

FAMILY LIFE AND SEX EDUCATION

COURSE OUTLINE

Grades Seven through Twelve

*Intro
plus
excerpts
from
9th
grade curriculum
materials*

ANAHEIM UNION HIGH SCHOOL DISTRICT

Post Office Box 3520
Anaheim, California 92803

Area Code 714 772-0080

Fourth Revision, June 1967

Instr. Serv.
LBJ:SW:rp
B-21.11 rev.

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FOREWORD

In the summer of 1962 a small group of citizens attended a meeting of the Board of Trustees and strongly attacked a film which was being used in a limited program in sex education being held in one of our junior high schools. Two weeks later the same people returned with some additional adherents and demanded that all instruction relating to sex be deleted from the school program. At that time only two schools were giving information to students in this area, and at a minimal level. The Board of Trustees and the Superintendent recognized that the district either had to bow to this demand or solicit the opinion of parents and patrons on their attitudes on sex instruction in our public secondary schools. At the suggestion of the Superintendent, the Board authorized the President to write to fourteen organizations in the community and ask that each of them appoint one or two members who would be willing to form an advisory committee to investigate the whole field of sex education and recommend to the governing body whether sex instruction should be dropped or a more complete program given. The Board agreed to furnish a place to meet, secretarial assistance, all materials required by the group for the study, and to give such financial support as the committee might need.

This citizens' advisory committee did a very thoughtful and thorough study of the whole problem of sex education, and, at the conclusion of their research, with the financial support of the district, employed an independent company to take a random sampling of opinion on the teaching of sex in our school system. Ninety-two percent of the adults in the Anaheim Union High School District felt that we must give adequate instruction in sex education at both the junior and senior high school levels.

In this district all of our courses of study are written by classroom teachers, administrators, and staff members on a voluntary basis, and this was the procedure used in developing this program. Some nineteen classroom teachers, nurses, and administrators volunteered to develop a sex education program, and selected Mrs. Sally Williams, a nurse at that time in one of our junior high schools, as the general chairman. The committee quickly saw that there was a need to develop a program which would look toward developing personal standards of conduct on the part of the students, to enable them through knowledge and thoughtful planning to become successful partners in future family relationships.

As a result, we have a six-year program in Family Life and Sex Education in which we give full and frank information on the anatomy and physiology of sex, together with a scientific vocabulary--which enables our students to talk with one another and with adults in an intelligent and dignified manner.

The crux of our instructional program is a dialogue developed between the Family Life and Sex Education teacher and the students, and among the students, in which they consider thoughtfully a wide series of important questions, including boy-girl relationships, dating, going steady, engagements, marriage, premarital and extramarital sex relationships. This is a very complex and difficult assignment because we are concerned that our boys and girls, having studied and thoughtfully discussed many of the problems involved in sex relationships and the family, may develop a set of personal standards and ethical beliefs which will help guide them to happier and more successful family relationships.

Each year, on a basis which is voluntary both on the part of the students and the parents, boys and girls are assigned for four and one-half weeks of intensive instruction in Family Life and Sex Education at each level in grades seven through twelve. This means that annually all but about one percent of our 30,000 students are involved in this thoughtful, character-building program.

On the basis of some three years' experience in this instruction, we feel that we have never seen such a thoughtful and sincere response on the part of a large majority of our youngsters as we witness daily in our Family Life and Sex Education program. We have found this to be one of the most rewarding experiences we have ever had in education.

Paul W. Cook, Superintendent
Anaheim Union High School District

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ANAHEIM UNION HIGH SCHOOL DISTRICT
123 North Citron Street
Anaheim, California
PRospect 2-0080

Members of the 1962 Citizens Advisory Committee selected by organizations:

Orange County Medical Association

Dr. Edmund F. Cain
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Anaheim KE 5-2086

Dr. Samuel Gendel
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Anaheim KE 5-6073

Anaheim Police Department

Sergeant Everill Heaton
110 South Claudina
Anaheim 533-3131

Orange County Probation Department

Mrs. Reba Moore
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Santa Ana 547-0547

Anaheim Ministerial Association

The Rev. A. J. Casebeer
First Christian Church of Anaheim
325 W. Broadway KE 5-4779

The Rev. Harry F. Steif, Chairman
Grace Lutheran Church
700 W. South Street
Anaheim KE 5-5020

St. Boniface Catholic Church

The Rev. John D. Quinn
505 W. Lincoln Ave.
Anaheim KE 5-2442

Temple Beth Emet

Rabbi Aaron J. Tofield
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Anaheim PR 2-4720

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Mrs. Joe N. Brown
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Anaheim KE 5-7630

Anaheim Chamber of Commerce

Mrs. Phyllis Harrison
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Anaheim KE 5-8111

Buena Park Boys' Club

Mr. John Briggs
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Buena Park LA 1-6611

Rossmoor Women's Club

Mrs. L. D. Fisher
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American Association of
University Women

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El Dorado Oeste Council
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Mrs. George A. Rutledge
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GENERAL OVERVIEW

A more detailed discussion of each grade level unit follows. There are, however, some general considerations which should be kept in mind throughout all preparation and teaching done for the Family Life and Sex Education Course.

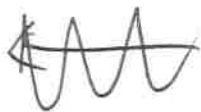
- A. This course is planned as a definite part of the general education curriculum of the Anaheim Union High School District. The development of positive attitudes and behavior is a goal of the course. It is believed that this will occur only when students are given objective, factual information from which to develop their own knowledge and understandings. The goal of the course is to help students to understand that building a successful family life need not be left to guesswork but can be based on established, objective knowledge.
- B. Every fall, school personnel will be responsible for the sending of Superintendent Paul W. Cook's letter to the parents of each student informing them of the Family Life and Sex Education program and including an announcement of the date(s) that the Parent Orientation Meetings will be held.
- C. The course is a sensitive one to teach since it is focused so much on the individual and his inter-personal relationships. Although we can identify units or parts of units that are particularly sensitive, it should be remembered that even those topics that would seem to be less emotionally charged (e. g., ethics, divorce) for the group as a whole may have a special significance for some students; therefore, these students have to make a great effort to be able to join the rest of the class in an objective, rational study and discussion of the topic.
- D. Since the Family Life and Sex Education Course does cover sensitive subject matter fields and since the entire course is considered controversial by some, it becomes particularly important that the activities and materials used in the course be chosen with care and handled with good judgment.
 1. In general, while indiscriminate distribution of some of the material used in the course is not desirable, any printed material used by the class as a whole should be available to students for home study when needed. It is assumed that parents will be interested in the course and will be acquainted with what their son or daughter is studying.
 2. The materials (books, pamphlets, films, filmstrips, tapes) indicated for use in these units have been studied and tested by many people. New materials should be used only after permission is obtained from the district chairman and the principal.
 3. It is assumed that any good teacher will become acquainted with any material, including tapes, records and films, which is to be used in the classroom prior to presenting it to the students. However, it is particularly important that this procedure be observed in Family Life and Sex Education since some of the material can elicit detrimental emotional responses if students have not been properly prepared for the topic and given an adequate frame of reference for relating to themselves and their own experiences.

4. Teacher constructed tests will serve the students best interests. It is best to have a minimum of right and wrong answers since it is more effective to describe a problem in a paragraph and ask the students to write a brief solution. The answers should not be graded as correct or incorrect but rather as satisfactory or questionable solutions to the proposed problem. Class discussion of the test answers will also serve as an additional learning opportunity.

The activities listed under "Suggested Experiences" for each unit are not intended to include routine assignments of textbook reading, answering questions, giving reports, etc. They are intended, rather, to suggest special activities and ideas that should stimulate student learning and encourage them to apply factual information to practical situations. Teachers should guard against over-using any one type of activity. If a particular technique, such as a questionnaire or a different way of showing a film, is effective there is a temptation to use it many times. Repetition can reduce sharply the original impact of an activity; a variety of teaching approaches contributes greatly to continued student interest and response.

The following pitfalls should be avoided and limitations recognized:

1. Birth control and use of contraceptives are not to be advocated or denounced. Student questions about birth control and contraceptives are to be answered within the concept of family planning. Contraception is a matter that is personal for the couple and must be recommended by a physician or spiritual advisor.
2. There should be no discussion or teaching of sex techniques.
3. Mock weddings are not compatible with the intent of the course.
4. Use of "sophisticated" humorous anecdotes is not appropriate.
5. Any questionnaire or survey taken in class (not listed in this outline) must have the approval of the school principal.
6. It is not considered appropriate to have the class label the parts of the male and female anatomy on a diagram.



PHILOSOPHY

The instructional area of Family Life Education including sex education, is an essential part of our modern educational curriculum. The teaching of basic concepts of family living (preparation for marriage and parenthood) enables our schools to contribute to the prevention and alleviation of present day social problems. Our students have shown great interest in this area of instruction.

The school fully realizes the responsibility of the home as the primary source of family life education and the contributions of the church. The school is also aware that some families have not as yet accepted this responsibility.

The Curriculum Guides have been developed to use a positive, objective approach. The content is based on research findings. Students are faced with many decisions in this area and it has been proven that it is more fruitful and meaningful for them to make decisions in relation to personal values.

The curriculum is concerned with developing effective interpersonal relations and attitudes to serve as a specific basis for making meaningful moral judgments. It is directed towards helping the student to determine his solutions to problems in the light of his own goals and philosophy within the context of the community's goals and values.

We realized that the greatest problems in American marriage and family life today are: a) family instability b) vulnerability of families to stress; c) inadequacy of family controls; d) emotional immaturity of parents; e) inadequacy of preparation for marriage and family life.

We also realized that the central tasks of American families are recognized as:

1. Bearing and rearing children to reach their full potential.
2. Physical, mental, emotional, and spiritual nurture as family members.
3. Socialization and education of children into functioning adults, capable of assuming mature roles in the family and the larger community.
4. Allocation of resources and the division of opportunities and responsibilities according to needs, readiness, and the potential ability of each family member.
5. Maintenance of order within the family and between the family and the world beyond.
6. Maintenance of family moral and motivation to carry out family tasks and goals.¹

¹Duvall, Evelyn and Sylvanus M. (Editors), Sex Ways in Fact and Faith: Bases for Christian Family Policy, New York: Association Press, 1961, p. 244.

Family interaction in our dynamic world calls for competence among family members. The Twentieth Century burdens us with challenges and hazards that call for the extension of programs of proven worth and for creative innovations that will assist families to be more effective.

The curriculum has been designed to prepare students to establish:

A family with strong bonds of affection, loyalty, and cooperation.

A family whose members are happy and enjoy living together.

A family which contributes actively to the community.

A family which can mature on stress and trouble and is rooted in spiritual values.

A family which can permit expression of aggression and clashes of opinion, secure in its ability to live with them harmoniously.

A family which works and plays together with mutual sharing of tasks and activities.

A family which fosters the growth and development of its members, each to his full potential; a family in which individual personality is sacred, and democratic interaction is encouraged.

The program is further designed to supplement and support the home that is doing a good job and to make up for the shortcomings of the homes where parents have not accepted their responsibility.

The Family Life Education Curriculum is based on the recognition and utilization of individual differences and should slightly anticipate the needs of the students. It is felt that coeducational classes are essential so that members of the opposite sex may understand one another's viewpoint, except where the division is natural.

Family Life Education is a continuous process in which the development of attitudes and conduct are most important so that the individual's sexual nature will contribute to his self-development and happiness and at the same time conserve and advance the welfare of society.

NINTH GRADE

FAMILY LIFE AND SEX EDUCATION

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OVERVIEW

The Ninth Grade Unit begins with a study of maturity, the students learn that there are various kinds of maturity and various levels of maturity and that we are all immature at certain times.

The major portion of the class sessions will be needed for the study of dating standards and sexual behavior during adolescence. The units proceeding the ninth grade unit have prepared the students to study their own behavior. The students are aware of societal morals, the conduct of some adults, and are confused. They feel that they are very close to adulthood and that they want adult experiences. Tape recordings of youths involved in premarital sexual relationships and illegitimate pregnancies form a very effective means of giving students some of the information that they are seeking. The tape recordings give them a basis for discussions of the consequences of breaking society's code of behavior. Many of them are already facing the great debate concerning sexual intercourse before marriage. The class should provide the framework which enables the students to thoroughly discuss these problems with their peers and formulate their own decision. The problem-solving method should be used to help them resolve some of the problems. The film, "Dance Little Children," illustrates the pressures of mass media and various adult attitudes toward sexual intercourse before marriage, but it also brings in the topic of venereal disease. The unit in Family Life and Sex Education is approached from a positive angle, but a brief discussion of venereal disease is appropriate. The health and science classes retain major responsibility for the study of venereal disease in their communicable disease units. This is also true for the topics concerning smoking and drinking. While they cannot be deleted from the Family Life and Sex Education classes, the study in depth should be in science or health classes.

The students are again given the opportunity to investigate the problem of conflicts with their parents and other family members and to apply the steps of the problem-solving method to help in the resolution of these problems.

The unit is designed to give the students an opportunity to give serious consideration to dating standards in relation to their personal philosophy or code and to give them a firm foundation for their dating years.

The recommended basal text is Duvall's, Love and the Facts of Life.

CONCEPTS

Most individuals have experiences on the various levels of the dating ladder. According to their own personal maturity and the influence of the community, these dating experiences may differ.

Dating should develop an understanding of social mores.

Going steady limits your own personality development.

A good moral decision creates trust, confidence, and integrity in relationships. It increases the capacity of individuals to cooperate, and enhances the sense of self-respect in the individual.

The greater our emotional maturity, the better we are prepared to solve problems.

III. Going Steady**A. Reasons**

1. Security
2. Measure of prestige
3. Parent influence

B. Advantages

1. Requires less effort
2. Helps understand each other better
3. Being sure of a dating partner

C. Disadvantages

1. Discourages initiative to know others
2. Encourages questionable relationships
 - a. Petting
 - b. Pregnancies
 - c. Teenage marriages
3. Limiting your own personality development
4. Losing out on friendship within own sex

D. Breaking-up

When two people break-up, someone is usually hurt to the point where grades fall down, dispositions become surly, and family relationships are upset.

SUGGESTED EXPERIENCES

Select two teams to debate the question, "The pro's and con's of going steady."

Prepare skit -- Four girls and four boys acting out problems arising while going steady. Bring out peer reaction - beginning to date again.

Discussion on the meaning of petting, necking, etc., have students write out effects on them personally. Do not put names on papers.

Read and discuss Chapter 6 - Going Steady.

See Appendix VII on Going Steady.

Read Chapter 13 in the text.

Show and discuss filmstrip - What About Going Steady?

RESOURCES

(T) See Appendix VI "Breaking Up"

Kirkendall and Osbourne, Dating Tips for Teens, S. R. A., #5-1185, p. 34.

See Appendix VII "Going Steady"

Duvall, Evelyn M., Love and the Facts of Life.

Dating Topics for Older Teens, #F774-5.

IV. Dating Standards

- A. Expression of affection.
- B. Acceptable and unacceptable behavior.
 - 1. Necking
 - 2. Petting
- C. What are standards, and why are they important?
- D. Personal standards and popularity.
- E. Reasons for basic moral codes.
 - 1. Pre-marital pregnancy
 - 2. Teenage marriage
(See Appendix concerning increase of teenage marriages and stability of marriages)
 - 3. Age difference (older, younger, excessive)

V. Standards of Behavior

- A. Actions, decisions and attitudes in every day activities should produce:
 - 1. The dignity and worth of man.
 - 2. The freedom of man.
 - 3. The equality of men.
- B. The effect of sex standards has changed.
 - 1. Reactions to sex standards of the past were somewhat different.
 - a. The girl usually entertained her boy friend at home.
 - b. Under the double standard, the boy could sow wild oats with "bad girls".
 - c. Every man expected to marry a "good girl".
 - 2. Sex standards of the past remain, yet are tested to a greater extent now.
 - a. Young people go on single dates more.
 - b. More responsibility is placed on young people because of more freedom.
 - c. Young people are pushed to "have fun".
 - d. Mother and father are often not home to supervise.

SUGGESTED EXPERIENCES

Discussion: Compare past standards with present standards in our society.

Question: What happens when you do not comply with these standards. A sample of public demonstration is in the Appendix.

Have students formulate standards for relationships between boys and girls.

Tape Recordings -- from youths involved in pre-marital pregnancy and teenage marriage.

Show film - "Early Marriage", concerning teenage marriages.
Have students bring in collection of newspaper clippings showing violations of social customs. Analyze difficulties and number of people affected.

Develop a chart of moral judgments as a self-evaluation technique.

Read and Discuss the following items found in the Appendix:

"Guide to Discussion of Premarital Sex Relationships".

"Facts and Fiction About Sexual Intercourse Before Marriage".

"How to Help Yourself Stay Out of Trouble."

"The Physical Aspects of Necking and Petting".

"Reasons for Basic Moral Codes".

"What is Moral and What is Immoral".

Read appendix material on Sex Standards.

RESOURCES

(S) See Appendix VIII - "Dating Manners"

Tape Recording - obtain from Audio-Visual Department, "Family Life".

(T) See Appendix IX "Teenage Marriage"

See film - Early Marriage. Color 26 min.

(T) See Appendix X

(S) See Appendix XI

(S) See Appendix XII

(S) See Appendix XIII

(S) See Appendix XIV

(S) See Appendix XV

(S) See Appendix XVI "Sex Standards"

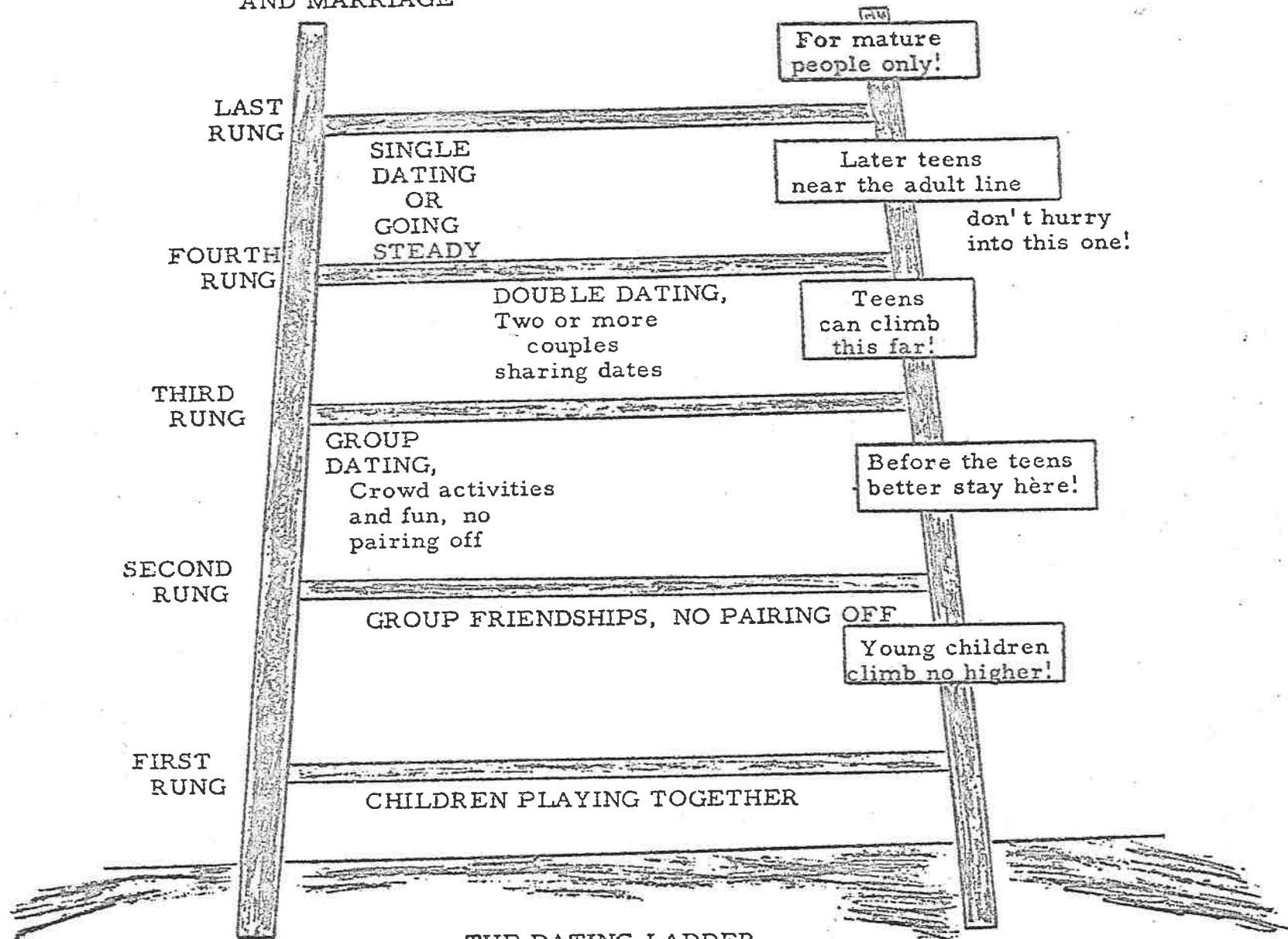
APPENDIX II
HOW SELF-CONFIDENT AM I?

Answer the following items true or false.

- ___ 1. Starting a conversation with a stranger is usually easy for me.
- ___ 2. I dislike getting up stunts to put life into a party.
- ___ 3. I never become extremely excited about a situation.
- ___ 4. Making up my mind is usually hard for me.
- ___ 5. I like to meet important persons.
- ___ 6. I think I am a shy person.
- ___ 7. The presence of important people does not make me self-conscious.
- ___ 8. Criticism usually makes me feel bad.
- ___ 9. I rarely feel nervous.
- ___ 10. It does not take much to make me blush.
- ___ 11. Seldom do I feel just miserable.
- ___ 12. When others disagree with me I feel discouraged.
- ___ 13. It takes more than praise to convince me I am succeeding.
- ___ 14. I often go out of my way to avoid meeting someone.
- ___ 15. I usually solve my problems without help.
- ___ 16. Others seem to want to take advantage of me.
- ___ 17. I do not experience feelings of inferiority.
- ___ 18. A good sales talk makes it hard for me to say "No."
- ___ 19. My feelings are not easily hurt.
- ___ 20. Many times I have ups and downs of mood.
- ___ 21. I would not mind making an important speech in public.
- ___ 22. I get stage fright easily.
- ___ 23. Having someone watch me work does not disturb me.
- ___ 24. Scoffing and teasing make me uncertain of myself.
- ___ 25. I think I am fairly self-confident.

ENGAGEMENT
AND MARRIAGE

APPENDIX III



THE DATING LADDER

Reference: Your Family Today and Tomorrow, Elizabeth S. Force,
Harcourt, Brace and Company, New York, 1955, pp. 106-124.

APPENDIX V

ARE YOU A GOOD DATE? (for girls)

	Yes	No
1. Are you a good sport?	___	___
2. How is your personal appearance? Neat? Good posture? (Memo to the girls: A friendly smile and a good disposition are half of a pleasing appearance)	___	___
3. Are you considerate?	___	___
4. Can you have a good time that is inexpensive?	___	___
5. Do you think a boy "must" have a car?	___	___
6. Do you break dates?	___	___

ARE YOU A GOOD DATE? (for boys)

	Yes	No
1. Do you use a "line"?	___	___
2. Are you courteous?	___	___
3. Do you ask for a date by saying, "What are you doing tonight?" (A word to the wise: Girls say this approach puts them on the spot. They'd much prefer your saying, "If your not busy tonight, how about").	___	___
4. Do you invite the girl well in advance and tell her about your plans?	___	___
5. Are you on time?	___	___
6. Are you considerate?	___	___
7. Do you try to see that she's having a good time?	___	___
8. How is your appearance? Neat? Well-groomed? Good posture?	___	___
9. What about those manners? Do you open doors for her? Do you help her off with her coat? Do you have a warm handshake and a pleasant "hello" for her parents?	___	___

WHAT ARE SOUND SEX STANDARDS FOR TODAY?

Two generations ago, the answer to this question was simple. Every boy could assume that any girl whom he would consider marrying was a virgin, and would be faithful to him alone after marriage. Girls were either more ignorant or more lenient in their expectations. They could assume, however, that any boy whom they would be willing to marry would not make "improper" advances to respectable women and girls, that if he had consorted with the "other kind" he would regard this as wrong, and that he would be faithful after marriage. Today neither boys nor girls can take such standards for granted. It is therefore important that you know clearly where you stand, where the other person stands, and what standards of sexual behavior you may expect of each other, both before and after marriage.

The question of what to do if the person in whom you are interested does not hold standards you regard as important, is not easily answered.

As a modern girl, should you insist upon a record of strict virginity? Realistically, if all girls did so, only one in ten could marry. Girls who select their potential mates from among certain groups have a fairly good chance of finding someone who can meet this standard. So also have boys.

The real basis for concern, apart from strong feelings about the matter, is the likelihood of adultery after marriage. The marriage ceremony does not change character in any basic way. The boy or girl who has been free with his or her sexual favors before marriage, may easily revert to the same behavior again. Promises to reform, however sincere, cannot always be trusted.

The fact that a person erred in the past does not necessarily mean that such mistakes will continue after marriage. As children, many of us have stolen something at some time or other. This does not mean that you or the person you marry is a thief. The important question is, not what he or she may have done in the past, but what is his PRESENT standard of sexual conduct.

Duvall, Sylvanus M., Before You Marry, New York: Association Press, 1962, pp. 52-59.

APPENDIX XII

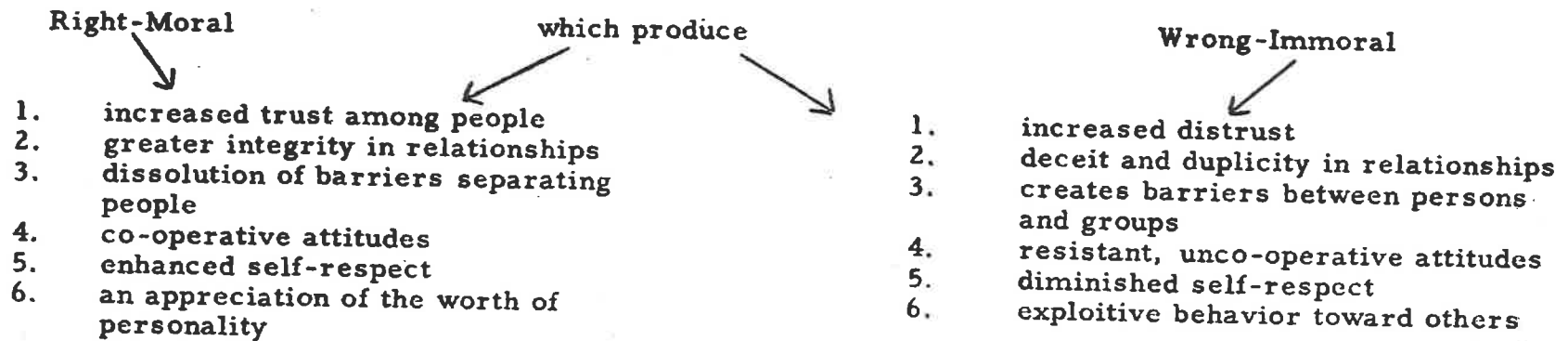
HOW TO HELP YOURSELF STAY OUT OF TROUBLE

1. Know and understand your own feelings toward necking and petting. Be able to give reasons, if your date thinks that you are unrealistic.
2. Be honest -- say no as politely as possible.
3. Keep up an interesting conversation -- be able to enjoy one another through conversation.
4. Avoid places that are an easy set-up for necking and petting -- drive-ins, beach parties, and parking "to talk for a while."
5. Plan dates -- know ahead of time where you are going.
6. Plan dates with other couples. Be sure, however, that you are aware of the other's plans.
7. Set a curfew for yourself if your parents haven't set one.
8. Plan definite "after-date" activities.
9. Don't prompt the boy by your actions or manner of dress.
10. Divert date's attention.
11. Ask to be taken home.
12. Don't date boys that are known to be overly interested in necking and petting.
13. Refrain from long "good nights," particularly when in a car.
14. Don't accept an invitation to a boy's house when you know his parents aren't home.
15. Decide how much necking and petting you want to do -- and STICK FIRMLY TO YOUR DECISION.

APPENDIX XV

WHAT IS MORAL AND WHAT IS IMMORAL?

Those actions, decisions, and attitudes are



The right and moral consequences are those which eliminate confusion and allow you to move toward love and understanding of others. Sometimes you will be called upon to make decisions of the moment that will have long-range ramifications. Sometimes these decisions will require you to stand up for your broader principles, to be co-operative with more people, even at the expense of losing the friendship of one or a few persons. Loyalty to your group is important; but when your group is in conflict with the broader aspirations of mankind as a whole, you should have the courage of your convictions and point out to the members of your group that they are wrong -- even if it means breaking down the solidarity of the group.

Kirkendall and Ogg, Sex and Our Society, Public Affairs Pamphlet.

APPENDIX XVI

SEX STANDARDS?

Sex Standards in America

Consider the range of attitudes toward sex conduct in almost any modern community. Every stance from the most conventional to the most completely permissive is expressed. Here are five commonly found in America today:

1. Chastity before marriage
 - "Abstinence before marriage is an absolute requisite"
 - "Something should be held sacred until marriage"
 - "Obligations go with rights; therefore sex belongs in marriage alone"
2. Chastity of women, but not of men
 - "The double standard is not fair, but it makes sense as long as it is women who have the babies"
 - "Abstinence before marriage is not so necessary for the boy"
 - "As a man, I set my own standards but when I marry, it will be to a virgin"
3. Sexual freedom between lovers
 - "When two people really love one another what they do is their own business"
 - "A couple's love is their own to express as they see fit"
 - "When you are in love, marriage is just a technicality"
4. Sexual permissiveness
 - "Whatever you can get away with is permissible"
 - "A fellow is entitled to anything that a girl allows"
 - "Anything goes as long as it's fun"
5. Sexual irresponsibility
 - "Who am I to say what is right and what is wrong?"
 - "Brighter minds than mine have come to no conclusion about sex"
 - "Do whatever you feel like at the moment -- that's my motto"

No doubt you already have heard statements like these from persons your own age or older. You sense that it makes a difference whether sex partners are strangers, casual acquaintances, familiar or fresh first date -- the whole matter can open up in ways that cannot be side-stepped. You have to know what your standards are, and why. You are often alone with your date. The evening is full of stimulation. The music throbs around you with its tantalizing beat. Your mind is filled with thoughts more exciting than even the wide screen you watch together. You want to hold and to be held. You long to be close to one another. You have more to say than words, more to express than kisses. So, what do you do?

This situation would not have arisen at the turn of the century. Then a good girl was carefully guarded by her family. She entertained her fellow on the front porch or in the back parlor within earshot of her parents. Mother or Dad might come in unannounced with a bowl of apples or a pitcher of lemonade at any moment -- a fact fully realized by the visiting swain and his girl.

Of course, there were men and boys who visited women "of easy virtue" in town. But when they did they had no question about what it was they were after. The women lived in red-light districts, where they made a business of attending to men's sexual desires. The young fellow could, if he wished, resort to sowing his wild oats -- this was allowed under the double standard that was tacitly condoned.

Even the wildest young fellow expected to marry "a good girl" eventually. Virginity was much to be desired in unmarried women, and brides were expected to merit the white wedding gown that denotes purity. The traditional code called for premarital chastity and postmarital fidelity, at least for the girl, who was after all to be the mother of a man's children. Many men felt strongly that a man, as well as the girl he married, should postpone sexual experience until marriage. The church left no doubt of its position. Its voicing of "right" and "wrong" was loud and clear.

Two great world wars, millions of families moving from place to place, increased prosperity, lots of automobiles, and plenty of leisure time have changed a great deal of life around us. Boys who went off to military service heard the other fellows brag of their conquests. Girls and boys went to large co-educational schools and then on to colleges and universities where they had contact with others whose standards were different from those in which they had been brought up. "Nice kids" in time discovered what the not so nice ones were up to, as each learned from the others.

Now shady stories and questionable pictures are swapped by grade-school boys. Girls are under constant pressure to measure up to the most seductive dimensions. Magazines and movies openly portray in exaggerated detail forms of sexuality that used to be left to the imagination. The climate of opinion has shifted from restraint to indulgence. Once a mother bade her daughter good-bye as she left for the evening with her boy friend with the caution, "Be careful, dear." Now the parting good-bye from many a mother and father is, "Have fun."

You have grown up wanting to have fun. Your generation has had more money and more ways to spend it on pleasure than any previous generation anywhere. You have parents who grew up in the Great Depression and vowed that you children would have everything they were denied when they were young. You have been pushed, often before you were ready, into boy-girl parties and a sophisticated social life.

Young people your age go on single dates with each other. They go steady, or steadily, from the beginning of their acquaintance. They are thrown together constantly in the social life of your school. They see a great deal of one another, and are seen by you who know them as "belonging to each other."

Going on car dates offers almost unlimited freedom. The boy picks up his date at her home, and within a few minutes they are off on their own. Where they go, and what they do, is up to them. Every community has its "lovers' lane" where parked cars provide almost any degree of intimate interaction. Drive-in theaters are called "passion pits" in recognition of the activities that go on quite apart from the movie that is being shown. Double dates are no safeguard these days, especially when the other couple brings liquor along. It is no wonder that those who "get caught" so often

cite the automobile as the scene of their involvement

The girl's or boy's home is convenient for their love-making in many a case. Mother and Father often are gone for predictable intervals through the day and evening. Nowadays it is unlikely that a resident aunt or grandmother or other relative keeps an eye on things at home, as once might have been the case. So, what a teenager does while at home with some special guest is up to them alone.

All this new freedom brings with it a great deal of responsibility. All around you, you see evidence of what happens when young people do not assume full responsibility for their conduct. Some of your classmates already have cracked up in some sex jam or "have-to" marriage that makes you realize what a hazard irresponsibility is. Others of your acquaintance avoid the whole issue by having little to do with members of the other sex. Some of your more thoughtful friends make a point of staying away from those social functions that might lead to trouble. You may find both of these extremes unacceptable personally. You want to date and have friends of both sexes. You want to be popular and go to the social events that your school and community offer. Yet you may not be quite sure of yourself or of how you should handle any of the complicated situations that almost surely will be involved when you do participate.

No wonder you want to clarify your own feelings and attitudes, standards, and values. You do not want to be pressured into something that does not make sense to you. You want real reasons for what you do. You need some solid basis for saying "No" to the conduct that does not fit into your way of life. You want some sense of direction that allows you to say "Yes," to all the fun and fulfillment that could be yours.

You realize that your life is a part of today's world and that what you do matters. The President of the Carnegie Corporation writes:

Each generation refights the crucial battles and either brings new vitality to the ideals or allows them to decay . . . the moral order is not something enshrined in historic documents, or stowed away like the family silver. It is a living, changing thing, and never any better than the generation that holds it in trust. A society is continuously re-created, for good or ill, by its members. This will strike some as burdensome, but it will summon others to greatness.

Duvall, Evelyn M., Why Wait Till Marriage?, Association Press, New York, pp. 7-14.

APPENDIX XVII HOMOSEXUALITY

In sexual development, as in many other areas of a person's life, difficult problems may arise. One of the most common problems is homosexuality. "What is homosexuality" and "who is homosexual" are not easy questions to answer because the opinions of experts and the evidence from scientific research vary. It is, however, commonly agreed that homosexuality refers to sexual attraction to a person of the same sex and includes relations between females as well as between males. The term "lesbian" is commonly applied to females and "homosexual" to males. Homosexuals are adult individuals whose sexual interests are predominantly directed toward members of their own sex, in contrast with normal heterosexuals, who are sexually interested in members of the opposite sex. To call a person homosexual who has had a few homosexual experiences is false and can be harmful to him.

Homosexuality has been known throughout human history and occurs in many societies. There is evidence that homosexuality is relatively widespread in our society, although it is not approved, condoned or encouraged for males or females of any age. It is often stated that homosexuality is increasing in our society. There is no evidence on which to base such a statement. It is not known whether homosexual behavior has actually increased, is increasing, or has merely become more obvious. Certainly, an increase in numbers of homosexuals is to be expected as the population increases, but whether this is reflected in an increasing rate of homosexual behavior, or even possibly in a decreasing rate, cannot be determined without more accurate scientific data than are now available. Under present social conditions, it is very difficult to obtain such data.

Can homosexuals be easily identified? The answer is no. It is a common misconception that men who appear physically feminine or girlish and women who appear physically mannish, or have characteristics attributed to the opposite sex are homosexuals. Scientific studies have demonstrated that most homosexuals do not differ in physical appearance or manner from individuals with normal sexual impulses.

What causes homosexuality? There is no single cause. Many psychological, social, cultural and biological conditions have been investigated in scientific studies in an effort to discover the combinations which cause homosexuality. The cause effects of heredity (genetics), constitutional, glandular or other biological factors in producing homosexuality have not been demonstrated, but some of the evidence suggests that they may have an indirect influence. Homosexuality is not innate; no person is born with homosexual characteristics. Scientific studies have shown that combinations of psychological, social and cultural conditions appear to be the primary causal factors. Many authorities in the field state that disturbed parent-child relationships are the primary causes, but scientific studies have not provided the necessary proof for this statement. The most commonly stated theory is that the combination of a dominant, controlling, and possessive mother and a detached, hostile, or indifferent father will cause their son to become homosexual or to have homosexual problems. Although this parent-child relationship is found in the family background of many adult homosexuals, it is also found in families of many individuals who become normal adults.

Occasional sexual interest in others of the same sex or periods of great interest frequently occur in adolescents who do not become homosexuals in adult life. If you are troubled by such interests or fear that they may develop, it

would be wise to talk with a trustworthy adult such as a parent, counselor, teacher or school nurse, who can help you to understand your feelings and to develop effective methods of coping with your concerns. During adolescence, boys and girls may also be troubled if approached by homosexuals because they fear that a contact or an overt sexual experience with a homosexual may cause them to become homosexual. Authorities agree that such fears have little basis in fact. Normally-developing students will not be seriously affected by isolated experiences. However, if approached, the best policy is to indicate firmly that you are not interested and walk away from the situation. Boys may feel especially threatened and want to display their masculinity by attacking homosexuals. Violent physical actions are unnecessary. If lack of interest is made very clear, homosexuals will not persist in their attentions.

Can homosexuality be cured? Not all authorities agree that homosexuality is a disease. Thus, the question should be stated: "Can homosexuals be changed?" Yes, a certain number have been changed by individual and group psychotherapy. In adolescence, individuals may prematurely believe that they are homosexual and accept that as fact because of intense interest in members of their own sex and overt sexual practices with them. Thus, they may believe that efforts to change are useless. Such pessimism is unwarranted; psychotherapy is more effective in younger age groups. The prognosis, or success prediction for adult homosexuals with a long-established pattern of exclusive homosexual behavior is not too encouraging at the present time. The Wolfenden Committee (a committee of experts appointed by the British Parliament some years ago) concluded that homosexuality is not a symptom of mental illness. Some homosexuals are mentally ill, but the evidence indicates that the illness may be caused not only by the strains and conflicts brought about by the homosexual condition, but also by repressive legal and moral laws.

What are the laws regarding homosexuality? Homosexual acts are legally classified as crimes in all states except Illinois. The Wolfenden Committee in England, and in the United States the American Law Institute (a high-level body of legal scholars that concerns itself with theoretical law) have recommended that private sexual behavior between consenting adults should be removed from the list of crimes, regardless of how it is morally considered. Although church opinion is divided, a number of churchmen support these recommendations. Such a revision has been made in Illinois law and is under consideration in other states.¹ The arguments for change in the law are: 1) the homosexual is very exposed to blackmail and other forms of harassment, 2) the encouragement of unfair enforcement procedures, and 3) the effect on the homosexual himself: the demoralizing and humiliating behavior into which he is pushed. The arguments for maintaining the laws against homosexual acts are: 1) it is "unnatural" and immoral, 2) relaxation of laws may lead to greater sympathy for homosexuality and result in a serious threat to the role of the family in society. It is generally agreed that laws against homosexual acts do not prevent homosexuality.

How can homosexuality be prevented? An excellent summary of the major recommendations by two research experts in the field is provided by Dr. Isadore Rubin, Ph. D.¹ According to Dr. Evelyn Hooker, Ph. D., "preventive efforts should focus on: (1) creating a climate of opinion that will allow homosexuality to be openly and reasonably discussed and objectively handled; (2) providing for adequate sex education of both parents and children, so that the homosexual can understand himself better and the community can free itself of its punitive attitudes toward all sexuality; and

(3) increasing efforts to provide family counseling and child guidance services designed not only to promote healthy family life, but also to provide specific help for parents whose children show early signs of developmental difficulties, before these become fixed." According to Dr. Edwin Schur, "It seems likely that major alterations of social structure and culture would be necessary in order to reduce homosexuality to any significant degree."

EXHIBITIONISM

Another sexual deviation which a young person may encounter is exhibitionism. Exhibitionists are adult men or adolescents who show their sex organs to women or girls. The exposure is most commonly made at a distance, and the great majority do not molest or harm anyone. The urge to exhibit oneself in this way is a symptom of mental illness. The most common variety of exhibitionists repeat the behavior again and again in compulsive fashion.² In about half of the cases studied, the repetitive exhibitors began between sixteen and twenty-five years of age.

If an adolescent boy discovers that he has such urges or impulses, he should seek counsel with a trustworthy adult so that he may have help in coping with the problem. If a girl should see an exhibitionist, she should leave immediately and report the event so that the man may be found and be given psychiatric treatment. It would also be helpful to her to discuss the situation, and her own feelings about it, with an adult in whom she has confidence.

¹ Isadore Rubin, Ph. D., Homosexuality (New York, Sex Information and Education Council of the U. S., October, 1965)

² P. Gebhard, J. Gagnon, W. Pomeroy, and C. Christenson, Sex Offenders (New York, Harper and Row, 1965)

APPENDIX XVIII MASTURBATION

Most students have had some experience with masturbation sometime before puberty, although many of them are unfamiliar with the word: masturbation. They have heard it called "touching yourself," "playing with yourself," "self-abuse," or more commonly among the boys the slang term, "jacking-off."

Authorities tell us that it is an almost universal practice among healthy boys and is also a common, though not so frequent habit in girls. People learn it all by themselves or else from their youthful friends. Masturbation may begin at any age. It has been observed in children under three years of age. It may be started again in the adolescent years and continued to a limited extent into adult life.

From the medical point of view it is necessary to emphasize the fact that the commonly quoted medical consequences of masturbation are almost entirely fictitious. Masturbation will not impair the mind. It will not interfere with the successful performance of the sexual function in marriage. Many fears, superstitions and unfounded attitudes have been handed down from generation to generation which implied that masturbation would have very dangerous consequences for the boy in his teens and for the man he is going to be. Any harm resulting from masturbation, according to the best medical authorities, is likely to be caused by worry or a sense of guilt due to misinformation. While they do not necessarily encourage it, they urge young people and their parents to accept it as a natural part of growing up, like nocturnal emissions.

APPENDIX XX

DISCUSSION GUIDE: THE DOUBLE STANDARDS

What is the double standard? The men are allowed the greater sexual freedom than the women. Men and women are supposed to be understanding and mutually respectful of one another; but the "double standard" of sexual conduct permits emotional and sexual expressions to members of one sex which are denied to members of the other.

The double standard is still deeply rooted in our male dominant culture but there are indications that it is weakening. If all women abided fully by the double standard, then no men could, for the men would have no partners. The code operates only to the extent someone violates it.

Our own society in general stands firmly for premarital chastity, sexual sobriety and a minimum of premarital sexual experimentation; but

- a. adults use sex as a lure in an effort to promote business enterprises.
- b. anthropological studies show ours to be one of the most restrictive in this respect among the many cultures studied.
- c. virgin boys report that adults have never given them support in maintenance of their chastity and that in their own peer group they feel quite defensive concerning their lack of experience. In most cases the adults have no knowledge of the sexual pattern which is being followed.

There is a biological basis for sexual behavior, but social scientists seem generally agreed that the specific way the sexual drive expresses itself is learned. The wide variety of sexual codes throughout the world testifies to the fact that whatever differences exist biologically between men and women can be compensated for by cultural training.

First, teenagers who trust themselves and their ability to contribute to others and who have learned to rely on others socially and emotionally are least likely to be involved in irresponsible sexual activity.

Second, teenagers who have learned to be comfortable in their appropriate sex roles (boys who like being boys and wish to be men, and girls who like being girls and wish to be women) are least likely to be involved in activities leading to indiscriminate sexuality.

Think how different it would have been for you if your father had felt free to take up with any woman he wanted, and your mother to sleep with any man she found attractive! How would this have affected your whole family living? What would it have meant in the love and affection shown you by your parents? How different would have been your father's attitude toward any of your brothers or sisters if he had not been sure that they were his children? How different would you have felt toward your parents if you were not quite sure who they really were?

Consider, not only your own family, but your world. Suppose that overnight most of our present standards were to disappear. For one thing, you teenage boys at once would be in terrific competition with older men who have been around more, have more money, can do more things, and are still attractive. They would quickly take over the