

WHEN YOU MARRY

Evelyn Millis Duvall

SECRETARY, NATIONAL CONFERENCE ON
FAMILY RELATIONS

Reuben Hill

ASSOCIATE PROFESSOR OF SOCIOLOGY
IOWA STATE COLLEGE



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Cartoons drawn by WYNIE KING

P R E F A C E

GETTING married and raising a family today require some advance preparation. Most couples want their marriages to succeed. But wishing happiness is not enough. Marriages which have been preceded by study and careful mate selection and which are followed by skillful handling of adjustments have high success rates. Without adequate preparation anything can happen! This book has been written to supply the kind of guidance that is sought and needed "when you marry."

It is for us as authors, who have tested and proved these materials, to tell how they may be best used. First, the chapter order is functional. It focuses on the person contemplating marriage and takes up in turn the questions he actually asks, beginning with the part personality plays in marriage and ending with the problems of the empty nest. But in keeping with the spirit of the book, we recommend that the instructor poll his students to ascertain their interests. We have found that most college groups (and also those in high schools) are personality conscious and wish to begin as the text commences with "What You Bring to Marriage." A group of war wives, on the other hand, may choose to start with Chapter XX, "War and Postwar Problems," or with Part Three, "The Making of a Family." A class of out-of-school adults may prefer to consider the entire last section, "Family Life Yesterday, Today, and Tomorrow," before taking up the more person-centered materials. This is functional education: to start where the student is and work outward, in this case to a broad understanding of the entire gamut of family problems.

Second, we hope the book will be the basis for self-study for many young couples who find themselves unable to attend a course in marriage and the family. Our suggestions for further thinking and activity through counseling, specific readings, and helps for working out personal and family problems should facilitate self-study as well as group discussion. We have tried to keep the book close to the

realities of life and in line with proved principles and valid scientific concepts.

Third, we wish to call attention to the possibilities of the check tests. They are designed to help the reader check his comprehension of the material as he goes along. They have proved valuable too as devices to stimulate group discussion. The illustrations are used to enforce a point or tell a tale. Each cartoon depicts a problem situation which the student may view more objectively for having thought it through visually. Flashed on a screen or copied on a blackboard, they become live material for discussion.

We humbly recognize the debt we owe to writers who have blazed trails for others to follow: Dorothy Baruch, Ernest W. Burgess, and Willard Waller, to mention only a few. We gratefully acknowledge also the encouragement of our colleagues and friends, members of the board and staff of the Association for Family Living, and members of the Department of Sociology and Social Work at the University of South Dakota. Publishers have been generous in granting permission to quote from their publications. Specific acknowledgment will be found in the footnotes. We thank William Spaulding, Russell Cooper, William F. Ogburn, Harold W. Soule, and the many others who read portions of the manuscript and offered helpful suggestions and encouragement at various stages of its development. We are indebted to Harold Haydon of the University of Chicago for development of original ideas in connection with the kick-off cartoons which appear at the beginnings of the chapters. We are especially grateful for the continuing interest of Ernest W. Burgess, whose central role in the early history of the book is told in the Foreword.

As can be seen, this book owes much to the selfless help of others. The contributions of the individual authors themselves are not easily identified since almost every chapter has been thought through, worked over, written, and rewritten by both Duvalls and Hills. In general Evelyn M. Duvall is responsible for Chapters I, II, III, VI, VII, XV, XVI, XVII, XIX, and XX; Reuben Hill for Chapters IV, V, VIII, IX, X, XII, XIII, XIV, and XXI. Chapters XI and XVIII were written by Sylvanus M. Duvall. Marion Hill has done more than anyone else to render our thoughts readable. This book represents the active participation of two whole families. Its concepts have been rigorously debated and tested by all members of our joint

families from infant Susan to debutante Jean. The book is herewith dedicated to democratic families everywhere by these nine, collaborators all.

EVELYN M. DUVALL
REUBEN HILL

FOREWORD

THIS book, exemplifying the functional approach to teaching marriage and family living, is timely. American youth by the hundreds of thousands are concerned as never before with problems of adjustment. The hasty marriages of wartime, disturbing wartime experiences, and separation of husbands and wives have created problems of personal and marital readjustment which are taxing all our resources of knowledge, research, and skill in education and counseling. Equally important are the problems arising from the great number of marriages, as hostilities cease, of couples already engaged and of others who have postponed marriage.

While there are several excellent books already available on preparation for marriage, this new volume combines several distinctive features which make it particularly helpful. First, it presents the findings of recent research in several pertinent disciplines as they have practical application to the many adjustments to marriage and family living. Each chapter begins with the questions young people raise in the area to be discussed, and the material that follows is organized in the light of these concrete problems rather than in the traditional fashion. Any valid research finding, regardless of the specific scientific field of its origin, is applied to that particular problem in personal-family adjustment which it is most helpful in solving.

Second, the readable and lively style of the book makes it usable not only for students of the family but also for all young people personally interested in getting married. Illustrations as visual aids are especially helpful in clarifying the material discussed and in focusing attention on major concepts. Numerous tests throughout the book are designed to assist the reader in self-checking his progress in comprehension. All in all, the book is admirably designed as an integral course in a program of general education; for use in discussion classes in colleges, schools, churches, settlements, and young peoples' associations; or as part of a community program of education for marriage and family living.

Third, the book is exceptional in its wide coverage of interrelated fields and in their synthesis into a new educational approach. This quality derives from the interweaving of the backgrounds of experience of the authors and from the unique beginnings of the book in the combined thinking of many educators.

This volume has an interesting and significant history. Its conception occurred in the spring of 1943 when a committee of the American Council on Education was charged with developing a design for general education to meet the interests and the needs of men and women in the armed services.¹ This committee defined general education as "the type of education which the majority of our people must have if they are to be good citizens, parents, and workers,"² and it included in the fourteen courses proposed as a basic offering in general education one on Marriage and Family Adjustments.

All fourteen courses were planned to be functional in the triple sense that they were devised to meet felt needs of the individual in preparing him for life, that they had a social emphasis in enabling him to discharge the privileges and obligations of citizenship in a democracy, and that they stressed integration of different fields of knowledge in application to significant life situations.

The Subcommittee on Marriage and Family Adjustments appointed to outline the course in this area consisted of Mrs. Duvall, Dr. Hill, Dr. Oliver Ohmann, then of Western Reserve University, and the writer as chairman. The functional approach undertaken by our committee may be illustrated by quoting from the published report of the statement of objectives of the proposed course on Marriage and Family Adjustments:³

General education should lead the individual as a citizen in a free society to think through the problems and to gain the basic orientation that will better enable him to make a satisfactory family and marital adjustment. In order to accomplish this purpose, the student should acquire the following:

¹ *A Design for General Education for Members of the Armed Forces*, A Report of the Committee on a Design for General Education (Washington, D. C., American Council on Education, 1944).

² Quoted in the report from Earl J. McGrath, "General Education in the Postwar Period," *The Annals of the American Academy of Political and Social Science*, Vol. 231 (1944), p. 74.

³ *A Design for General Education for Members of the Armed Forces*, pp. 36-38.

A. Knowledge and understanding

1. Of the ways in which the American family differs from families in other countries and in earlier times
2. Of the trends in American society affecting the structure and functions of the family and the role of women and children in our society
3. Of the personality make-up of the individual as it affects his relationships to friends and to members of the family
4. Of the ways in which experiences in family life determine the personality development of the child
5. Of the effects of the war on love, courtship, marriage, and family life
6. Of the factors making for success in marriage
7. Of the development of relationships of friendship and affection: dating, courtship, engagement, and marriage
8. Of major family crises and conflicts, and ways of meeting them
9. Of the biological aspects of reproduction and of prenatal and postnatal care
10. Of problems involved in earning and spending the family income
11. Of available resources for premarital, postmarital, and family counseling and education

B. Skills and abilities

1. Skill in meeting and cultivating members of the opposite sex in wholesome relationships
2. Skill in resolving conflicts, hostilities, rejections, and overattachments
3. Habits of discussion and cooperative planning in family situations
4. Ability to relate oneself and family to the broader relationships of social life, and to become identified with larger causes
5. Ability to discharge parental responsibilities in child rearing
6. Skill in planning ways of meeting the problem of in-laws and other relatives
7. Skill in household management, including the budgeting and spending of the family income

C. Attitudes and appreciations

1. Realization and happiness in marriage and family life as a significant value, the achievement of which may be aided by preparation
2. Appreciation of companionship as an essential element in the success of a marriage
3. Recognition of democracy as a way of life to be realized in the family in relations of husband and wife and of parents and children
4. Appreciation of family members as persons with needs and interests of their own

5. Awareness of the importance of the prevention, early recognition, and treatment of marital discord and of behavior problems of children
6. Appreciation of the role of religion in personal and family living

The authors of this book, who had already served as two of the members of the committee that prepared the outline of the course, were asked to prepare a workbook to be used in conjunction with a textbook as the basis of a prospective course in the United States Armed Forces Institute. Although a course in Marriage and the Family has not yet been included in the program of the Institute, the authors were encouraged, by indications of widespread interest in a course with the same objectives for all young people preparing for marriage, to write the present volume.

The authors of *When You Marry* are unusually well qualified by their training and experience to prepare a volume meeting the present pressing needs and concerns of young people. Evelyn Millis Duvall has a thorough background in biology, and has completed her residence requirements for the doctor's degree in the field of human development, which is an integrated program of study including pertinent courses in anthropology, biology, economics, nutrition, psychiatry, psychology, and sociology. As director for eight years of the Association for Family Living she gained an understanding of the problems of young people of all social classes, and of ways of working with them in the discussion of their questions. Dr. Reuben Hill had his graduate training in sociology. Organizer and director for four years of the interdepartmental courses in marriage at the University of Wisconsin, with further experience in the University of South Dakota, Iowa State College, and numerous informal collegiate situations, he has intimate knowledge of the problems of college youth and experience and skill in methods of teaching adapted to their interests.

The authors have brought together their combined training and experience in a collaboration that, through collective thinking, has produced what may be considered a new integration both of material and of point of view. The book possesses a vital down-to-earth quality and, at the same time, scientific soundness and thoroughness that would not otherwise be possible.

ERNEST W. BURGESS

University of Chicago

C O N T E N T S

Part One

ANTICIPATING MARRIAGE

I	<i>What You Bring to Marriage</i>	3
II	<i>Love Enough to Marry On</i>	29
III	<i>Dating: Practice Makes Perfect</i>	45
IV	<i>Becoming Involved: The Courtship Process</i>	65
V	<i>The Meaning of an Engagement</i>	83
VI	<i>Who Gets Married and to Whom</i>	109
VII	<i>Marriage and the Facts of Life</i>	125
VIII	<i>Morality Makes Sense</i>	145

Part Two

WHAT IT MEANS TO BE MARRIED

IX	<i>Just Married</i>	167
X	<i>Common Conflicts in Marriage</i>	183
XI	<i>Money Matters in Marriage</i> By Sylvanus M. Duvall	201
XII	<i>When Crises Come</i>	223
XIII	<i>Facts and Feelings about Divorce</i>	245
XIV	<i>What Holds a Marriage Together?</i>	267

Part Three

THE MAKING OF A FAMILY

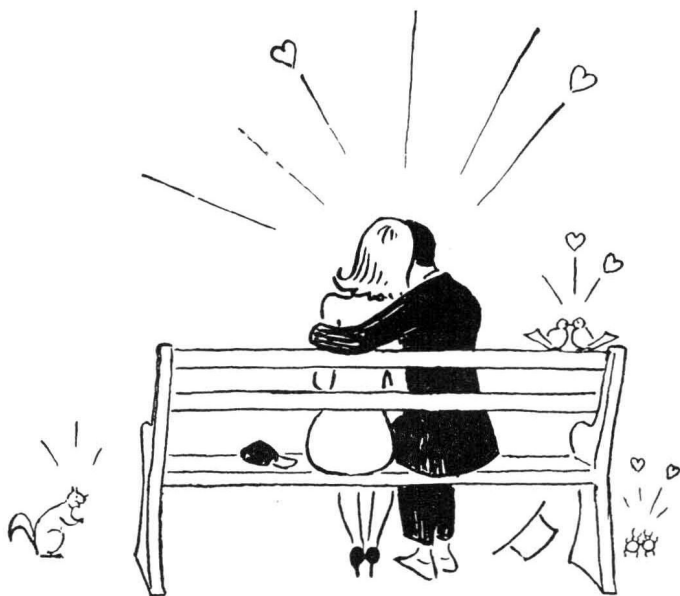
XV	<i>Where Babies Come From</i>	285
XVI	<i>Getting Ready to Be Parents</i>	301
XVII	<i>What It Means to Be Parents</i>	319
XVIII	<i>Family Life and Religious Living</i>	341
	By Sylvanus M. Duvall	

*Part Four*FAMILY LIFE YESTERDAY, TODAY,
AND TOMORROW

XIX	<i>Marriage Isn't What It Used to Be</i>	361
XX	<i>War and Postwar Problems</i>	385
XXI	<i>Tomorrow's Family</i>	407
APPENDIX A.	<i>Marriage Prediction Scale</i>	429
APPENDIX B.	<i>Reliable Marriage and Family Counseling Services</i>	439
INDEX		443

PART ONE

ANTICIPATING MARRIAGE



He Didn't Learn That out of a Book!

What makes you you? How can children born and raised in the same family be so different? Can you hope to reform the person you marry? How does the past influence the present in your life? What types of personality make the best marriages?



CHAPTER I

What You Bring to Marriage

WHEN you come to marriage, what do you bring? A new wardrobe? A nest egg in the bank? Some furniture you've inherited? A dependent relative or two? A good job and the prospect of advancement? Whatever your tangible assets or liabilities are, there is something even more important: that is *you* as a *personality*, the way you act toward people and the attitudes which you bring to marriage.

The kind of marriage you make depends upon the kind of person you are. If you are a happy, well-adjusted person, the chances are your marriage will be a happy one. If you have made adjustments so far with more satisfaction than distress, you are likely to make your marriage and family adjustments satisfactorily. If you are discontented and bitter about your lot in life, you will have to change before you can expect to live happily ever after.

There was a time when people thought that unhappiness in marriage resulted primarily from a poor choice of a marriage partner, from some mysterious incompatibility in sex adjustment, from money troubles, or in-laws, or religious mix-ups, or some other chance circumstance. Sex is important. Whom you marry also makes a difference. Money troubles and in-law interference and religious differences all are part of the picture. We'll look them all over soon. Right now let's get at the most important consideration, the personality bases for marriage.

WHAT IS PERSONALITY?

Personality is not just an endowment which some people have and others lack. You are not born with a good or a bad personality. The attractive sparkle or the unfortunate habits which make you

stand out from others are not a coincidence or a gift of the gods. The many aspects of every personality are not accidental, but have causes and often elaborate histories. What makes you *you* depends upon years of responding to life's situations. Your personality is made up of many things: the kind of body you started with, the type of home you were born into, the sort of people you have associated with, the way you have been brought up and the things you have learned, and most important of all, how you have felt and acted about them. Your personality is the sum total of the characteristic ways of feeling, responding, and behaving which determine your place in society.

What You Started With. Although you were not born with a ready-made personality, many of the potentials of your personality were already established at birth. You were born with a certain kind of body: it was fat or thin, strong or weak, active or quiet, responsive or relatively insensitive. Your personality is affected greatly by such factors as energy output, drive, push, and indefatigability. There is a physical basis to personality.

People are born with a capacity for responding to situations with varying degrees of mental alertness. Environment can do little for idiots and similar defectives, but even the poorest surroundings cannot black out the brilliance of a genius. Even though the great majority of us fall somewhere between these two extremes, our capacities are usually so much greater than our use of them that we can get little scientific encouragement for attributing our personal failures to a low I.Q. Recent studies have indicated that these native talents of ours are greatly influenced by the stimuli for growth they receive and by our active willingness to cultivate them.¹

You were born a boy or a girl. This fact has far more than a biological significance. Whether you are going to grow up to be a man or a woman, a husband or a wife, a father or a mother, does not mean nearly as much as does your early acceptance of yourself for what you are. An American girl of today no longer needs to apologize for her sex. In certain societies, however, being born a girl would have meant the end of her right then and there. Even now, the fifth girl born in a family of girls longing for a boy cannot

¹ George Stoddard, *The Meaning of Intelligence* (New York: Macmillan, 1943), describes a series of studies showing the influence of environmental stimuli on intelligence.

be guaranteed the welcome and the feeling of importance and personal security that a long-sought girl baby in another family might have. Being born a girl in a family where mother finds womanhood satisfying, or a boy in a family where father relishes being a man, adds to the biological heritage of sex the important element of sex acceptance that is so vital for good personal and marriage adjustment.

Oldest, Youngest, or in Between. You were born into your family with a special place all your own. No other brother or sister came into and grew up in the same family constellation that you entered. If you were the oldest you had a unique place in your parents' life for a period of time. When younger brothers or sisters came along you were faced with your first powerful threat of deprivation. You had to share your parents and your home with the newcomers. Were you the youngest in a large family? Then yours was inevitably the place of the baby of the family, with all the others ahead of you in age and size and power and protectiveness. If you were somewhere between the oldest and the youngest, yours was the problem of stretching ahead to the older ones, while you hung back at times to play with those younger than you. Only children, although not as spoiled as popular opinion so often generalizes them to be, live in an entirely different family set-up from the youngster who shares his home life with brothers or sisters. Children who arrive long after the parents' marriage come into a far more stable but rigid family than do those who come while parents are still getting acquainted and getting used to the idea of being married. Where and when you came into your family gave you a unique place with its own assets and liabilities.

Your Status in the Community. You were born with a place in the community. By being a member of your family, you shared their status in the neighborhood, the community, and the world. As a child in a minister's home in the Middle West, or of a tenant farmer's family in Georgia, or of an old-line Boston family, you took on the distinctive marks of their particular way of living and became a citizen of their world. Being born across the tracks or on the hill, being born a Negro or a white, an Oriental or an Indian, coming from parents whose homeland is far away or from folk whose forebears migrated to this country several generations ago, makes a difference in the status of the individual within the community.