is not that the family functions so badly in modern civilized society, but that it functions as well as it does.  

The mothers, and these are far from being the majority, who have received thorough preparation have more often than not caused friction, unhappiness and lack of success in the

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52 Matsner, op. cit., p. 3.

homes they were trying to help build because the father lacked the understanding, cooperation, and encouragement to go along with them. The fathers have been woefully neglected educationally by the lecturers, writers, courses of study, clubs, and schools. It is encouraging to note the present efforts of the home economics of various schools to remedy this. One of the home economics instructors in one of the high schools in Fort Worth, Texas, has a good many boys, and all of the classes are mixed. "Why not?" she says, "They have to live together."

Youth should understand the following facts:

1. Giving birth to a child does not endow parents with the knowledge and skill of real parenthood;

2. The very best way they can equip themselves for parenthood is to grow up into adults with fully integrated personalities;

3. It is vital to the family for mothers to receive proper care during and after pregnancy;

4. The first few years of childhood are very vital; the child's personality is largely formed during the first five years and quite definitely in the first two years. Lack of love, unwisely directed love, and lack of harmony in the family can and may bring about

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54 Benjamin C. Gruenberg and J. L. Kaukonen, *High School and Sex Education*, pp. 75-77.
fundamental antagonisms, and feelings of inferiority which color his whole future emotional life. 55

Suggestions for Prospective Parents

I. The decisions, care, and understandings at the beginning of pregnancy.

A. The advisability of selecting a competent physician early in pregnancy.

B. The importance and protection of hospital care for delivery and "lying in period."

C. The responsibilities of the expectant father.

1. Should accompany his wife on her first visit to the physician, so that he may understand the results of the examination and assist in carrying out the instructions.

2. Should find out the approximate or expected cost of physician and hospital and start saving for it. 56

II. Physiology of Pregnancy and Prenatal Care.

A. Temporary changes in the body of the pregnant woman.

1. Changes in structure and function of uterus and breast to meet the demand of the growing


56Ibid., p. 11.
infant.

2. The arteries and veins furnish the food supply and care for the waste material through the placenta to meet the demands of the growing baby—two functions of paramount importance.

3. The mother really builds the baby from her own body and tissue if the food supply is not sufficient for, or cannot be utilized by both the mother and baby.
   a. Her teeth and bones supply the calcium that is lacking in the diet, and the mouth and teeth should have the best of care.
      (1) Provide for sufficient quantity of calcium, other minerals, and vitamins.
      (2) Have dentist examine teeth and mouth as soon as pregnancy is known or suspected.
   b. "Select for two" rather than "eat for two."
      (1) As a general rule the woman with good health and body and lack of chronic illness need make changes only in few details.
      (2) The undernourished or overweight expectant mother will require changes in quantity and quality of food.
      (3) Cravings for a particular item of diet should not be indulged in to the extent of interfering with the eating of essential foods.

B. The double importance of exercise, rest, and fresh air.
1. The giving of extra attention to insure fresh air in the house day and night.
2. The providing of daily two hour walks for the promotion of digestion, stimulation of elimination by skin and lungs and the promotion of sleep.
3. The avoiding of all violent exercises and sports such as dancing, swimming, horseback riding, tennis, and long climbs.
4. The securing of at least eight hours sleep out of twenty-four (sleeping alone if possible) and frequent rest periods during the day. This should be followed for some time after delivery.

C. Going back to the physician for frequent check-ups, urine tests, and any other tests and examinations that are advised during the entire period of pregnancy.

D. The limitation and omission of intercourse.

Intercourse during the first few weeks of pregnancy is believed often to be a cause of miscarriage. Each month it should be omitted at the time the menstruation period usually occurred before pregnancy, and at a period before commencement of labor, as shortly before labor there is danger of infection. It is advisable to limit intercourse during the first six months and to omit it during the last three months. Intercourse should also be omitted for the first six weeks after
delivery. 57

The above are simply precautionary methods and do not mean that intercourse during pregnancy is dangerous, or that it is advisable to omit it most of the time. If mutually desired, and carefully participated, such exercise is beneficial and enjoyable. 58 Obstetricians advise coitus in normal cases of pregnancy not only as beneficial in the case of both the husband and wife in meeting their sex needs but also as advisable as exercise for the birth canal. (See Davis' table concerning intercourses during pregnancy.)

Venereal Diseases

Detailed information concerning the nature, causes, effects, and possible cure of venereal diseases are given in present-day courses in biology, sex, and home economics. However, a course in marital relations can well stress the absence of social diseases and the protection such affords to the health and happiness of the married couple, as well as innocent children. On the other hand, the presence of the social diseases can cause much suffering and hardship on the innocent as well as the guilty. They can be caught socially in an innocent manner.

57 Ibid., pp. 16-25.

Youth should realize the importance of early diagnosis and the value of testing every one for syphilis. It can be cured if the patient goes in time to a competent physician. Syphilis is the disease that can, in the opinion of Vonderlehr and Broughton, "fester secretly for fifteen years, and then strike down its victim so adroitly that even his physician blames the death on something else." Syphilis is more prevalent among youth than adults.

The prevalence of syphilis is made clear by the fact that there are twice as many victims of this disease as of scarlet fever. The fact that there are 37 cases in the 16 to 30 age group to every 10 in the 30 to 45 age group makes it clear at what age venereal disease education should start. The effectiveness of control measures is brought to light by the following statement: There were twelve victims in Sweden in 1919 to one in 1934. Scandinavia's one syphilis victim to 25 of equally populous New York is an interesting comparison of a foreign section with a portion of the United States.

Gonorrhea with its connection with sterility and opthalmia neonatorum is much more common than syphilis, but syphilis has the more important influence or effects upon the nervous system.


60. Ibid., p. 346.
system and the offspring. The estimate is that the number of people who have had or now have syphilis amounts to ten million. There are more than 500,000 new cases annually, with over half of them falling in the group under thirty years of age. Fifty per cent of all cases of syphilis are supposed to be innocent infections—that is they are caused from sexual contacts that are legitimate rather than those that are illegal. Education in presenting facts should avoid establishing horror complexes.61

Connecticut has a new law requiring blood tests of prospective husbands and wives. The intensive medical and public educational program of Massachusetts has brought about a steadily declining incidence rate among major groups in the state.62 In New Jersey, the state Bureau of Venereal Disease Control has prepared a marriage bill somewhat like the Connecticut law requiring physical examinations, and blood tests for syphilis of all candidates for marriage. Local organizations throughout the state have been giving it approval and much publicity.63 The Bureau of Social Hygiene of the New York City Health Department has utilized every conceivable

61 Benjamin C. Gruenberg and J. L. Kaukonen, High Schools and Sex Education, pp. 55-56.


avenue of approach, and has tried to reach every type of audience—the daily press, the radio, popular magazines and journals, word of mouth to individuals, singly and in groups, even including 500 or 600 people, talks, lectures, talking slide machines, sound movies, exhibits, the distribution of pamphlets, have all played their part, not only in English but in several different languages.64

Special mention should be made of the two two-reel motion pictures for use in venereal disease education completed during the spring of 1937 by Senior Surgeon John D. Reichard. One, entitled Syphilis: Its Nature, Prevention and Treatment, is for population education and employs the news reel method; the other, Syphilis of the Central Nervous System, is for the medical profession. "Steps are being taken within the service to produce a talking motion picture."65

Mention should also be given the availability of the new talking slide film For All Our Sakes, introduced in the summer of 1936. This has grown in popularity, being widely used by industrial and mercantile firms, banks, telephone companies, and other business agencies.66


65 Vonderlehr and Broughton, op. cit., p. 347.

Technique

This phase deals with the technique or skill of the sexual relation. What are those techniques which Dickinson and Hamilton think so important? Why are they important? Perhaps the substitution of the word "manners" or "etiquette" for technique will clarify the term. Lemon Clark says:

We do not leave table manners to "nature" or "instinct." A child from babyhood upward has the fundamentals of table conduct drilled into it day after day, year after year, and yet we as supposedly rational group of beings expect nature to supply all that is necessary in the way of bedroom conduct and etiquette.67

As well leave a child's drawing room or dining manners and etiquette to instinct. Young men and women about to enter marriage must be instructed in bedroom etiquette; and to let them enter marriage without such instruction is to be guilty of criminal negligence.68

Proper sex education with its resultant lack of inhibitions, and harmful mental attitudes would do much toward making it possible for sex technique or etiquette to be practiced in the marital relations. Sex education, or the foundation for such, should begin in early childhood and continue throughout the years, developing a normal, natural, healthy sex attitude. Again Clark says:

The individual man or woman who admits to himself the presence of sexual desires and feelings, or a sexual consciousness, but consciously conforms

67Emotional Adjustment in Marriage, p. 62.

68Ibid., p. 89.
to an acceptable standard of conduct, will experience little nervous disturbance. Only when such feelings are stamped out of the individual's consciousness, relegated to the subconscious in an attempt to escape them, does Nature take toll in the form of neurosis of some sort.69

When we educate our young people to regard sex expression with a loved and loving partner as a beautiful, exalting, and exalted thing, we have at one stroke done much to eradicate pseudo-homosexuality on the one hand, and to establish true monogamy on the other.70

True monogamy and pre-marital continence will do their part to help insure happiness and skill in the sexual relation. The lack of true monogamy or pre-marital continence may result in a feeling of inferiority, various complexes, a lack of courtesy and appreciation for and real capacity for loving a true refined mate, not to mention the possibility of infection with a social disease. It is Popeneoe's opinion that such practices always represent purely selfish seeking of excitement and gratification, and the man or women who goes into marriage with this point of view is handicapped from the start.71

Finding and maintaining beauty, love, and the highest type of sexual relations in all of its fine points is a big enough problem with one mate, let alone several. There are various phases of this sexual "etiquette" to be considered. Hamilton gives some suggestions that should help a couple in

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69 Ibid., p. 84.
70 Ibid., p. 72.
71 Conservation of the Family, p. 57.
establishing their technique. Most women have a period of greatest desire sexually, and this is usually related to the menstruation period—just before or just after, or both. Out of his 100 women case studies, 73 had noticed it, 19 had not, and 8 were uncertain about it. One observed her period as midway between menstruation periods (previously unobserved) after she had read that Dr. Marie Stopes said that was the time for it. The remaining 72 located it as follows:

- 25 just after their period.
- 21 just before and just after.
- 14 just before.
- 6 during the period.
- 3 during and just after.
- 1 just before and during.
- 1 either just before or just after.

Accordingly, the first intercourse should be matched, if possible, with the woman's period of greatest desire; and this matching should be continued with great care. Furthermore, the greatest frequency in intercourse should take place during this period. Quarrels and undue fatigue will make sexual relations difficult.72

In addition, husbands and wives should try to equalize the amount of sex desire. Man's tendency to quick reaction results in maladjustment and a lack of mutual satisfaction.73 The romance and understanding Popeneo speaks of as among the things needed today in marriage could be applied advantageously

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72 What Is Wrong with Marriage, pp. 91-92.
73 Ibid., p. 106.
to the sexual act as well as to any other relationship of marriage.\textsuperscript{74} The attitude of the lover, the artist, the unselfish one, one willing to consider his wife a personality, as advised by Dr. Long, should improve the sexual relationship. Love begets love. A period of courting, artistically done, before coitus could help to improve or do away with any woman's fear or disgust which are the results of an education that has developed taboos and inhibitions.\textsuperscript{75}

Technique should be of especial interest to women today--of particular interest to them that men acquire it. Studies, research, and physician's records reveal that women do not get as complete sexual satisfaction out of marriage as men do, for the majority of women either do not have orgasms or do not have them consistently and satisfactorily. Technique should also be of interest to men, because it has been revealed that their interest and pleasure increase with the wife's full participation, and a mutual sexual satisfaction will make the other frictions of marriage lose their importance or disappear.\textsuperscript{76}

The first night of marriage, or the first intercourse, is of primary importance in the life of a married couple. Some women never get over the shock of the first experience

\textsuperscript{74}Popenece, \textit{Modern Marriage--A Handbook}, pp. 118-120.

\textsuperscript{75}Long, \textit{op. cit.}, pp. 102-133.

\textsuperscript{76}Hamilton and Macgowan, \textit{op. cit.}, p. 105.
which is actually an assault. "Men begin by forcing the door of a strange house, and expect to be well received in the drawing room." They either do not know or they forget Westermarck's counsel: "Marriage is a science. . . . The fate of the marriage is decided the first night."  

Summary

1. There is much marital unhappiness that could, and should be prevented, and much more that could have been prevented in the past. For example, Dickinson and Beam (See p. 54) found 375 out of 770 of the subjects of his case studies, who willingly discussed complaints and rated themselves as unhappy.

2. Divorce is the legal evidence of broken homes, and is due to unhappiness in marriage.

3. The most significant and reliable attempt to solve the divorce problem is to attempt to solve present unhappiness of marriage by re-education through schools, clinics, and family relations courts; and to lessen the number of future unhappy marriages by adequate education of youth.

4. This education, besides giving guidance in personality development, and guidance for the development of the ability of intelligent mate selection, and understanding, and of appreciation of the value of the educational period

77 Westermarck, op. cit., p. 45.

78 Ibid., p. 46.
of prospective mates, should include knowledge of the conditions and significance of the following factors, and their interrelation:

A. **Money** is significant but not as important as many have supposed. Difficulties are often attributed to money which should be attributed to other factors. The amount of income makes more difference to the married happiness of women than men. Economic insecurity is a serious present-day social problem, and the members of the family need increased economic skill as well as agreement concerning its expenditure.

B. **The woman movement** and industrialization with the increased status of woman has caused much of the unhappiness over money matters as well as other items—it is difficult for the male to give up the traditional role of dominance. This movement also has given woman the employment that in many instances of the factory or shop job has injured her health and the health and happiness of her family, or caused her to neglect her family. The women who do not work after marriage show greater happiness than those who do. However, the woman movement, and industrialization does bring hope for the future in the rising value of woman, and higher standards for marriage.

C. **Age** is not rated highly as significant in marital happiness by the most recent studies whose results
believe the traditional belief that the man should be a few years older. Great disparity of age does create problems of adjustment that do end in maladjustment. Due to the present economic situation, many girls are marrying much older men for security.

D. **The urban trend of civilization** and its consequent crowding produces a strain on the harmony of family life, and causes neglect of parenthood responsibility.

E. **Social failure** in the large sense has its influence upon family life.

F. Children do not prevent divorces as they used to do, and they can cause as much unhappiness as happiness.

1. It is the children who suffer most from divorce, and their problem should be given special attention.

2. One parent is better than two extremely maladjusted.

3. Boys as well as girls need guidance for family life.

Many schools and departments that have attempted this have received splendid response from the boys. Youth should understand:

(A) The place and meaning of children in the home.

(B) The importance and physiology of pregnancy and prenatal care.

(C) The significance of family atmosphere and harmony to early childhood.

(D) A fully integrated personality is the best equipment for parenthood.
G. **Personality** is significantly related to marital happiness. If educators and parents were capable of helping youth develop fully integrated personalities, the biggest part of marital problems would be solved. Three types of personalities are ranked as matrimonial incompetents and for persons married to them, divorce is advised as the best solution—these are men with the mother-son complex, the men with unworthy mothers, and the women with unworthy fathers. The superior happiness of parents, childhood happiness, lack of conflict with mother, reasonable and intelligent discipline, strong attachment to both parents, and lack of conflict with father are the home conditions that are most likely to insure integrated personalities, and future matrimonial happiness. Terman (See p. 63) ranks superior parental happiness, childhood happiness, and lack of conflict with mother as more highly related to marital happiness than all sex factors except one.

H. **Sex.**

(1) There is evidence that sexual maladjustment plays a part in almost every divorce, and is the most important factor in the majority of cases, even though this may not be realized by the parties concerned, and that people adjusted sexually do not divorce. Dickinson found sex frustration in every one of his 40 cases of broken homes, and that the sexual factors ranked first in marital maladjustment and unhappiness.
(2) The woman's reaction to her first experience regarding the sexual act is highly related to her marital happiness.

(3) The wife's lack of orgasm adequacy and the difference in the husband-wife sex drive are the sex factors most stressed as significantly related to unhappiness, and maladjustment.

(4) The above mentioned, and other sex factors of maladjustment can respond to and be prevented by adequate sex education that recognizes woman's capacity for sexual desire, and husband technique of the sex act, dealing with the approach, psychological as well as physical. Even today there is a dearth of knowledge regarding sexual life, and a great lack of husband technique and skill.

(5) Premarital and post marital physical examination should be a great aid in establishing sexual compatibility.

(6) There is no evidence that premarital indulgence improves or gives adequate preparation for marriage, or skill in sexual technique, or aids mental hygiene. There is evidence to the contrary.

(7) Sex can not be separated from the other aspects of marriage. It must be recognized as truth and accepted. Only in this way can we have the conditions most conducive to mental hygiene.

(8) The cause and cure of venereal diseases and their
relation to the health and happiness of the family need to be presented. Syphilis has the most important effects upon the nervous system and the offspring, and it is increasing at the rate of 500,000 new cases annually, with over half under thirty years of age, and with about 50% "innocent infections." There is at present a nation-wide campaign to find cure if possible and prevent syphilis.

(9) Birth Control:

(A) Birth control of some kind is practiced today by the great majority of men and women. Educators and physicians in advising modern birth control methods are not advocating anything new, but rather the substitution of science for questionable and ineffective methods.

(B) Safe and effective birth control is highly desirable from the standpoint of preventing induced abortions, undesirable, and questionable limitations and practices with regard to the sexual act, and the fear of pregnancy; the protection of society from physical and mental incompetents; and making child spacing possible.

(C) The newly established birth control clinics, and most obstetricians, the methods used by the woman.

(D) There is no ideal contraceptive from the point of view of the physical, emotional, and practical
aspects combined. Many studies, and investigations are now being carried out with the idea of discovering a simple contraceptive that will not require individual instruction.

(E) Education concerning the purpose and complications of desirable birth control should not encourage promiscuity.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The problem is to determine the correct organization, content, and the method of a senior high school course on marital relations for senior high school students. These are to be determined from the results of checking the data from educational theory, psychology, and philosophy, the interests of individuals concerned, and medical, clinical, and research science.

From educational theory, psychology, and philosophy, there are the following statements and conclusions:

1. Integration can be defined and understood.

2. Integration can be modified or extended by education.

3. Boys and girls need integrated personalities to meet life successfully.

4. Continued integration depends upon a fair balance between success and failure.

5. Boys and girls should be given guidance that will result in integration and success for them.

6. The family is the fundamental unit of present American society.

Educators and philosophers admit the truth of these premises, and, consequently, educators should prepare for
successful family life now and in the future in order to maintain integration.

The maintenance of integration depends on the measure of success in meeting biological and physiological, social, and self needs; and the school can meet these needs because:

1. The school has means of finding out what these needs are.

2. Educational philosophy supports educational theory and psychology in demanding that the curriculum for adolescents should be based upon the needs and purposeful interests of adolescents which would develop individual successful living.

The study of these needs is obviously the logical beginning of a course on marital relations.

Of the above needs, the following have a special implication for adolescents:

1. The biological need of normal sexual adjustment.

2. The social need of stable affection at all stages of development.

3. The self needs of harmony and contact with reality and a fair balance between success and failure.

It is during adolescence that the dormant sexual functions and desires gradually become more active, and boys and girls take a more serious interest in members of the opposite sex, evidencing a desire for their interest and affection. Boys feel a need for a sense of belonging with, or ease in
mixing with, girls; and the latter have the same feeling with respect to boys.

Harmony and success in this relationship between the sexes is often lacking at this period. Parents are responsible for this, for they seldom recognize the independence of the child. Furthermore, they impose taboos upon anything of a sexual nature.

Such experiences result in a lack of the important successful family life now and in the future. Considering the above, it is clear that the most important way for the school to meet adolescent needs is to give the adolescents opportunity to work out their identification with their own sex and to work out their relationships with members of the opposite sex. In other words, the school should help adolescents to become heterosexually adjusted. It is clear that the most important function of the school in bringing this about is to guide the students in the emancipation of childhood ties with home and parents.

The means by which the school can perform this function are:

1. Taking up the student's personal problems and needs directly with the student as much as possible.

2. Encouraging the parents to become more active on a new and objective basis.

3. Real coeducation in the classroom as well as in various activities.
4. Providing heterosexually adjusted teachers.

5. The study of the adolescence and other periods of development for an understanding of the difficulties of parent-child relationships and social adjustments during adolescence.

All of these means could be utilized in a course on marital relations for senior high school students that is organized on the child-maturity or time element basis. The classes should be coeducational, providing community culture permits, such as practice. The course should begin with a solution of their own present problems and continue on through marriage and parenthood with its problems of pregnancy, infancy, and childhood, thus completing the cycle of life. As students strive to live successfully in the home, the school, and the community, their parents and all the parents of the community could be guided in parent-child relationships, and teachers could be guided in better heterosexual adjustment and integration.

The contents of this course are not determined by taboos but rather by the needs that are necessary for the health, happiness, and integration of boys and girls.

Data from the interests of individuals concerned reveal that:

1. Adolescents are interested in boy and girl relationships ending in marriage, success in marriage, sex,
sex education. They have a desire for and an interest in adequate courses on marital relations.

2. They are as interested in the above as in economic problems.

3. They show a need for adequate sex education, guidance in heterosexual and social adjustment, and guidance in present and future family life.

From the above, it is evident that a Senior High School course on marital relations, besides meeting the needs and interests of adolescents, would fulfill the adolescent's desire and demand for such a course. It is also evident that it is as much the place of the school to teach boys and girls to live together successfully, to guide them in heterosexual adjustment and personality development as it is to help them solve the economic problems. The organization of such a course along the lines of the stages of development should bring a clear understanding of and development in, heterosexual adjustment and maturity with regard to adolescence. The interest of boys and girls in their immediate problems is evidence that boy and girl relationships, followed by marriage, would be the logical beginning of such a course.

The medical, clinical, and scientific research data show that:

1. There is much marital unhappiness that could be and should be prevented, and that much could have been prevented in the past.
2. Divorce, the legal evidence of broken homes, is due to unhappiness in marriage.

3. The most significant and reliable attempt to solve the divorce problem, as well as the marital maladjustment problem, is to attempt to solve present unhappiness of marriage by re-education and to lessen the number of future unhappy marriages by adequate education of youth.

4. Adequate education in marital problems should help give youth:
   a. Integrated personalities.
   b. Ability in mate selection.
   c. An appreciation of the value of the engagement period as the educational period.
   d. An analysis of the following factors, including their interrelation and correlation with marital happiness and success:
      (1) Money.
      (2) The woman movement and industrialization.
      (3) Age.
      (4) The urban trend of civilization.
      (5) Social failure in the larger sense.
      (6) Children.
      (7) Personality.
      (8) Sex.

5. Economic status is not as highly correlated with marital happiness as many people think, although it is a
serious present-day problem. It is an important means of making difficult matters worse.

6. Personality is significantly related to marital happiness. The extreme personality types of women with unworthy fathers, men with unworthy mothers, and men with mother complexes are great matrimonial risks or incompetents. Parents and educators are not as capable as they should be in helping youth to develop integrated personalities and to advance in maturity. In other words, we need more capable parents and teachers to assist adolescents in identifying with their own sex and in working out their relationships with the opposite sex.

7. The home or background factors that are most likely to insure integrated personalities and future matrimonial happiness are:

a. Superior happiness of parents.
b. Lack of conflict with mother.
c. Reasonable and intelligent discipline.
d. Strong attachment to both parents.
e. Lack of conflict with father.
f. A healthful attitude toward sex and an ease and frankness in discussing matters of a sexual nature with parents.

Terman (See p. 63) ranks superior parental happiness, childhood happiness, and a lack of conflict with the mother as more highly related to marital happiness than all sex factors except one.
8. Sex is an outstanding factor in marital happiness. Sexual maladjustment plays a leading role in divorce cases, in marital maladjustment and unhappiness. The two sex factors significantly related to unhappiness and maladjustment are the wife's lack of orgasm adequacy and the difference in the husband-wife sex drive. The above mentioned and other sex factors of maladjustment can respond to and be prevented by:

a. Adequate sex education that recognizes woman's capacity for sexual desire and that will eventually lead society to accept sex as a part of truth and to recognize that it cannot be separated from the rest of life.

b. The husband's psychological and physical technique accompanying the sexual act.

c. The willingness of both the husband and the wife to accept sex and to recognize it as a part of truth. There is no evidence that pre-marital indulgence improves or gives adequate preparation for marriage, skill in sexual technique, or that it aids mental hygiene. There is evidence to the contrary.

9. Education should consider youth as the prospective parents of tomorrow. As such, they should know:

a. The cure, cause, and significance of venereal disease.
b. Modern scientific birth control and its relation to child planning.
c. The place and meaning of children in the home.
d. The importance and physiology of pregnancy and prenatal care.
e. The significance of family atmosphere and harmony to early childhood and later childhood.
f. The importance of a fully integrated personality as the best equipment for parenthood.

From the above findings, it is logical to conclude that an important educational means of solving the marital adjustment and maladjustment problems would be a senior high school course on marital relations. Such a course would have the sanction of both the medical profession and educational theory. It should include the necessary sex, marriage, and parenthood guidance with respect to information, attitude, and technique. Sex, according to Chapter II, should deal principally with heterosexual adjustment. Besides adequate sex education, it should provide for advancement in maturity, for these two factors are highly correlated with marital happiness. The course should help to give youth better integrated, heterosexually adjusted personalities, better ability in mate selection, an appreciation of the value of the engagement period as the educational, more skill with regard to handling finances, and the skills and attitudes necessary for parenthood.
An analysis of the conclusions from the data from educational theory, psychology, philosophy, the interests of the individuals concerned, and medical, clinical, and research science warrants the following general conclusions:

1. A course on marital relations for senior high school students is an important means of meeting the needs of adolescence.

2. This course should be coeducational if possible.

3. The organization should follow the lines of child-maturity development.

4. Health, happiness, and development (integrated personalities) of boys and girls, rather than the continuation of taboos, should determine the content of this course.

5. The course should begin with an analysis of the immediate problems of the boys and girls taking the course, and this should be followed by the survey of marriage and parenthood with the problems of infancy and childhood.

6. The major responsibility of the course with respect to sex education is to guide students (in heterosexual adjustments) in working out their identification with members of their own sex and in their relationships with the opposite sex. The course should give the understanding that all the social life of the school is sex education in its most fundamental sense.

Since the sexual aspects of human conduct need a socially directed development, a course in sex education is recommended
for high school students. This desire for sex knowledge, whether spontaneous or suggested by environment, is as natural to the child as is his desire to seek knowledge of other things. Convention has not accepted the fact that the male-female status is one of the most important of our social institutions, and for this reason, many parents fail in giving sufficient sex information to the child in the home. A course in sex education in high school will supply the uninformed child with sufficient information to socially adjust himself, and thus secure a greater happiness for the individual in later life. Happiness of individuals results in a harmonious solidification of marriage relations and healthy family life, both of which help in laying a better foundation for the future generations.
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